



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

REPORT

Ainm na scoile/School name	Maynooth B N S
Seoladh na scoile/School address	Moyglare Road Maynooth Co. Kildare
Uimhir rolla/Roll number	17341U
Dáta na cigireachta/ Date of evaluation	09-03-2023
Dáta eisiúna na tuairisce/ Date of issue of report	11/09/2023

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

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"> 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. 	<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

<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, 2017.7. 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.	responsibilities in preventing and tackling bullying.
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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	09-03-2023
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

Maynooth BNS is a large, urban, all-boys primary school in Maynooth, Co. Kildare. It operates under the patronage of the Roman Catholic Archbishop of Dublin. The staff comprises of an administrative principal and deputy principal, twenty-four mainstream class teachers, two special class teachers, and ten special education teachers (SETs). At the time of the evaluation, there were 617 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 highly-motivated and respectful pupils in this welcoming school.
- The quality of leadership and management of this school was highly commendable; the school was very well managed and had highly effective links with the community.
- The quality of school self-evaluation (SSE) was very good; school leaders and teachers engaged very successfully in the SSE process to promote school improvement.
- All staff members carried out their work in a spirit of collaboration and collegiality to improve learner outcomes and experiences.

Recommendations

- As opportunities for pupils to consolidate their language learning need development, teachers should provide pupils with additional opportunities to practise subject-specific vocabulary during lessons.

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. They experienced an integrated, learning programme and demonstrated very high levels of curiosity, wonder and engagement. In the inspectorate questionnaires, most pupils stated that they enjoyed their lessons and learning and that the school helped them to do well at all their subjects.
- 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 agus amhrán i láthair. Bhí na daltaí in ann ceisteanna a chur agus a fhreagairt le muinín. *Pupils displayed positive attitudes towards Irish. They performed a range of poetry and song with enthusiasm. Pupils were able to ask and answer a range of questions with competence.* Pupils had access to a wide range of reading materials. Their knowledge and skills of the reading process were developed effectively through consistent engagement in appropriately differentiated reading experiences. Pupils showed a very good understanding of the components and associated language of writing genres. Their handwriting skills were developed systematically and the presentation of their work was highly commendable.
- The quality of pupils' learning in numeracy was very good, with many pupils achieving very high standards. They experienced ongoing opportunities to clarify ideas, share approaches 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 enjoyed regular and diverse opportunities to be physically active. They showed a mastery of a range of fundamental movement skills and enthusiastically participated in many sports, games and physical activities. Pupils spoke with assurance about the strategies they have acquired to cope with various situations such as bullying, decision-making and personal safety. They experimented and created pieces of art in imaginative and structured ways using a range of materials. They demonstrated a sense of empathy with people from diverse environments.
- During the evaluation, pupils were active, highly engaged and appropriately challenged in their learning. Displays of pupils' project work, personal writing and creative artwork were of a very high standard. Pupils made meaningful and authentic connections in their learning across curricular areas.

2. The quality of teaching

- The quality of teaching was very good across mainstream and special education settings. Teachers consistently modelled enthusiasm for learning and created attractive learning environments. Interactions among pupils and teachers were very respectful.
- Teaching was characterised by high expectations, very good lesson structure, active learning and purposeful, collaborative tasks for pupils. Teachers employed a wide range of approaches very skilfully during lessons and used stimulating and curriculum appropriate resources to engage the learners. While all teachers modelled subject-specific language very effectively, they did not always provide sufficient opportunities for pupils to practise and apply their new language learning. Teachers should place additional emphasis on affording pupils opportunities to consolidate and use subject-specific vocabulary during lessons.
- Many highly effective examples of teachers' collaborative practices were observed during the evaluation. Mainstream and special education teachers (SETs) cooperated very successfully to deliver differentiated learning programmes. Initiatives were regularly monitored and reviewed. Teachers were well organised and they effectively identified

and addressed emerging needs. Whole-school plans provided appropriate guidance on curriculum delivery.

- The quality of supports for pupils with special educational needs was very good. Comprehensive support plans, at all stages of the Continuum of Support were compiled in a consultative, collaborative manner. Teachers delivered very effective programmes of support for pupils including withdrawal and in-class. Pupils in the special classes were provided with regular and meaningful opportunities to integrate with their peers.
- Teachers used very effective assessment approaches to identify pupils' learning needs and to inform and evaluate appropriately differentiated programmes of work. These included teacher observations, work samples, checklists and teacher-designed tasks and tests. In the inspectorate questionnaires, most pupils agreed that their teacher helped them to improve their work. Pupils' work was closely monitored and corrected.

3. The quality of support for pupils' wellbeing

- The management of pupils' wellbeing was a significant strength of this welcoming school. All staff members were praised for the skilful way in which they managed, supported and motivated their pupils. Pupils were exemplary in their behaviour, their attitudes and their dispositions to learning.
- Strong links had been developed and nurtured with parents, the local community and outside agencies. Teachers and leaders implemented a wide range of in-school, co-curricular and extracurricular activities to enhance pupils' wellbeing.
- Pupils' voice was fostered and promoted through their participation in a student council. Teachers ensured that pupils were involved in relevant decision-making. Pupils' 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 discharged its leadership and management responsibilities very effectively. The board was very well informed regarding school developments and achievements in teaching and learning. It had developed highly effective links with the school community.
- The principal, a committed and dedicated member of staff, had excellent organisational and management skills. He fostered a strong culture of collaboration and empowered staff to take on and carry out leadership roles. He was ably supported by the hardworking deputy principal and assistant principals who promoted an inclusive school and communicated a shared vision centred on the holistic development of pupils.
- School leaders shared a range of curricular, pastoral and administrative duties and carried them out effectively and diligently. Together, they worked closely with staff members and led committees to promote school improvement. They provided curricular guidance to teachers and ensured the provision of appropriate resources to support teaching and learning across the curriculum. Systematic procedures for monitoring curriculum implementation were not yet established in all subjects. Going forward, school leaders are advised to develop procedures for monitoring teaching and learning across the curriculum.
- School leaders valued and supported partnership with parents as a means of supporting pupils' learning and wellbeing. Officers of the parent-teacher association expressed satisfaction with the school's openness and the welcome given to parents. They provided very good support to the school. In the inspectorate questionnaires, almost all parents stated that the school was well run and that there was a good atmosphere in the school. Procedures to support the mentoring and induction of teachers were well established. Leaders reported that the school 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. They collaboratively undertook comprehensive evidence gathering and analysis, target setting and action planning which had a positive impact on pupils' learning in literacy and numeracy.

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 Maynooth BNS welcomes this very positive report. The findings reflect the commitment and dedication of staff, pupils, the parents' association and the Board of Management. The Board is extremely pleased that a very high quality was reported across all aspects of the whole school evaluation. In particular, the Board is delighted that the report recognised that pupil behaviour, attitudes and dispositions to learning were exemplary. The Board is very proud of this recognition as it not only affirms the pupils of the school but also the work of teachers, SNAs, school leaders, administrators and support staff to create and promote a school environment that allows the pupils of St. Mary's BNS to flourish.

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

The Board of Management accepts the recommendation of the report and is committed to addressing it. The school's leadership team have commenced work to develop and implement initiatives and measures to provide pupils with additional opportunities to practise subject-specific vocabulary during lessons across all settings of teaching and learning.