

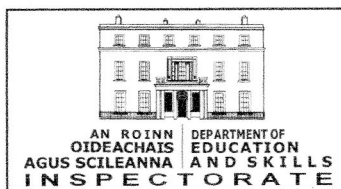
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Whole School Evaluation
Management, Leadership and Learning
REPORT ISSUED FOR SCHOOL RESPONSE**

**Scoil Naomh Bríde, Blackwater,
Enniscorthy, Co. Wexford
Roll number: 16841M**

**Date of inspection: 19 April 2016
Date of issue of report: 3 June 2016**



Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in Scoil Naomh Bríde in April 2016. This report is based on a selection of lessons observed in a range of learning settings in the school, interaction with pupils and review of their work, meetings with the principal and with board and parent representatives, completed parent and pupil questionnaires, and a selection of school documents.

SN Naomh Brighde is an eleven-teacher co-educational, vertical primary school under the patronage of the Catholic Bishop of Ferns. 188 pupils are currently enrolled in the school and the attendance of the pupils is very good.

The evaluation has found:

- The overall quality of teaching in the school is very good with teachers showing high levels of commitment to developing and extending their practice.
- A positive school atmosphere pertains and pupils engage meaningfully in all activities.
- The experienced and dedicated principal is committed to ensuring that the pupils and their well-being is central to the school and she is ably supported in her work by the hard-working board of management and in-school management team.
- Close links have been fostered between the school and the community and the parents' association works co-operatively with the school.
- While a variety of approaches are used in the school to support teaching and learning, cooperative group activities and discovery learning could be strengthened further to provide greater opportunities to extend the pupils' learning.
- Pupils' learning across the curriculum is carefully monitored, ensuring that the assessment of learning is a key feature of the work in the school; building on current good practice, further opportunities to employ assessment for learning approaches should be explored.

The following **main recommendations** are made:

- To enhance further the pupils' learning experiences, the use of co-operative and discovery learning approaches should be extended.
- Building on current good practice, further opportunities to employ assessment for learning approaches should be explored.

Findings

The learning achievements of pupils

- The overall learning achievements of the pupils are very good. Pupils demonstrate a positive disposition towards learning and in the questionnaire responses most pupils report that the teachers explain things clearly and that they enjoy their lessons and learning.
- Learning outcomes in literacy are very good. The adoption of whole-school initiatives for the development of pupils' writing and comprehension skills are yielding very positive results. The recent introduction of the structured early intervention model, Literacy Lift-off, together with the range of reading initiatives that are being implemented in the school ensure that pupils are reading at their appropriate instructional level and making suitable progress.
- Pupil achievement in Mathematics is very high. The pupils' computational and application skills are developed to a high standard while their problem-solving skills

and use of mathematical language have been prioritised appropriately for further development as part of the schools' self-evaluation process. There is scope to develop richer mathematical environments in some classrooms.

- Pupils with special educational needs engage confidently in learning and are making progress commensurate with their ability.
- The school is committed to developing the pupils' environmental awareness through participation in the Green Schools' Programme and its involvement locally with the Tidy Towns. Very good use is made of the school and local environments to promote learning in Social, Environmental and Scientific Education. Visitors are invited to the school to share their local knowledge and to make learning more meaningful for the pupils. The pupils also engage productively in a range of project work.

Quality of teaching

- The overall quality of teaching in the school is very high. Teachers are highly committed to their work and to developing and extending their practice. Lessons are well prepared and structured and teachers employ a variety of approaches. Considering the teaching ability of the staff and the high achievements of the pupils, it is advised that cooperative group activities and discovery learning be strengthened further to provide greater opportunities to extend pupils' learning.
- In the parent questionnaire responses the parents report very positively on the quality of teaching in the school.
- Aistear, the Early Childhood Curriculum Framework is being implemented successfully in the junior classes to support pupils' social, language and communication skills.
- Teachers use information and communication technologies (ICT) to enhance and support their teaching.
- Provision for pupils with special educational needs (SEN) is very good. Support teachers work collaboratively with mainstream teachers in preparing appropriate programmes of work for the pupils. A wide variety of approaches is used to support pupils, including withdrawal and various models of in-class support.
- Teachers provide comprehensive long and short-term planning which guides curriculum implementation in the school.
- A range of assessment techniques is used to assess the pupils' learning across the curriculum. Building on current good practice, further opportunities to employ assessment for learning approaches should be explored.

3. Support for pupils' well-being

- The quality of support for pupils' well-being is excellent. A positive school atmosphere pertains and the school displays a holistic approach to the development of pupils' well-being. Pupils are very well behaved and courteous and engage meaningfully in their learning.
- A wide range of extra-curricular and co-curricular activities is provided.
- Confirmation was provided that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools* without modification and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post Primary Schools*.

4. Leadership and Management

- The overall quality of school management is very good. The board of management is very supportive of all aspects of school life and undertakes its duties with high levels of professionalism and commitment. It is supportive of staff and the initiatives which they seek to implement. It is proactive in improving the school building and facilities. It is actively involved in the school planning process and is very well informed of pupil outcomes.
- The school has a very experienced and dedicated principal, who plays a key role in the effective management of the school. She displays a commitment to developing

and extending the methodologies and practices in the school to ensure high quality educational provision for the pupils. She works collaboratively with the staff, the in-school management team and the entire school community. She is ably supported by the in-school management team who carry out a range of duties conscientiously. It is commendable that other members of the teaching staff also undertake certain responsibilities and roles.

- There is a very active parents' association in the school. They meet regularly and are involved in many areas of school life including offering a voice in policy development, fundraising and aiding the organisation of the book rental scheme. An open door policy is in place and parents feel comfortable approaching staff with queries and concerns. Regular newsletters, text messages and the school website ensure good communication between home and school.
- In discussion, the parents' association reported high levels of satisfaction with school leadership and with the approachability and helpfulness of staff. This was corroborated in the parent questionnaires where almost all respondents strongly endorsed the work of the school and agreed that the school is well-run and welcoming.

5. School Self-evaluation

- Engagement with the school self-evaluation process has been earnest and productive. A number of praiseworthy initiatives to progress pupil achievement in literacy and numeracy are underway. These interventions are impacting positively on pupil learning.

Conclusion

The school's capacity to engage in school improvement is very good. The staff work as a team and have prioritised areas for development that are impacting positively on pupils' learning.