

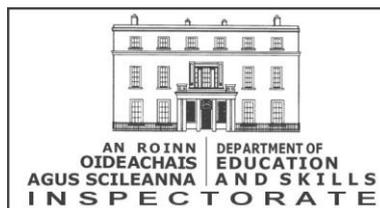
**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

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

**REPORT**

**O'Growney National School,**  
**Athboy, Co. Meath**  
**Uimhir rolla: 17623H**

**Date of inspection: 7 November 2012**



## Whole-School Evaluation – Management, Leadership and Learning Report

### Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in O'Growney NS, Athboy, Co. Meath in November, 2012. 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. O'Growney NS has an enrolment of 331 pupils. School attendance levels are good. The board of management 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.

### Findings

#### 1. The learning achievements of pupils

- Overall, the learning achievements of pupils are very good. Their progress in literacy is very good, with pupils displaying a keen interest in reading. In particular, pupils' work across various writing genres indicates systematic progress and proficiency.
- Pupils' achievements in numeracy are highly commendable, as indicated in their attainments in standardised tests and other assessments.
- Tá dul chun cinn na ndaltaí sa Ghaeilge go maith. Ar an iomlán, is féidir leo labhairt ar theamaí éagsúla ag baint úsáide as foclóir chuí chun a smaointe a chur in iúl. Tá dul chun cinn sásúil le sonrú ina gcuid scríbhneoireachta. *Pupils' progress in Irish is good. On the whole, they can speak on a variety of topics making use of an appropriate vocabulary to express their thoughts. They are making satisfactory progress in their writing.*
- Outcomes for pupils with special education needs are commendable.

#### 2. The quality of teaching

- Taken as a whole, the quality of teaching in the school is very good.
- Whole school planning for the delivery of the curriculum is of a very high quality. Similarly, teachers' planning is very good, with many notable exemplars of creative and careful preparation of lessons and teaching resources. Teachers approach their work in a focused, systematic and enthusiastic manner.
- Lessons have very good structure and pace, making suitable provision for active pupil involvement. Cooperative learning, discussion and discovery learning are used effectively.
- The school is both proactive and strategic in developing provision for pupils with special education needs. In the further development of provision in the areas of numeracy and literacy, it is recommended that current good practice in terms of in-class support be further extended.
- Cé go ndéanann na múinteoirí soláthar córasach d'fhorbairt scileanna scríbhneoireachta na ndaltaí, tá scóip ann leis an raon seánraí a leathnú sa Ghaeilge. *While teachers make systematic provision for the development of pupils' writing skills there is scope to extend the range of genres.*
- Very good assessment practices are in operation. Generally, pupils are encouraged to self-assess across a range of curricular areas.

#### 3. How well pupils are cared for and supported

- The quality of care and support for pupils is highly commendable. Home-school communication is very good. The management of pupils is excellent. They are both content and courteous, revealing pride and interest in their work.

- The school and individual classrooms are presented in an exemplary manner, with appropriate emphasis on the celebration of pupils' work and achievements. A broad range of extracurricular activities are made available to pupils.
- 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

- School leadership and management is dynamic and collaborative.
- The school is managed by a very effective board of management which operates in a cohesive and focused manner. Careful and strategic planning, underpinned by an enthusiastic and dedicated commitment to the continuous development of the school and in particular the quality of pupils' learning experiences, characterises the principal's approach to his work.
- The in-school management team displays an equally high level of commitment, approaching its duties and tasks in a concerted and purposeful manner. The school receives valuable support from its vibrant parents' association.

#### 5. School self evaluation

- The school engages in highly commendable self-evaluation practices. It seeks and attends to the voices of pupils, parents and teachers as part of its careful and regular examination of its own effectiveness.

#### Conclusion

The school has **strengths** in the following areas:

- The board of management, school principal and in-school management team are committed to the continuous and strategic development of the school.
- Whole-school and individual teacher planning is of a high quality and is undertaken in a very deliberate and focused fashion.
- The school is presented in a very attractive, tidy and stimulating manner.
- The management of pupils is of a high quality. They are very content in this learning environment.
- Pupils are actively engaged in their learning, applying themselves to tasks with focus and pride.
- Pupils' written work, project assignments and various portfolios are of a very good quality.
- The school is very purposeful in its approaches to self-evaluation.
- Pupils are making very good progress in numeracy and literacy.

The following area requires improvement:

- In the further development of provision in the areas of numeracy and literacy, it is recommended that current good practice in terms of in-class support be further extended.
- Cé go ndéanann na múinteoirí soláthar córasach d'fhorbairt scileanna scríbhneoireachta na ndaltaí, tá scóip ann leis an raon seánraí a leathnú sa Ghaeilge. *While teachers make systematic provision for the development of pupils' writing skills in Irish, there is scope to extend the range of genres.*

Given the comprehensive and deliberate style in which the school engages with self-evaluation, its capacity to develop further is very good.

## **Appendix**

**School response to the report**

**Submitted by the Board of Management**

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

O'Growney NS welcomes the WSE-MLL. The school, its staff, pupils and the whole school community welcomes the Whole School Evaluation as it officially confirms to the board and the wider school community the good work that is being done within the school. Our teachers are affirmed and encouraged in their work for the pupils by this evaluation. The success of the school is a reflection of the commitment and dedication of its staff. The principal is a person of vision and possesses great leadership and communication skills. The staff enjoys a good working relationship based on respect which transcends the whole school and as a result the pupils treat each other with courtesy and respect. They are always happy, content and are highly motivated.

The whole school community is proud of its school.

The School wishes to compliment the inspectors on their professionalism. Their approach to the evaluation was challenging, methodical and thorough and everyone was happy that all aspects of the school were evaluated.

## **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 recommendations of the report are in hand.

Finally, O'Growney NS was happy to co-operate with the trial phase of WSE-MLL and would be willing to participate in further educational development projects.