An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: Physical Education (PE) REPORT

Ainm na scoile/School name	Kilkenny Mixed N S
Seoladh na scoile/School address	Castlecomer Road Kilkenny
Uimhir rolla/Roll number	17218V
Dáta na cigireachta/ Date of evaluation	12/05/2026 - 13/05/2026
Dáta eisiúna na tuairisce/Date of issue of report	04/09/2026

What is a curriculum evaluation?

Curriculum evaluations currently report on the quality of teaching and learning in specific subjects and curriculum areas of the Primary School Curriculum (1999), and the redeveloped Primary Curriculum (2025). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curriculum area in the school.

How to read this report

During this inspection, the inspectors evaluated learning and teaching in PE 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

<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.</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 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</td></tr>
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The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Date of inspection	12/05/2026 -13/05/2026
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

Kilkenny Mixed NS is a co-educational primary school located on the outskirts of Kilkenny city. It operates under the patronage of the Church of Ireland. At the time of the evaluation, staffing comprised an administrative principal, eight mainstream class teachers and three special education teachers. There were 197 pupils enrolled.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning outcomes in PE was very good with pupils demonstrating competence and interest during lessons.
- Overall, the quality of learner experiences was very good. Pupils actively engaged in a wide variety of PE activities.
- The quality of teaching was very good. Teachers were well-prepared for their lessons and modelled enthusiasm which promoted pupils' engagement.
- The quality of whole-school planning, including school self-evaluation (SSE), was very good.

Recommendations

- There was scope to provide pupils with increased opportunities to exercise creativity, make choices and contribute their own ideas during lessons in PE.
- The school should ensure consistent development of each strand of the PE curriculum.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning was very good. Pupils enjoyed their learning in PE and very competently engaged in a wide range of interesting activities. Commendably, pupils actively co-operated with their peers and demonstrated teamwork and positivity in the learning of PE.

In *Games*, pupils had opportunities to engage in a variety of sports including, hockey, football, hurling, rugby and cricket. They demonstrated effective throwing, catching and kicking skills, which were progressively taught across the school.

In *Athletics,* pupils had opportunities to run, jump throw and gain understanding of space, speed and effort. These strands were supported by the development of pupils' fundamental movement skills, mainly through the *Move Well, Move Often* programme.

In *Aquatics*, pupils described a selection of swimming strokes, explored as part of their pool swimming and understood the importance of water safety. In *Outdoor and adventure activities,* pupils reported that they enjoyed taking part in trails. They had positive dispositions towards cycling, obstacle courses, orienteering and navigational skills. It was noted that pupils were less confident in discussing their learning in relation to the strands of *Dance* and *Gymnastics*. The

school should ensure that a broad and balanced PE curriculum is implemented with the consistent development of each curriculum strand.

In the focus group discussion, pupils reported that they enjoyed being outside playing games with their friends. They also described their roles as PE buddies to the younger pupils, for whom they designed games and taught and played these games with them. This leadership role is to be commended. They mentioned how movement and active breaks between lessons supported their ability to learn. Pupils understood the importance of PE and could explain how it benefitted them in their lives.

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

Overall, the quality of pupils' learning experiences was very good. A positive and inclusive learning environment was promoted. Teaching approaches included station work, pair work, co-operative activities, drills and games. Pupils had opportunities to practice skills individually and with their peers before applying them to drills and games. They had access to a range of equipment, including beanbags, balls, hoops, hurdles, ladders and cones. Pupils viewed videos that demonstrated new skills before then practicing these skills during lessons. Wellbeing was also linked through activities, promoting fair play, resilience, co-operation and healthy lifestyles. The majority of lessons were teacher-directed, and it was advised that pupils experience increased opportunities to exercise creativity, make choices and contribute their own ideas during lessons.

The pupils also benefitted from visiting coaches who coached rugby, hurling, football and cricket for blocks of time. This developed connections with local clubs and supported pupils' involvement with these clubs and teams, enhancing their overall experience of sport and exercise.

The quality of teaching was very good. Teachers demonstrated a commitment to promoting pupils' physical fitness and were encouraging and supportive of pupils. Teachers demonstrated very good classroom management skills and interactions between teachers and pupils were positive. Teachers emphasised the integration of fundamental movement skills into PE lessons. This very good practice ensured that skills development was a feature of lessons.

Lessons were well structured with playful warm-ups and suitable cool down activities. In the best instances there was a clear focus on new learning, and this good practice should be implemented consistently across the school. Teachers were well-organised and there was a good flow to lessons with a variety of activities supporting pupils' skill development. Activities challenged pupils appropriately while allowing opportunities for success. Teachers established clear routines and pupils understood expectations for safe participation.

School leaders and teachers frequently availed of opportunities to engage in ongoing professional development in PE and shared this learning with the rest of the staff.

Teachers used effective assessment methods including teacher observation and questioning, teacher-designed tasks, checklists and worksheets. Pupils also had opportunities to engage in self and peer assessment. Teachers provided feedback to pupils during lessons which supported pupils in improving their PE skills.

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

The quality of school planning, including SSE, was very good. The school plan for PE provided useful guidance for teachers on whole-school approaches to implementing the strands of the PE curriculum.

School leaders and teachers engaged meaningfully with SSE. They had surveyed pupils, parents and teachers and followed the six-step process. They had clearly identified areas for development and worked together to promote and develop these areas. The school used the SSE process to support the implementation of Bí Cineálta, the procedures to prevent and address bullying and the current focus was on Mathematics. It was evident that there was a culture in the school of improvement and collaboration in teaching and learning.

An Roinn Oideachais agus Óige
Department of Education and Youth

For the pupils of Kilkenny Mixed N S about their learning in PE
Dates of inspection:

12/05/2026 -13/05/2026

Introduction

Your school had an inspection of PE recently. This pyage for pupils describes what the inspector found and gives ideas about what the school should do to make learning better.

What did the inspectors do during the visit?

The inspectors 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 inspectors find?

Here are some of the main things:

- Pupils engaged enthusiastically in their PE lessons.
- They enjoyed playing games with their friends and learning new skills.
- Teachers provided pupils with interesting PE lessons where pupils could practice their skills individually, in pairs and groups and through playing games.

What the inspectors said the school should do to make learning better

- Pupils should have more opportunities to be creative and make choices during their PE lessons.
- More lessons in Dance and Gymnastics should be provided.

Thank you for taking the time to read this page.
A special thank you to pupils who took part in the focus group.

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 welcomes this highly positive Curriculum Evaluation report and is pleased that the quality of pupils' learning outcomes, learner experiences, teaching, and whole-school planning in Physical Education were all evaluated as very good. The Board recognises the strong commitment of school leaders and staff to providing pupils with a broad range of high-quality physical education experiences that promote skill development, wellbeing, inclusion and enjoyment. The Board also welcomes the constructive recommendations contained within the report and is committed to supporting their implementation. The recommendations will further strengthen existing good practice and will inform future planning for Physical Education as part of the school's ongoing commitment to continuous improvement and high-quality teaching and learning

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 Board of Management has considered the recommendations outlined in the report and is committed to supporting the school in implementing them through its ongoing school improvement planning.

To provide pupils with increased opportunities to exercise creativity, make choices and contribute their own ideas during Physical Education lessons, teachers will continue to develop approaches that place pupils at the centre of learning. Opportunities will be provided for pupils to design games, create movement sequences, solve movement challenges, make tactical decisions during games, and reflect on their own learning. Teachers will continue to share effective methodologies through collaborative planning and professional dialogue to ensure these approaches are embedded consistently across the school.

The Board also acknowledges the recommendation regarding the consistent development of all strands of the Physical Education curriculum. The school will review its whole-school PE plan to ensure balanced coverage of each curriculum strand across all class levels. Particular attention will be given to strengthening provision in Dance and Gymnastics through agreed whole-school progression plans, appropriate resourcing and continued professional learning where required. The school will continue to build on its existing strengths, including the effective development of fundamental movement skills, the positive learning environment evident throughout the school, the use of a wide range of teaching methodologies, and the valuable links established with local sporting organisations and community partners.

Progress on these actions will be monitored through the school's School Self-Evaluation process, collaborative staff review and ongoing planning. The Board is confident that these measures will enhance pupils' learning experiences further while maintaining the very high standard of Physical Education recognised within this report.

The school will also continue to build on its strong tradition of participation in games, active initiatives, outdoor learning and partnerships with local sporting organisations while ensuring that all strands of the PE curriculum receive balanced attention.

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