

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

**Curriculum Evaluation**  
**Mathematics**

**REPORT**

<b>Ainm na scoile / School name</b>	City Quay Boys' National School
<b>Seoladh na scoile / School address</b>	City Quay Gloucester Street South Dublin 2
<b>Uimhir rolla / Roll number</b>	11578V

**Date of inspection: 03-10-2018**



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agus Scileanna**  
Department of  
Education and Skills

## **WHAT IS A CURRICULUM EVALUATION?**

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

## **HOW TO READ THIS REPORT**

During this inspection, the inspector(s) evaluated learning and teaching in Mathematics under the following headings:

1. Quality of pupils' learning
2. Supporting pupils' learning through learner experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

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.

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

## Curriculum Evaluation

<b>Date of inspection</b>	03-10-2018
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Discussion with principal and teachers</li><li>• Review of relevant documents</li><li>• Pupil focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal and teachers</li></ul>

### SCHOOL CONTEXT

City Quay Boys' National School is a co-educational, mainstream school under the patronage of the Catholic Archbishop of Dublin. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) initiative. At the time of the evaluation there were 161 pupils enrolled in the school and a staff of eight mainstream teachers, five support teachers, a home-school community liaison (HSCL) teacher and an administrative principal.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of the pupils' learning is very good; pupils present as enthusiastic, engaged and interested learners.
- The pupils' learning experiences are of a very high quality; they work independently and collaboratively in a very purposeful and productive manner during Mathematics lessons.
- The quality of teaching in Mathematics is very successful, the teachers' commitment to the development of the pupils' mathematical language is excellent; assessment of the mathematical language requires development.
- Support for pupils with special education needs is very good; exemplary practice was observed in some in-class support/team teaching settings; in other in-class support/team teaching settings there is need for more targeted interventions and clearer roles and responsibilities between teachers.
- The effectiveness of school planning, including SSE, in progressing pupils' learning is very good.
- The quality of leadership provided by the principal and in-school management member with responsibility for leading Mathematics is highly effective; the teachers are highly commended for their collaborative and reflective practice in Mathematics teaching and learning.

#### RECOMMENDATIONS

- Assessment of the pupils' learning in mathematical language in all settings is recommended.
- Exemplary practices in relation to in-class support/team teaching should be shared and developed in all in-class support/team teaching settings to ensure clearer roles and responsibilities between teachers and targeted interventions for pupils.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. THE QUALITY OF PUPILS' LEARNING**

The quality of the pupils' learning is very good. Pupils present as enthusiastic, engaged and interested learners. During the focus group interview with a sample of pupils and interactions with all pupils across the school, they displayed a very positive attitude to Mathematics with many indicating that they liked the subject, or, that it was their favourite subject. The pupils' copybooks are very well presented and contain very good samples of the pupils' work in terms of content and presentation.

There has been steady and measurable improvement in the pupils' attainment in Mathematics in recent years. Many pupils can use mathematics language and explain their learning confidently. Learner outcomes for pupils in receipt of additional supports in Mathematics are very good with many pupils achieving at a level commensurate with their ability.

### **2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE**

The pupils' learning experiences are of a very high quality. They work independently and collaboratively in a very purposeful and productive manner during Mathematics lessons. All classrooms provide very number-rich learning environments to support and scaffold learning. Interactions among pupils and between pupils and teachers are very respectful and positive. The pupils are enabled to use a wide range of purposeful concrete resources throughout the school. They are provided with regular opportunities to engage in mathematics games and to use the school's immediate environment for learning in Mathematics. There is limited opportunity to explore the environment outside of the school's grounds. The school should explore the use of mathematics trails in the wider school environment and consider how learning organisations in the vicinity of the school can support the school's Mathematics programme.

The quality of teaching in Mathematics is very successful. All teachers present very well structured lessons, which are supported by a wide range of approaches and methodologies. Short-term plans in all settings include specific learning outcomes and a comprehensive range of learning activities. Teachers are skilled communicators and explain concepts clearly. The teachers' commitment to the development of the pupils' mathematical language is excellent. There is greater need to assess the pupils' learning in this area. To build on the excellent teaching in mathematical language, it is recommended that a consistent approach to the assessment of mathematical language be implemented across the school. The HSCL teacher is praised for encouraging parents to play mathematics games with their children; parents are invited into the school to engage in mathematics activities, which benefit the pupils greatly.

Teachers' collective and collaborative practice is particularly successful in relation to Mathematics. All staff have engaged in continuing professional development (CPD) in various aspects of the Mathematics curriculum. They share their learning and expertise among staff. The school is highly commended for seeking support from external agencies and professionals to extend interventions and strategies on prioritised areas for development in Mathematics.

Overall, support for pupils with special education needs is very good; some exemplary practice was observed in team teaching/in-class support settings. Teachers in all settings make good provision for differentiated-learning tasks. The school employs a reflective professional approach to its

organisation of supplementary teaching. For the most part, planning is very effective and almost all support plans include specific learning targets for individuals or groups of pupils. There is greater need to share targets in support plans between the class teacher and support teacher. Very good teaching is evident in all withdrawal settings and exemplary practice was observed during some in-class support/team teaching settings. There is need for clearer roles and responsibilities and targeted interventions in some in-class support/team teaching settings. It is recommended that the exemplary practice in in-class support/team teaching settings be extended to all such settings.

Assessment practices are very good overall. All teachers maintain a comprehensive range of assessment data on the pupils' progress in Mathematics. The outcomes of assessment are utilised to inform planning at a whole school and class level. To build on the very good work in this area, the school should consider how the pupils' learning in Mathematics language can be assessed consistently throughout the school.

### **3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING**

The effectiveness of school planning, including SSE, in progressing pupils' learning is very good. There is evidence that the school's DEIS action plan for numeracy is having a significant impact on teaching and learning in Mathematics. Whole-school initiatives in the teaching of mathematical language and problem solving are enhancing the pupils' learning outcomes and experiences. The whole-school plan for Mathematics is very comprehensive and guides practice in each setting.

The quality of leadership provided by the principal and in-school management member with responsibility for leading Mathematics is highly effective. The principal and all staff members promote a culture of improvement for teaching and learning in Mathematics and demonstrate very good capacity to lead and further extend provision in Mathematics.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A Observations on the content of the inspection report**

The B.O.M of City Quay N.S welcomes this very positive inspection report. The Board is delighted that the hard work of the staff and children has been recognised. This report reflects the very high standard of the Quality of Pupils' Learning, Learner Experiences and Teachers' Practice, and the effectiveness of School Planning in Progressing Pupils' Learning.

### **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 the coming years (within our DEIS Action Plan) we will explore and adapt a whole school approach in assessing the pupils' learning in Mathematical language.
- We will further extend and share best practise with regards to in-class support/team teaching.

## 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
<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 <i>very good</i> 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;