



Strawberry Hill National School
Blarney Road
Cork

20553G

DEARBHÚ FÍRICÍ / FACTUAL VERIFICATION
FREAGAIR LAISTIGH DE CHÚIG LÁ SCOILE / RESPOND WITHIN FIVE SCHOOL DAYS
DÁTA FILLTE / RETURN DATE: 12-10-2023

Chuig/To: Liz Horgan, Príomhoide/Principal

Cc: Regina O Sullivan, Cathaoirleach BB/Chairperson BoM

Dáta/Date: 04-10-2023

A chara,

Leis seo, gheobhaidh tú an dréacht-tuairisc de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna (BOO) ar aon dul leis na forálacha atá sna *Treoirlínte 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.

De réir na d*Treoirlínte um Fhoilsiú Tuairiscí Cigireachta Scoile*, ceadaítear **cúig lá scoile le haghaidh an fhoirm Dearbhaithe Fíricí a chur ar ais**. Tá an fhoirm ceangailte leis an litir seo.

A chara,

Attached please find the draft report of the 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 chief executive of the Education and Training Board (ETB) 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.

The *Guidelines for the Publication of School Inspection Reports* Guidelines allow five school days for the return of the Factual Verification form which is attached to this letter.

Dearbhú fíricí

Mar atá leagtha amach i Rannán 3 de na *Treoirlínte* (a bhfuil cóip díobh ar fáil ar shuíomh Gréasáin na Roinne Oideachais ag <https://www.gov.ie/ga/eagraiocht/an-roinn-oideachais/>), iarrtar ar chathaoirleach an bhoird bhainistíochta agus/nó ar an bpríomhoide a chruinne atá na fíricí sa tuairisc a sheiceáil.

Má theastaíonn uait aon earráidí fíorasacha a chur in iúl don Chigireacht, ba chóir duit Foirm Dearbhaithe Fíricí na Tuairisce Cigireachta a chomhlánú agus í a chur ar ais trí ríomhphost chuig:

reports_inspectorate@education.gov.ie

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/>. I gcás scoileanna atá faoi choimirce na mBord Oideachais agus Oiliúna (BOO), ba cheart an fhoirm a chomhlánú i gcomhairle leis an bpríomhfheidhmeannach.

Áirítear leis an dréacht-tuairisc leathanach ag a bhfuil sonraí teagmhála na scoile le gur féidir leat a chruinne atá an fhaisnéis a sheiceáil. Ní bheidh an leathanach sin sa leagan deiridh den tuairisc.

Mura bhfaightear freagairt ar bith maidir le dearbhú fíricí roimh an 12-10-2023, glacfar leis go bhfuil tú sásta gur cruinn atá an tuairisc. Eiseofar an tuairisc lena heisiúint ansin, trí ríomhphost amháin, chuig do scoil le haghaidh freagairt scoile. Ós rud é nach eiseofar cóip chrua, déan cinnte go ndéanann tú monatóireacht ar ríomhphoist isteach, including your spam folder, le haghaidh fháil na tuairisce.

Seoladh fillte

Ba cheart foirmeacha a sheoladh chuig:
reports_inspectorate@education.gov.ie

Is mise le meas,

Joanne OSullivan

Pp: Martin Lally

Príomh-Chigire Cúnta

Factual verification

As outlined in Section 3 of the Guidelines (a copy of which is available on the website of the Department of Education, www.gov.ie/education), the chairperson of the board of management and/or the principal are invited to check the accuracy of facts in the report.

If you wish to point out any errors of fact to the Inspectorate, you should complete an Inspection Report Factual Verification Form and return it by email to:

reports_inspectorate@education.gov.ie

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/>. In the case of schools under the auspices of an Education and Training Board (ETB), the form should be completed in consultation with the chief executive.

This draft report includes a page with the school's contact details, so that you can check the accuracy of the information. This page will not appear in the final version of the report.

If no response is received in respect of factual verification by 12-10-2023, it will be assumed that you are satisfied that the report is accurate. The report will then be prepared for issue, by email only, to your school for school response. As a hard copy will not be issued, please ensure that you monitor incoming emails, including your spam folder, for receipt of the report for school response.

Return address

Forms should be sent to:

reports_inspectorate@education.gov.ie

Is mise, le meas,

Joanne OSullivan

Pp: Martin Lally

Assistant Chief Inspector

Foirm Dearbhaithe Fíricí na Tuairisce Cigireachta

Ba cheart foirmeacha a sheoladh chuig: reports_inspectorate@education.gov.ie

Ainm agus seoladh na scoile:	Strawberry Hill National School Blarney Road Cork 20553G
Cineál cigireachta	WSEM LLP a sheoladh ar 22-03-2023
Dáta eisiúna na tuairisce cigireachta	04-10-2023
Don oifig amháin	Uimhir cigireachta: 34027

Earráidí fíorasacha sa tuairisc

Úsáid an spás thíos chun aird na Cigireachta a dhíriú ar aon earráid fhíorasach a thugann tú faoi deara sa dréacht-tuairisc a eisíodh chuig do scoil. De rogha air sin, soláthair na sonraí ar leathanach ceangailte.

Leathanach	Earráidí

Síniú

Príomhoide	<i>Ainm i gcló:</i> Liz Horgan
	<i>Síniú:</i>
	<i>Dáta:</i>

Cathaoirleach, an Bord Bainistíochta	<i>Ainm i gcló:</i> Regina O Sullivan
	<i>Síniú:</i>
	<i>Dáta:</i>

Ní mór an fhoirm seo a bheith sínithe ag an bpríomhoide nó ag cathaoirleach bhord bainistíochta na scoile. I gcás scoile atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an fhoirm a bheith comhlánaithe ag an bpríomhoide nó ag cathaoirleach an bhoird bhainistíochta i gcomhairle le Príomhfheidhmeannach (nó oifigeach ainmnithe) an Bhoird Oideachais agus Oiliúna. Caithfear an fhoirm a sheoladh ar ais chuig Rúnaíocht na Cigireachta faoin 12-10-2023.

Inspection Report Factual Verification Form

Forms should be sent to: reports_inspectorate@education.gov.ie

School details	Strawberry Hill National School Blarney Road Cork 20553G
Inspection details	WSEM LLP conducted on 22-03-2023
Date of issue of inspection report	04-10-2023
For office use	Inspection Number: 34027

Factual inaccuracies in the report

Please use the space below to draw the attention of the Inspectorate to any factual inaccuracy that you believe is included in the draft report issued to your school. Alternatively, please supply details on an attached sheet

Page	Inaccuracies

Signature

Principal	Liz Horgan
	<i>Signature:</i>
	<i>Date:</i>

Chairperson, Board of Management	Regina O Sullivan
	<i>Signature:</i>
	<i>Date:</i>

This form must be signed by either the principal or 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 principal or 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 no later than 12-10-2023.



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile/School name	Strawberry Hill National School
Seoladh na scoile/School address	Blarney Road Cork
Uimhir rolla/Roll number	20553G
Dáta na cigireachta/ Date of evaluation	22-03-2023
Dáta eisiúna na tuairisce/Date of issue of report	04-10-2023

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.

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>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. 4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017. 5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017. 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, 2017. 	<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> and this policy is reviewed annually. 2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the <i>Procedures</i>) since the previous report to the board. 3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils. 4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment. 5. All teachers visited report that they have read the school's policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

<p>7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).</p> <p>8. Child protection records are maintained in a secure location.</p>	
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The school met the requirements in relation to each of the checks above.

Whole-school evaluation – management, leadership and learning

Date of inspection	22-03-2023
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and in-school leadership team• Meeting with representatives of the board of management• Meeting with parent representatives• Meeting with teachers• Review of relevant documents• Pupil focus group	<ul style="list-style-type: none">• Analysis of parent, pupil and teacher questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal and teachers, and to parent and board of management representatives

School context

Strawberry Hill National School is a recently amalgamated co-educational primary school in Cork city. It operates under the patronage of the Catholic Bishop of Cork and Ross. At the time of this evaluation it had an enrolment of 338 pupils, shared over seventeen classes including two classes for pupils with autism. The school had a staff of thirty-one teachers; an administrative principal, fifteen mainstream class teachers, two teachers for classes for pupils with autism, twelve special education teachers (SETs) and a home-school-community-liaison (HSCL) teacher. Strawberry Hill NS participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education for educational inclusion.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning was good. It was evident that pupils' critical thinking skills were enhanced by opportunities for integrated learning, such as the use of thematic learning approaches in Drama, History and digital technologies.
- The quality of teaching was good. Teachers collaborated to ensure purposeful inclusion of pupils in special education settings and in mainstream classes, effectively supporting pupils' activities and transitions between learning settings.
- The quality of support for pupils' wellbeing was very good. Relationships between pupils and adults were observed to be positive and empathetic.
- The quality of leadership and management was very good. The principal provided opportunities for teachers to apply their areas of interest to benefit teaching and learning.
- The quality of school self-evaluation (SSE) was very good. Teachers played a key role in SSE processes reflecting on their practice in order to devise purposeful learning experiences for pupils.

Recommendations

- Group work and partner work took place during in-class support, thereby providing opportunities for the pupils' development as active learners. However, there was scope for class teachers to consolidate these learning experiences through the provision of pupil collaboration in mainstream settings and of peer-led discussions in many curriculum areas.

- There was scope for a revised approach to the development of language. This would include the provision of opportunities for senior classes to extend their use and understanding of comprehension strategies and for junior classes to use oral language presentation skills, particularly when reviewing activities in *Aistear: The Early Childhood Curriculum Framework*.
- Many of the members of the in-school management team were newly-appointed. The work of this team would be enhanced by a review of its roles to reflect the emerging needs of the school.

Detailed findings and recommendations

1. The quality of pupils' learning

- The quality of learning was good. Through the provision of in-class support, pupils experienced pair and group work. Initiatives such as station-teaching and Maths Recovery supported pupils' learning in literacy and numeracy.
- Bhain na daltaí taitneamh agus tairbhe as a n-eispéiris foghlama i nGaeilge. Bhí deis acu téamaí agus cluichí a roghnú ina gcuid ceachtanna. *Pupils derived enjoyment and value from their learning experiences in Irish. They had opportunity to select themes and games within lessons.*
- In the special classes for pupils with autism, learning environments were structured to accommodate individual and group learning. Teachers provided pupils with opportunities to develop their sensory, time-management and emotional skills. Pupils advanced their language and functional living skills through Drama and communication-based play with their peers in mainstream classes.
- Pupils accessed the Drama, Music and Visual Arts through whole-class and whole-school activities, some of which took place through school participation in a variety of initiatives. Pupils also took part in a range of creativity-based learning experiences. Displays of their project work demonstrated how thematic teaching and learning approaches enhanced pupils' critical thinking skills in areas of concept-making and analysis. During the focus-group pupils discussed their experience of stagecraft and what they learned when they worked with artists.
- Many pupils were adept in the use of digital technologies for research and for recording of content. Pupils progressed their engineering and mathematical skills through frequent practice with coding-led robotics.
- Learning settings valued pupils' home cultures and personalised their day-to-day experiences of school. Outdoor learning spaces provided pupils with opportunities for sport and play. Class libraries supported pupils in reading for pleasure.

2. The quality of teaching

- The quality of teaching was good. Group work and partner work took place during in-class support, thereby providing opportunities for the pupils' development as active learners. However, there was scope for class teachers to consolidate these learning experiences through the provision of pupil collaboration in mainstream settings and of peer-led discussions in many curriculum areas. It was observed that teaching in mainstream settings was mainly teacher-led.
- The school's provision for literacy and numeracy initiatives was very good and included Reading Recovery and Maths for Fun. Class teachers and SETs co-operated well, coordinating group and pair work effectively. There was scope for a revised approach to the development of language. This would include the provision of opportunities by class teachers for senior classes to extend their use and understanding of comprehension strategies and for junior classes to use oral language presentation skills, particularly when reviewing activities in *Aistear: The Early Childhood Curriculum Framework*.
- Teachers developed pupils' digital literacy skills to a high standard, providing learning opportunities through digital technologies in many curriculum areas. Teachers' use of

visualisers to maintain pupil focus on mathematical activities was very effective. In SESE, using field-work and research, teachers developed pupils' understanding of local History and Geography. There was scope to use dramatisation to further develop oral language skills, in Social, Personal and Health Education (SPHE).

- Teacher preparation was of a high standard. It was evident that teachers collaborated to ensure purposeful inclusion of pupils in special and in mainstream classes. They reviewed timetables and visual schedules effectively to support pupils' activities and their transitions between learning settings. SETs created school support plans with clear learning targets and developed them through appropriate learning strategies and activities.
- The quality of assessment was good. Teacher-designed assessment and positive feedback supported pupils' learning. The provision of special education was co-ordinated very well. A schedule of assessments in literacy and numeracy was organised and implemented from junior infants to sixth class. The data from these tests and from standardised assessments informed provision of teaching and learning in support settings.

3. The quality of support for pupils' wellbeing

- The quality of support for pupils' wellbeing was very good. The principal and teachers made commendable efforts to support the holistic development of pupils through a range of initiatives, such as wellbeing programmes and through the implementation of SPHE and Relationships and Sexuality Education (RSE) programmes.
- The quality of relationships between pupils and adults was observed to be very positive and empathetic. Most of the teachers had received training in restorative justice techniques and reported how effective this process was in resolving conflict and friendship concerns. The majority of teachers had received continuous professional development (CPD) in trauma responsive school programmes.
- The school staff demonstrated significant understanding and knowledge of school and pupil contexts. Teachers differentiated content and activities to accommodate the learning needs of pupils.
- Positive communication with parents was maintained using personal interactions and a variety of media. The school fostered links with outside agencies in order to fully support pupils.
- A school hall and outdoor areas including a school garden, provided pupils with opportunities for Physical Education and play-based activities where fine and gross motor skills were developed.
- Pupil voice was acknowledged through appropriate opportunities in decision-making and through the use of buddy systems to build relationships across several learning settings. Pupil participation in school was encouraged through many strategies including support from the School Completion Programme.

4. The quality of leadership and management

- The quality of leadership and management was very good. The principal provided opportunities for teachers to apply their areas of interest to further improvement of teaching and learning.
- The board of management supported the principal and ensured the provision of resources necessary for teaching and learning. The board worked closely with the principal to ensure a safe, orderly and health-promoting school environment for all.
- Members of the in-school management team, many of whom were newly-appointed, demonstrated flexibility and innovation in meeting the needs of the school, for example in the area of policy development, such as reviews of SPHE and SESE. The work of this team would be enhanced by a review of its roles to reflect the emerging needs of the school.

- The school supported the parents' association and paid particular attention to meeting the needs of households, with English as an additional language. Written communications were translated to facilitate access for families.
- A culture of professional learning was evident in how staff took ownership of their professional development, using statements of practice from *Looking at Our School 2022* to frame their discussions. Teachers used a focus on teaching and learning to create and support an identity for this newly amalgamated school.
- The principal reported that the school encouraged student-teacher placement. Such engagement in initial teacher education programmes is welcome and is included among the standards in the Teaching Council's Code of Professional Conduct for Teachers as it can provide valuable professional benefits for student teachers and the teacher education institution. The principal also reported that the school provides mentoring for newly-qualified teachers through the Droichead programme along with support for newly-appointed teachers.

5. The quality of school self-evaluation

- The quality of SSE was very good. The school had agreed a DEIS action plan which informed several aspects of school life, including management of attendance, transitions (between early years and primary and between primary and post-primary) and partnership with parents and community. The staff had identified wellbeing as a focus of learning. The in-school management team encouraged engagement in SSE processes through familiarisation with this plan. The HSCL teacher ensured that the DEIS action plan was supported through school-led activities. She also communicated the plan's key messages to families. Teachers played a significant role in school self-evaluation processes reflecting on their practice in order to devise purposeful learning experiences for pupils.

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	Example of descriptive terms
Very Good	<i>Very good</i> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	<i>Weak</i> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;

Eolas teagmhála na scoile / School contact information

Scoil / School	Strawberry Hill National School Blarney Road Cork
Uimhir rolla / Roll number	20553G
Seoladh r-phoist / Email address	office@strawberryhillns.ie
Uimhir ghutháin / Telephone no.	0214396632

Príomhoide / Principal	Liz Horgan	R-phost/ Email	office@strawberryhillns.ie
Cathaoirleach an Bhoird Bhainistíochta/ Chairperson of BOM	Regina O Sullivan	R-phost/ Email	reginaosul@gmail.com
POF an BOO (más cuí) / CE of ETB (if relevant)		R-phost/ Email	
Pátrún nó lontaobhaithe na scoile / School patron or trustee	Fintan Gavin	R-phost/ Email	education@corkandross.org
Cathaoirleach Chumann na dTuismitheoirí / Chairperson of parents' association	Ewelina Bieszczad	R-phost/ Email	Myszunia2104@gmail.com
Cathaoirleach Chomhairle na Mac Léinn (iar-bhunscoil amháin) / Chairperson of student council (<i>post-primary only</i>)		R-phost/ Email	