

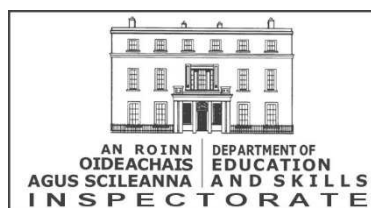
**An Roinn Oideachais agus Scileanna
Department of Education and Skills**

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

REPORT

**Lankill National School
Westport, Co. Mayo
Uimhir rolla: 16904K**

Date of inspection: 30 April 2015



Whole-School Evaluation – Management, Leadership and Learning Report

Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in Lankill National School in April 2015. 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. 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.

Lankill National School is a rural co-educational school located five kilometres south of Westport. The school participates in the DEIS (Rural) scheme. It operates under the patronage of the Catholic Archbishop of Tuam. Enrolments have been steadily increasing and currently there are sixty-seven pupils on roll. Attendance is good and is carefully monitored. The staff comprises of three mainstream class teachers, a shared learning support teacher and a shared resource teacher, a part-time special needs assistant and a part-time secretary. The ancillary staff make a valuable contribution to the effective running of the school. Extensive development of the school building and grounds has been undertaken in recent times and the school is very attractively presented.

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

- The hard working principal leads a very committed and professional staff.
- Teachers use a broad range of teaching methodologies to very good effect.
- Very good standards are achieved in Mathematics and Music.
- Very effective strategies are used to teach English reading at all levels throughout the school.
- Teachers collaborate effectively to implement worthwhile initiatives that enhance curricular provision.
- The school has very effectively developed a caring culture within the school where a sense of connectedness and belonging is fostered.

The following **main recommendations** are made:

- Teachers should place a greater focus on the intended learning outcomes both in their short-term planning and as part of each lesson.
- Moltar an cur chuige cumarsáideach a chur i bhfeidhm ar bhonn uile scoile chun caighdeán na Gaeilge a fheabhsú.
The communicative approach should be implemented on a whole-school basis to raise standards of Irish.

Findings

1. The learning achievements of pupils

- Overall learning achievements of pupils are good. Many pupils perform to high standards in literacy and in numeracy. Pupils with special educational needs are progressing well. In some classes, the content and presentation of work could be higher. The more able pupils should be producing written work of a higher standard. Pupils are clearly benefitting from the commendable whole-school focus that has recently been placed on the development of oral language skills in English.
- Tá gnothachtáil na ndaltaí go maith sa Ghaeilge, ar an iomlán. Cé go bhfuil ardchaighdeán bainte amach ag daltaí sna meánranganna, tá easpa dul chun cinn le feiceáil i labhairt na Gaeilge sna hardranganna. Ba chóir go mbeadh deiseanna leanúnacha ag na daltaí labhairt i bpéirí agus i ngrúpaí mar chuid lárnach de cheachtanna, sna ranganna sinsearachacha go háirithe. Moltar an cur chuige

cumarsáideach a chur i bhfeidhm ar bhonn uile scoile. Tá gá le léitheoireacht agus scríbhneoireacht a sheachaint go dtí rang a dó, de réir *Curaclam na Bunscoile*.

Pupil achievement in Irish is, on the whole, good. Although pupils in the middle classes have achieved a high standard, there is a lack of evident progression in spoken Irish in the senior classes. Pupils should be provided with continuing opportunities to speak in pairs and in groups as a central part of lessons, especially in the senior classes. The communicative approach should be implemented on a whole-school basis. Reading and writing activities in Irish should be avoided until second class, in accordance with the Primary School Curriculum.

- Overall achievement in Mathematics is very good. Pupils are positively disposed to Mathematics.

2. Quality of teaching

- The overall quality of teaching in the school is of a high standard, with some exemplary individual practices observed. All teachers are well prepared for their lessons and provide stimulating and attractive learning environments.
- Teachers are experienced and skilful and manage the multigrade settings very well. Language is emphasised in lessons to enhance pupil comprehension and engagement. Very effective strategies are used to teach English reading at all levels throughout the school. *Aistear* is implemented very effectively with infants.
- Teaching would be improved if a clearer focus was placed on learner outcomes that are shared with the class.
- The overall quality of teaching provided for pupils with special educational needs is good. Pupils with different learning needs benefit from a range of initiatives and programmes. Effective use is made of in-class support, with a clear focus on the targeted pupils for whom the support is provided.
- In their responses to the questionnaires issued as part of the evaluation, all parents agreed that teaching is good in the school.

3. Support for pupils' well-being.

- The school is very effective in providing a safe and supportive environment and takes its responsibility seriously to build life skills and resilience in pupils. A strong sense of place and connectedness is fostered within the school community.
- The pupils are very well managed and are encouraged to actively participate in their learning. In some settings, there is a need to further develop pupils' listening skills.
- DEIS funds and supports are utilised effectively.
- In their responses to the questionnaires, all pupils reported that they like school and feel safe in the classroom.
- Evidence provided by the school indicates full compliance with child protection requirements.

4. Leadership and Management

- The overall quality of the work of the board of management is good. The board is commended for the provision of very good quality accommodation and resources. The board should provide an agreed report after each meeting and issue an annual report on its work to the wider school community.
- The principal demonstrates a deep commitment to the school and fulfils her administrative and leadership roles very competently. Skills and expertise within the staff are effectively utilised. A staff rotation policy should now be devised.

5. School Self-evaluation

- The quality of school self-evaluation is very good. Teachers engage in professional collaborative discussion to share effective pedagogical practice. A clear whole-school target based on pupils' learning in oral language has been set and whole school actions are being implemented. The careful monitoring and review of targets and actions is advised.
- The board should participate more fully in the school self-evaluation process and ensure that it is fully informed of standards achieved in the school. This will allow the

board to engage in a systematic review of the effectiveness of current practice and to plan for change where necessary.

Conclusion

The school's 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

We are satisfied with the inspection report of the WSE-MLL.

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

We will now take on the recommendations contained therein and endeavour to fulfil them from the present time.