



An Roinn Oideachais  
Department of Education

# Whole School Evaluation: Management, Leadership and Learning Report

## REPORT

Ainm na scoile/School name	Scoil Chorbain
Seoladh na scoile/School address	Fairgreen Naas Co. Kildare
Uimhir rolla/Roll number	17254C
Dáta na cigireachta/ Date of evaluation	01-02-2023
Dáta eisiúna na tuairisce/ Date of issue of report	17/04/2023

# 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' well-being
4. The quality of leadership and management
5. The quality of school self-evaluation

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.

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.

## 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"> <li>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li> <li>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li> <li>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li> <li>4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.</li> <li>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</li> </ol>

<ol style="list-style-type: none"><li>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.</li><li>7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).</li><li>8. Child protection records are maintained in a secure location.</li></ol>	responsibilities in preventing and tackling bullying.
---	---

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

---

# Whole-school evaluation – management, leadership and learning

<b>Date of inspection</b>	01-02-2023
<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><li>• Pupil focus group</li></ul>	<ul style="list-style-type: none"><li>• Analysis of parent, pupil and teacher 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 parent and board of management representatives</li></ul>

## School context

Scoil Chorbain is a large, urban, all-boys school in Naas, Co. Kildare. It operates under the patronage of the Bishop of Kildare and Leighlin. The staff comprises of an administrative principal, nineteen mainstream class teachers and seven special education teachers (SETs). At the time of the evaluation, there were 506 pupils enrolled in the school. During the evaluation, inspectors observed teaching and learning in a sample of settings.

## Summary of main findings and recommendations:

### Findings

- The quality of pupils' learning was very good.
- Teachers' practice was very effective.
- Support for pupils' wellbeing was of a very high quality; the boys presented as confident, highly-motivated and respectful pupils in this inclusive and welcoming school.
- There was highly commendable leadership and management in the school; strong relations with staff members, parents and the community were fostered.
- The school engaged very successfully in the school self-evaluation (SSE) process to promote school improvement.
- Teaching and learning took place in an attractive, highly-resourced and well-maintained school.

### Recommendations

- Teachers should implement an agreed approach to teaching subject-specific language and to teaching skills in all subjects.

## Detailed findings and recommendations

### 1. The quality of pupils' learning

- The quality of pupils' learning was very good. Pupils displayed positive dispositions towards their learning and participated enthusiastically in lessons. Pupils experienced an integrated, learning programme and demonstrated very high levels of curiosity, wonder and engagement. In the Inspectorate questionnaires, most of the pupils stated that they enjoy their lessons and learning.
- Pupils demonstrated a very good ability to communicate clearly and confidently, in both English and Irish. Léirigh na daltaí dearcadh dearfach i leith na Gaeilge. Is le fonn a chuir siad réimse dánta i láthair. *Pupils displayed positive attitudes towards Irish. They recited a range of poetry with enthusiasm.* Pupils read with fluency and expression at their own instructional level. Samples of pupils' writing indicated that they wrote in a range of genres and for a variety of audiences. Pupils' handwriting skills were developed systematically and the presentation of their work was highly commendable.
- Pupils' learning in Numeracy was very good. They experienced opportunities to clarify ideas, problem-solve and discuss concepts using appropriate mathematical language. Pupils' learning was enhanced by opportunities to relate Mathematics to their everyday lives and through the use of relevant mathematical resources.
- Pupils demonstrated a very good sense of place and space and understanding of their locality. In the middle and senior classes, they enjoyed researching various topics and have developed their ability to use and interpret evidence in literacy. To further enhance this research-based approach to learning, teachers are advised to provide pupils with more STEM (Science, Technology, Engineering, Mathematics) related experiences. Pupils were afforded opportunities to listen and actively respond to a range of music across many genres in a variety of ways. They were enabled to make music, individually and collaboratively.
- Pupils enjoyed regular and diverse opportunities to be physically active. They articulated the benefits of exercise and how it contributes to positive well-being. Pupils spoke confidently about being part of a welcoming and supportive school community. They understood the importance of healthy living and demonstrated a sense of safety and an ability to protect themselves from danger.
- During the evaluation, pupils were active, highly engaged and appropriately challenged in their learning. They made meaningful and authentic connections in their learning across curricular areas. Interactions among pupils and teachers were very respectful.

## 2. The quality of teaching

- The quality of teaching was very good across mainstream and special education settings. Teachers created classroom environments where pupils were self-motivated to engage in and enjoy their learning. Teachers had high expectations and communicated these consistently to pupils.
- Teachers used a range of questioning techniques very effectively to stimulate substantial response and facilitate deep engagement with lesson content. Almost all of the lessons observed were very well-structured and clearly linked to previous learning. Learning outcomes were shared appropriately with pupils. Teachers employed a wide range of approaches very skilfully during lessons and used stimulating and curriculum appropriate resources to engage the learners. Teachers placed a very good focus on the use of subject-specific language and skills development in Literacy and Numeracy lessons. This was not a consistent feature of teachers' practice in other curricular areas. Teachers should implement an agreed approach to teaching subject-specific language and skills in all subjects.
- Many highly effective examples of teachers' collaborative practice were observed during the evaluation. Mainstream and special education teachers (SETs) cooperated very successfully to deliver a differentiated learning programme in Literacy. In keeping with best practice, useful baseline data was gathered and analysed before and after in-class interventions. Initiatives were regularly monitored and reviewed.
- Very high quality support was provided for pupils with additional learning needs. Teachers used the *Continuum of Support* very effectively to identify the needs of all pupils. While comprehensive student support plans were compiled for pupils, the number of learning targets in a small number of plans should be reduced to ensure priority learning needs are addressed.
- All teachers used a range of valuable assessment methods. These included teacher observation, work samples and teacher-designed tasks and tests. Pupils' written work was monitored and corrected regularly. Teachers provided clear and constructive feedback to pupils on their work. In the Inspectorate questionnaires, almost all pupils agreed that their teacher helped them to improve their work.

## 3. The quality of support for pupils' well-being

- The quality of support for pupils' wellbeing was of a very high quality in this inclusive and welcoming school. Pupils were exemplary in their behaviour, their attitudes and their dispositions to learning. All staff members managed, supported and motivated their pupils in a highly effective manner. Teachers affirmed pupils' efforts and celebrated their achievements.
- Strong links had been developed and nurtured with parents, the local community and outside agencies. The school had established a wide range of in-school and after-school activities to enhance pupils' well-being. These included a school choir, sporting events and an Irish-language club.
- Pupils' voice was fostered and promoted through their participation in a student council. Teachers ensured that pupils were involved in relevant decision-making. Pupils' voice and contributions impacted very positively on many aspects of school life.

## **4. The quality of leadership and management**

- The quality of leadership and management was very good. The committed board of management provided very good governance and it discharged its leadership and management responsibilities very effectively. Board members worked collaboratively and in a supportive manner to ensure that the school was a safe and effective learning environment. The board was very well informed on achievements in teaching and learning and on all school developments.
- The principal, a long-standing and dedicated member of staff, had excellent organisational and management skills. He fostered highly effective relations and a strong culture of shared responsibility and collaboration. The principal communicated a shared vision centred on inclusion and the holistic development of pupils. He was ably supported by the deputy principal and assistant principals who collaborated very effectively and developed appropriate whole-school plans and procedures.
- School leaders carried out their duties effectively and diligently. They were aware of the schools' changing needs and were responsive to them. They shared a range of curricular, pastoral and administrative duties. Action planning in respect of their curricular responsibilities was highly commendable.
- School leadership valued and supported partnerships with parents as a means of supporting pupils' learning and well-being. The officers of the parent-teacher association expressed satisfaction with the schools' openness and the welcome given to parents. Responses to the parent questionnaires indicated that the school was well run and that their child was treated fairly and respectfully in the school. The parent-teacher association provided very good support to the school. Procedures to support the mentoring and induction of teachers were well established. The school reported that it regularly provided placements for student teachers.

## **5. The quality of school self-evaluation**

- The quality of SSE was very good. Leaders and teachers skilfully used the SSE process for the purposes of school improvement. The SSE plan was very comprehensive and addressed a large number of priority areas which impacted positively on pupils' learning outcomes and experiences.

## 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;



# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Area 1 Observations on the content of the inspection report**

The Board of Management of St. Corban's BNS is extremely pleased with this WSE-MLL report. This excellent report is a recognition of the dedicated work of the whole school community of St. Corban's BNS, over many years. The Board welcomes its affirmations, commendations and recommendations.

We are delighted that the Quality of Pupils' Learning, the Quality of Teaching, the Quality of Support for Pupil's Wellbeing, the Quality of Leadership and Management and the Quality of SSE were all deemed to be "very good".

The recognition of the high quality support provided to pupils with additional needs and very high quality support for pupils' wellbeing, is particularly pleasing. It is a source of great pride to the whole school community that the Cigirí noted, that pupils were exemplary in their behaviour, their attitudes and their dispositions to learning and that all staff members managed, supported and motivated their pupils in a highly effective manner.

We are also pleased that the great work of our Board of Management, ISLM Team and Parents' Association was appreciated and acknowledged.

## **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

St. Corban's B.N.S will use the findings in the report to inform ongoing school improvements and school self-evaluation.

Since the WSE-MLL, we have reflected upon the experience of the evaluation and the guidance/recommendations of the Cigirí. We have collated and discussed teachers' accounts of the feedback sessions with Cigirí. We have conducted a teachers' survey on what we learned from the evaluation and we have held a Staff Meeting to discuss issues raised and the recommendations from the report.

Teachers and the ISLM Team will identify subject/topic specific language and skills in all subjects and devise a whole school approach to teaching the target language/skills. We will give pupils the opportunity to use the specific vocabulary and skills in their learning, orally and in writing.

We will reduce the number of targets on pupils SSFs, as advised.

We will provide pupils with more STEM-related experiences, in preparation for the new Primary Curriculum.

As a school, we remain wholly committed to maintaining and improving our very high standards of teaching and learning, in all curricular areas.