



An Roinn Oideachais
Department of Education

Curriculum Evaluation: Mathematics Report

REPORT

Ainm na scoile/School name	Clonea Power Ns
Seoladh na scoile/School address	Clonea-Power Carrick-On-Suir Co. Waterford
Uimhir rolla/Roll number	19443P
Dáta na cigireachta/ Date of evaluation	27-09-2022
Dáta eisiúna na tuairisce/ Date of issue of report	14/11/2022

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the *Primary Language Curriculum (2019)*. 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 [Subject] 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.

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.	<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.

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

Curriculum evaluation

Date of inspection	27-09-2022
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

School context

Clonea Power NS is a co-educational primary school in the village of Clonea Power in rural Co. Waterford. The school operates under the patronage of the Catholic Bishop of Waterford and Lismore. At the time of the evaluation, fifty pupils were enrolled and staff at the school comprised three mainstream teachers, one full-time special education teacher (SET) and one part-time SET.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning in Mathematics was good with pupils clearly engaging well in their learning.
- Effective teaching experiences were provided to pupils, with pupils having regular access to a variety of suitable resources.
- The quality of teaching was high with teachers demonstrating very good communication and classroom management skills.
- Whole-school planning in Mathematics was of a good quality, showing that there was appropriate breadth and balance across the curriculum.

Recommendations

- All teachers should prepare appropriate plans which outline the learning outcomes and provide clarity on the focus of learning in Mathematics for the pupils.
- Greater use of diagnostic tests leading to clear learning targets would ensure that the curriculum in Mathematics was appropriately differentiated for all pupils.

Detailed findings and recommendations

1. The quality of pupils' learning

The overall quality of pupils' learning in Mathematics was good. The pupils demonstrated good understanding of Mathematics and the value of it in their lives. They demonstrated engagement and enjoyment in their learning and could work both independently on tasks and also collaborate with others. The learning environments were positive with respectful interactions and pupils asked questions and sought clarification with ease. They used appropriate estimation strategies and could communicate their learning.

In the focus group discussion, the pupils spoke very positively about their learning in Mathematics. They reported on maths trails that they have completed, their mathematics learning outdoors and their experiences of using a variety of resources including digital technology.

2. Supporting pupils' learning: Learner experience and teachers' practice

Effective learning experiences were provided to pupils. The pupils received regular opportunities to develop their mathematical thinking and there was good emphasis on problem-solving and maths vocabulary. They had regular access to maths resources, including manipulatives, calculators and digital technology.

The quality of teaching was high. Most teachers planning and preparation informed effective practice for Mathematics. It is advised that all teachers prepare appropriate plans which outline the learning outcomes and provide clarity on the focus of learning for the pupils. The teachers were skilful in the use of open-ended questions to elicit pupils' knowledge and deepen understanding. They showed very good communication skills and managed their classes very effectively.

The teachers analysed standardised tests to identify areas for improvement and regular class tests were used to monitor pupil progress. For some pupils, there is a need for more targeted interventions, addressing needs that have been identified, during diagnostic assessments. This would facilitate greater differentiation of teaching and learning. The teachers also promoted the pupils' self-assessment skills during lessons.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Whole-school planning in Mathematics was of a good quality. The teachers have collectively developed a whole-school plan for Mathematics, which included a number of whole-school approaches to teaching and learning. There was good breadth and balance in the mathematics programme across the school.

The school identified problem-solving and maths language as the focus of SSE and it was evident that good progress was being made across the school in regard to both of these areas. As part of the next steps in SSE, the school is looking at pupil engagement and the promotion of pupil voice. Teaching and learning in Mathematics will be examined as part of this process.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management acknowledges and welcomes the findings of the positive inspection report. In particular, the reports affirmation of the quality of teaching and learning experiences observed in the school.

The board wishes to acknowledge the importance of pupil voice during the Curriculum Evaluation. Pupils in the focus group reported very positively about their learning in Mathematics.

The board is also satisfied to read that all requirements related to Child Protection & Safeguarding and Anti-Bullying have been met.

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

As a school we are very happy with the report, especially that the inspector highlighted that the quality of teaching was high and that the children demonstrated a very positive attitude towards Mathematics.

Clonea Power NS acknowledges the recommendations made by the inspector and we have already addressed and implemented these recommendations. Furthermore, we will use the findings in the report to inform ongoing school improvement planning in this subject.

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;