



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

REPORT

Ainm na scoile/School name	Scoil Naomh Ide
Seoladh na scoile/School address	New Road Clondalkin Dublin 22
Uimhir rolla/Roll number	19220S
Dáta na cigireachta/ Date of evaluation	02/10/2024
Dáta eisiúna na tuairisce/ Date of issue of report	08/01/2025

What is a whole-school evaluation – management, leadership and learning?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

How to read this report

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' wellbeing
4. The quality of leadership and management
5. The quality of school self-evaluation

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 on the findings and recommendations of the report; the board chose to accept the report without response.

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. 4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023). 5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools (revised 2023). 	<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> or <i>Bí Cineálta (2024)</i> 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. 3. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment in line with their current policy. 4. All teachers visited report that they have read the school's current policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

<ol style="list-style-type: none">6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, (revised 2023).7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).8. Child protection records are maintained in a secure location.	
---	--

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

Whole-school evaluation – management, leadership and learning

Dates of inspection	23/09/2024- 25/09/2024
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and in-school leadership team• Meeting with representatives of the board of management• Meeting with parent representatives• Meetings with teachers• Review of relevant documents• Pupil focus group	<ul style="list-style-type: none">• Analysis of parent, pupil and teacher questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal and teachers, and to parent and board of management representatives

School context

Scoil Íde is an urban primary school located in Clondalkin. It caters for pupils from junior infants to sixth class and operates under the patronage of the Roman Catholic Archbishop of Dublin. The staff comprises an administrative principal, a deputy principal, ten mainstream class teachers, one teacher of pupils in a special class, four special education teachers and one teacher of pupils with English as an additional language. At the time of the evaluation, there were 250 pupils enrolled in the school. During the evaluation, inspectors observed teaching and learning in all settings.

Summary of main findings and recommendations:

Findings

- Pupils' learning was commendable and pupils presented as competent learners.
- Teachers' practice was very good.
- Support for pupils' wellbeing was very good.
- The quality of leadership and management was commendable with strong relationships evident across the school community.
- School leaders and teachers engaged very successfully in the school self-evaluation (SSE) process.

Recommendations

- To support pupils when exploring and using new language, all teachers should ensure that there is an explicit and meaningful focus on language development during lessons.
- Sa Ghaeilge, is gá do na múinteoirí scileanna cumarsáide agus stór focal na ndaltaí a mhéadú agus a muintin in úsáid na teanga a chothú go céimniúil ó rang go rang. *In Irish, teachers should give pupils greater opportunities to develop their conversation skills and vocabulary as they move from class to class.*
- Teachers should extend the provision of assessment approaches including feedback, self-assessment and peer assessment to progress pupils' learning further and enable pupils to reflect on their learning.

- Leaders and teachers should devise more effective procedures to support the review and monitoring of curriculum implementation.

Detailed findings and recommendations

1. The quality of pupils' learning

- The quality of pupils' learning was commendable. Pupils displayed a positive attitude towards their learning, participated enthusiastically and engaged with resources including games and percussion instruments. In the Inspectorate questionnaires, the majority of pupils stated that they enjoyed their lessons and learning. Almost all pupils agreed that the school helped them to do well at all their subjects.
- Where learning experiences were very well supported, teachers regularly consolidated pupils' subject-specific language development. Overall, there was a need for these highly effective experiences to be extended throughout the school. To support pupils, including those with English as an additional language, all teachers should ensure that there is an explicit and meaningful focus on language development in all lessons across the curriculum.
- Pupils displayed a commendable interest in reading. They demonstrated a good knowledge of phonics, story sequencing and the basic conventions of print. Pupils in senior classes spoke about reading novels, favourite authors and debating. In the pupil focus group discussion, pupils stated that they would welcome further opportunities to share their learning and to debate with other classes. While pupils recited some poetry and rhymes, there was scope to develop pupils' playful and creative use of language. This should include exploring aesthetic features of language such as metaphors and alliteration.
- Pupils displayed a positive disposition towards Mathematics. They recalled facts and ably explained concepts. They were provided with opportunities to draw data and work on problem solving from real-life contexts.
- Ó thaobh na Gaeilge de, bhí deacrachtaí ag na daltaí a gcuid smaointe a chur in iúl ar an iomlán. Is gá do na múinteoirí scileanna cumarsáide agus stór focal na ndaltaí a mhéadú agus a muinín in úsáid na teanga a chothú go céimniúil ó rang go rang. *In Irish, pupils found it difficult to express their ideas confidently overall when speaking. Teachers should give pupils greater opportunities to develop their conversation skills and their vocabulary as they move from class to class.*
- Pupils enjoyed regular opportunities to be physically active. Movement breaks were a feature of practice to support pupils' engagement in learning. The school promoted the active school initiative which contributed to pupils' skills development. Many activities, including yoga and volleyball, were well supported.
- Pupils demonstrated good progress in Social, Environmental and Scientific Education. They spoke competently about their school and Clondalkin round tower. They distinguished between primary and secondary sources in History. Where pupils' learning in Science was very well progressed, they engaged in active experimentation and could talk about learning new concepts. There was scope to further develop pupils' skills overall through investigations and fair testing experiments.
- In the Arts, pupils' creativity was nurtured effectively. A variety of pupils' art was showcased and an annual art exhibition took place. In most classes, pupils discussed artists and could competently use the language of the elements. Pupils' enjoyed song singing and senior classes had opportunities to engage in a national singing competition.

2. The quality of teaching

- The overall quality of teaching was very good. Teachers were well prepared for their lessons and used a range of resources to enrich teaching in most classrooms. Where best practice was observed, teachers incorporated play-based and active learning methodologies to promote pupils' learning highly effectively. Where teachers prioritised the use of textbooks to organise programmes of learning, pupils' overall learning experience was less well developed. Teachers should prioritise active and engaging learning experiences for pupils.
- Teachers provided affirming and inclusive learning environments. They demonstrated very good classroom management skills overall. Teachers utilised a range of methodologies including whole-class teaching, pair work, group work and the use of digital technologies. These highly effective approaches should be extended to all classes on a more consistent basis to ensure an appropriate balance between teacher-led and pupil-led discussion. Teachers should consider how classroom displays could support pupils' language learning in all subjects. Teachers should record and display new language and provide pupils with additional opportunities to use this rich language in collaboration with their peers.
- Teachers demonstrated competence and knowledge of the curriculum and in the main, they were responsive to the individual learning needs of pupils. In a few instances, more challenging or supported learning experiences could have been provided for a small number of pupils. To this end, all teachers should provide differentiated learning opportunities, where appropriate.
- Special education teachers demonstrated high levels of commitment in their roles. Teachers engaged in regular, worthwhile professional learning which they shared at whole-staff level to support pupils with additional needs. There was scope to ensure that the provision of special education teaching was more closely aligned to catering for pupils with the greatest level of need. Teachers employed a range of effective evidenced-based interventions to support pupils' social, emotional, literacy and numeracy development.
- Assessment practices were effective overall and included checklists, teacher designed tasks, teacher observation and standardised tests to assess pupil progress. Teachers maintained assessment records that were clear and easy to interpret and share. While pupils' written work was monitored frequently, there was scope for teachers to extend the provision of assessment approaches including feedback, self-assessment and peer assessment to progress pupils' learning further and enable pupils to reflect on their learning.

3. The quality of support for pupils' wellbeing

- The quality of support for pupils' wellbeing was very good. Relationships fostered between pupils and their teachers and principal were a significant strength in the school. Teachers modelled respect and pupils' behaviour was highly commendable.
- Leaders and teachers developed strong links with parents, the local community and outside agencies. Teachers and leaders implemented a wide range of in-school and extra-curricular activities to enhance pupils' wellbeing. Useful links with the local community extended pupils' knowledge of local sporting opportunities.
- Interventions to promote positive wellbeing were provided. Teachers and special education teachers organised discrete lessons to support the development of pupils' social skills. Most teachers had established calm areas and effective classroom routines.

- Pupils' leadership skills were developed through their participation in a range of school committees including the student council and Green-Schools Committee. Leaders and teachers ensured that pupils were involved in relevant decision-making which included the provision of beanbags to promote reading and magnetic games in the yard. The development of the school planting area, a mini-orchard and an outdoor soft play area added to the school environment.
- Leaders and teachers had trained in restorative practice and trauma-informed practices to enable them to support pupils' emerging needs.

4. The quality of leadership and management

- The quality of leadership and management was commendable. The principal was highly dedicated and ably supported by a committed board of management who met regularly, contributed positively and played a key role in developing the school. The board was very well informed regarding school developments and achievements. A broad range of appropriate administrative policies was available to support the management of the school.
- The principal led and managed the day-to-day running of the school highly effectively. The principal, deputy principal and in-school leadership team met regularly and worked collaboratively to address school priorities. There was scope for school leaders to devise more effective procedures for the review and monitoring of curriculum implementation. This would further enhance and progress pupils' learning.
- Leaders and the board were committed to building and maintaining strong links with the school community and established highly effective communication strategies including regular newsletters, and translated communications, where relevant.
- Almost all parents agreed that the school was well run and that there was a good atmosphere in the school. Parent representatives held the school in high regard and provided valuable support to the school which impacted positively on school life.
- The school reported that it regularly provided placements for student teachers. Such engagement in initial education programmes is welcomed and included among the *Teaching Council's Code of Professional Conduct for Teachers*.

5. The quality of school self-evaluation

- The quality of SSE was very good. The school demonstrated very good engagement in the SSE process. School leaders had consulted pupils, parents and teachers regarding areas of improvement, including the prioritising of pupil wellbeing. The most recent areas of focus have been the development of pupils' handwriting and fine-motor skills. Leaders and teachers had implemented successful measures to promote and improve pupils' handwriting such as the celebration of handwriting achievements at assemblies, and whole-school emphasis on fine motor skills.
- Leaders and teachers shared their learning from ongoing professional development and from a range of evidenced-based programmes to enable them to support the emerging needs of the school. Going forward, the school should continue to build on the strengths of established SSE processes to support the continued development of whole-school curriculum plans as appropriate.

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	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective