



An Roinn Oideachais
Department of Education

Curriculum Evaluation: History Report

REPORT

Ainm na scoile/School name	Tullaslease Mixed N S
Seoladh na scoile/School address	Tullylease Charleville Co. Cork
Uimhir rolla/Roll number	09815U
Dáta na cigireachta/ Date of evaluation	04-10-2022
Dáta eisiúna na tuairisce/ Date of issue of report	15/12/2022

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 evaluated learning and teaching in History 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 was given an opportunity to comment in writing on the findings and recommendations of the report; the board chose to accept the report without response.

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	04-10-2022
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

Tullaslease Mixed NS, is a rural co-educational primary school located in Tullaslease, Co. Cork. The school, under the patronage of the Catholic Bishop of Cloyne, has a current enrolment of twenty-seven pupils. It has two mainstream class teachers and one shared support teacher, who is not based in the school. The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education and Skills for Educational Inclusion.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning in History was good. Pupils enjoyed their learning, were highly motivated and found History interesting.
- Good quality learning experiences were provided for pupils with a good range of teaching approaches and resources used effectively to ensure that pupils were actively engaged in learning both collaboratively and independently.
- The overall quality of teaching was good. Teachers worked diligently to promote enjoyment of and interest in History, and to secure positive learning outcomes for pupils.
- The assessment of pupil progress in History was satisfactory.
- The quality of school planning was good.

Recommendations

- Some pupils lacked confidence in expressing their knowledge and skills. Teachers should provide further opportunities for all pupils to embed and reinforce content covered, discuss and describe their learning, especially in relation to local History.
- Formative assessment practices require further development. Teachers should extend the range of assessment practices used to include provision of formative feedback to assist pupils in extending their learning.
- As concept and skills development was not outlined for each class level in the whole-school plan, the plan for History should be revised to include detail of the concepts and skills to be developed at each class level so that pupils experience a progressive programme.

Detailed findings and recommendations

1. The quality of pupils' learning

Overall, the quality of pupils' learning in History was good and the pupils presented as highly interested and motivated learners. Many pupils showed good knowledge of previous learning and recalled relevant facts. Good quality work in copybooks and projects demonstrated that they could capably apply their knowledge. Some skills of working as an historian were developed to a good

standard across the school, most notably the concepts associated with time and chronology, change and continuity and empathy. In order to strengthen the ability of all pupils to work as historians, teachers should further embed and reinforce content covered and develop pupils' ability to discuss and describe their learning, in particular in relation to local History. While some project work was being carried out, pupils should be provided with more opportunities to develop the skills of communicating their learning through the use of digital learning technologies (DLT) and to a wider audience. In their interactions during the focus group discussion, pupils indicated that they found History interesting and saw it as an opportunity to learn from the experiences of people in the past.

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

Good quality learning experiences were provided for pupils in History. Classroom environments were positive and affirming, with very respectful interactions observed. A wide range of teaching approaches and resources was used successfully to ensure that pupils were active during lessons. They had opportunities to work both independently and collaboratively. History was integrated very effectively across other subjects such as Mathematics and English. Discussion was facilitated very well in lessons. While many pupils had opportunities to use DLTs in lessons, there is scope to further extend their usage to all class levels.

The overall quality of teachers' individual practice was good. They worked diligently to promote enjoyment of and interest in the subject among the pupils. They set high expectations for their pupils' learning. All observed lessons were well structured, paced and presented. Literacy skills, including the explicit development of vocabulary, sequencing, oral language and writing, were taught effectively as part of lessons in History. Teachers created inclusive, orderly learning environments and demonstrated effective classroom management skills. Teachers' collective practice could be enhanced by collaborating to document a consistent approach to the identification of a wide range of local topics which can be explored as pupils move from class to class.

The quality of assessment of pupil learning in History was satisfactory. Teachers used informal questioning and observation to monitor pupil progress. While some oral feedback was given to pupils based on project work, this feedback could be more usefully targeted and it should be recorded in pupil portfolios for further reference. Teachers should develop and implement a broader range of assessment approaches to monitor and record pupil progress. Consideration should be given to the use of individual history profiles and tracking pupil's results from teacher-designed tasks and tests.

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

The quality of whole-school planning was good and teachers worked together to devise learning opportunities for pupils across and beyond the curriculum. While reference was made within the plan to strand coverage in a multi-grade context, there was a need to include detail of the concepts and skills to be developed at each class level so that pupils experience a progressive programme. The plan should provide greater guidance on local History and on the development of themes. Whole-school approaches to the assessment of pupils' knowledge and skills should also be recorded in the plan. At the time of the evaluation school self-evaluation was under review.

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;