



Newbridge Educate Together NS
Green Road
The Curragh
Co. Kildare

20177E

DEARBHÚ FÍRICÍ / FACTUAL VERIFICATION
FREAGAIR LAISTIGH DE CHÚIG LÁ SCOILE / RESPOND WITHIN FIVE SCHOOL DAYS
DÁTA FILLTE / RETURN DATE: 08/05/2024

Chuig/To: Eimear Carey, Príomhoide/Principal

Cc: Jason Naylor, Cathaoirleach BB/Chairperson BoM

Dáta/Date: 29/04/2024

A chara,

Leis seo, gheobhaidh tú an dréacht-tuairisc de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna (BOO) ar aon dul leis na forálacha atá sna *Treoirínte um Fhoilsiú Tuairiscí Cigireachta Scoile* (arna n-athbhreithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998 (Foilsiú Tuairiscí Cigireachta ar Scoileanna agus ar Lárionaid Oideachais), 2015*. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc na scoile.

De réir na d*Treoirínte um Fhoilsiú Tuairiscí Cigireachta Scoile*, ceadaítear **cúig lá scoile le haghaidh an fhoirm Dearbhaithe Fíricí a chur ar ais**. Tá an fhoirm ceangailte leis an litir seo.

A chara,

Attached please find the draft report of the inspection undertaken in your school. This copy of the report is being sent to the principal, to the chairperson of the board of management and to the chief executive of the Education and Training Board (ETB) in line with the provisions contained in *Guidelines for the Publication of School Inspection Reports (Revised 2015)* and *Education Act 1998 (Publication of Inspection Reports on Schools and Centres for Education) Regulations 2015*. Depending on the language of instruction in your school, the inspection report may be available in both Irish and English.

The *Guidelines for the Publication of School Inspection Reports* Guidelines allow five school days for the return of the Factual Verification form which is attached to this letter.

Dearbhú fíricí

Mar atá leagtha amach i Rannán 3 de na *TreoirIinte* (a bhfuil cóip díobh ar fáil ar shuíomh Gréasáin na Roinne Oideachais ag <https://www.gov.ie/ga/eagraiocht/an-roinn-oideachais/>), iarrtar ar chathaoirleach an bhoird bhainistíochta agus/nó ar an bpríomhoide a chruinne atá na fíricí sa tuairisc a sheiceáil.

Má theastaíonn uait aon earráidí fíorasacha a chur in iúl don Chigireacht, ba chóir duit Foirm Dearbhaithe Fíricí na Tuairisce Cigireachta a chomhlánú agus í a chur ar ais trí ríomhphost chuig:
reports_inspectorate@education.gov.ie

Tá cóip leictreonach ar fáil sa chuid Foirmeacha Scoile den leathanach Tuarascálacha Cigireachta atá ar fáil faoin Oideachas ar <https://www.gov.ie/ga/foirm/foirmeacha/>. I gcás scoileanna atá faoi choimirce na mBord Oideachais agus Oiliúna (BOO), ba cheart an fhoirm a chomhlánú i gcomhairle leis an bpríomhfheidhmeannach.

Áirítear leis an dréacht-tuairisc leathanach ag a bhfuil sonraí teagmhála na scoile le gur féidir leat a chruinne atá an fhaisnéis a sheiceáil. Ní bheidh an leathanach sin sa leagan deiridh den tuairisc.

Mura bhfaightear freagairt ar bith maidir le dearbhú fíricí roimh an 08/05/2024, glactar leis go bhfuil tú sásta gur cruinn atá an tuairisc. Eiseofar an tuairisc lena heisiúint ansin, trí ríomhphost amháin, chuig do scoil le haghaidh freagairt scoile. Ós rud é nach n-eiseofar cóip chrua, déan cinnte go ndéanann tú monatóireacht ar ríomhphoist isteach, including your spam folder, le haghaidh fháil na tuairisce.

Seoladh fillte

Ba cheart foirmeacha a sheoladh chuig:
reports_inspectorate@education.gov.ie

Is mise le meas,

Craig Kelly

Pp: Ger Power

Príomh-Chigire Cúnta

Factual verification

As outlined in Section 3 of the Guidelines (a copy of which is available on the website of the Department of Education, www.gov.ie/education), the chairperson of the board of management and/or the principal are invited to check the accuracy of facts in the report.

If you wish to point out any errors of fact to the Inspectorate, you should complete an Inspection Report Factual Verification Form and return it by email to:
reports_inspectorate@education.gov.ie

An electronic copy is available in the School Forms section of the Inspectorate Reports page which is available under Education on <https://www.gov.ie/en/form/inspection-report-forms/>. In the case of schools under the auspices of an Education and Training Board (ETB), the form should be completed in consultation with the chief executive.

This draft report includes a page with the school's contact details, so that you can check the accuracy of the information. This page will not appear in the final version of the report.

If no response is received in respect of factual verification by 08/05/2024, it will be assumed that you are satisfied that the report is accurate. The report will then be prepared for issue, by email only, to your school for school response. As a hard copy will not be issued, please ensure that you monitor incoming emails, including your spam folder, for receipt of the report for school response.

Return address

Forms should be sent to:
reports_inspectorate@education.gov.ie

Is mise, le meas,

Craig Kelly

Pp: Ger Power

Assistant Chief Inspector

Foirm Dearbhaithe Fíricí na Tuairisce Cigireachta

Ba cheart foirmeacha a sheoladh chuig: reports_inspectorate@education.gov.ie

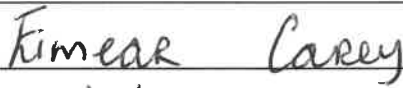
Ainm agus seoladh na scoile:	Newbridge Educate Together NS Green Road The Curragh Co. Kildare 20177E
Cineál cigireachta	CEM a sheoladh ar 13/03/2024
Dáta eisiúna na tuairisce cigireachta	29/04/2024
Don oifig amháin	Uimhir cigireachta: 38002

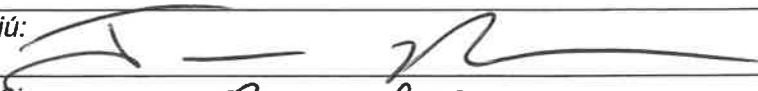
Earráidí fíorasacha sa tuairisc

Úsáid an spás thíos chun aird na Cigireachta a dhíriú ar aon earráid fhíorasach a thugann tú faoi deara sa dréacht-tuairisc a eisíodh chuig do scoil. De rogha air sin, soláthair na sonraí ar leathanach ceangailte.

Leathanach	Earráidí

Síniú

Príomhoide	<i>Ainm i gcló:</i> Eimear Carey
	<i>Síniú:</i> 
	<i>Dáta:</i> 3/5/2024

Cathaoirleach, an Bord	<i>Ainm i gcló:</i> Jason Naylor
Bainistíochta	<i>Síniú:</i> 
	<i>Dáta:</i> 03-MAY-2024

Ní mór an fhoirm seo a bheith sínithe ag an bpríomhoide nó ag cathaoirleach bhord bainistíochta na scoile. I gcás scoile atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an fhoirm a bheith comhlánaithe ag an bpríomhoide nó ag cathaoirleach an bhoird bhainistíochta i gcomhairle le Príomhfheidhmeannach (nó oifigeach ainmnithe) an Bhoird Oideachais agus Oiliúna. Caithfear an fhoirm a sheoladh ar ais chuig Rúnaíocht na Cigireachta faoin 08/05/2024.

Inspection Report Factual Verification Form

Forms should be sent to: reports_inspectorate@education.gov.ie

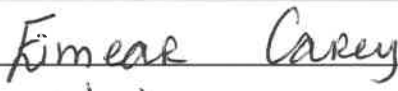
School details	Newbridge Educate Together NS Green Road The Curragh Co. Kildare 20177E
Inspection details	CEM conducted on 13/03/2024
Date of issue of inspection report	29/04/2024
For office use	Inspection Number: 38002


Factual inaccuracies in the report

Please use the space below to draw the attention of the Inspectorate to any factual inaccuracy that you believe is included in the draft report issued to your school. Alternatively, please supply details on an attached sheet

Page	Inaccuracies

Signature

Principal	Eimear Carey
	Signature: 
	Date: 3/5/2024

Chairperson, Board of Management	Jason Naylor
	Signature: 
	Date: 03 - MAY - 2024

This form must be signed by either the principal or the chairperson of the board of management of the school. In the case of a school operating under the auspices of an Education and Training Board, the form must be completed by the principal or the chairperson of the board of management in consultation with the Chief Executive (or nominated officer) of the Education and Training Board. The form must be returned to the Inspectorate Secretariat no later than 08/05/2024.



An Roinn Oideachais
Department of Education

Curriculum Evaluation: Mathematics Report

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile/School name	Newbridge Educate Together NS
Seoladh na scoile/School address	Green Road The Curragh Co. Kildare
Uimhir rolla/Roll number	20177E
Dáta na cigireachta/ Date of evaluation	13/03/2024
Dáta eisiúna na tuairisce/ Date of issue of report	29/04/2024

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 inspectors evaluated learning and teaching in Mathematics 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 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.

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> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.2. The school's current 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	11/03/2024 and 13/03/2024
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

Newbridge Educate Together N.S. is an urban primary school located in Newbridge, Co. Kildare. It is under the patronage of Educate Together. At the time of the evaluation there were 425 pupils enrolled. The school had an administrative principal, sixteen mainstream teachers and seven special education teachers (SETs). During the evaluation, inspectors observed teaching and learning in a sample of settings.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning in Mathematics was very good overall and pupils presented as motivated and enthusiastic learners.
- Pupils' learning experiences were very good and learners were positive towards their learning in Mathematics and demonstrated confidence when engaging with tasks.
- The overall quality of teachers' practice in Mathematics was highly commendable; a positive mathematics culture was established across the school and teachers encouraged, affirmed and valued pupils' contributions to lessons.
- The effectiveness of school planning, including school self-evaluation (SSE), in progressing pupils learning was very good.

Recommendations

- In order to deepen and extend pupils' understanding of mathematical concepts, teachers should provide pupils with regular opportunities to reflect upon, record and consolidate their mathematical thinking.
- Assessment practices should be further developed within the school to include the use of self-assessment in order to enable pupils to confidently identify areas of improvement by reflecting critically on what they have learned.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning in Mathematics was very good. Pupils were observed to be enjoying their learning and they presented as motivated learners. All pupils were offered a broad, balanced and relevant curriculum. They demonstrated very good knowledge and application of the strands of the Mathematics curriculum. In some classes, pupils recalled previous learning using mathematical rhymes and stories. Most pupils responded enthusiastically to teacher questioning, demonstrating competence in thinking mathematically and explaining their answers. Their number sense was very highly developed. They recalled mathematical facts accurately and could capably carry out computational procedures. Almost all pupils displayed very good ability to use mathematical language accurately based on the concepts they were taught. Where learning outcomes were most effective, pupils could relate their learning to real life and demonstrated good ability to apply their learning to new contexts. In some classes, pupils had opportunities to discuss and explain their learning in mathematics

where they successfully reasoned and justified their answers. Pupils were enabled by teachers to talk about their strategies, conclusions and solutions. In order to deepen and extend pupils' understanding teachers should provide them with regular opportunities to reflect upon, record and consolidate their mathematical thinking. Interactions among pupils and between pupils and teachers were respectful and conducive to wellbeing.

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

The quality of learner experiences provided for pupils in Mathematics was very good. In most lessons, pupils worked capably, both independently and in small groups or pairs, to solve problems and complete tasks. Where very effective practice was observed, pupils worked collaboratively in play-based and investigative activities. In most lessons observed, a variety of concrete materials was readily available for pupils to use to support their engagement in mathematical tasks. In some classes observed, there was scope for teachers to develop pupils' listening skills. Teachers should place a deliberate focus on the development of pupils' active listening skills, as required, to support greater pupil engagement in their learning.

During the focus group discussion, pupils spoke positively about their school. They said they enjoyed participating in discovery-based learning and having opportunities to use concrete materials. They particularly liked playing mathematical games and participating in classroom competitions. They would like opportunities to create and participate in mathematical trails using the outdoor school environment.

The quality of teaching was very good. Teachers' preparation facilitated effective teaching and learning in all settings. All teachers displayed very good subject knowledge and effective pedagogical approaches were evident in most lessons. They used a range of approaches such as modelling, explanation and demonstration to good effect. Most teachers ensured that mathematics lessons included collaborative, open-ended problem-solving tasks with an emphasis on opportunities for talk and discussion during lessons. Digital technology was used in some settings to reinforce learning but it was not a strong feature of all lessons. Furthermore, during the focus group discussion, pupils in senior classes expressed a desire for more use of digital technology during mathematics lessons. Teachers should consider, therefore, how greater use might be made of digital technologies to enable pupils to design, create and use mathematical content. All teachers shared learning intentions with their pupils at the outset of the lesson and most lessons were well structured and suitably paced. Teachers' collaborative practices were very well established.

Teachers engaged in commendable assessment practices across all settings. They had analysed standardised test results to identify key areas for development in mathematics at whole school level. Teachers observed pupils' application of mathematical skills and used the information gathered to create checklists that outlined their progress. Termly tests were used to assess pupil progress across a range of mathematical strands. While all teachers monitored pupils' work in copybooks, the extent to which pupils were given improvement-focused feedback varied from setting to setting. In order to ensure that each pupil be further supported on their individual learning journey in Mathematics, all teachers should avail of opportunities to provide regular constructive and personalised feedback to pupils, both orally and in writing. The development of such practice would provide a foundation for the development of pupils' self-assessment skills as pupils require encouragement and support to reflect critically upon their learning. All teachers should consider how they could support pupils, in an age-appropriate manner, to become confident in evaluating their progress and in identifying their own strengths and areas for development.

The quality of support for pupils with special educational needs was very good. Support was provided through a combination of in-class support and withdrawal of individuals and groups. There was evidence of good collaboration between mainstream class teachers and SETs. Overall, pupils' priority learning needs in Mathematics were identified and addressed accordingly.

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 in-school leadership and management team had established a very positive culture across the school which encouraged and supported evidence-based approaches to teaching and learning in Mathematics. They had established effective processes for collaboration, communication and the sharing of good practice.

The school plan provided valuable guidance in relation to realising the school's vision for the teaching of Mathematics. In previous SSE cycles, initiatives were successful in improving learner outcomes for pupils in Mathematics. Commendably, the school leadership and teachers had begun to trial new approaches towards implementing the new Primary Mathematics Curriculum.

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

Eolas teagmhála na scoile / School contact information

Scoil / School	Newbridge Educate Together NS Green Road The Curragh Co. Kildare
Uimhir rolla / Roll number	20177E
Seoladh r-phoist / Email address	admin@netns.ie
Uimhir ghutháin / Telephone no.	045445710

Príomhoide / Principal	Eimear Carey	R-phost/ Email	admin@netns.ie
Cathaoirleach an Bhoird Bhainistíochta/ Chairperson of BOM	Jason Naylor	R-phost/ Email	jason@netns.ie
POF an BOO (más cuí) / CE of ETB (if relevant)		R-phost/ Email	
Pátrún nó Iontaobhaithe na scoile / School patron or trustee	Educate Together	R-phost/ Email	info@educatetogether.ie
Cathaoirleach Chumann na dTuismitheoirí / Chairperson of parents' association	Dawn Holmes	R-phost/ Email	psa@netns.ie
Cathaoirleach Chomhairle na Mac Léinn (iar-bhunscoil amháin) / Chairperson of student council (<i>post-primary only</i>)		R-phost/ Email	

<p>Próiseálfar na sonraí teagmhála go léir a bhaileofar mar chuid den mheastóireacht de réir Bheartas Cosanta Sonraí na Roinne Oideachais ar féidir teacht air ag https://www.gov.ie/ga/foilsiuhan/4fdf6-an-roinn-oideachais-fogra-priobhaideachta/</p> <p>Úsáidfean an seoladh ríomhphoist thuas chun cóip den tuairisc deiridh a sheoladh chuig na daoine atá ainmnithe.</p> <p>Iarrtar ort anois a chinntiú go bhfuil an seoladh ríomhphoist ceart agus go bhfuil úinéir an tseolta ar an eolas go bhfuil sé á úsáid chun na críche sin.</p>	<p>These contact details will be processed in accordance with the Department of Education Data Protection Policy which can be accessed at https://www.gov.ie/en/publication/d78f2-department-of-education-privacy-notice/</p> <p>The email address above will be used to send a copy of the final report to those named.</p> <p>You are now asked to ensure that the email address is correct and that the owner of the address is aware that it is being used for this purpose.</p>
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