An Roinn Oideachais
agus Óige
Department of Education
and Youth

Level 2 Framework Pilot Inspection

Final Report

REPORT

Ainm na scoile/School name	Tullamore Educate Together NS
Seoladh na scoile/School address	Collins Lane Tullamore Co. Offaly
Uimhir rolla/Roll number	20189L
Dáta na cigireachta/ Date of evaluation	16/10/25

What is a Level 2 Framework Evaluation?

This evaluation, focused on primary schools, uses a Level 2 flexible framework to highlight strengths, identify areas for development and guide action planning for school development. It draws on the Primary Language Curriculum (2019), the Primary Mathematics Curriculum (2023) and the Primary Curriculum (1999). It is underpinned by the principles of learning, teaching and assessment in the Primary Curriculum Framework (2023, p.6), key competencies in the Primary Curriculum Framework (2003, p.8) and Looking at our School (2022).

The specific aspects of the school's provision that were evaluated were pedagogy, learning environments and inclusive education and diversity.

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:	
Child Protection	*Bí Cineálta*
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.	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 students/pupils. 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*

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

School Context

Tullamore Educate Together National School is a co-educational primary school located in the town of Tullamore, Co. Offaly. It operates under the patronage of Educate Together. It has an administrative principal, ten mainstream class teachers and two teachers assigned to special classes. The school also has five special education teachers, one of whom is shared with another school. At the time of the evaluation, there were 236 pupils enrolled. The school serves a diverse community, with pupils representing a wide range of nationalities. For more than 70% of pupils, English is not their first language. A sample of lessons was observed during the evaluation.

Pedagogy

Strengths:

- Teachers demonstrated very effective pedagogical skills. They identified clear and purposeful learning outcomes and communicated high expectations for learning. Lessons were well-structured and engaging, enabling pupils to participate actively in meaningful learning experiences. Pupils were supported to work both independently and collaboratively. Teachers fostered positive, inclusive, and supportive learning experiences that enhanced pupils' learning and strengthened their sense of belonging within the class and school community.

- Pupils in the junior classes experienced an integrated learning programme with regular opportunities for structured, open-ended, and child-led play. Play-based methodologies were evident across a number of curricular areas, including English and Mathematics. School leaders recognised the value of learning through play and actively promoted the extension of this practice across all class levels. This approach was evident when pupils successfully applied and consolidated mathematical concepts during a physical education lesson. Pupils were enthusiastic and confident in using digital technologies to research, record, and present their learning. They demonstrated an age-appropriate ability to construct sentences independently in Irish. Very good quality artwork was displayed throughout the school, reflecting the opportunities pupils were given to learn and apply artistic skills and techniques creatively.

Areas for Development:

- Building on strong practice observed in oral language teaching, teachers are advised to further strengthen the links between oral language lessons and the development of reading and writing across the curriculum. This should include the identification and use of key vocabulary and language structures within and across subjects. Such approaches will promote deeper engagement with language and enhance the integration of literacy skills.

Learning Environments

Strengths:

- School leaders created and maintained a safe, inclusive, and supportive physical learning environment that was responsive to the diverse cultural backgrounds of all pupils. They created opportunities for pupils to share their cultural experiences and languages, helping all children to feel included, respected, listened to and valued. Teachers demonstrated a strong commitment to the care, inclusion and the holistic development of pupils. These inclusive approaches contributed to a positive and welcoming school atmosphere where pupils felt respected and supported. Pupils' who participated in the evaluation focus group expressed a strong sense of belonging and felt that their identities were represented in the school community.

- Teachers created stimulating, print-rich learning environments that supported teaching, learning and the celebration of pupils' work. In a small number of lessons observed pupils were encouraged to use vocabulary and subject displays as helpful learning tools. These displays would be more effective if regularly updated to reflect pupils' current learning needs and interests. School leaders and teachers fostered a positive social environment that contributed to a nurturing atmosphere, conducive to learning and personal wellbeing. Pupils who participated in the focus group reported that they felt safe, supported and valued. In most class settings, there was clear evidence of well-established systems and routines that helped pupils regulate and monitor their own behaviour. These structures supported a positive and calm learning atmosphere where pupils were encouraged to listen, actively engage and take responsibility for their actions.

Areas for Development:

- Classroom vocabulary displays and language-rich resources should be reviewed and updated regularly to reflect pupils' current learning needs and areas of focus. Pupils should be actively encouraged to engage with these valuable resources, contribute to their development, and use them when completing tasks and activities.

Inclusive Education and Diversity

Strengths:

- School leaders and teachers demonstrated a deep and reflective understanding of inclusive education and diversity. They communicated a clear vision that actively promoted respect for and an appreciation of the cultural diversity within the school community. School leadership fostered a culture where pupils' languages and cultural identities were recognised, affirmed and celebrated through whole-school initiatives, classroom activities, and meaningful engagement with families. These inclusive approaches were clearly embedded in the school's ethos and evident throughout the school environment. While pupils had opportunities to make meaningful connections within the local community, including through visits to the local amenities, parks and the library, there was scope to further develop these links to enhance learning experiences and support the needs of the culturally diverse school community.

- School leaders promoted and supported the development of pupil voice and leadership through the Student Council, The Green Schools Committee, and the Wellbeing Committee. They applied clear principles that promoted fairness, inclusion, and equal opportunities for all pupils, helping them to understand and participate in democratic processes. Through regular meetings and activities, pupils were given meaningful opportunities to share ideas, develop leadership skills, and contribute to decision-making within the school. Pupils identified specific instances where their suggestions had a positive impact and led to tangible improvements in school life.

Area for Development:
- To further meet the needs of the culturally diverse school community, school leaders should ensure that all pupils have regular opportunities to actively explore, investigate, and record information about their local area. These experiences should be designed to help pupils develop a sense of place and to connect their local learning to national and global contexts, thereby deepening their understanding of the world around them.

Leading School Improvement and Curriculum Enactment

Strengths:
- The principal demonstrated very good organisational and management skills. She fostered a collaborative culture and effectively empowered staff to assume leadership roles within the school. School leaders displayed a clear and informed understanding of the school's specific context and priorities, making purposeful efforts to identify and respond to current and emerging needs. They promoted a culture of reflection, continuous improvement, and shared responsibility across the school community. School leaders also recognised the value of learning experiences that promoted pupil agency and autonomy, encouraging pupils to take ownership of their learning and to participate actively in the learning process.
- School leaders used the School Self-Evaluation (SSE) process effectively to identify and address school priorities and to guide curriculum implementation. They selected specific areas for improvement, with current focuses on attendance, literacy, interculturalism, and wellbeing. Evidence was systematically gathered and analysed to inform target setting and action planning. Implementation of the SSE plan was closely monitored, and this work was having a positive impact on teaching and learning across the school. To strengthen this process further, key SSE priorities should be more clearly reflected in teachers' daily practice. Consideration should also be given as to how these priorities can be shared more effectively with pupils and wider school community.

This feedback was discussed with the principal and members of the in-school management team. The school was also provided with an opportunity to factually verify this record.

Issued December 2025 / Eisithe Nollaig 2025