

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Churaclaim
Gaeilge

TUAIRISC

Ainm na scoile	Scoil Náisiúnta Tuairíní
Seoladh na scoile	Tuairíní Maigh Cuilinn Contae na Gaillimhe
Uimhir rolla	13415D

Dáta na cigireachta: 25-09-2019



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

This report is written in Irish. An English translation of the report is provided at the end of the report
Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

MEASTÓIREACHT CHURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i *gCuraclam na Bunscoile* (1999). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc i nGaeilge faoi na ceanteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

Meastóireacht Churaclaim

Dáta na cigireachta	25-09-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Plé leis an bpríomhoide agus leis na múinteoirí• Athbhreithniú ar cháipéisí ábhartha• Agallamh le fócasghrúpa daltaí	<ul style="list-style-type: none">• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachasúil í Scoil Náisiúnta Tuairíní atá suite i bparóiste Mhaigh Cuilinn, Contae na Gaillimhe. Cé go bhfuil an scoil suite go fisiciúil sa Ghaeltacht, níl sí sa Scéim Aitheantais Scoileanna Gaeltachta. Tá an scoil ag feidhmiú faoi phátrúnacht Easpag Caitliceach na Gaillimhe. Tá ceathrar múinteoirí príomhshrutha sa scoil, an príomhoide teagasc san áireamh. Tá beirt mhúinteoirí oideachais speisialta lonnaithe sa scoil, duine acu roinnte le scoil eile sa pharóiste. Ag am na meastóireachta, bhí cúig dhalta is ochtó cláraithe sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Tá cáilíocht an teagasc sa Ghaeilge go maith ar an iomlán; sna ceachtanna a breathnaíodh, d'ullmhaigh na múinteoirí gníomhaíochtaí foghlama tairbheacha le béim chuí ar úsáid na teanga.
- Tá cáilíocht na foghlama sa Ghaeilge go maith ar an iomlán; tá an teanga ó bhéal mar réimse le feabhsú.
- Tá cáilíocht an mheasúnaithe sásúil ar an iomlán; tá féidearthachtaí ann na taifid ar dhul chun cinn na ndaltaí sa Ghaeilge a fhorbairt.
- Tá féidearthachtaí ann an próiseas féinmheastóireachta scoile (FMS) a úsáid chun athbhreithniú ar sholáthar na Gaeilge do na daltaí.

MOLTAÍ

- Ar mhaithe le caighdeán sa Ghaeilge ó bhéal a fheabhsú, ba chóir níos mó deiseanna labhartha a chur ar fáil do na daltaí.
- Ba chóir forbairt a dhéanamh ar chleachtais mheasúnaithe ar bhonn scoile uile chun monatóireacht leanúnach a dhéanamh ar fhoghlaim agus ar dhul chun cinn na ndaltaí.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht na foghlama go maith ar an iomlán. Léiríonn na daltaí ag gach rang-leibhéal suim sa Ghaeilge. Aithrisíonn siad amhráin, dánta agus rainn le taitneamh agus muinín. San fhócasghrúpa leis na daltaí, thuiriscigh siad go dtaitníonn sé leo a bheith ag foghlaim Gaeilge. Ba léir gur bhain siad tairbhe as scannán a chruthaigh siad as Gaeilge le gairid.

Tá cumas na ndaltaí sa Ghaeilge ó bhéal sásúil. Spreagtar na daltaí chun páirt a ghlacadh sna gníomhaíochtaí cumarsáide. Sna ceachtanna a breathnaíodh, bhí na daltaí in ann treoracha an mhúinteora a leanúint agus léirigh siad tuiscint mhaith ar na ceisteanna a cuireadh orthu. Bhí siad in

ann ceisteanna a chur agus a fhreagairt go muiníneach. Ba chóir tuilleadh deiseanna labhartha a chruthú do na daltaí, áfach. B'fhiú, mar shampla, deiseanna a thabhairt do dhaltaí a nuacht phearsanta a insint agus drámaíocht a úsáid chun an teanga atá foghlamtha acu a chleachtadh.

Tá scileanna léitheoireachta na ndaltaí go maith. Léann formhór na ndaltaí le tuiscint agus líofacht chuí. Tá úrscéalta á léamh ag na daltaí sna ranganna sinsireacha. B'fhiú an dea-chleachtas seo a leathnú do na ranganna eile. B'fhiú freisin ábhair léitheoireachta Ghaeilge sa bhreis a chur ar fáil ar fud na scoile.

Tá béim mhaith ar scríbhneoireacht fheidhmiúil sa scoil agus breathnaíodh scríbhneoireacht phearsanta mhaith thar réimse téamaí i rith na meastóireachta. Moltar scileanna scríbhneoireachta na ndaltaí a fhorbairt a thuilleadh, áfach, chun go gcuirfí ar a gcumas scríobh go cruthaitheach i seánraí éagsúla.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Tá eispéiris na bhfoghlaimoirí sa Ghaeilge go maith ar an iomlán. Léiríonn na múinteoirí dea-shampla do na daltaí maidir le foclóir, foghraíocht agus gramadach. Cruthaíonn na múinteoirí atmaisféar dearfach foghlama agus tá timpeallacht phrionta-shaibhir don Ghaeilge sna seomraí ranga agus sna pasáistí. Tá sé le moladh go núsáideann na múinteoirí Gaeilge neamhfhoirmiúil go rialta i rith an lae.

Tá cáilíocht an teagasc go maith ar an iomlán. Bhí gnéithe den chleachtas a breathnaíodh an-mhaith, cé go raibh gnéithe eile den chleachtas a breathnaíodh sásúil. Baineann na múinteoirí úsáid as raon cuí d'áiseanna chun tacú leis an teagasc agus leis an bhfoghlaim. Sa chleachtas ab fhearr a breathnaíodh, baineadh úsáid an-éifeachtach as an gcur chuige cumarsáideach; múineadh an sprioctheanga go soiléir agus tugadh deiseanna fiúntacha do na daltaí an teanga a chleachtadh agus a dhaingniú.

Tá cáilíocht an mheasúnaithe sa Ghaeilge sásúil ar an iomlán. Cé go mbaintear úsáid as scrúdaithe caighdeánaithe agus scrúdaithe ranga chun gnóthachtáil na ndaltaí a mheas, ní dhéantar anailís dhóthanach ar na torthaí. Ba chóir cleachtais mheasúnaithe a fhorbairt ar bhonn scoile uile chun monatóireacht leanúnach a dhéanamh ar fhoghlaim agus ar dhul chun cinn na ndaltaí.

3. ÉIFEACHT PHLEANÁIL SCOILE, FÉINMHEASTÓIREACHT SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

Tá cáilíocht na pleanála scoile uile don Ghaeilge go maith. Tá eolas úsáideach inti maidir leis na dánta agus amhráin agus gnéithe áirithe d'ábhair léitheoireachta agus scríbhneoireachta atá le múineadh i ngach rang. Baineadh úsáid oiriúnach as an bpróiseas féinmheastóireachta scoile don Ghaeilge cheana. Ba chóir don scoil anois an próiseas a úsáid chun athbhreithniú a dhéanamh ar sholáthar na Gaeilge do na daltaí.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí ansuntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnamh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation

Irish

REPORT

School name	Tooreeny National School
School address	Tooreeny Moycullen County Galway
Roll number	13415D

Date of inspection: 25-09-2019



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agus Scileanna**
Department of
Education and Skills

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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). 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 Irish under the following headings:

1. The quality of pupils' learning
2. Supporting pupils' learning through learner 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.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

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

Curriculum Evaluation

Date of inspection	25-09-2019
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Interview with a pupil focus-group	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

SCHOOL CONTEXT

Tooreeny National School is a co-educational primary school located in the parish of Moycullen, County Galway. Even though the school is physically located in the Gaeltacht, it is not part of the Gaeltacht School Recognition Scheme. The school operates under the patronage of the Catholic Bishop of Galway. There are four mainstream teachers in the school, including the teaching principal. Two special education teachers are based in the school, one of whom is shared with another school in the parish. At the time of the evaluation, eighty-five pupils were enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of teaching in Irish is good overall; in the lessons observed, the teachers had prepared beneficial learning activities with appropriate emphasis on the use of the language.
- The quality of learning in Irish is good overall; oral language is an area for improvement.
- The quality of assessment is satisfactory overall; there is potential to develop records of pupils' progress in Irish.
- There is scope to use the school self-evaluation (SSE) process to review the provision of Irish for pupils.

RECOMMENDATIONS

- In order to improve standards in oral Irish, further speaking opportunities should be provided for pupils.
- Assessment practices should be developed on a whole-school basis in order to continually monitor pupils' learning and progress.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The quality of learning is good overall. The pupils at each class level show an interest in Irish. They recite songs, poems and rhymes with both enjoyment and confidence. In the focus-group with pupils, they reported that they enjoy learning Irish. It was clear that they had benefitted from a film that they had recently created in Irish.

The pupils' oral ability in Irish is satisfactory. Pupils are encouraged to participate in communication activities. In the lessons observed, pupils were able to follow teacher instructions and they showed a good understanding of the questions asked. They were able to ask and answer questions confidently. However, further speaking opportunities should be created for pupils. For example, it would be of benefit to give pupils the opportunity to share their personal news and to use drama to practice the language that they have learned.

The pupils have good reading skills. The majority of pupils read with appropriate understanding and fluency. Pupils in the senior classes read novels. It would be worthwhile extending this good practice to the other classes. It would also be worthwhile providing additional Irish-language reading materials throughout the school.

Good emphasis is placed on functional writing in the school and good personal writing was observed across a range of themes during the evaluation. However, it is recommended that pupils' writing skills are further developed to enable them to write creatively in different genres.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

Learner experiences in Irish are good overall. The teachers set a good example to pupils in relation to vocabulary, pronunciation and grammar. The teachers create a positive learning atmosphere and the classrooms and corridors are print-rich environments for Irish. Teachers are to be commended for their regular use of informal Irish throughout the day.

The quality of teaching is good overall. Aspects of the practice observed were very good, while other aspects were satisfactory. The teachers use an appropriate range of resources in order to support teaching and learning. In the best practice observed, very effective use was made of the communicative approach; the target language was taught clearly and worthwhile opportunities were provided to pupils to practice and consolidate the language.

Overall, the quality of assessment in Irish is satisfactory. Although standardised and class tests are used to assess pupils' attainment, the results of these are not sufficiently analysed. Assessment practices should be developed on a whole-school basis in order to continually monitor pupils' learning and progress.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

The quality of whole-school planning for Irish is good. It includes useful information about the poems and songs and certain aspects of reading and writing materials that are to be taught in each class. Appropriate use has already been made of the school self-evaluation process for Irish. The school should now use the process to review the current provision of Irish for pupils.

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 in each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties