



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

# Whole School Evaluation: Management, Leadership and Learning REPORT

Ainm na scoile/School name	Bunscoil Chríost Rí
Seoladh na scoile/School address	Evergreen Road Turners Cross Cork
Uimhir rolla/Roll number	20388R
Dáta na cigireachta/ Date of evaluation	19/11/2025
Dáta eisiúna na tuairisce/ Date of issue of report	11/02/2026

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# What is a whole-school evaluation – management, leadership and learning?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

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.

## How to read this report

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' wellbeing
4. The quality of leadership and management
5. The quality of school self-evaluation

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>Bí Cineálta</i>
<ol style="list-style-type: none"><li>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.</li><li>2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>3. All teachers visited were aware of who to go to if they had a child protection concern.</li><li>4. The school's child safeguarding statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025.</li><li>5. The minutes of the last three board of management meetings contain a child protection oversight report in line with the requirements of the Child Protection</li></ol>	<ol style="list-style-type: none"><li>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 student/pupil friendly version that is displayed where students/pupils and the school community can see it.</li><li>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 pupils/students.</li><li>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.</li><li>4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.</li><li>5. All staff visited report that they have read the school's Bí Cineálta policy and that they are aware of their roles and responsibilities in preventing and addressing bullying behaviour.</li></ol>

<p>Procedures for Primary and Post-Primary schools 2023 or the updated procedures 2025.</p> <ol style="list-style-type: none"><li>6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025.</li><li>7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE)</li><li>8. Child protection records are maintained in a secure location</li></ol>	
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The school met the requirements in relation to each of the checks above.

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# Whole-school evaluation – management, leadership and learning

<b>Dates of inspection</b>	17/11/2025 – 19/11/2025
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meetings with principal and in-school leadership team</li><li>• Meeting with representatives of the board of management</li><li>• Meeting with parent representatives</li><li>• Meetings with teachers</li><li>• Review of relevant documents</li><li>• Pupil focus group</li></ul>	<ul style="list-style-type: none"><li>• Analysis of parent, pupil and teacher questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal, deputy principal and teachers, and board of management representatives</li></ul>

## School context

Bunscoil Chríost Rí is an urban, co-educational primary school which operates under the patronage of the Catholic Bishop of Cork and Ross. At the time of the evaluation, there was an enrolment of 453 pupils. The school had a very vibrant and diverse community ranging from children whose families had attended the school for generations to many who were new to the country. Staffing comprised an administrative principal and twenty mainstream class teachers. There were thirteen special education teachers including teachers for pupils with English as an additional language (EAL). There were also three special-class teachers for Autistic pupils. During the evaluation, inspectors observed teaching and learning in a sample of settings.

## Summary of main findings and recommendations:

### Findings

- The overall quality of learning in the school was very good with practice observed ranging from requires improvement to excellent.
- Teaching was generally very effective throughout the school.
- There was very high quality support for pupils' wellbeing.
- The school's leadership and management was dedicated, hardworking and highly effective.
- The quality of school self-evaluation processes was good.

### Recommendations

- Ní mór do na múinteoirí deiseanna cumarsáide níos réalaíocha a sholáthar chun foclóir na ndaltaí a mhéadú agus a gcumas in úsáid na teanga a chothú go céimniúil. *Teachers should provide more realistic communication opportunities for pupils to expand their vocabulary and build language proficiency incrementally.*
- Teachers should work together to develop a more structured whole-school approach to provision for pupils for whom English is an additional language.
- To strengthen assessment practices, teachers should build on the existing approaches used for English and Mathematics by applying similar strategies across all areas of the curriculum.
- In many classes, programmes of learning were overly directed by published schemes. Teachers should make greater use of the curriculum to prepare for lessons.

## Detailed findings and recommendations

### 1. The quality of pupils' learning

- The overall quality of pupils' learning was very good. Pupils experienced rich and diverse learning opportunities within positive, respectful and well-structured environments.
- Pupils were provided with a broad range of learning experiences and generally displayed a well-developed ability to work collaboratively and independently. Almost all pupils who responded to a questionnaire reported enjoying their lessons and learning. They had access to a wide range of co-curricular and extra-curricular activities including music, chess and sport.
- There were high levels of pupil engagement in learning tasks and pupils achieved the intended learning outcomes across a range of lessons.
- In Mathematics, pupils displayed confidence in core strands including number and shape and space and used appropriate mathematical language. Strong emphasis was placed on mental maths strategies and real-life applications. There was scope for increased differentiation to challenge all learners. Teachers should use digital technologies to reduce complexity and promote the development of higher-order thinking in this area. Pupils could justify and explain their answers in most settings. Further opportunities for pupils to make connections between their learning and other curricular areas would enhance their mathematical understanding.
- Sa Ghaeilge, bhí scileanna léitheoireachta agus tuisceana go maith agus bhí samplaí maithe de scríbhneoireacht fheidhmiúil sna cóipleabhair. Bhí scóip, áfach, chun na scileanna seo a fhorbairt a thuilleadh. Ní mór do na múinteoirí deiseanna cumarsáide níos réalaíocha a fhorbairt chun foclóir na ndaltaí a mhéadú agus a gcumas in úsáid na teanga a chothú go céimniúil. Cuirfeadh sé seo go mór lena gcuid scileanna léitheoireachta agus scríbhneoireachta freisin. Bheadh an contanam dul chun cinn ó *Churaclam Teanga na Bunscoile (2019)* úsáideach chun tacú leis an bpróiseas seo agus dul chun cinn a chinntiú. *In Irish, pupils' reading and comprehension skills were good and there were commendable samples of functional writing in copybooks. There was scope, however, to further strengthen these skills. Teachers should develop more realistic communication opportunities for pupils to expand their vocabulary and build language proficiency incrementally. This would also support the development of their reading and writing skills. The Progression Continua from the Primary language Curriculum(2019) would be a useful resource to support this process and to promote continued progress.*
- Pupils demonstrated positive attitudes to reading with exposure to a wide range of texts. Their reading, comprehension and spelling skills were generally very well developed and their progress in these areas was closely monitored. An effective structured approach to developing pupils' writing skills across genres was in place in some classrooms. This focus should be applied in all settings to ensure consistent pupil progress. There was significant variation in pupils' attainment in oral language. The school should further develop the provision for teaching and assessment in this area of learning.
- A broad and balanced curriculum was evident with strong visual arts provision and effective social personal and health education and physical education practices. Very attractive visual art displays, using a range of media, were showcased in classrooms and corridors.
- Pupils were provided with a broad programme of learning in Social Environmental and Scientific Education (SESE). While the local area and environment were features of provision in SESE, the school should implement a collaborative, skills-based and developmental approach to this aspect of pupils' learning.

## 2. The quality of teaching

- The overall quality of teaching was very good with observed practice ranging from requiring improvement to excellent. Classrooms were bright, inclusive and well-resourced, with pupils' work celebrated on walls and corridors. The relationship between staff and pupils was very positive and the teachers secured high levels of engagement in a range of well-structured lessons. Where individual teacher practice was excellent lessons had a clear focus on the new disciplinary language required to engage with tasks and concepts. This provided opportunities for the pupils to practice reading and work in pairs to support language acquisition. The target language was also displayed in the environment. This resulted in highly effective learning experiences and outcomes. Teachers should work together to develop a more cohesive approach to provision for pupils for whom English is an additional language, to reflect the school's rich cultural and linguistic diversity.
- High levels of collaboration were evident in teachers' practice overall, and this was particularly well developed in station-teaching settings. However, in many classes, programmes of learning were overly directed by published schemes. All teachers should make greater use of the curriculum when preparing lessons. To support this, there is scope to formalise collaborative practice further, ensuring structured progression and development in aspects of curricular provision.
- The school had an extensive range of digital devices to support pupils' learning in some areas. In the lessons observed, teachers used these effectively to develop pupils' skills in research, presentation and typing. Further opportunities exist to use the potential of assistive technology to support literacy, communication and differentiated learning.
- The overall quality of support for pupils with identified needs was very good. There was intensive early intervention in junior classes. Pupils were targeted for support through station-teaching and withdrawal both individually and in small groups. Evidence-informed programmes to support pupil attainment in literacy and numeracy were implemented in a highly effective manner. High levels of pastoral care, emotional regulation support and nurture were evident throughout the school, particularly in special education settings. At the time of the evaluation, the special education team was in the process of further developing its support planning process. They were working on refining targets and establishing a clear approach to tracking, monitoring and recording of pupils' progress.
- Special class provision was highly structured overall with provision for a broad curriculum and appropriate individualised planning. There were opportunities for pupils to integrate with their mainstream classes for some activities.
- Pupils progress was systematically monitored, particularly in reading and Mathematics, where assessment data was used effectively to inform planning. Standardised assessments in literacy and numeracy, teacher-designed tasks and assessments linked to textbooks were observed in all classes. Pupils' written work was well monitored overall with some examples of constructive feedback noted in copies. To strengthen assessment practices, teachers should build on the existing approaches used for English and Mathematics by applying similar strategies across all areas of the curriculum.

## 3. The quality of support for pupils' wellbeing

- There was very high quality support for pupils' wellbeing throughout the school. Respectful and positive interactions between staff and pupils and amongst pupils themselves were observed. Morning greetings at the school gate contributed to the very positive school culture and atmosphere. Regulation activities and the provision of social and emotional supports for pupils contributed to their wellbeing and readiness for learning.

- Pupils had a well-developed understanding of the representative function and significance of the students' council. They had regular opportunities to discuss ideas with school leadership. They founded 'Bunscoil's Got Talent' which was an eagerly anticipated annual event in the school calendar.
- The rich diversity among the school's pupils was evident and pupils demonstrated the skills to understand themselves and their relationships. The school leadership team fostered a commitment to the holistic development of each pupil.

#### **4. The quality of leadership and management**

- The school's leadership and management was dedicated, hardworking and highly effective. The board of management and leadership team demonstrated strong commitment, professionalism and strategic vision. In teacher questionnaires, all respondents agreed that the school was well run. Responses to parent questionnaires indicated a very high level of parental satisfaction with the school.
- The board of management members were highly committed to their governance role and had a broad range of experience and expertise.
- The principal was hardworking, reflective, and highly committed to leading and managing the school in a collaborative manner. He was ambitious for every pupil and had a clear vision for the school.
- The in-school leadership team had a broad range of administrative, organisational and curricular duties. They provided comprehensive annual reports on their work to the board.
- A meeting with representatives of the Parents' Association indicated extremely high levels of satisfaction with the school. They acknowledged the wide range of experiences provided for pupils and the quality and frequency of home school communications.
- The school reported that it regularly provided placements for student teachers.

#### **5. The quality of school self-evaluation**

- The quality of school self-evaluation (SSE) was good. The work to date was very visible in the staffroom and corridors. It was informed by a structured, strategic model to manage initiatives and guide long-term success. A school improvement plan on the development of writing genres was formulated to guide the implementation. The next steps should be to monitor the effectiveness of the plan and to assess the impact of the work on pupils' learning outcomes and experiences.
- As some parents and board of management members were not sure of the current focus of SSE, school leadership should communicate the plan more clearly to the wider school community.

## 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

**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 of Bunscoil Chríost Rí welcomes this affirming report and notes the many positives highlighted within it. We are very pleased that our vibrant and diverse school community was recognised. The report endorses the high quality of teaching and learning and pupils' wellbeing. The work of our Leadership & Management Team, Board of Management and Parents & Friends Association are also validated.

**Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

We will prioritise the implementation of the redeveloped curriculum.  
We will also communicate School Self Evaluation priorities with the wider school community.