



An Roinn Oideachais
Department of Education

Curriculum Evaluation: Mathematics Report

REPORT

Ainm na scoile/School name	Glencorrib National School
Seoladh na scoile/School address	Glencorrib Shrule County Mayo
Uimhir rolla/Roll number	17874J
Dáta na cigireachta/ Date of evaluation	29-09-2022
Dáta eisiúna na tuairisce/ Date of issue of report	17/11/2022

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 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.

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	29-09-2022
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

School context

Glencorrib National School is a co-educational primary school located in the village of Glencorrib, around six kilometres from Shrule, County Mayo. This school operates under the patronage of the Catholic Archbishop of Galway. At the time of the evaluation, the school had two mainstream teachers and a special education teacher and there were thirty-six pupils enrolled from junior infants to sixth class.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning in Mathematics was very good.
- Pupils' learning experiences in Mathematics were very good; lessons were appropriately differentiated to meet the individual needs of pupils and enhanced by the use of concrete materials and mathematical resources.
- Teaching in Mathematics was very effective with an excellent emphasis on the correct use of key mathematical vocabulary.
- The school's assessment practices were very effective and pupils' attainment was tracked purposefully as they progressed from one class to the next.
- Special education support for Mathematics was highly commendable and very effective in-class support was delivered in a targeted manner.
- The school has engaged successfully in the school self-evaluation process and school planning to progress pupils' learning in Mathematics was very good.

Recommendation

- Teachers should expand the use of open-ended questions to give pupils further opportunities to create and solve problems, to justify answers and to further develop their critical thinking skills, in particular for those pupils with very good ability.

Detailed findings and recommendations

1. The quality of pupils' learning

The quality of pupils' learning in Mathematics was very good. The pupils demonstrated very positive attitudes to Mathematics and engaged enthusiastically in the learning tasks and activities, in the lessons observed. Pupils in all settings used mathematical language very competently and most pupils demonstrated very good ability to explain the strategies they used. The learning outcomes of the pupils, as demonstrated by summative assessment results and in the interactions with the inspector, were highly commendable across all strands of the curriculum. The presentation of pupils' written work in Mathematics in all classes was of a high quality.

During the focus-group discussions with pupils from middle and senior classes, each learner demonstrated a positive disposition to Mathematics. They had a very good understanding of how their skills could be applied outside of the Mathematics lesson. They connected their learning with other subjects in the curriculum and spoke of real-life uses for their mathematical skills. The pupils

spoke positively about their opportunities to play mathematical games, use response boards, participate in Maths trails and use a variety of digital platforms and websites to support their learning.

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

The quality of learner experiences provided for pupils in Mathematics was very good. The lessons in all settings were appropriately differentiated. All pupils were given valuable opportunities to use a range of mathematical resources and to work on tasks in pairs or in small groups, as well as individually. The learning environments were stimulating and supportive of learning in Mathematics. Digital technologies were used appropriately to support the learning in each classroom lesson.

The quality of teaching in Mathematics was very good. Interactions between teachers and pupils were supportive and affirming. In all lessons observed, the intended learning outcome was shared with the pupils, lessons were clearly structured and an appropriate emphasis was placed on the correct use of key mathematical language. Teachers prepared small group tasks which enabled effective engagement of pupils in the activities. Teachers supported the pupils to develop their peer and self-assessment skills. This was conducted through a review of the intended learning at the end of the lessons and pupil feedback on their progress and understanding of the concepts. It is recommended that teachers make greater use of open-ended questions. This should increase opportunities for the pupils to create and solve problems, justify answers and further develop their critical thinking skills, in particular for those pupils with very good ability.

Effective models of support for pupils in Mathematics were delivered both through withdrawal and well-developed approaches to in-class support. These supports were provided in an engaging manner and very effective teaching approaches were used. Teachers' collaborative practices were a notable feature of provision in the school.

A range of effective assessment practices were evident during the evaluation. Each teacher maintained an assessment folder of pupils' mathematical learning. Standardised test results were analysed robustly at whole-school level to inform targeted teaching in Mathematics. Pupils' progress was tracked and evaluated through the completion of pupil profiles and using data gathered from tasks and tests. Pupils written work was well monitored by the teachers.

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

The quality of whole-school planning to progress pupils' learning in Mathematics was very good. The whole-school plan outlines all aspects of provision and it was evident that individual teachers' practice was informed by the plan. Monthly progress reports indicated that a broad and balanced programme in Mathematics was provided.

The school has previously engaged very successfully with the school self-evaluation (SSE) process for numeracy. The school has identified a new area in Mathematics as its next focus in SSE and it is advised that the main recommendation in this report be included in the SSE report and school improvement plan.

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 of Glencorrib NS wishes to acknowledge the very positive findings of this report and the recommendation within. In particular, the Board of Management is delighted that all areas of inspection (quality of pupils' learning, learner experiences & teachers' practice and the effectiveness of school planning) received the highest level of "very good" on the Inspectorate's Quality Continuum.

The Board also welcomes the recognition that teachers' collaborative practices were a notable feature of provision within the school and that the learning outcomes of the pupils were highly commendable across all strands of the curriculum.

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

The Board of Management of Glencorrib NS welcomes the recommendation of the report to expand the use of open-ended questions in Mathematics lessons in order to further develop the critical thinking skills of our pupils, in particular those with very good ability.

Staff will address this recommendation through the SSE (school self-evaluation) process and will formulate a SSE report and school improvement plan with this as our main emphasis.

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;