

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Whole School Evaluation**  
**Management, Leadership and Learning**

**REPORT**

<b>Ainm na scoile / School name</b>	Naomh Pádraig Boys
<b>Seoladh na scoile / School address</b>	Cambridge Road Ringsend Dublin 4
<b>Uimhir rolla / Roll number</b>	03917V

**Date of inspection: 29-01-2020**



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agus Scileanna  
Department of  
Education and Skills

## **WHAT IS 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' well-being
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 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.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

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 Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
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

<b>Dates of inspection</b>	29-01-2020
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meetings with principal and in-school leadership team</li><li>• Meeting with representatives of the board of management</li><li>• Meeting with parent representatives</li><li>• Meeting with teachers</li><li>• Review of relevant documents</li></ul>	<ul style="list-style-type: none"><li>• Analysis of parent and pupil questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal, deputy principal and teachers, and to board of management representative</li></ul>

### SCHOOL CONTEXT

Naomh Pádraig Boys caters for boys from junior infants to sixth class. The school operates under the patronage of the Catholic Archbishop of Dublin and participates in Delivering Equality of Opportunity to Schools (DEIS), the action plan of the Department of Education and Skills for educational inclusion. There are 136 pupils enrolled currently; pupil attendance and punctuality are very good. Staffing includes an administrative principal, seven mainstream teachers and four support teachers for pupils with special educational needs (SEN). One support teacher is part-time and based in another school. The school has the services of a shared home-school-community-liaison co-ordinator.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The school is managed very effectively; the board of management and principal demonstrate very well developed leadership skills.
- Teaching is good with very good methodologies observed in almost all lessons; pupils' learning experiences in infant classes are of a very high quality.
- Pupils' learning is commendable with pupils attaining very well in English reading and Mathematics; pupils' writing skills require development.
- Assessment is effective overall, although there is significant variation in the quality of teachers' individual practice.
- Support for pupils' wellbeing is very good; the school is a calm, respectful learning environment in which pupils' self-confidence is nurtured.
- School self-evaluation (SSE) is effective; while DEIS planning impacts positively on learning, more specific targets and more structured monitoring of the implementation of targets would enhance its impact.

#### RECOMMENDATIONS

- Whole-school approaches to writing and to the presentation of written work across the genres should be implemented.
- Whole-school approaches to assessment should develop further to ensure consistent impact on teaching and learning.

- Greater clarity in the setting of whole-school improvement targets and in the ongoing monitoring of progress towards these targets is necessary to enhance the impact of DEIS planning on learning.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF PUPILS' LEARNING

- Pupils' learning is good; pupils are motivated, attentive and very positively disposed to learning. In a few instances, pupils' listening skills could be developed further.
- Learning experiences are very good and take place in a range of contexts. Digital technologies are successfully integrated across the curriculum. The schools' participation in the Department's Creative Clusters initiative impacts positively on pupils' learning. Pupils' learning experiences in the infant classes are very good; learning is pupil-led, playful, and occurs in an excellent learning environment.
- The local environment is used effectively to support learning and pupils have a good knowledge of local history. While pupils engage regularly in active learning experiences in Social Environmental and Scientific Education (SESE) and are able to describe their learning, there is potential to further develop their skills in this area.
- Literacy outcomes are commendable; pupils are articulate and eager to share their learning. The school has appropriately targeted pupils' motivation to read and the resultant development of a culture of reading is highly commended. Many pupils are achieving very good outcomes in reading. While current reading interventions are very successful, some pupils' reading experiences could be extended further through the use of appropriately challenging texts. *Léiríonn na daltaí dearcadh dearfach i leith na Gaeilge agus tá siad spreagtha chun foghlama. Pupils display a positive attitude to Irish and they are motivated to learn.*
- The school has identified that pupils' writing shows potential for development. There is need to ensure that pupils' writing outcomes are broadly commensurate with their reading abilities. A whole-school approach to the teaching of writing should be implemented.
- Pupils' numeracy outcomes are very good; pupils demonstrate a positivity towards Mathematics, use mathematical language precisely and have well-developed computational and procedural skills.

### 2. THE QUALITY OF TEACHING

- Teaching is good overall, with many examples of very good teaching observed. Active and collaborative methodologies are well embedded in teachers' practice.
- Teachers share expertise and lead aspects of school development willingly. As their engagement in the school improvement process becomes embedded, there is potential for teachers to engage in greater collective reflection on practice.
- Tá gnéithe le forbairt maidir le teagasc na Gaeilge. Sna ceachtanna a breathnaíodh, sonraíodh eiliminití d'aistriúchán sa teagasc; b'fhiú an cleachtas seo a sheachaint. *There are aspects for development in respect to the teaching of Irish. In the lessons observed, elements of translation were observed in the teaching; it is advised that such practice be avoided.*
- While teaching in Mathematics is very effective, there were a few lessons observed which were overly focused on pupil activity and would have benefited from additional plenary sessions to consolidate learning. A very good emphasis is placed on the use of mathematical games although pupils should be consistently facilitated to recognise the mathematical principles underlying these games.
- The teaching of content in SESE is effective; a greater balance between the acquisition of knowledge and the development of skills will enhance learning.
- Provision for pupils with SEN is effective and very well coordinated. The school is ensuring that the use of Classroom Support Plans, as part of the Continuum of Support, becomes embedded in teachers' practice. In general, targets in pupils' support plans should be more specifically stated.

A range of effective interventions are in place to support pupils and a number of these interventions are highly effective. All interventions should be reviewed regularly to ensure that they continue to meet pupils' needs.

- Assessment is effective overall, although a significant variation in teachers' practice is evident, ranging from fair to excellent. Where approaches to assessment are highly effective, assessment files include very clear observations of pupils' learning needs and progress, and detailed skills-focused checklists. In a few classes, pupils benefit from excellent formative feedback on their written work; however, in a few other classes, there is an absence of such feedback and the standard of pupils' written work shows scope for improvement. Whole-school approaches to assessment require development to ensure a consistent impact on teaching and learning.

### **3. THE QUALITY OF SUPPORT FOR PUPILS' WELL-BEING**

- Support for pupils' wellbeing is very good. In Inspectorate questionnaires, most pupils reported that they like this school. While structures are in place to support the development of pupil voice, there is potential for these to become further embedded.
- Overall, pupils behave very well and engage very well in learning. The school is a calm, affirming and respectful learning environment in which pupils' self-confidence is nurtured. A wide range of co-curricular and extra-curricular activities enriches pupils' wellbeing.

### **4. THE QUALITY OF LEADERSHIP AND MANAGEMENT**

- The quality of leadership and management is very good. In questionnaires, all parents reported that there is a good atmosphere in the school and that they feel welcome in the school.
- The principal has a clear and well-informed vision for school development and has worked very successfully to manage, lead and mediate change in the school. He demonstrates very effective leadership skills and works purposefully to oversee the development of teaching and learning.
- The experienced board of management functions very effectively, providing strong oversight of the work of the school and resourcing the school to a very high standard.
- The in-school management team is motivated and committed to school development. Members share a broad range of duties; the team is very well placed to develop further as a strategic unit in the leadership of the school with a clear remit in monitoring ongoing school improvement.
- Commendably, the school facilitates the placement of student teachers from initial teacher education school placement programmes.

### **5. THE QUALITY OF SCHOOL SELF-EVALUATION**

- The quality of SSE is good and the school has engaged very positively with the DEIS planning process. Clear actions have been implemented and progression in learning is evident. To enhance the process further, greater clarity in the setting of improvement targets is necessary.
- In future SSE planning, school leaders should ensure that the praiseworthy achievements in their engagement with SSE to date are highlighted and that a more in-depth analysis of whole-school assessment data is undertaken. A clearer focus on a reduced number of evidence-based targets will provide greater clarity to the process.
- Given the commitment and capabilities of the leadership in the school, and the very effective teaching skills evident amongst teachers, the capacity of this school to continue to develop is excellent.

# **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 St. Patrick's BNS Ringsend is satisfied that this WSEMLLP report is a fair and accurate reflection of our 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.**

In respect of the recommendations contained in the report, the Board of Management is satisfied that all recommendations will be implemented immediately. (2020 -21 school year)

- ❖ The school has secured P.D.S.T. training in respect of implementing a new writing plan for the school.
- ❖ A new assessment policy is being developed.
- ❖ Target-setting and monitoring of progress will be at the forefront of our next DEIS plan.



## 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 of quality the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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 <b>very good</b> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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;