



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

Ainm na scoile/School name	Screen National School
Seoladh na scoile/School address	Screen Enniscorthy Co. Wexford
Uimhir rolla/Roll number	18839M
Dáta na cigireachta/ Date of evaluation	31-01-2023
Dáta eisiúna na tuairisce/ Date of issue of report	08-05-2023

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 2017. 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 2017. 6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the 	<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. 4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment. 5. All teachers visited report that they have read the school's policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

<p>Child Protection Procedures for Primary and Post-Primary Schools, 2017.</p> <ol style="list-style-type: none"><li data-bbox="256 210 826 338">7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).<li data-bbox="256 338 804 405">8. Child protection records are maintained in a secure location.	
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The school met the requirements in relation to each of the checks above.

Whole-school evaluation – management, leadership and learning

Date of inspection	31-01-2023
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• Meeting 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

Screen National school is a rural, vertical, co-educational primary school under the patronage of the Catholic Bishop of Ferns. At the time of the evaluation, the school had 123 pupils enrolled, with five mainstream class teachers, one early intervention special class teacher for pupils with an Autistic Spectrum Disorder (ASD), one fulltime special education teaching (SET) post and was also the base school for one SET post shared with another school.

Summary of main findings and recommendations:

Findings

- Overall, the learning achievements of pupils in mainstream and special educational needs (SEN) settings were of a good quality, with some very good learning evident.
- Overall, the quality of teaching in mainstream and SEN settings was of a good standard, with some exemplary practice observed.
- Support for pupils' wellbeing was of a good quality and the pupils were well behaved, friendly and confident.
- The overall quality of leadership and management of the school was good.
- The principal demonstrated a very high level of commitment and dedication to the ongoing development of the school and to leading teaching and learning.
- School self-evaluation (SSE) was of a competent standard.

Recommendations

- To provide for breadth and balance in pupils' learning in all classes, teachers should ensure that pupils experience the full range of strands in curriculum areas, together with opportunities to revise, embed and contextualise their learning.
- Teachers should use existing assessment information to further inform future teaching and accommodate the full range of pupil abilities.
- Teachers should ensure an appropriate balance between teacher input and the development of pupils' collaborative and active learning skills, including their problem-solving abilities.

Detailed findings and recommendations

1. The quality of pupils' learning

- Overall, the learning achievements of pupils in mainstream and SEN settings were of a good quality, with some very good learning also evident. During the evaluation, pupils engaged in the learning opportunities provided with high levels of interest and enthusiasm.
- Sna ceachtanna a fheictear sa Ghaeilge, bhí caighdeán an-mhaith á bhaint amach ag na daltaí. Bhí dearcadh dearfach acu ó thaobh fhoghlaim na Gaeilge de. Bhí tuiscint mhaith acu agus léigh said le líofacht maith. Bhí scileanna labhartha neamhspleácha na daltaí á fhorbairt agus bhí siad in ann ceisteanna chur agus a fhreagairt agus abairtí simplí a chumadh acu. *In the lessons observed in Irish, pupils were achieving a very good standard. They were positively disposed to learning Irish. They had a good level of understanding and read with appropriate fluency. Their independent speaking skills were being developed and they they were able to ask and answer questions and compose simple sentences.*
- In English literacy, pupil achievement levels in reading were good overall. Pupils demonstrated a very good ability to speak with confidence and competence. In some classes, fine examples of pupils' personal writing were observed. In order to further progress current standards, it is advised that a more sustained focus on each writing genre is implemented consistently.
- Overall, achievement levels in numeracy were good. In line with the school's planned focus on numeracy, the improvement of pupils' problem-solving abilities has been identified as a priority. As part of this process, the further and consistent promotion of problem-solving strategies and their application to real-life situations, is advised. This should be supported by increased opportunities for pupils to use manipulatives and to explain their mathematical thinking.
- During the lessons observed, pupils demonstrated very good levels of skill development and awareness of the elements of the Visual Arts.
- Across the wider curriculum, pupils' understanding and knowledge of current and previous learning was well developed in the majority of classes. In a minority of classes, pupils knowledge and understanding across the full range of curriculum strands was less well developed. To provide for breadth and balance in pupils' learning in all classes, teachers should ensure that pupils experience the full range of strands in curriculum areas. Increased opportunities to revise, embed and contextualise their learning, particularly in relation to the listening, responding and composing strands of the Music curriculum, and local History and Geography should be developed, including visits to places of local historical, geographical or environmental significance.
- Generally, classrooms were print and visually rich. In most classes, high quality displays successfully supported and celebrated pupils' learning.
- Pupils in the focus group discussion welcomed the increased range of co-curricular and extra-curricular activities provided by the school. They identified more challenging activities and the more regular use of digital technologies as ways of further deepening their understanding and making learning fun.

2. The quality of teaching

- Overall, the quality of teaching in mainstream and SEN settings was of a good standard, with some exemplary practice also observed. In the questionnaire responses, most parents indicated that their child was doing well in school and a majority of parents indicated that teaching was good.

- During the evaluation, where teaching was particularly successful, the purpose of lessons was communicated clearly, new content built on pupils' prior learning and lessons were well structured. There was an emphasis on directly teaching and consolidating topic-specific language and promoting the development of the pupils' investigative skills. However, in some lessons, there was an over reliance on teacher and text-book directed learning. Teachers should ensure an appropriate balance between teacher input and the development of pupils' collaborative and active learning skills, including their problem-solving abilities.
- Teachers have embraced a wide range of new teaching and learning initiatives. Their engagement in professional dialogue in order to share good practice and to pilot and implement new initiatives, was highly praised.
- Support for pupils with additional learning needs in both withdrawal and in-class settings, was delivered in an affirming and engaging manner which enabled pupils to volunteer opinions and take chances with their learning. In developing learning programmes, teachers are advised to ensure that learning targets are consistently specific.
- In the early intervention class for pupils with an ASD, staff were commended for the delivery of ASD-specific teaching approaches addressing the individual needs of pupils through the delivery of lessons characterised by a high level of predictability, structure and routine.
- All teachers observed, employed a suitable range of strategies to monitor and assess pupils' learning. In the most effective instances, teachers used the information from assessment practices to inform future teaching and accommodate the full range of pupil abilities. This highly effective practice should be a feature of all learning settings.

3. The quality of support for pupils' wellbeing

- Overall, support for pupils' wellbeing was of a good quality. The pupils were well behaved, friendly and confident.
- A strong commitment to environmental awareness and care was very evident in the school. Through participation in the Green Schools and the Active Flag Programmes, pupils were enabled to develop personal and collective responsibility for their school and a sense of the democratic process. The pupil questionnaire responses and focus group responses indicated that there is potential to strengthen pupil participation further in aspects of appropriate decision making within the school.
- The quality of home-school communication was good and school management and teachers fostered good quality relationships with parents and the wider community. The parents' association actively supports the work of the school and most parents indicated that they felt welcome in the school.

4. The quality of leadership and management

- Leadership and management in the school was of a good quality overall. The board of management has overseen the maintenance and development of the school building and grounds, including a very well-resourced school playground. The provision of an annual report to the general parent population on the work of the board was advised.
- The principal demonstrated a very high level of commitment and dedication to the ongoing development of the school and to the leading of teaching and learning. She has promoted a culture of teamwork and collaborative review. Together with the acting deputy principal, she has facilitated the implementation of new teaching and mentoring approaches to improve pupil learning.
- The principal was well supported in her role by the in-school leadership team (ISL) which was comprised of the acting deputy principal and acting special duties teacher.

Through their assigned duties they contributed to the organisation and efficient running of the school. The board should now consider inviting members of the ISL team to report periodically on their priority areas of responsibility.

5. The quality of school self-evaluation

- SSE practices in the school were of a competent standard overall. The school's SSE plan had identified the development of pupils' spelling and vocabulary in literacy as priorities for development. It is advised that further attention be paid to including both parent and pupil participation, and to ensuring that targets are measurable and clearly delineated from actions.

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;