



An Roinn Oideachais
Department of Education

Curriculum Evaluation: Music Report

REPORT

Ainm na scoile/School name	Scoil Náisiúnta Molaise
Seoladh na scoile/School address	Parknakyle Old Leighlin Co. Carlow
Uimhir rolla/Roll number	02124E
Dáta na cigireachta/ Date of evaluation	12/11/2024
Dáta eisiúna na tuairisce/ Date of issue of report	12/12/2024

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 **Music** 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.

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

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	12/11/2024
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

Scoil Náisiúnta Molaise is a co-educational primary school in Old Leighlin, Co. Carlow. It is under the patronage of the Catholic Bishop of Kildare and Leighlin. At the time of the inspection there were 118 pupils in the school and a staff of five mainstream teachers, two special class teachers, an administrative principal, two full-time support teachers and a part-time support teacher, not based in the school.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning outcomes was very good. Pupils engaged enthusiastically in their learning and were highly motivated.
- The quality of pupils' learning experiences was very good, with pupils enjoying a broad range of interesting activities and tasks.
- The quality of teachers' practice was very high. Teachers promoted an appreciation for and celebration of music through planning and delivering well-structured music lessons.
- The quality of school planning, including SSE, was good.

Recommendations

- Teachers provided pupils with opportunities to practice their skills and achieve competence in lessons in Music. There is scope to extend pupils creative skills by providing further opportunities for pupils to improvise and create their own music.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning outcomes was very good. Pupils were achieving well and demonstrated the knowledge and skills of the curriculum for Music. They engaged enthusiastically in their learning and were highly motivated.

Pupils had regular opportunities to respond to music and did so in a variety of ways, including through movement, talk and discussion and Art. Pupils were familiar with musical concepts and could apply them across their learning in Music. They demonstrated skills in musical literacy including reading music and, playing the tin-whistle and the glockenspiel. In all classes the pupils enjoyed singing songs and developing their vocal ability. Pupils' learning was progressed as they moved from class to class.

Pupils in the focus group discussion spoke positively about their learning in Music, particularly their opportunities to perform for various audiences. They spoke knowledgeably about their learning and described the variety of experiences that are provided to them in music lessons.

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

The quality of pupils' learning experiences was very good, with pupils enjoying a broad range of interesting activities and tasks. Learning environments were very positive and supportive of pupils' learning. A very good range of resources supported pupils and they performed music to a high standard. Pupils were also provided with opportunities to work collaboratively in pairs and groups.

External tutors supported pupils' learning in Music. Senior pupils participated in highly engaging choral singing while the junior and middle standard pupils explored music through a variety of fun and interesting musical activities.

The quality of teachers' practice was very high. Teachers promoted an appreciation for and celebration of music through planning and delivering well-structured music lessons. Learning intentions were shared with the pupils and reviewed at the end of lessons. Teachers were good communicators and explained new learning clearly and provided pupils with opportunities to practice their skills and achieve competence. There is scope, however, to extend pupils creative skills by providing opportunities for pupils to improvise and create their own music.

Teacher observation was the main form of assessment with checklists, tasks and pupils' copies also demonstrating pupils' progress.

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

The quality of school planning, including SSE, was good. While the school plan offered guidance to teachers across the music strands, it was general in nature. The planned review and updating of the school plan for Music, to include current practice in the school, is welcomed. The current focus of SSE in the school is Irish and Wellbeing and Music was seen as a means of ensuring positive learning experiences for the pupils in both of these areas.

Teachers worked together to devise learning opportunities for pupils across and beyond the music curriculum. The principal reported that the staff regularly discussed the quality of pupils' learning in Music, with a view to improving and developing practice across the school.



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Department of Education

For the pupils of **Scoil Náisiúnta Molaise** about their learning in **Music**
Date of inspection: 12/11/2024



Introduction

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



Meeting with pupils

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:

- The children enjoyed learning music and joined in all the activities with great enthusiasm.
- The children were very interested in playing instruments, including the tin-whistle and the glockenspiel.
- Teachers ensured that music lessons were interesting.



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

- Teachers should provide more opportunities for pupils to create music.

**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

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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 of Management is pleased with the positive tone of the report.

We are very pleased that the quality of pupil's learning outcomes and their enthusiastic engagement in their learning was praiseworthy.

Mention of the quality of teachers practice is acknowledged and we are delighted that there was such positive reporting on the quality of their planning and delivery of well-structured lessons.

The Board and Principal would like to acknowledge the work and commitment of the teaching staff, external tutors and ancillary staff in the promotion of positive music experiences throughout the school.

It is with great pride that the Board of Management accepts the findings of the report and commits to implementing the recommendations of the team of inspectors in relation to extending pupil creative skills in providing further opportunities to improvise and create music.