An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: English
REPORT

Ainm na scoile/School name	Scoil Náisiúnta Pádraig Naofa
Seoladh na scoile/School address	Kylepark Borrisokane County Tipperary
Uimhir rolla/Roll number	17850S
Dáta na cigireachta/ Date of evaluation	19/05/2026
Dáta eisiúna na tuairisce/Date of issue of report	29/09/2026

What is a curriculum evaluation?

Curriculum evaluations currently report on the quality of teaching and learning in specific subjects and curriculum areas of the *Primary School Curriculum* (1999), and the redeveloped *Primary Curriculum* (2025). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curriculum area in the school.

How to read this report

During this inspection, the inspector evaluated learning and teaching in English under the following headings:

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning experiences and teachers' practice
3. The effectiveness of school planning, including school self-evaluation (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.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations. The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Bí Cineálta</td></tr>
<tr><td>1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.
2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited were aware of who to go to if they had a child protection concern.</td><td>1. The school has developed an anti-bullying policy using Appendix A of Bí Cineálta, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.
2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.
3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of Bí Cineálta</td></tr>
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The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Dates of inspection	18/05/2026 - 19/05/2026
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

Scoil Náisiúnta Pádraig Naofa (Kylepark National School) is a co-educational primary school located in the parish of Borrisokane, County Tipperary. The school is under the patronage of the Catholic Bishop of Killaloe. The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education and Youth for educational inclusion.

The school has four mainstream class teachers, one full-time special education teacher and one shared special education teacher, based in another school. There were eighty-six pupils enrolled at the time of the evaluation.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning outcomes in English was very good overall.
- Overall, the quality of pupils' learning experiences in English was very good.
- The overall quality of teaching in the lessons observed was very good.
- Very good support was provided for pupils who had been prioritised for additional support in English.
- Whole-school planning, including SSE, was very effective in progressing pupils' learning in English.

Recommendations

- To enhance the impact of assessment on pupils' learning, all teachers should align assessment approaches to their identified focus of learning.
- Teachers should provide increased opportunities for pupils' self-assessment, to strengthen their ownership of their learning and progression.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of pupils' learning in English was very good. All pupils were motivated and engaged in their learning and expressed themselves with clarity and confidence during the evaluation.

Pupils across all class levels demonstrated a high level of competence in the strands of *Oral language, Reading* and *Writing.* Overall, pupils' oral language skills were highly commendable. They responded effectively to high-quality questioning and expressed their opinions with confidence during the lessons observed. Pupils in the junior classes explored idiomatic language and multi-perspectivity through the use of picture books. Oral presentation skills were

of an exceptionally high standard, with pupils demonstrating appropriate social conventions and a strong awareness of their audience. While pupils participated readily in discussions, there was scope to further develop dialogic practice. This should help pupils to actively listen, respond to, build on, and justify one another's ideas.

The quality of pupils' reading was very good. All pupils demonstrated a very good understanding of the conventions of print, sentence structure and grammar. They were very proficient in phonological and phonemic awareness. The pupils could recognise and manipulate sounds confidently and applied their knowledge effectively across learning activities. Pupils in all class levels read with fluency and appropriate expression.

Comprehension skills were explicitly taught, particularly in the junior classes, where strategies such as making connections, inference and visualisation were embedded effectively. Pupils in the senior classes applied a range of comprehension strategies independently in their reading. They used a variety of approaches, including oral presentations and the creation of posters, to demonstrate their understanding of texts and to consolidate their learning.

Pupils in all classes showed a keen interest in poetry, which was used very effectively to support learning across all strands of the *Primary Language Curriculum*. They recited poetry with very good expression and fluency. Poetry was used purposefully to develop phonological awareness and to develop an appreciation of the rhythm and musicality of language.

The quality of pupils' writing was very good. They wrote across a range of genres, with high-quality samples evident both in copybooks and in classroom displays. Notably, in some classes, pupils also explored genres in Irish and capably transferred their knowledge and skills across languages. A whole-school approach to the writing process was in place. Pupils planned drafted, edited and produced high-quality final versions of their work. To further enhance pupils' understanding of specific genres, it is recommended that all teachers align the explicit teaching of writing genres with their corresponding spoken text types. For example, persuasive writing could be taught alongside the oral language text type of debate.

The standard of handwriting was very good at each class level. The majority of pupils wrote legibly in their chosen script, and the overall presentation of work, both in copybooks and in displays, was of a high quality. Project work in the middle and senior classes was particularly noteworthy, reflecting pupils' ability to apply their learning in meaningful and creative ways.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

The overall quality of pupils' learning experiences and teachers' individual practice was very good. All teachers created engaging and supportive learning environments. The pupils benefited from opportunities for movement and sensory regulation through the flexible use of classroom space.

Interactions observed among pupils, and between pupils and staff, were positive and respectful. All pupils engaged purposefully in a variety of learning activities, including station teaching, teacher-led groups, and independent tasks. In all lessons observed, discussion was prioritised. This contributed to pupils' oral language development and comprehension skills. While strategies such as 'conscience alley' were used effectively to promote engagement, there was scope to further develop these approaches to extend pupils' critical thinking and encourage them to justify and explain their responses in greater depth.

All teachers fostered a culture of reading. The pupils who participated in the focus group discussion spoke positively about the buddy-reading opportunities between senior and junior pupils. Notably, all pupils developed their reading skills using a range of texts, including decodable readers, levelled readers, and novels. Pupils in the senior classes accessed instructional texts through a range of modalities, including audiobooks, videos, and structured comprehension activities.

Classroom learning environments were generally print-rich and well organised. Pupils' work was celebrated appropriately, both within classrooms and in the school corridors. In some settings,

word walls were used effectively to highlight subject-specific language and interesting vocabulary from texts. This effective practice could be extended across all settings to provide a more explicit focus on vocabulary development.

Classroom libraries contained a selection of texts, ranging from picture books to illustrated novels, and included both fiction and non-fiction titles. While these libraries were functional, there was scope to enhance their aesthetic appeal and overall impact as engaging literacy spaces. Displaying books aligned to the genre being explored in writing lessons could support pupils in developing familiarity with the features of that genre. Additionally, the introduction of a writing station could provide opportunities for pupils to engage in creative writing, thereby fostering curiosity, independence, and a stronger connection between reading and writing.

The overall quality of teaching was very good. All teachers prepared lessons that were well structured, appropriately challenging and suitably paced. Teachers used questioning effectively to elicit pupils' prior knowledge, make connections and support engagement. In most settings, learning intentions were shared, expectations were explicit, and instructions were clear and concise. This ensured that pupils remained focused and engaged in their learning.

Teachers used a range of assessment strategies, such as teacher observation, teacher-designed tests and checklists, to evaluate pupils' progress across various aspects of English. There was scope, however, to further develop assessment practices so that they have a greater impact on learning. All teachers should align assessment approaches to their identified focus of learning. Teachers should also provide increased opportunities for pupils' self-assessment.

Very good support was provided for pupils with identified needs. Teachers worked together effectively to support pupils through a range of models, including in-class support, withdrawal, and the co-ordinated implementation of Literacy Lift Off. Student Support Files were in place for all pupils on the Continuum of Support. Progression and continuity in learning were clearly supported through individualised targets for each pupil. All plans contained detailed records of actions and indicated effective collaboration with parents. To reflect the changing and identified needs of pupils each year, the school leaders should ensure that a School Provision Plan is updated annually, as set out in the *Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes*.

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

The quality of school planning, including SSE, in progressing pupils' learning was very good. The whole-school plan for English provided clear and practical guidance to teachers on the implementation of the *Primary Language Curriculum*.

The school leaders and teachers had effectively used the DEIS action planning process to enhance pupils' oral presentation skills. Commendably, there was a strong emphasis on reflection and collaborative engagement with parents, pupils, and teachers in identifying priority areas for development. A range of actions was documented, progress was monitored, and the established targets were clear, measurable, and achievable.

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For the pupils of Kylepark National School about their learning in English

Dates of inspection: 18/05/2026 - 19/05/2026

Introduction

Your school had an inspection of English recently. This page for pupils describes what the inspector found and gives ideas about what the school should do to make learning better.

What did the inspector do during the visit?

The inspector visited classrooms and talked to teachers and pupils about the work they were doing. An inspector also met with a focus group of pupils to talk to them about their learning.

What did the inspector find?

Here are some of the main things:

- The pupils were doing very well in English.
- Lessons were varied and interesting and this helped pupils to enjoy learning English.
- Teachers were very good at teaching English.
- The school was very good at helping pupils who needed extra support in English.

What the inspector said the school should do to make learning better

- Teachers should make sure they link assessment with the new learning in each lesson.
- Pupils should have more opportunities to reflect on and assess their own progress.

Thank you for taking the time to read this page.
A special thank you to pupils who took part in the focus group.

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	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective