An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: English
REPORT

Ainm na scoile/School name	Stapolin Educate Together National School
Seoladh na scoile/School address	Myrtle Road The Coast Dublin 13
Uimhir rolla/Roll number	20519G
Dáta na cigireachta/ Date of evaluation	10/06/2026
Dáta eisiúna na tuairisce/Date of issue of report	03/11/2026

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 inspectors 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 pupil-friendly page that provides information for the children in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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

<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 pupil-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 pupil-friendly version that is displayed where pupils and the school community can see it.
2. The school's anti-bullying policy is published on its website and is readily accessible to board of management members, staff, parents and 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

Date of inspection	10/06/2026
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

Stapolin Educate Together National School caters for pupils from junior infants to sixth class and operates under the patronage of Educate Together. At the time of the evaluation, 346 pupils were enrolled in the school. The teaching staff comprised the administrative school principal, fifteen mainstream teachers, ten teachers for pupils with additional learning needs, two class teachers for pupils with autism and one teacher for pupils with developmental language disorders. Inspectors observed teaching and learning in a representative sample of settings.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning outcomes was very good; pupils were capable, confident and motivated learners who achieved very well in English across all strands of the Primary Language Curriculum (PLC).
- Learning experiences and teachers' practice were of a very good quality with teachers providing highly effective learning experiences that cultivated pupils' language development and engagement in their learning.
- Assessment practices were of a good standard and supported teachers well in monitoring pupils' learning.
- School planning, including school self-evaluation, was very effective in progressing pupils' learning through an evidence-informed and collaborative approach to school improvement.

Recommendations

- Teachers should develop further opportunities for pupils to reflect on their progress as learners and identify their next steps in learning, thereby enhancing their sense of ownership of and responsibility for their learning.
- Class teachers should provide opportunities to help pupils in receipt of additional support to consolidate and apply their learning from the support setting to their mainstream classroom activities.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning outcomes was very good. Pupils presented as capable, confident and motivated learners who were achieving well in English across all strands of the PLC. Pupils had attained the required prior learning to engage successfully in the planned lessons. They participated confidently and purposefully in class and group discussions, and they demonstrated a very good capacity to listen respectfully, sustain engagement and extract meaning and enjoyment from the conversations and discussion. In a few instances, pupils formulated thought-provoking questions that added depth to the classroom discussion. Pupils had well-

developed reading skills, including both word identification skills and comprehension strategies, and they applied these skills and strategies confidently across a variety of texts. Pupils enjoyed engaging with a range of reading genres, including novels and poetry, and they demonstrated a secure understanding of the features and conventions of different writing genres. In a focus group meeting with the inspectors held during the evaluation, pupils were aware that undertaking projects across a number of curriculum areas provided them with authentic, interesting and enjoyable opportunities to develop their oral language, reading and writing skills.

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

All teachers were successful in cultivating a calm, affirming, encouraging and nurturing learning environment. Lessons were well structured with clear and appropriately challenging learning expectations. It was very good practice that teachers involved pupils in engaging with their previous learning as a basis for new learning. Teachers were cognisant of pupils' learning needs and they responded effectively to the diverse learning needs of pupils through the selection and use of a range of appropriate multisensory supports and active learning strategies. They presented and modelled new learning concepts in a focused and systematic manner. Teachers developed pupils' language learning very effectively by exploring the characteristics and conventions of different language genres in the context of different texts and by relating them to pupils' lives. It was commendable that teachers enabled pupils to demonstrate their learning in a variety of ways.

Teachers were skilful in probing pupils' responses and encouraging them to connect their responses to the responses of other pupils, to their previous learning and to their daily lives. In a few instances, there was potential for teachers to remain alert to the possibility of using pupils' responses as a stimulus for extending learning beyond the intended learning outcomes.

Assessment practices were of a high quality. Teachers adopted a systematic approach to the ongoing assessment of key language skills. They implemented consistent and reliable assessment practices. At the conclusion of lessons, teachers typically encouraged pupils to review and share their learning. To further enhance this practice, teachers could involve pupils in identifying the next focus for learning. Teachers should develop pupils' copybooks as assessment portfolios that enable pupils to observe their progress over time, particularly in writing, and to identify their next steps in learning with reference to the progression continua of the PLC. This would support pupils in reflecting on their progress and setting meaningful personal learning goals. Teachers' feedback on pupils' learning should be informed by the progression continua of the language curriculum. Teachers should also encourage pupils to identify and record examples of their own learning, in addition to completing teacher-directed tasks.

It was excellent practice that teachers planned support lessons at times of the day that best suited the nature of pupils' learning needs. This helped support teachers to optimise the learning experience for pupils with additional needs. Collaboration between class teachers and teachers for pupils with additional learning needs was very effective in identifying pupils requiring support and in tracking and reviewing these pupils' progress formally on a periodical basis. Teachers for pupils with additional learning needs also communicated with mainstream class teachers about pupils' ongoing progress through regular informal professional dialogue. Class teachers should use this information to provide opportunities to help pupils in receipt of additional support to consolidate and apply their learning in their mainstream classroom activities. Teachers should also consider how pupils could be included in this communication process to enhance their sense of agency in their own learning.

All teachers were successful in providing a relevant and stimulating print-rich environment for pupils. Practice was excellent when teachers involved pupils in identifying and selecting the most useful content to be recorded and displayed. To enhance learning, teachers should maintain these displays as a dynamic learning resource and encourage pupils to suggest new learning that could be added to these displays.

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

School planning, including SSE, was very effective in progressing pupils' learning. The school leadership team led teachers skilfully in adopting an evidence-based and needs-based approach to planning for improvement. Implementation was informed by research and action based and was monitored appropriately. It was evident that these plans were impacting positively on pupils' learning. The school leadership team supported the consistent implementation of agreed actions through the use of teacher-friendly visual exemplars and glance cards, which contributed to consistent practice across the school.

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Department of Education and Youth

For the pupils of Stapolin Educate Together National School about their learning in English

Date of inspection: 10/06/2026

Introduction

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

What did the inspectors do during the visit?

The inspectors 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 inspectors find?

Here are some of the main things:

- Pupils were learning English very well.
- Teachers taught interesting lessons that helped pupils learn.
- Teachers collaborated to help pupils' learning as they moved from junior infants to sixth class.

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

- Teachers should help pupils understand how their learning is developing and understand what they can do to support their learning.
- Class teachers should provide opportunities for pupils who are in receipt of extra help with English to use this learning in their mainstream classroom.

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

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 welcomes this report. The Board is pleased that the report recognises the very good learning outcomes achieved by our pupils in English, the high quality of teaching and learning experiences, and the effectiveness of our collaborative approach to school self-evaluation. These findings reflect the commitment of our staff, pupils and wider school community.

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 accepts the recommendations and will continue to consider how best to address them over the coming school year.

The school will continue to develop approaches that support pupils in reflecting on their learning and progress, building on existing practice to further encourage their sense of ownership and responsibility for their learning. Class teachers and special education teachers will also continue to work together to strengthen the connection between learning in the support setting and the mainstream classroom, so that pupils in receipt of additional support can apply their learning across all settings.