



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

# Curriculum Evaluation: Mathematics REPORT

Ainm na scoile/School name	Crosserlough N S
Seoladh na scoile/School address	Crosserlough Co. Cavan
Uimhir rolla/Roll number	19596R
Dáta na cigireachta/ Date of evaluation	10/06/2025
Dáta eisiúna na tuairisce/ Date of issue of report	08/10/2025

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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(s) 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.

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"><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>	10/06/2025
<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

St Mary's NS is a rural, co-educational school situated in Crosserlough, Co. Cavan. It operates under the patronage of the Roman Catholic Bishop of Kilmore. At the time of the evaluation, there were ninety-two pupils enrolled. The school staff comprises of four mainstream class teachers, one full-time special education teacher, who is the teaching principal, and one part-time special education teacher.

## Summary of main findings and recommendations:

### Findings

- The quality of pupils' learning outcomes was very good; pupils enjoyed their learning and they were motivated to complete tasks provided by their teachers.
- Learning experiences provided for pupils were of a very high standard; pupils engaged in hands-on learning activities, which enabled them to independently explore and make choices about their learning.
- The quality of teaching was very good; teachers provided secure learning environments for pupils and warmly affirmed their contributions to class discussions.
- The quality of assessment was good; teachers used a range of assessment methodologies including teacher observations, termly testing and questioning to monitor pupils' progress.
- The effectiveness of school planning, including school self-evaluation (SSE), in progressing pupils' learning, was very good.

### Recommendations

- Teachers should broaden their assessment approaches to include pupils' peer and self-assessment practices in a consistent whole-school manner to inform teaching and further enhance pupils' learning outcomes.

## Detailed findings and recommendations

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

The overall quality of pupils' learning in Mathematics was very good. In lessons observed, pupils enjoyed their learning and they were motivated to complete tasks provided by their teachers. They demonstrated very good listening skills and worked effectively on individual tasks, in pairs and in small groups. Most pupils could describe the practical uses of Mathematics; they shared ideas clearly and communicated their learning using correct mathematical language. During interactions with the inspector, pupils demonstrated their ability in simplifying fractions, creating number problems, and explaining words and recalling facts associated with *Measure, Data and Chance* and *Shape and Space*.

Pupils in the junior room completed stimulating co-operative learning tasks successfully by labelling items, estimating weight and using scales. They used action songs, based on their mathematical learning to transition between individual tasks and group work. In the middle classes, pupils engaged in active learning tasks such as role play, estimation and rich whole-

class discussions relating to money. They could use euro and cents in a meaningful range of contexts. Very good progression in pupils' learning was evident; they successfully transferred their knowledge of decimals and place value to investigate, calculate and problem-solve across a range of monetary contexts as they moved up through the school. In the senior classes, pupils investigated mathematical concepts relating to probability and chance. Pupils showed significantly improved learner outcomes where pupils represented their mathematical reasoning in a variety of formats, created probability scales and conferenced amongst themselves to describe strategic decisions.

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

Pupils' learning experiences were of a very good quality. Pupils engaged in hands-on learning activities, which enabled them to explore and make choices independently about their learning. The provision of mathematical manipulatives enabled pupils to successfully discuss and model varied solution pathways to represent their understanding of mathematical concepts using whiteboards, coins and weighing scales. Teachers provided organised learning environments where mathematical language relevant to lessons was displayed. Displays were highly commendable and included mathematical language in Irish and Spanish, which enabled pupils make connections between their learning and across the curriculum and the wider world.

During the focus group discussion, pupils reported that they frequently used digital learning technologies to explore STEAM topics; they played mathematics games and this made their learning more interesting and fun. Pupils recognised the value and importance of their learning in Mathematics to support real-life situations such as travel, farming, sports, baking, shopping and construction. They recounted proudly their mastery of a wide range of coding and engineering activities as part of eco-friendly and citizenship projects. They appreciated opportunities to apply their mathematical learning when participating in the Junior Entrepreneur Programme, the school Christmas market and the school gardening committee. They connected their enjoyment of Mathematics to school trips to STEAM-based activity centres and the use of their outdoor school environment.

Overall, the quality of teaching was very good. Teachers provided secure learning environments and they warmly affirmed pupils' contributions to class discussions. All lessons observed were structured, well-paced and suitably modified to meet the varied needs of all pupils. Teachers shared the focus of new learning clearly and provided pupils with opportunities to recall prior knowledge from the current topic. Where excellent practice was observed, teachers modelled enthusiasm, playfulness and curiosity in their interactions with pupils to nurture positive dispositions towards efforts made and to normalise struggle as a worthwhile part of the learning process. The use of maths games, digital technology and high-quality resources strengthened the quality of provision in all lessons. Teachers used open-ended tasks skilfully to encourage pupils to explore mathematical thinking and prompted pupils with high quality questions to create inclusive learning conversations. It was highly commendable that in the majority of lessons observed, teachers allowed time for sense-making and maximised incidental opportunities, which arose to make connections between pupils' observations, ideas and personal interests.

The quality of assessment was good. Teachers used a range of assessment methodologies including teacher observations, termly testing and questioning to monitor pupils' progress. Where very effective practice was observed, teacher-designed tasks, checklists, baseline assessments and teacher reflections were used very effectively to inform next steps in learning. These very effective assessment approaches were not used in a cohesive whole-school manner to inform teaching. Teachers should broaden their assessment approaches to include pupils' peer and self-assessment practices in a consistent whole-school manner to inform teaching and enhance pupils' learning outcomes further. An analysis of standardised test results at a whole-school level had been undertaken and was used to inform the identification of pupils in need of additional support.

Provision for pupils on the school's continuum of support for numeracy was highly commendable. The special education teachers and mainstream teachers adopted a child-centred, holistic approach when creating detailed school support plans for pupils who required support in numeracy. Diagnostic tests, screening assessments and professional reports were used effectively to support the identification of learning targets. School support plans were reviewed regularly to ensure that each pupil received the most appropriate level of intervention for their needs. Teachers used varied models of numeracy support to meet pupils' emerging needs in a responsive manner, while also being sensitive to their wellbeing.

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

Whole-school planning for Mathematics was very good. All teachers were reflective in implementing practices aligned with the *Primary Mathematics Curriculum*. Recent cycles of school self-evaluation, while not having focused specifically on Mathematics, had led to improvements in aspects of provision. School leaders identified recent whole-school initiatives including chess, baking, coding, knitting and fitness programmes, which had successfully supported pupils develop their mathematics skills and improve their overall wellbeing. It is highly commendable that they promoted a culture of innovation where pupils identified as confident digital learners.

At the time of the evaluation, school leaders were finalising the recently reviewed mathematics policy, which was aligned with the aims and rationale of the *Primary Mathematics Curriculum*. Teachers and school leaders planned to integrate a systematic approach to long-term planning within the policy to reflect the breadth and balance of the curriculum.



### 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 enjoyed **Mathematics** and they worked very well together in groups and pairs.
- Pupils could solve problems using different strategies and they explained their mathematical ideas clearly.
- Teachers were prepared for lessons; they used displays and resources to create interesting lessons in their classrooms.



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

- Teachers should give pupils more opportunities to think and talk about how they are doing in **Mathematics** so that they can find different ways to improve their learning.

**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

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Area 1 Observations on the content of the inspection report**

### **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

The school welcomes the Inspectorate's recommendation to broaden our assessment approaches to include pupils' peer and self-assessment practices in a consistent whole-school manner. We recognise that these practices have the potential to further develop pupils' engagement with their own learning, build reflective skills, and support the development of independent and critical thinking.

As a staff, we are committed to implementing this recommendation in a structured and sustainable way. Our action steps will include:

#### Whole-School Planning

Identification of age-appropriate strategies and tools that can be consistently applied across class levels.

Staff meetings to share effective strategies, resources, and examples of good practice.

Introduction of structured peer and self-assessment strategies (e.g., traffic-light systems, learning journals, success criteria checklists, two stars and a wish) tailored to pupils' developmental levels.

Use of pupil feedback to inform next steps in teaching and learning.

#### Monitoring and Review

Regular review of implementation through staff reflection and discussion.

Ongoing evaluation of the impact of these practices on pupil learning outcomes, with adjustments made as required.

We are confident that embedding peer and self-assessment in a whole-school, consistent manner will contribute positively to pupil progress and further enhance the quality of teaching and learning in our school.