



An Roinn Oideachais
Department of Education

Curriculum Evaluation: English Report

REPORT

Ainm na scoile/School name	Anacarty N S
Seoladh na scoile/School address	Shanaknock Anacarty Co. Tipperary
Uimhir rolla/Roll number	18528S
Dáta na cigireachta/ Date of evaluation	27-04-2023
Dáta eisiúna na tuairisce/ Date of issue of report	15/06/2023

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the *Primary Language Curriculum (2019)*. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

How to read this report

During this inspection, the inspector evaluated learning and teaching in English under the following headings:

1. Quality of pupils' learning
2. Supporting pupils' learning through learner experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none">1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> and this policy is reviewed annually.2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the <i>Procedures</i>) since the previous report to the board.3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.

The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Date of inspection	27-04-2023
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

School context

Anacarty National School is a rural co-educational primary school, under the patronage of the Catholic Archbishop of Cashel and Emly. The school has four mainstream class teachers, one full-time special education teacher (SET) and one part-time SET who provides five hours support per week to the school. At the time of the evaluation there were ninety pupils enrolled in the school.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning in English was very good; the pupils presented as motivated and confident learners.
- Pupils engaged in high quality learning experiences in oral language, reading and writing.
- The overall quality of teaching was very good; teachers provided engaging purposeful English lessons.
- The quality of assessment was good; teachers maintained records of progress in learning for all pupils.
- The overall quality of whole-school planning and school self-evaluation (SSE) to support teaching and learning in English was good.

Recommendations

- Teachers should further develop the range of assessment methods in use in the school to include self-assessment and peer assessment.
- As the pupils enjoy reading and discussing texts, teachers should focus on developing pupils' critical literacy skills to further enrich their language learning experiences.

Detailed findings and recommendations

1. The quality of pupils' learning

The overall quality of pupils' learning in English was very good. Pupils participated confidently and with enjoyment in appropriately playful and engaging oral language, reading and writing activities. Classroom observation and pupils' interactions indicated that they were making good progress in developing communicative relationships through language, understanding the content and structure of language, and exploring and using language. Communication among pupils and between pupils and teachers was respectful and conducive to wellbeing. In all learning settings the pupils engaged purposefully with and demonstrated positive attitudes towards their language learning activities. Pupils in some classes recited rhymes and poetry; there is potential to extend this practice throughout the school. Pupils presented as motivated enthusiastic readers; they read confidently, and discussed their reading preferences and favourite authors. Their written work was good overall; learning areas showcased varied displays of pupils' writing and interesting project work.

During the focus group discussion the pupils demonstrated a very positive attitude to English. They expressed pride in their literacy work while they recalled a variety of learning experiences such as games, quizzes, writing stories and using technology to develop digital literacy skills. They competently communicated their awareness of how their learning in English helps to support them socially and when they work collaboratively with others. The pupils showed a very good awareness of how they transferred their language skills to facilitate learning in other curricular subjects and in settings outside of the school context.

2. Supporting pupils' learning: Learner experiences and teachers' practice

The quality of learner experiences was very good. The pupils participated actively in whole-class discussions, collaborative groups, pair work and independent language learning activities. The junior classes engaged in playful integrated learning experiences; the senior classes contributed to affirming respectful discussions on a range of topics where their views and contributions were welcomed. The learning environments promoted an appreciation of language. The school and classrooms were print-rich and colourful, with well-stocked libraries containing a variety of books. The pupils read a range of novels, including digital texts, and they enjoyed engaging in and discussing their reading. Pupils were using the comprehension strategies to good effect. They experienced the reading process being modelled and they demonstrated good knowledge of the conventions of print. It is recommended that teachers should focus on developing pupils' critical literacy skills to further enrich their language learning experiences. The pupils in the junior classes used the conventions of print and sentence structure in their written work; the senior classes engaged in highly effective and active group-work during persuasive writing activities. The pupils wrote for different purposes and audiences and competently used a range of writing genres. It is advised that the teachers document the current good practice in relation to the comprehension strategies and the development of writing genres as part of the revision of the whole-school English plan.

The quality of teachers' practice was very good; teachers provided playful and engaging learning experiences during language lessons to enable pupils to interact and to communicate. Lessons were well-structured and the focus of new learning was clear. Pupils with additional educational needs were being supported through a combination of in-class models of support and withdrawal. Aspects of the National Educational Psychological Service (NEPS) Continuum of Support have been implemented and support plans were in place for pupils. There was scope for targets in support plans to be more specific and further aligned to priority learning needs.

The quality of assessment was good. Teachers maintained a range of work samples, checklists and useful assessment data which showed that pupils were making good progress. Teachers consistently monitored pupils' copies and pupil self-assessment was used to good effect in some settings. It is recommended that the school would focus on implementing pupil

self-assessment and peer assessment on a whole-school basis to enable pupils to discuss their literacy work and the work of others.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

The school has engaged well with the school self-evaluation (SSE) process. There has been a noteworthy focus on pupil use of digital technology and this was reflected in its use for literacy development and learning. The principal has promoted a reflective whole-school collaborative culture in the teaching and learning of English. She facilitated professional conversations among colleagues and she has supported teachers' engagement in professional learning to support the implementation of the Primary Language Curriculum. At the time of the evaluation the whole-school English plan was being further developed.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	<i>Weak</i> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board is pleased with the report and will take the inspector's recommendations on board. It will implement the inspector's report throughout the school.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

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