



Baile Coireil N S  
Coralstown  
Mullingar  
Co. Westmeath

16914N

## FREAGAIRT SCOILE / SCHOOL RESPONSE

**FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE / RESPOND WITHIN TEN SCHOOL DAYS**

**DÁTA FILLTE / RETURN DATE: 12/09/2025**

**Chuig/To:** Michael Ward, Príomhoide/Principal

**Cc:** Fr Tom Gilroy, Cathaoirleach BB/Chairperson BoM

Bishop Thomas Deenihan, Pátrún na scoile/ School Patron

**Dáta/Date:** 18/06/2025

A chara,

Gheobhaidh tú faoi iamh an tuairisc dheiridh de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig pátrún nó iontaobhaithe na scoile (nó príomhfheidhmeannach an bhoird oideachais agus oiliúna) 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.

Tarraingítear d'aird ar Chaibidil 3 de na Treoirínte go háirithe, áit a bhfuil amchlár leagtha amach d'éisiúnt na tuairisce. Ceadaítear **deich lá scoile le haghaidh an Fhoirm Freagartha Scoile a chur ar ais** (faoi iamh).

A chara,

Please find attached the final report of a recent 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 school's patron or trustees (or the chief executive of the Education and Training Board) 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.

Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes are set out. These allow **ten school days for the return of the School Response Form** (attached).

### Dáileadh na tuairisce

Foráiltear le Rannán 3 de na *Treoirlínte* go gcuirfidh cathaoirleach an bhoird bhainistíochta nó duine atá údaraithe aige/aici cóip den tuairisc ar fáil do gach múinteoir a mbaineann an chuairt leo agus do na baill den bhord bainistíochta (féach Rannán 3.3 de na *Treoirlínte*). Ba cheart é sin a dhéanamh láithreach.

### Freagairt scoile

Déanann Cuid 3.4 de na *Treoirlínte* cur síos ar an tslí inar féidir leis an mBord Bainistíochta freagairt don tuairisc. Ba cheart freagairt na scoile a chur isteach ar Fhoirm Freagartha Scoile na Tuairisce Cigireachta trí ríomhphost chuig [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) roimh an spriocdháta thuasluaite.

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/>

Agus é ag freagairt, féadfaidh an bord ceann **amháin** de na roghanna seo a leanas a roghnú:

- **ROGHA A:** Féadfaidh an bord glacadh leis an tuairisc gan barúil a thabhairt. Sa chás seo, ba chóir do chathaoirleach an bhoird Rogha A den Fhoirm don Fhreagairt ar Thuairisc na Cigireachta a roghnú, an fhoirm a shíniú agus a chur ar ais ar ríomhphost chuig an seoladh thíos.
- **ROGHA B:** Féadfar gur mian leis an mBord freagairt go foirmiúil don tuairisc. Sa chás seo, ba chóir don Chathaoirleach Rogha B ar an bhFoirm do Fhreagairt na Scoile ar Thuairisc na Cigireachta a roghnú agus Freagairt na Scoile a chur sna boscaí atá ar fáil. Ba chóir don Chathaoirleach an fhoirm a shíniú ansin agus í a chur ar ais ar ríomhphost chuig an seoladh thíos.

Tá treoir maidir le freagairt scoile a scríobh i Rannán 3.5 de na *Treoirlínte*. Is éard atá sa fhreagairt scoile ná deis don scoil barúil a thabhairt ar **ábhar** na tuairisce agus béim a leagan ar na **bearta leantacha** a bhfuil ar intinn aici iad a dhéanamh (nó atá déanta aici

### Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the visit and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

### School response

Section 3.4 of the *Guidelines* outlines how the board of management can respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email to [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) reports **before the due date outlined above**.

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/>

When responding, the board may choose **one** of the following options:

- **OPTION A:** The board may accept the report without comment. In this case, the chairperson of the board should choose Option A on the *Inspection Report School Response Form*, sign the form and return it by email to the address below.
- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should choose Option B on the *Inspection Report School Response Form* and include the *School Response* in the boxes provided. *The chairperson should then sign the form* and return it by email to the address below.

Guidance on writing a school response is contained in Section 3.5 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the visit. Please note that comments on the **process** or **reference to the Inspector** should not be included in the school response

cheana féin) tar éis na cigireachta. Tabhair faoi deara nár cheart barúlacha ar an bpróiseas ná tagairt don Chigire a chur san áireamh sa fhreagairt scoile. Ní cóir focail bhuíochais d'fhoirne scoile, don fhoireann chigireachta ná do dhaoine eile a bheith san áireamh. Níor cheart níos mó ná **500 focal** san iomlán a bheith sa fhreagairt scoile.

**I gcás rogha A nó B, ba chóir do chathaoirleach an bhoird Foirm Freagartha Scoile na Tuairisce Cigireachta a sheoladh ar ais trí ríomhphost chuig an seoladh thíosluaite roimh an spriocdháta thuasluaite.** I gcás scoileanna atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an Fhoirm Freagartha Scoile a bheith comhlánaithe i gcomhairle le príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna.

- **ROGHA C:** D'fhéadfadh an bord bheith míshásta leis an tuairisc agus/nó leis an gcigireacht agus féadfaidh sé athbhreithniú ar an gcigireacht a iarraidh faoin *Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998* (arna leasú in 2022). Sa chás sin, ba cheart don chathaoirleach athbhreithniú a iarraidh trí scríobh chuig an Príomhchigire, An Roinn Oideachais, Sráid Mhaoilbhríde, Baile Átha Cliath 1, DOI RC96. **Ní mór an t-iaratas ar athbhreithniú a bheith faighte ag an bPríomh-Chigire roimh an spriocdháta thuasluaite.** Tá cóip den *Nós Imeachta um Athbhreithniú* ar fáil ar shuíomh Gréasáin na Roinne.

### **Gan freagairt**

Más rud é nach bhfaightear comhfhreagras ar bith i dtaca le Freagairt Scoile agus nach bhfaightear iaratas ar athbhreithniú faoin *Nós Imeachta um Athbhreithniú* roimh an spriocdháta thuasluaite, glacfar leis nach mian leis an mbord bainistíochta freagairt a dhéanamh agus ullmhófar an tuairisc lena foilsiú agus/nó lena heisiúint chuig an scoil ansin.

Expressions of thanks to school staffs, the inspector or others should not be included. The total length of the school response should not exceed **500 words**.

**In the case of Option A or Option B, the *Inspection Report School Response Form* should be returned by the chairperson of the board by email to the address below before the due date outlined above.** In schools operating under the auspices of an Education and Training Board (ETB), the School Response Form must be completed in consultation with the chief executive of the ETB.

- **OPTION C:** The board may be dissatisfied with the report and/or the visit and may seek a review of under *Procedure for Review of Inspections carried out by the Department of Education Inspectorate under Section 13 (9) of the Education Act 1998* (revised 2022). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education, Marlborough Street, Dublin 1, DOI RC96. **The request for a review must be received by the Chief Inspector before the due date outlined above.** A copy of the *Procedure for Review* is available on the website of the Department.

### **No reply**

If no correspondence is received in respect of a School Response and if a request for a review under the *Procedure for Review of* has not been received before the due date, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication and/or issued to the school.

**Foilsiú/Eisiúint na tuairisce**

Tar éis an *Fhoirm Freagartha Scoile* a fháil, ullmhóidh an Chigireacht an tuairisc chigireachta scoile le foilsíú/eisiúint don scoil. De ghnáth, cuirfear cóip den Fhreagairt Scoile san áireamh sa leagan foilsithe den tuairisc nó sa leagan a eisíodh don scoil. Más rud é go roghnaíonn an Roinn gan an Fhreagairt Scoile a fhoilsiú/a chur san áireamh sa tuairisc ar chúis ar bith, cuirfidh sí an bord bainistíochta ar an eolas faoin gcinneadh sin agus faoin gcúis leis.

**Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:**

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise le meas,  
Craig Kelly

Pp: Ger Power  
Príomh-Chigire Cúnta

**Publication/Issue of the report**

Following receipt of the *School Response Form*, the Inspectorate will prepare the school inspection report for publication/issue to the school. Normally, a copy of the School Response will be included in the published version of the report or the version issued to the school. If for any reason, the Department opts not to publish/include the School Response with the report, it will inform the board of management of this decision and the reason for it.

**Forms should be emailed to:**

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise, le meas,  
Craig Kelly

Pp: Ger Power  
Assistant Chief Inspector

## Foirm Freagartha Scoile na Tuairisce Cigireachta

Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>Ainm agus seoladh na scoile:</b>	Baile Coireil N S Coralstown Mullingar Co. Westmeath  16914N
<b>Cineál cigireachta</b>	CEM a sheoladh ar 13/05/2025
<b>Dáta eisiúna na tuairisce</b>	18/06/2025
<b>Don oifig amháin</b>	Uimhir cigireachta: 43696

Roghnaigh rogha A, B nó C

<b>ROGHA A</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus ní mian leis freagairt go foirmiúil don tuairisc.	
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<b>ROGHA B</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus is mian leis freagairt go foirmiúil don tuairisc. Aontaíonn an Bord go gcuirfear an fhreagairt atá curtha isteach san áireamh mar aguisín leis an tuairisc fhoilsithe. Tá freagairt an bhoird curtha isteach thíos.	
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<b>ROGHA C</b>	Ní ghlacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh agus tá sé ag déanamh iarratas ar athbhreithniú ar an gcigireacht faoin <i>Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998</i> . Cuirfidh an bord iarratas i scríbhinn isteach/tá iarratas i scríbhinn curtha isteach ag an mbord ar athbhreithniú chuig Oifig an Phríomh-Chigire.	
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### Freagairt scoile: Cuid A

Tabhair barúil i dtaobh ábhar na tuairisce cigireachta (tuairim is 100-150 focal)

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**Freagairt scoile: Cuid B**

*Luaigh na bearta at   d  anta ag an scoil n   a bhfuil ar intinn aici iad a dh  anamh chun aghaidh a thabhairt ar gach ceann de na molta   sa tuairisc (tuairim is 350-400 focal)*

**S  ni  **

<b>Cathaoirleach, an Bord Bainist��ochta</b>	<i>Ainm i gcl��:</i>
	<i>S��ni��:</i>
	<i>D��ta:</i>

N   m  r an fhoirm seo a bheith s  nithe ag cathaoirleach bhord bainist  ochta na scoile. I gc  s scoile at   ag feidhmi   faoi choimirce Bord Oideachais agus Oili  na, n   m  r an fhoirm a bheith comhl  naithe ag cathaoirleach an bhoird bhainist  ochta i gcomhairle le Pr  omhfheidhmeannach (n   oifigeach ainmnithe) an Bhoird Oideachais agus Oili  na.

**N   m  r an fhoirm a chur ar ais chuig R  na  ocht na Cigireachta laistigh deich l   scoile    dh  ta eisi  na na tuairisce deiridh le haghaidh freagairt scoile.**

## Inspection Report School Response Form

Forms should be emailed to: [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>School details</b>	Baile Coireil N S  Coralstown Mullingar Co. Westmeath  16914N
<b>Inspection details</b>	CEM conducted on 13/05/2025
<b>Date of issue of inspection report</b>	18/06/2025
<b>For office use</b>	Inspection Number: 43696

*Please choose option A, or B, or C*

<b>OPTION A</b>	The board accepts the report as the final inspection report available for final issue and does not wish to respond formally to the report	
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<b>OPTION B</b>	The board accepts the report as the final inspection report available for final issue and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the final report. The board's response is submitted below.	
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<b>OPTION C</b>	The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for the review of inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998</i> . The board will submit/has submitted a written request for a review to the Office of the Chief Inspector.	
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### School response: Part A

*Please comment on the content of the inspection report (approximately 100-150 words)*

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**School response: Part B**

*Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)*

**Signature**

<b>Chairperson, Board of Management</b>	<i>Print name:</i>
	<i>Signature:</i>
	<i>Date:</i>

This form must be signed by 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 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 within ten schools days of the date of issue of the final report for school response.**



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

# Curriculum Evaluation: Mathematics

## REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name	Baile Coireil N S
Seoladh na scoile/School address	Coralstown Mullingar Co. Westmeath
Uimhir rolla/Roll number	16914N
Dáta na cigireachta/ Date of evaluation	13/05/2025
Dáta eisiúna na tuairisce/Date of issue of report	18/06/2025

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# What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)*, the *Primary Language Curriculum (2019)* and the *Primary Mathematics Curriculum*. 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 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>Anti-bullying</i>
<ol style="list-style-type: none"><li>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li><li>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li></ol>	<ol style="list-style-type: none"><li>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.</li><li>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.</li></ol>

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

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# Curriculum evaluation

<b>Date of inspection</b>	12/05/2025 - 13/05/2025
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Discussion with principal and teachers</li><li>• Review of relevant documents</li><li>• Pupil focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal and teachers</li></ul>

## School context

Coralstown National School is a rural co-educational primary school located in Coralstown, Co. Westmeath. The school operates under the patronage of the Catholic Bishop of Meath. At the time of the evaluation, the school had four mainstream class teachers, two special education teachers (SETs), one of whom was shared with another school, and one part-time special education teacher who supports pupils who have English as an additional language. It has one special class for pupils with autism. There were 84 pupils enrolled in the school.

## Summary of main findings and recommendations:

### Findings

- The quality of pupils' learning in Mathematics was very good.
- Learner experiences were of good quality and pupils displayed very good listening skills.
- The quality of teachers' practice was very good and all teachers demonstrated commendable classroom management skills.
- The effectiveness of school planning, including school self-evaluation (SSE), in progressing pupils' learning was very good.

### Recommendations

- All teachers should ensure that relevant mathematical vocabulary is displayed in classrooms, is frequently updated and used by pupils to support them in describing their learning in Mathematics.
- In order to support collaborative learning experiences, teachers should provide pupils with regular opportunities to discuss and reason through their mathematical thinking with peers during lessons.
- As there was scope for all teachers to provide more feedback for improvement to pupils, teachers should ensure that developmental feedback, both oral and written, is a consistent feature of pupils' learning experiences. This will enhance pupils' ability to develop their peer and self-assessment skills further.

## Detailed findings and recommendations

### 1. The quality of pupils' learning outcomes

The quality of pupils' learning in Mathematics was very good. Pupils were engaged in their learning and they presented as motivated learners. They demonstrated good knowledge in the *Number, Measures and Shape and Space* strands. Their learning was enhanced by opportunities to relate Mathematics to their everyday lives. Pupils' work, both orally during lessons and in their copybooks, indicated that they were developing a strong sense of number and competence in completing operations. In some settings, pupils had opportunities to use digital technologies to explore Mathematics during lessons. Commendably, the school had

introduced the use of Mathematics journals in all classes and this initiative was at an early stage of development.

Pupils responded well to teacher questioning and demonstrated competence in their understanding and knowledge of the language of mathematics. They were less confident in using the language independently. To further support pupils in Mathematics and to consolidate their learning across all strands, all teachers should ensure that relevant mathematical vocabulary is displayed in classrooms, is frequently updated and used by pupils to support them in describing their learning in Mathematics.

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

The quality of pupils' learning experiences was good. Teachers created positive learning environments and pupils displayed very good listening skills. Interactions among pupils and between pupils and teachers were respectful and conducive to pupil wellbeing.

However, overall, there was scope for teachers to provide more collaborative learning experiences for pupils. Lessons tended to be over-reliant on teacher-directed learning and there were limited opportunities for pupils to meaningfully interact collaboratively, explore concrete materials together, and explain their mathematical logic with their peers. In order to support collaborative learning experiences, teachers should provide pupils with regular opportunities to discuss and reason through their mathematical thinking with peers during lessons.

Organised initiatives in Science Technology Engineering and Mathematics (STEM) education helped pupils connect Mathematics with other curricular areas. Other initiatives such as board games, chess competitions, trails and the celebration of Maths Week was having a positive impact on pupils' learning experiences.

During the focus-group discussion, pupils displayed varying levels of enjoyment in their lessons. They capably related Mathematics to their own lives and could identify other subject areas where they use Mathematics. They said they especially enjoyed learning Mathematics through games. They would like further opportunities to work with concrete materials and discuss and solve Mathematical problems with their peers.

The quality of teaching was very good. All teachers had very good classroom management skills and they displayed effective pedagogical knowledge in Mathematics. They were well-prepared for lessons and it was evident that lessons were built incrementally on prior learning. All teachers shared learning intentions with pupils to begin each lesson and they were skilled communicators who modelled new learning to good effect. In almost all lessons observed, teachers enabled pupils to connect mathematics to their personal experiences and apply mathematics to real life situations. Leaders and teachers promoted inclusive practice by means of the involvement of pupils from the special class in the mainstream class for Mathematics, where appropriate.

Teachers used a range of approaches and assessment practices to monitor pupils' learning, including skilful questioning, teacher observation, periodic testing and standardised tests. While pupils' mathematical tasks, completed in their copies and on tests, were generally well monitored, there was scope for all teachers to provide more feedback for improvement to pupils. Teachers should ensure that developmental feedback, both oral and written, is a consistent feature of pupils' learning experiences. This will enhance pupils' ability to develop their self-assessment skills further.

The quality of support for pupils with identified learning needs was good. Pupils were supported through a combination of in-class support and the withdrawal of groups. Special education teachers prepared appropriate support plans for all pupils' priority needs in Mathematics. Where support was provided in class, there was potential to refine the approach. As in-class support needs to be purposefully designed for pupils with the greatest level of need, teachers need to review and further develop the design of interventions. While priority learning needs were identified in pupil support files, targets were, in general, too broad. Targets and learning outcomes for pupils at each stage of the *Continuum of Support* should be specific, measurable and monitored regularly to track progression in learning.

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

The effectiveness of school planning, including school self-evaluation (SSE), in progressing pupils' learning was very good. A draft of a new whole-school plan, in line with the Primary Mathematics Curriculum, had recently been developed and this plan should provide a consistent and cohesive approach to delivering the Mathematics curriculum and to providing rich learning experiences for all pupils. Further revisions to the whole-school plan should include a focus on consistent approaches to the development of mathematical language at each class level.

Self-evaluation procedures were well established in the school and school leaders and teachers were committed to progressing whole-school priorities for enhancing learning. The current area of focus for SSE is wellbeing and worthwhile initiatives such as the Amber Flag in wellbeing, The Active School Flag, and the promotion of pupil participation in the school were having a positive impact on pupils' learning.



An Roinn Oideachais  
Department of Education

**For the pupils of Baile Coireil N S**  
**about their learning in**  
**Mathematics**  
**Date of inspection: 13/05/2025**



### **Introduction**

Your school had an inspection of Mathematics 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' learning in Mathematics was very good and all pupils had very good listening skills.
- Teachers helped pupils to link new learning in Mathematics with real-life situations.
- Pupils said they would like more chances to work together during lessons using concrete materials.



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

- Teachers should give pupils more opportunities to learn words needed to speak about their learning in Mathematics and display these words in the classroom.
- Teachers should give more feedback to pupils in their copybooks so pupils know where they need to improve their mathematical skills.

**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
<b>Excellent</b>	<b>Provision that is excellent</b> 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
<b>Very good</b>	<b>Provision that is very good</b> 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
<b>Good</b>	<b>Provision that is good</b> 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
<b>Requires improvement to achieve a good standard</b>	<b>Provision that requires improvement to achieve a good standard</b> 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
<b>Requires significant improvement to achieve a good standard</b>	<b>Provision that requires significant improvement to achieve a good standard</b> 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