



Presentation Secondary School  
Grogan's Road  
Co. Wexford  
Y35 Xv70

63661C

### FREAGAIRT SCOILE / SCHOOL RESPONSE

### FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE / RESPOND WITHIN TEN SCHOOL DAYS

DÁTA FILLTE / RETURN DATE: 27/11/2024

**Chuig/To:** Mr Billy Ryan, Príomhoide/Principal

**Cc:** Mary Culleton, Cathaoirleach BB/Chairperson BoM

CEIST , Pátrún na scoile/ School Patron

**Dáta/Date:** 13/11/2024

A chara,

Gheobhaidh tú faoi iamh an tuairisc dheiridh de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig pátrún nó iontaobhaithe na scoile (nó príomhfheidhmeannach an bhoird oideachais agus oiliúna) ar aon dul leis na forálacha atá sna *Treoiríntí um Fhoilsíú Tuairisci Cigireachta Scoile* (arna n-athbhreithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998* (*Foilsíú Tuairisci Cigireachta ar Scoileanna agus ar Lárionad Oideachais*), 2015. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc na scoile.

Tarraingítear d'aird ar Chaibidil 3 de na Treoiríntí go háirithe, áit a bhfuil amchlár leagtha amach d'éisiúnt na tuairisce. Ceadaitear **deich lá scoile le haghaidh an Fhoirm Freagartha Scoile a chur ar ais** (faoi iamh).

A chara,

Please find attached the final report of a recent 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 school's patron or trustees (or the chief executive of the Education and Training Board) 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.

Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes are set out. These allow **ten school days for the return of the School Response Form** (attached).

## Dáileadh na tuairisce

Foráiltear le Rannán 3 de na *Treoirí* go gcuirfidh cathaoirleach an bhoird bhainistíochta nó duine atá údaraithe aige/ació den tuairisc ar fáil do gach múinteoir a mbaineann an chuairt leo agus do na baill den bhord bainistíochta (féach Rannán 3.3 de na *Treoirí*). Ba cheart é sin a dhéanamh láithreach.

## Freagairt scoile

Déanann Cuid 3.4 de na *Treoirí* cur síos ar an tslí inar féidir leis an mBord Bainistíochta freagairt don tuairisc. Ba cheart freagairt na scoile a chur isteach ar Fhoirm Freagartha Scoile na Tuairisce Cigireachta trí ríomhphost chuig [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) roimh an spriocdháta thuslauite.

Tá cóip leictreonach ar fáil sa chuid Foirméacha Scoile den leathanach Tuarascálacha Cigireachta atá ar fáil faoin Oideachas ar <https://www.gov.ie/ga/foirm/foirmeacha/>

Agus é ag freagairt, féadfaidh an bord ceann **amháin** de na roghanna seo a leanas a roghnú:

- **ROGHA A:** Féadfaidh an bord glacadh leis an tuairisc gan barúil a thabhairt. Sa chás seo, ba chóir do chathaoirleach an bhoird Rogha A den Fhoirm don Fhreagairt ar Thuairisc na Cigireachta a roghnú, an fhoirm a shíniú agus a chur ar ais ar ríomhphost chuig an seoladh thíos.
- **ROGHA B:** Féadfar gur mian leis an mBord freagairt go foirmiúil don tuairisc. Sa chás seo, ba chóir don Chathaoirleach Rogha B ar an bhFhoirm do Fhreagairt na Scoile ar Thuairisc na Cigireachta a roghnú agus Freagairt na Scoile a chur sna boscaí atá ar fáil. Ba chóir don Chathaoirleach an fhoirm a shíniú ansin agus í a chur ar ais ar ríomhphost chuig an seoladh thíos.

Tá treoir maidir le freagairt scoile a scríobh i Rannán 3.5 de na *Treoirí*. Is éard atá sa fhreagairt scoile ná deis don scoil barúil a thabhairt ar **ábhar** na tuairisce agus béim a leagan ar na **bearta leantacha** a bhfuil ar intinn aici iad a dhéanamh (nó atá déanta aici

## Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the visit and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

## School response

Section 3.4 of the *Guidelines* outlines how the board of management can respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email to [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) reports **before the due date outlined above**.

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/>

When responding, the board may choose **one** of the following options:

- **OPTION A:** The board may accept the report without comment. In this case, the chairperson of the board should choose Option A on the *Inspection Report School Response Form*, sign the form and return it by email to the address below.
- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should choose Option B on the *Inspection Report School Response Form* and include the *School Response* in the boxes provided. The chairperson should then sign the form and return it by email to the address below.

Guidance on writing a school response is contained in Section 3.5 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the visit. Please note that comments on the **process** or **reference to the Inspector** should not be included in the school response

cheana féin) tar éis na cigireachta. Tabhair faoi deara nár cheart barúlacha ar an **bpróiseas ná tagairt don Chigire** a chur san áireamh sa fhreagairt scoile. Ní cóir focail bhuíochais d'fhoirne scoile, don fhoireann chigireachta ná do dhaoine eile a bheith san áireamh. Níor cheart níos mó ná **500 focal** san iomlán a bheith sa fhreagairt scoile.

**I gcás rogha A nó B, ba chóir do chathaoirleach an bhoird Foirm Freagartha Scoile na Tuairisce Cigireachta a sheoladh ar ais trí ríomhphost chuig an seoladh thíosluaithe roimh an spriocdháta thuasluaithe.** I gcás scoileanna atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an Foirm Freagartha Scoile a bheith comhlánaithe i gcomhairle le príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna.

- **ROGHA C:** D'fhéadfadh an bord bheith míshásta leis an tuairisc agus/nó leis an gcigireacht agus féadfaidh sé athbhreithniú ar an gcigireacht a iarraidh faoin *Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998* (arna leasú in 2022). Sa chás sin, ba cheart don chathaoirleach athbhreithniú a iarraidh trí scriobh chuig an Priomhchigire, An Roinn Oideachais, Sráid Mhaolbhríde, Baile Átha Cliath 1, DOI RC96. **Ní mór an t-iarratas ar athbhreithniú a bheith faigte ag an bPríomh-Chigire roimh an spriocdháta thuasluaithe.** Tá cóip den *Nós Imeachta um Athbhreithniú* ar fáil ar shuíomh Gréasáin na Roinne.

### Gan freagairt

Más rud é nach bhfaightear comhfhreagras ar bith i dtaca le Freagairt Scoile agus nach bhfaightear iarratas ar athbhreithniú faoin *Nós Imeachta um Athbhreithniú* roimh an spriocdháta thuasluaithe, glacfar leis nach mian leis an mbord bainistíochta freagairt a dhéanamh agus ullmhófar an tuairisc lena foilsíú agus/nó lena heisiúint chuig an scoil ansin.

Expressions of thanks to school staffs, the inspector or others should not be included. The total length of the school response should not exceed **500 words**.

**In the case of Option A or Option B, the Inspection Report School Response Form should be returned by the chairperson of the board by email to the address below before the due date outlined above.** In schools operating under the auspices of an Education and Training Board (ETB), the School Response Form must be completed in consultation with the chief executive of the ETB.

- **OPTION C:** The board may be dissatisfied with the report and/or the visit and may seek a review of under *Procedure for Review of Inspections carried out by the Department of Education Inspectorate under Section 13 (9) of the Education Act 1998* (revised 2022). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education, Marlborough Street, Dublin 1, DOI RC96. **The request for a review must be received by the Chief Inspector before the due date outlined above.** A copy of the *Procedure for Review* is available on the website of the Department.

### No reply

If no correspondence is received in respect of a School Response and if a request for a review under the *Procedure for Review of* has not been received before the due date, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication and/or issued to the school.

**Foilsíú/Eisiúint na tuairisce**

Tar éis an *Fhoirm Freagartha Scoile* a fháil, ullmhóidh an Chigireacht an tuairisc chigireachta scoile le foilsíú/eisiúint don scoil. De ghnáth, cuirfear cóip den Fhreagairt Scoile san áireamh sa leagan foilsithe den tuairisc nó sa leagan a eisíodh don scoil. Más rud é go roghnaíonn an Roinn gan an Fhreagairt Scoile a fhoilsíú/a chur san áireamh sa tuairisc ar chúis ar bith, cuirfidh sí an bord bainistíochta ar an eolas faoin gcinneadh sin agus faoin gcúis leis.

**Ba cheart foirmeacha a sheoladh trí**

**ríomhphost chuig:**

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise le meas,

Joanne OSullivan

Pp: Declan Cahalane

Príomh-Chigire Cúnta

**Publication/Issue of the report**

Following receipt of the *School Response Form*, the Inspectorate will prepare the school inspection report for publication/issue to the school. Normally, a copy of the School Response will be included in the published version of the report or the version issued to the school. If for any reason, the Department opts not to publish/include the School Response with the report, it will inform the board of management of this decision and the reason for it.

**Forms should be emailed to:**

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise, le meas,

Joanne OSullivan

Pp: Declan Cahalane

Assistant Chief Inspector

# Foirm Freagartha Scoile na Tuairisce Cigireachta

Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Ainm agus seoladh na scoile:	Presentation Secondary School Grogan's Road Co. Wexford Y35 Xv70  63661C
Cineál cigireachta	Subject Inspection a sheoladh ar 17/10/2024
Dáta eisiúna na tuairisce	13/11/2024
Don oifig amháin	Uimhir cigireachta: 41663

Roghnaigh rogha A, B nó C

ROGHA A	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsíú agus ní mian leis freagairt go foirmiúil don tuairisc.	
ROGHA B	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsíú agus is mian leis freagairt go foirmiúil don tuairisc. Aontaíonn an Bord go gcuirfear an fhreagairt atá curtha isteach san áireamh mar agusín leis an tuairisc fhoilsithe. Tá freagairt an bhoird curtha isteach thíos.	
ROGHA C	Ní ghlacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh agus tá sé ag déanamh iarratas ar athbhreithniú ar an gcigireacht faoin <i>Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998</i> . Cuirfidh an bord iarratas i scríbhinn isteach/tá iarratas i scríbhinn curtha isteach ag an mbord ar athbhreithniú chuig Oifig an Phríomh-Chigire.	

## Freagairt scoile: Cuid A

Tabhair barúil i dtaobh ábhar na tuairisce cigireachta (tuairim is 100-150 focal)

## Freagairt scoile: Cuid B

*Luaigh na bearta atá déanta ag an scoil nó a bhfuil ar intinn aici iad a dhéanamh chun aghaidh a thabhairt ar gach ceann de na moltaí sa tuairisc (tuairim is 350-400 focal)*

### Síniú

<b>Cathaoirleach, an Bord Bainistíochta</b>	<i>Ainm i gcló:</i>
	<i>Síniú:</i>
	<i>Dáta:</i>

Ní mór an fhoirm seo a bheith síniú 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 cathaoirleach an bhoird bhainistíochta i gcomhairle le Príomhfheidhmeannach (nó oifigeach ainmnithe) an Bhoird Oideachais agus Oiliúna.

**Ní mór an fhoirm a chur ar ais chuig Rúnaíocht na Cigireachta laistigh deich lá scoile ó dháta eisiúna na tuairisce deiridh le haghaidh freagairt scoile.**

# Inspection Report School Response Form

Forms should be emailed to: [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>School details</b>	Presentation Secondary School  Grogan's Road Co. Wexford Y35 Xv70  63661C
<b>Inspection details</b>	Subject Inspection conducted on 17/10/2024
<b>Date of issue of inspection report</b>	13/11/2024
<b>For office use</b>	Inspection Number: 41663

*Please choose option A, or B, or C*

<b>OPTION A</b>	The board accepts the report as the final inspection report available for final issue and does not wish to respond formally to the report	
<b>OPTION B</b>	The board accepts the report as the final inspection report available for final issue and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the final report. The board's response is submitted below.	
<b>OPTION C</b>	The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for the review of inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998</i> . The board will submit/has submitted a written request for a review to the Office of the Chief Inspector.	

## **School response: Part A**

*Please comment on the content of the inspection report (approximately 100-150 words)*

<i>Please comment on the content of the inspection report (approximately 100-150 words)</i>
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**School response: Part B**

*Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)*

**Signature**

<b>Chairperson, Board of Management</b>	<i>Print name:</i>
	<i>Signature:</i>
	<i>Date:</i>

This form must be signed by 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 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 within ten schools days of the date of issue of the final report for school response.**



# **Subject Inspection: Geography Report**

## **REPORT FOR SCHOOL RESPONSE**

Ainm na scoile/School name      Presentation Secondary School

Seoladh na scoile/School address      Grogan's Road  
Co. Wexford  
Y35 Xv70

Uimhir rolla/Roll number      63661C

Dáta na cigireachta/  
Date of evaluation      17/10/2024

Dáta eisiúna na tuairisce/Date of  
issue of report      13/11/2024

# What is a subject inspection?

Subject Inspections report on the quality of work in individual curriculum areas within a school. 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 evaluated learning and teaching in Geography under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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 subject inspection 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.

## 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	Anti-bullying
<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</i> (2024) 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 students.</li></ol>

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

# Subject inspection

<b>Date of inspection</b>	16/10/2024 and 17/10/2024
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"><li>Review of relevant documents</li><li>Discussion with principal and key staff</li><li>Interaction with students, including a focus group</li></ul> <ul style="list-style-type: none"><li>Observation of teaching and learning during 5 lessons</li><li>Examination of students' work</li><li>Feedback to principal and relevant staff</li></ul>

## School context

Presentation Secondary School is a voluntary post-primary school under the patronage of Catholic Education An Irish Schools' Trust (CEIST). At the time of the evaluation, it had an enrolment of 985 female students. The school provides the Junior Cycle (JC) programme, an optional Transition Year (TY) programme, the Leaving Certificate and the Leaving Certificate Vocational programme.

## Summary of main findings and recommendations:

### Findings

- The quality of teaching and learning was very good; lessons observed ranged from good to very good with examples of exemplary practice in individual lessons.
- The quality of assessment, oral feedback and questioning was good; improvement was required in relation to written feedback.
- Classroom management was very good in all lessons with a clear emphasis on fostering respectful engagements between students and teachers in an inclusive and purposeful learning environment.
- Commendably, there was consistent use of maps across all lessons observed which promoted the development of key geographical skills and enhanced student understanding of the relationship between people and place.
- Subject provision and whole-school support for Geography was very good in terms of timetabling, deployment of teachers and resourcing of the department.
- The quality of subject planning was good with senior cycle planning well-developed; however, there was a need for a comprehensive review of JC units of learning.

### Recommendations

- Teachers should achieve a greater balance between teacher-led instruction and active student participation in lessons to maximise engagement from all students and promote a culture of independent learning.
- The subject department should apply common practices in relation to written formative feedback that informs improvement in the quality of student work.
- The subject department should agree and implement a range of consistent self-reflection strategies to allow all students track their progress and identify gaps in their learning.
- The subject department should review the JC units of learning and amend the planning to ensure that all aspects of the Framework for Junior Cycle and the subject specification are fully implemented.

## Detailed findings and recommendations

### 1. Teaching, learning and assessment

- The overall quality of teaching and learning was very good with lessons observed ranging from good to very good. There were examples of exemplary practice in individual lessons.
- The quality of assessment, especially in terms of oral feedback and questioning was good. Teachers should provide students with opportunities to self-assess and peer-assess their learning.
- All teachers were well-prepared for lessons with a range of high-quality engaging resources to support student learning. It was good that teachers prepared materials and active-learning tasks in response to students' interests and needs, which encouraged student participation and allowed them to make progress. However, there were a small number of instances where greater challenge was necessary to stretch students and enable them to reach their full potential.
- Teachers demonstrated good subject and pedagogical knowledge. Teachers made good use of targeted questions in all lessons to assess prior knowledge and identify areas for further explanation in the lesson. This questioning strategy was most effective in a minority of lessons where deeper understanding and reasoning was assessed. Global questioning was less effective where it allowed a small number of student voices dominate the discussion.
- Excellent classroom management was observed in all lessons with an emphasis on developing positive student-teacher relationships. Students were confident when answering questions and frequently shared their learning with their peers in a positive learning environment. Teachers were affirming, supportive and encouraging and set high expectations of engagement from all students.
- In all lessons teachers made very good use of subject-specific visuals including, maps, graphs, aerial photographs and movie clips which ignited student curiosity and, in some instances, was the basis for rich classroom discussions.
- It was positive that in almost all lessons key geographical skills were very well-developed, particularly in the areas of OS map interpretation and graphicacy. Teachers introduced maps of differing scales and in one JC lesson excellent practice was evident as greater challenge was introduced when students were asked to draw on data from more than one map. These skills and concepts were carefully scaffolded by the teacher in response to individual student needs.
- Where exemplary practice was seen there was a strong teacher emphasis on embedding key geographical terminology, with continuous and appropriate use of key terminology throughout the lesson, combined with regular teacher assessment that students were using the terms correctly.
- There were opportunities in almost all lessons to explicitly place a greater emphasis on the JC action verbs by using them consistently in lessons and regularly checking for student understanding.
- Information and communications technology (ICT) was used effectively in lessons to enhance teaching and learning. Students and teachers demonstrated very good ability when using digital technology in the classroom and students were able to access materials relevant to their area of study to make progress.
- A review of student copybooks undertaken during the evaluation revealed a need, in almost all lessons, for further written formative feedback from teachers to progress learning.
- In the student focus group participants spoke positively about Geography. A number of students used real-world examples to demonstrate the relevance of the subject in their lives highlighting how it helped them to make sense of major world events.
- Participants in the student focus group stated that they felt supported in their learning, particularly when they had opportunities to discuss contemporary issues with their

peers. They were complementary of the active learning methodologies employed by their teachers in the most effective lessons observed.

- It was good that appropriate homework was set in all lessons which was linked to class content and, in most cases, was designed to extend the learning beyond the classroom.

## 2. Subject provision and whole school support

- The overall subject provision and whole-school support for Geography was very good.
- All students study Geography as part of their JC programme, and at the time of the evaluation the uptake of the subject for Leaving Certificate was high.
- Significantly, it was also a mandatory subject as part of the optional TY programme which allowed students experience the breadth of the subject before making choices for LCE.
- Timetabling for geography was appropriate and in line with the requirements outlined in the subject specifications.
- All Geography lessons were taught by suitably qualified teachers, and it is good that, where the timetable allowed, all geography teachers were given opportunities to teach the junior and senior cycle programmes, which helped to build experience and expertise within the subject department.
- The senior management team supported the geography department in providing the resources it needed to deliver the programmes. There was very good provision of digital technology to support teaching, learning and assessment.

## 3. Planning and preparation

- The overall quality of subject planning was good. The geography department had developed a comprehensive subject plan outlining policies and strategies to progress student learning. However, there was a need to take a more collaborative approach to developing JC units of learning to ensure that all elements of the Framework for Junior Cycle were implemented.
- Individual teachers' planning for lessons was very good with a range of engaging resources and meaningful tasks prepared, taking into consideration student needs and interests.
- Teachers planned collaboratively for classroom-based assessments and had conducted a subject learning and assessment review to review the quality of student work. Teachers also planned collectively for common in-house examinations.
- While opportunities for self-reflection were present, these were underdeveloped in the majority of lessons. The subject department should agree and implement a consistent range of meaningful self-reflection strategies to allow students to track their progress and identify gaps in their learning.
- The subject department met regularly, formally and informally, to share ideas, experiences and resources. It was good that a record of the formal meetings was available on the school's digital platform outlining the decisions made and actions agreed.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and subject teachers at the conclusion of the evaluation.



**For the students of Presentation  
Secondary School about their  
learning in Geography  
Date of inspection: 17/10/2024**

**What kind of inspection did your school have?**



A subject inspection was completed in your school. The inspector observed lessons and spoke with the principal and teachers. The inspector met with a group of students to talk to them about their learning in Geography.

**What were the main findings of the inspection?**



- The overall quality of teaching and learning was very good.
- Very good student-teacher relationships were seen in lessons which helped students learn.
- Teachers were very well-prepared for lessons and introduced enjoyable tasks to help students make progress.

**What did the inspector recommend to make teaching and learning better in Geography?**



- A greater balance between teacher and student input in lessons is needed to allow students to fully explain their understanding and reasoning.
- The geography department should agree a range of student self-reflection strategies.
- A review of JC units of learning is required to ensure that the Framework for Junior Cycle is fully implemented.

**Thank you for taking the time to read this page.  
Special thanks to the students who participated 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