



An Roinn Oideachais
Department of Education

Curriculum Evaluation: English Report

REPORT

Ainm na scoile/School name	SN Na Crannaighe
Seoladh na scoile/School address	Carrowreagh East Cranny Kilrush Co. Clare
Uimhir rolla/Roll number	138040
Dáta na cigireachta/ Date of evaluation	29-11-2022
Dáta eisiúna na tuairisce/ Date of issue of report	19/01/2023

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(s) 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	29-11-2022
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

Cranny National School is a co-educational primary school situated in the village of Cranny, County Clare. The school is under the patronage of the Roman Catholic Bishop of Killaloe. At the time of the evaluation, eighteen pupils were enrolled in the school and these were distributed across two mainstream classes. The school is also the base for a shared special education teacher.

Summary of main findings and recommendations:

Findings

- The quality of teaching was very good. Teachers modelled high quality oral language and provided pupils with playful and engaging language experiences.
- Very high levels of engagement and enjoyment were evident in all lessons.
- The quality of pupils' learning outcomes was very good. Pupils took great pride in presenting and talking about their work.
- Pupils' learning experiences were of a high quality. Pupils worked together successfully and engaged in challenging tasks.
- Assessment practices were very good. Pupils were equipped with a range of self-assessment strategies.
- The quality of whole-school planning including school self-evaluation (SSE) was very good.

Recommendations

- Teachers should provide pupils with further opportunities to exercise autonomy over their writing.

Detailed findings and recommendations

1. The quality of pupils' learning

The quality of pupils learning outcomes in English was very good. Pupils enjoyed their learning and were motivated to learn. They demonstrated positive dispositions towards language learning including curiosity, confidence and pride. Pupils had a clear sense of themselves as learners. They applied critical thinking and problem-solving skills during literacy tasks and when considering oral and written texts. Samples of work were of a high quality and written work was presented neatly.

Aistear: The Early Childhood Curriculum Framework was used very effectively to equip pupils with a range of vocabulary based on playful and real life experiences. Pupils' oral language skills were developed incrementally as they progressed throughout the school. All pupils in the school completed oral presentations.

Pupils demonstrated an awareness of the importance of the writing process and supported one another as editors. They wrote in a range of genres and applied these skills in both their English

and Irish writing. Pupils would benefit, however, from more autonomy in their choice of writing topics. This should further develop ownership of their learning and the development of independence in language use. Pupils' effective use of a range of comprehension skills was evident during the lessons observed, as they responded to texts, made predictions and inferences, and posed questions.

Pupils demonstrated very good phonological awareness and word recognition skills. They used a range of strategies to decode words and read a range of texts at appropriately challenging levels. During the focus group discussion, pupils spoke about their enjoyment of English. They reported that they felt pride and confidence in their learning. They enjoyed working together and sharing their learning with others. Pupils talked about how they used skills they had acquired during English lessons to support them in other curricular areas, particularly Science and History.

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

The quality of pupils' learning experiences was very good. Interactions between pupils and teachers, and between pupils themselves, were highly respectful. Pupils were given opportunities to work collaboratively and independently. Appropriately playful learning opportunities were used to promote vocabulary development. Pupils experienced a wide range of oral language activities including through presentations and opportunities for talk and discussion during lessons. They engaged in both shared reading opportunities and individual reading. In the focus group discussion, pupils stated they enjoyed dedicated reading time as it gave them an opportunity to practise their reading skills and encouraged a love of reading.

The quality of teachers' practice was very good. Teachers used a range of picture books to develop critical thinking skills. Lessons were well-structured and paced appropriately. Reading and writing were scaffolded appropriately and very good oral language was modelled at all times. Teachers created language rich environments which reflected and celebrated pupils' learning. They planned for and prepared a wide variety of rich learning experiences.

The key principles of the Primary Language Curriculum were used to underpin their approaches to language learning. Teachers communicated high expectations for pupils' learning and drew on their knowledge of the pupils in making decisions about progressing the language learning. They provided appropriately challenging activities to support the learning of all pupils. Teachers used a range of concrete resources to support pupils' learning. They collaborated successfully to ensure that the pupils' learning in support settings, and during in-class initiatives, was aligned to their learning needs.

Very effective assessment practices were evident during the inspection. Decisions about progression in learning were underpinned by high quality assessment practices. Teachers used a variety of assessment methods both teacher-led and pupil-led. Teachers regularly monitored pupils' learning and provided feedback both orally and in writing.

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

The quality of whole school planning, including SSE, was very good. The whole school plan for English was being reviewed. Teachers were also reviewing SSE targets from the previous cycle of school improvement. They had identified how the whole-school approaches to oral language development had a positive impact on pupils' learning. Teachers have completed a number of courses in order to further support them as they review whole-school approaches in English.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board of management of Cranny National School wishes to acknowledge the positive findings of this report. The board is particularly pleased that the report affirms the very high quality of teaching and learning, experiences and outcomes in English at Cranny National School. The board is very pleased that the pupils were observed to be highly engaged and enjoying their learning. We appreciate that the teachers' high-quality preparation, teaching practices, assessment strategies and commitment to continuing professional development in English was recognised and affirmed.

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

The board of management of Cranny National School acknowledge the recommendation made in the Curriculum Evaluation report and the teaching staff have already begun to provide pupils with further opportunities to exercise autonomy over their writing.

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;