An Roinn Oideachais
agus Óige
Department of Education
and Youth

Whole School Evaluation: Management, Leadership and Learning

REPORT

Ainm na scoile/School name	Kildare Town Educate Together NS
Seoladh na scoile/School address	Melitta Road Kildare Town
Uimhir rolla/Roll number	20403K
Dáta na cigireachta/ Date of evaluation	06/02/2026
Dáta eisiúna na tuairisce/Date of issue of report	23/03/2026

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.

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

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Bí Cineálta</td></tr>
<tr><td>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.
2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited were aware of who to go to if they had a child protection concern.
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.</td><td>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.
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.
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.
4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.
5. All staff visited report that they have read the school's Bí Cineálta policy and that</td></tr>
</table>

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 Procedures for Primary and Post-Primary schools 2023 or the updated procedures 2025. 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. 7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE) 8. Child protection records are maintained in a secure location	they are aware of their roles and responsibilities in preventing and addressing bullying behaviour.

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

Whole-school evaluation – management, leadership and learning

Dates of inspection	03/02/2026 – 06/02/2026
Inspection activities undertaken • Meetings with principal and in-school leadership team • Meeting with representatives of the board of management • Meeting with parent representatives • Meetings with teachers • Review of relevant documents • Pupil focus group	• 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

Kildare Town Educate Together National School is a co-educational, multi-denominational school in Kildare town. It operates under the patronage of Educate Together. It has an administrative principal, seventeen mainstream class teachers and two special class teachers. The school has eight special education teachers, one of whom is shared with another school. There were 422 pupils enrolled at the time of the evaluation. A sample of lessons was observed.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning was very good.
- The quality of teaching, including the teaching of pupils with special educational needs, was highly commendable.
- The quality of support for pupils' well-being was excellent; a strong ethos of care and the development of positive relationships permeated the life and work of the school.
- The quality of leadership and management was of a very high standard.
- School self-evaluation (SSE) was very good.

Recommendations

- Moltar do cheannairí scoile agus do mhúinteoirí a chinntiú go mbíonn deiseanna rialta ag daltaí an foclóir nua agus an foclóir Gaeilge atá acu a chleachtadh agus a úsáid i gcomhthéacsanna éagsúla le béim ar leith ar chumarsáid. Ba chóir do mhúinteoirí a chinntiú go bhfuil na daltaí ag úsáid foclóir na gceachtanna mar bunchloch don phróiseas léitheoireachta agus scríbhneoireachta. *School leaders and teachers should ensure that pupils are provided with regular opportunities to practise new and existing Irish vocabulary in different contexts with a specific emphasis on communication. Teachers should ensure that pupils use the vocabulary as a foundation for reading and writing processes.*
- Targets identified at each stage of the continuum of support should be refined further, to ensure that all targets are specific, measurable and used to support and record progression of learning.
- Teachers should provide pupils with regular opportunities to reflect on their progress as learners and develop a sense of ownership of and responsibility for improving their learning.

Detailed findings and recommendations

1. The quality of pupils' learning

- The quality of pupils' learning was very good. Learner experiences in lessons observed were rich and varied. Pupils had opportunities to use a broad range of resources and engage in playful experiences to support and extend their knowledge and skills. They successfully integrated and connected many different aspects of their learning in literacy, Mathematics, Visual Arts, Drama and in Social Environmental and Scientific Education.

- Pupils were good communicators. They very capably explained many aspects of their learning. The use of graded reading texts and novels to develop pupils' reading skills was well established. Comprehension and writing skills across the genres were well developed. Pupils' work on display and in copies reflected writing for a variety of purposes. Pupils recalled facts, explained concepts and used mathematical language and strategies purposefully. They justified and consolidated their mathematical thinking and learning was enhanced by opportunities to connect Mathematics to their everyday lives.

- A significant minority of pupils used assistive technology to complete literacy tasks and project work. While pupils used typing programmes to learn to type, their progress was limited. School leaders and teachers are advised to develop a whole-school approach to ensure that assistive technology is used to access the curriculum. Learning to type proficiently, developing digital skills, including the organization of work and utilising principles of universal design, should inform and guide this process.

- Léirigh na daltaí dearcadh dearfach i leith na Gaeilge. Mhúin na múinteoirí ceachtanna trí Gaeilge mar ba chuí. Is le fonn a chuir na daltaí réimse dánta agus amhrán i láthair. Bhí timpeallacht thacúil sna seomraí ranga le foclóir ar taispeáint. Cé go raibh tuiscint mhaith ag na daltaí ar fhoclóir, bhí sé deacair dóibh cumarsáid a dhéanamh le muinín. Bhí easpa muiníne acu ag léamh agus ag scríobh as Gaeilge. Moltar do cheannairí scoile agus do mhúinteoirí a chinntiú go mbíonn deiseanna rialta ag daltaí an foclóir nua agus an foclóir Ghaeilge atá acu a chleachtadh agus a úsáid i gcomhthéacsanna éagsúla le béim ar leith ar chumarsáid fhiúntach. Ba chóir do mhúinteoirí a chinntiú go bhfuil na daltaí ag úsáid foclóir na gceachtanna mar bunchloch don próiseas léitheoireachta agus scríbhneoireachta. *Pupils displayed positive attitudes towards Irish. Teachers taught Irish lessons through Irish as is appropriate. Pupils performed a range of poetry and song with enthusiasm. The classroom learning environments were supportive with Irish vocabulary on display. While pupils had good understanding of vocabulary, they found it challenging to communicate confidently. They lacked confidence in reading and writing in Irish. School leaders and teachers should ensure that pupils are provided with regular opportunities to practise new vocabulary and existing vocabulary in different contexts with an emphasis on meaningful communication. Teachers ensure that pupils use the vocabulary as a foundation for the reading and writing processes.*

2. The quality of teaching

- The quality of teaching was highly commendable. In lessons observed, teachers had high expectations for learning, delivered high quality instruction and communicated clearly with pupils. Teachers had a clear understanding of the curriculum and very good knowledge of pedagogy. Individual pupils' learning needs were well supported.

- Teachers' collaborative practices impacted positively on learner outcomes. Additional supports for pupils were provided through a combination of in-class support and withdrawal of individuals and groups. Comprehensive support plans were developed and reviewed collaboratively with parents as partners in the process. The practice of regularly reviewing interventions to ensure pupils with the greatest needs received the greatest level of support was highly commendable. While pupils' priority learning needs were identified, in some instances targets were too broad. Targets identified at each stage of the continuum should be refined further, to ensure that all targets are specific, measurable and used to support and record progression of learning.

- Pupils in the special classes were provided with regular and meaningful opportunities to integrate with their peers. While they had access to a curriculum that was relevant and appropriate to their needs, curriculum provision should be fully reflected in teachers' timetables.

- Teachers used very effective assessment approaches to identify pupils' emerging learning needs and to inform and evaluate programmes of work. Teachers' intuitive assessment and knowledge of the pupils impacted meaningfully on teaching and learning. Where best practice was observed teachers gave pupils time to reflect on learning and referred back to learning intentions. They used assessment data to inform the next steps in teaching and learning and to monitor pupils' progress. There was scope to extend these very good practices across all settings and curricular areas. Teachers should provide pupils with opportunities to reflect on their progress as learners and develop a sense of ownership of and responsibility for improving their learning.

3. The quality of support for pupils' wellbeing

- The quality of support for pupils' wellbeing was excellent. Pupil and staff wellbeing was at the core of the school's work, supported by strong leadership and high-quality teaching and learning. Pupils were exemplary in their behaviour, their attitudes and their dispositions to learning. The development of positive and caring relationships contributed positively to pupils' educational, social and personal wellbeing. School leaders greeted pupils and parents each morning. Online platforms and weekly updates kept parents informed about school activities and events.

- There was a strong commitment to inclusion and the holistic development of pupils. A wide range of in-school, co-curricular and extra-curricular activities contributed positively to pupils' wellbeing. Sensory spaces and carefully chosen physical resources were used to support regulation. Pupils who participated in the focus group demonstrated high levels of emotional intelligence. They presented as self-aware and secure in their individuality, recognising that positive relationships contributed to their wellbeing. All pupils who completed the pupil survey indicated that they were treated with respect in school.

- Teachers developed and maintained strong links with parents, the local community and external agencies to support pupils' social, emotional and academic needs. Members of the parent-teacher association commended the school's openness and the welcome given to parents. Almost all parents who completed the parents' survey agreed that their child felt safe and well looked after in school. There were effective structures in place to ensure smooth transitions to and from primary school.

- School leaders promoted and facilitated the development of pupil voice, pupil participation and pupil leadership. The school implemented a highly effective whole-school reward framework that fostered a strong sense of belonging. The student council developed pupils' understanding of democratic processes. In the focus group pupils reported that they have a voice within the school community and that their voice is heard and impacts positively on many aspects of school life.

4. The quality of leadership and management

- The quality of school leadership and management was very good. The board of management had a clear understanding of its role. They discharged their financial, legislative and leadership duties very effectively. They were well informed regarding school developments and achievements in teaching and learning. A broad range of administrative and curricular policies was available to support the management of the school. The board published an agreed report after their meetings and an annual report to keep the school community informed of its work.

- School leadership was characterised by a clear focus on pupil-centred education with parents as partners. The principal had exemplary leadership and management skills. He communicated a clear, shared vision. He was ably assisted by the deputy principal and in-school management team who carried out a range of curricular, pastoral and administrative duties diligently. They provided regular updates and curricular guidance to teachers. School leaders promoted a culture of continuous improvement which developed leadership capacity and encouraged collaboration and professional dialogue. The school reported that it regularly provides placements for student teachers.

5. The quality of school self-evaluation

- The quality of school self-evaluation (SSE) was very good. School leaders skilfully used the SSE process to identify and address school priorities. The leadership team and established committees worked together on school priorities. Wellbeing practices developed using SSE were evident in practice through the consistent use of clear routines, restorative approaches, and a focus on helping pupils feel safe, regulated, and ready to learn.

- At the time of the evaluation those leading the SSE process indicated an awareness of the need to look at the teaching of Irish. Future work in this area should explore pupils' ability to communicate with confidence.

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

Area 1 Observations on the content of the inspection report

The Board of Management of Kildare Town Educate Together National School warmly welcomes the findings of the Whole-School Evaluation – Management, Leadership and Learning report.

The report provides a very positive reflection of the quality of teaching, learning and leadership across the school. The Board is particularly pleased that the evaluation recognised the very good quality of pupils' learning, the highly commendable teaching practices observed, and the excellent support provided for pupils' wellbeing. The acknowledgement of the school's strong inclusive ethos, positive relationships and collaborative culture is also valued. The Board notes the recommendations outlined in the report and views them as constructive opportunities to further enhance teaching and learning. The school community will continue to build on the many strengths identified while progressing the areas highlighted for further development.

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 recommendations contained in the report and has begun to consider actions to further strengthen practice in the identified areas.

- Prior to the inspection, the school had already identified the teaching and learning of Irish as a focus for school self-evaluation (SSE). This work will continue over the coming academic year, with a particular emphasis on developing pupils' confidence in using Irish for meaningful communication. Teacher will provide pupils with regular opportunities to practise new and existing vocabulary in a variety of contexts through pair and group activities, structured oral language tasks and communicative approaches to the teaching of Irish. Teachers will also support pupils in using the vocabulary from lessons as a foundation for reading and writing activities. Progress in this area will be monitored as part of the school's ongoing SSE process.
- In relation to the continuum of support, we welcome the finding that support plans were developed comprehensively and collaboratively with parents. We will work to ensure that we continually review current practices and templates to support the consistent development of clear targets and to ensure that progress in learning is effectively monitored and recorded.
- To further develop pupils' capacity to reflect on their learning, teachers will provide regular opportunities for pupils to consider their progress and next steps. This will include the use of learning intentions and success criteria, structured reflection activities and opportunities for self-assessment and peer discussion.

These actions will be supported through ongoing collaboration among staff and through the school's established school self-evaluation processes as the school continues to build on the many strengths identified in the report.