



Curriculum Evaluation: Irish Report

REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name

Cloughduv N S

Seoladh na scoile/School address

Cloughduv
Crookstown
Co. Cork

Uimhir rolla/Roll number

13234W

Dáta na cígireachta/
Date of evaluation

24/05/2024

Dáta eisiúna na tuairisce/Date of
issue of report

25/11/2024

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 Irish under the following headings:

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning 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.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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:	
Child Protection	Anti-bullying
<ol style="list-style-type: none">4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.6. 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</i> (2013) or <i>Bí Cineálta</i> (2024) and this policy is reviewed annually.2. The school's current 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	23 to 24/05/2024
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

Cloughduv NS is a co-educational primary school under the patronage of the Catholic Bishop of Cork and Ross. At the time of this evaluation, the school had an enrolment of 141 pupils. There were six mainstream class teachers on staff. There were also two special education teachers, one of whom was the principal.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning was very good; they presented as confident and competent learners.
- The quality of pupils' learning experience was very good; the pupils worked independently and collaboratively, in creative and purposeful ways.
- The quality of teaching was very good; the teachers integrated the skills of oral language, reading and writing in an effective manner and used a communicative approach to teaching the language.
- The overall quality of assessment was good.
- The quality of school planning, including school self-evaluation, to progress pupils' learning was excellent.

Recommendations

- Teachers used digital technologies to collaboratively write stories with pupils. Pupils should be provided with more opportunities to write independently across a range of genres.
- Teachers should progress assessment skills further, providing pupils with opportunities to annotate the work samples that have been collated for assessment purposes; this would provide opportunities for pupils to reflect on their learning.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning outcomes was of a very high standard. Pupils presented as confident and capable learners. They displayed knowledge, skills and understanding of the Irish curriculum. It was clear that pupils held a curious and open-minded attitude to themselves, and those in the world around them. They engaged with and clearly enjoyed their learning.

Pupils achieved the learning outcomes in the lessons observed. They demonstrated very good oral language skills, asking and answering questions confidently. In all classes, pupils were able to recite a range of poems and rhymes, adding to their phonological awareness and pronunciation of language. Pupils in the middle and senior classes read well with notable clarity and expression. Pupils transferred reading skills learned in English and effectively applied them to Irish. They displayed a good understanding of texts, discussing content confidently. Pupils had a good standard of handwriting and their written presentation skills were praiseworthy. Teachers and pupils used digital technologies to write stories collaboratively. Pupils should be provided with more opportunities to write independently across a range of genres. Teachers were advised to use the writing resources of the primary language curriculum toolkit to assist them in this task.

A focus group of pupils was convened during this evaluation. The pupils informed the inspector that they enjoyed particular approaches to learning Irish, including games, Drama and songs. Pupils discussed how they recognised phrases from song lyrics in their reading materials. They described how their monthly assemblies gave them opportunities to perform songs and poems in front of the school.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

The quality of the pupils' learning experiences was very good. The pupils were observed to learn independently and collaboratively in both a creative and purposeful way. Positive and supportive interactions in Irish were observed during the evaluation between pupils and adults.

Pupils were encouraged to learn actively. They were facilitated to take ownership of their learning and accept responsibility for improvement in their work. Learning environments were inclusive and well-ordered. Pupils' print awareness was improved through displays of their writing and the use of bilingual labelling. Junior classes playfully explored the theme of shopping. Senior classes recorded Irish phrases encountered during lessons to practice them in a broader range of contexts. Pupils were confident and creative in how they used digital technologies individually and in pairs to progress their learning. The middle and senior classes participated in the 'Say yes to languages' initiative which provided them with an opportunity to learn Spanish under the direction of their teachers. This exposure to a third language provided an opportunity for pupils to broaden their understanding of additional language learning.

The quality of teaching was very good. Teachers held high expectations for their pupils' learning. They regularly provided pupils with opportunities for reflection on their work. Teachers' preparation was closely linked to the curriculum and informed the provision of innovative lessons for pupils. They integrated the skills of oral language, reading and writing in an effective manner and used a communicative approach to teaching the language. Teachers encouraged pupils' interest in learning, using a range of questions to gather information. Pupils' answers were used as prompts to inform the development of lessons. Teachers used the Arts, and Drama in particular, to improve communication skills and foster an appreciation of Irish culture.

The overall quality of assessment was good. Using both written and oral formats, teachers offered helpful, positive feedback regularly to pupils on their learning. Instances of peer and self-assessment were observed in the majority of classes. Teachers should progress assessment skills further, facilitating pupils to annotate the work samples that have been

collated for assessment purposes. This would provide opportunities for pupils to reflect on their learning.

Teachers differentiated tasks in response to their pupils' emerging learning needs. The majority of teachers provided written reflections on teaching and learning in their monthly records.

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

The quality of school planning, including school self-evaluation, in progressing pupils' learning was excellent. While Mathematics was chosen as a focus of SSE at the time of the evaluation, the principal and the leadership team had a highly effective approach to whole-school curriculum planning. The school plan for Irish was exemplary. It contained very clear guidance which informed teacher's practice at all levels. At the time of the evaluation, the staff had prioritised the development of writing in English and Irish using digital technologies.

The principal encouraged the teachers to further their professional learning, to engage with the support services and to share relevant features of this learning with their colleagues.