



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Curriculum Evaluation: English REPORT

Ainm na scoile/School name	Caheragh NS
Seoladh na scoile/School address	Caheragh Drimoleague
Uimhir rolla/Roll number	19557H
Dáta na cigireachta/ Date of evaluation	22/04/2026
Dáta eisiúna na tuairisce/Date of issue of report	08/06/2026

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.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

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 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.

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>Bí Cineálta</i>
<ol style="list-style-type: none">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.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i>, 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 <i>Bí Cineálta</i>

The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Date of inspection	21/04/2026 and 22/04/2026
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview• Meeting with English co-ordinator	<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

Caheragh N.S. is a rural co-educational school under the patronage of the Catholic Bishop of Cork and Ross. At the time of the evaluation there were sixty-five pupils enrolled. The teaching staff consisted of three mainstream class teachers, one of whom was the teaching principal, and one special education teacher who was based in the school, and shared with two other local schools.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning outcomes in English was very good. Pupils participated confidently and with enjoyment in a range of playful and engaging oral language, reading and writing activities.
- Pupils' learning experiences in English were effective. A warm and positive school culture was evident, and respectful interactions between pupils and teachers contributed to a purposeful learning environment.
- Teachers' individual practice was commendable. They had a good knowledge of their pupils as learners and selected teaching approaches appropriate to their strengths, needs, interests and individuality.
- Teachers maintained a broad range of assessment information for all pupils.
- The overall quality of school planning, including SSE, in progressing pupils' learning, was very good.

Recommendations

- To further enhance pupils' learning experiences, teachers should provide regular opportunities for structured collaborative learning.
- Teachers should further develop the use of higher-order questioning to deepen pupils' engagement with texts and to extend their thinking.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of pupils' learning outcomes in English was very good. Pupils participated confidently and with enjoyment in a range of playful and engaging oral language, reading and writing activities. They demonstrated positive attitudes to their learning and high levels of enthusiasm. Across the school, pupils attended purposefully to a range of oral language activities. They responded thoughtfully to questions and contributed willingly to discussions. They expressed themselves as speakers and engaged empathetically with the views of others. Pupils demonstrated very good narrative comprehension skills, including the ability to describe and predict story events and suggest alternative responses to texts. They drew on a variety of comprehension strategies such as inference, prediction, visualisation and sequencing when engaging with texts. They expressed their preferences and opinions, and demonstrated an

effective awareness of the author's intent and use of language. Pupils wrote across a range of genres, reflecting a developing ability to write for a variety of purposes and audiences.

Senior class pupils who took part in the focus group discussion spoke positively about their learning in English. They demonstrated a good awareness of the role of language across the curriculum. They made meaningful connections between their learning in English, and a range of experiences within and beyond the school, including nature walks, community events, and visits to local cultural and educational settings. Pupils identified collaborative learning experiences as particularly engaging and enjoyable. They discussed participating in debates, and they demonstrated an awareness of English in their everyday lives.

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

Pupils' learning experiences in English were effective. A warm and positive school culture was evident, and respectful interactions between pupils and teachers contributed to a purposeful learning environment. Classrooms were print-rich and pupils had access to well-stocked class libraries and a library bus service, which provided them with a wide selection of texts including picture books, novels, poetry and informational texts. Pupils participated in a variety of learning activities including choral reading, oral discussion and debate. They used digital devices to support and extend their research skills. To further enhance pupils' learning experiences, teachers should provide regular opportunities for structured collaborative learning.

Teachers' individual practice was commendable. They had a good knowledge of their pupils as learners and selected teaching approaches appropriate to their strengths, needs, interests and individuality. They made effective and considered text choices, which included picture books and poetry. Recorded preparation was in place which generally reflected the *Primary Language Curriculum (2019)*. Engagement with the *Preparation for Learning, Teaching and Assessment Guidance (2026)* would support teachers to ensure that recorded preparation reflects the learning outcomes being addressed, the focus of learning identified, and the planned learning experiences. Teachers used a range of questioning techniques to engage pupils in discussion. In instances of highly effective practice, questioning extended pupils' thinking, enabling them to engage in inference, critical thinking and creative response. To build on this highly effective practice, it is recommended that teachers should further develop the use of higher-order questioning to deepen pupils' engagement with texts and to extend their thinking. Additional teaching support for pupils with identified learning needs in English was provided in positive and supportive learning environments. Teaching was personalised and engaging, and demonstrated good knowledge of pupils' individual strengths and needs. To further enhance the specificity of learning targets in Student Support Plans, the *Primary Language Curriculum (2019)* progression continua would be a useful resource.

Teachers maintained a broad range of assessment information for all pupils, which included standardised assessments, diagnostic assessments, checklists, teacher-designed tasks and tests, and samples of pupils' work. Copybooks and workbooks were generally corrected in all learning settings. There is scope to further develop the use of self and peer assessment, to support pupils to take greater ownership of their learning and to reflect on their progress.

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

The overall quality of school planning, including SSE, in progressing pupils' learning, was very good. A whole school plan for English, which reflected the *Primary Language Curriculum (2019)* was in place, with sections addressing whole school approaches to oral language, reading and writing. School leadership reported that English is regularly discussed at staff meetings. It would be beneficial for the teaching staff to review and update the whole school plan for English to reflect the very good practice that has developed in the school, most notably in digital literacy

and critical literacy. The *Whole-School Curriculum Planning Guidance (2026)* would be a useful resource in this regard.

The school had engaged constructively with the SSE process over a number of years. Previous cycles addressed school-specific priorities including aspects of oral language development and handwriting. The current focus is the integration of digital technology and the development of digital skills. School leadership reported that consultation with parents had taken place. To further enhance the focus of SSE, improvement targets should be reviewed to ensure that they are specific and measurable.



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:

- Pupils enjoyed their English learning and showed great confidence when talking about books, stories and ideas.
- Classrooms were warm and welcoming places where pupils and teachers were kind and respectful to each other.
- Teachers used interesting books, poems and activities to make English lessons enjoyable and engaging for pupils.



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

- Teachers should ask pupils questions that encourage them to explore their ideas and explain their thinking.
- Teachers should give pupils more opportunities to talk and share their ideas with each other during English lessons.

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