

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Curaclaim
Gaeilge

TUAIRISC

Ainm na scoile	Corcreagh N S
Seoladh na scoile	Corcreagh Via Shercock PO Co. Monaghan
Uimhir rolla	13811L

Dáta na cigireachta: 21-10-2019



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 CURACLAIM

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 (na cigirí) meastóireacht ar fhoghlaim agus ar theagasc i nGaeilge faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na hoidí
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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

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 Curaclaim

Dáta na cigireachta	21-10-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide agus don mhúinteoir eile
<ul style="list-style-type: none">Plé leis an bpríomhoide agus leis na múinteoir eileAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí	

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachasúil tuaithe í Scoil an Choirr Chríochach atá suite i gcontae Mhuineacháin agus gar do Shearcóg, Contae an Chabháin. Feidhmíonn an scoil faoi phatrúnacht Easpag Caitliceach an Chlochair. Tá ochtar daltaí is tríocha ag freastal ar an scoil. Tá beirt mhúinteoirí ranga príomhshrutha ann. Ag tráth na cigireachta, ní raibh teacht ag an scoil seo ar an múinteoir oideachais speisialta roinnte atá bunaithe i scoil eile.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Cruthaíonn na hoidí atmaisféar an-dearfach i leith na Gaeilge agus baineann na daltaí taitneamh agus tairbhe as eispéiris fhoglama fhiúntacha.
- Tá cáilíocht foghlama na ndaltaí sa Ghaeilge go maith ar an iomlán; cé go bhfuil foclóir leathan ar eolas acu, tá easpa cumais acu ar na briathra atá foghlamtha acu a úsáid go neamhspleách i gcomhthéascanna difriúla, agus ní fhaigheann siad go leor deiseanna chun scríbhneoireacht chruthaitheach a chleachtadh i nGaeilge.
- Tá cáilíocht an teagasc sa Ghaeilge go han-mhaith ar an iomlán; baineann na hoidí úsáid an-éifeachtach as modhanna múinte éagsúla chun ábhar cinnte a mhúineadh agus dul chun cinn céimniúil san fhoghlaim a bhaint amach ó rang go rang.
- Tá cáilíocht an mheasúnaithe go maith ar an iomlán i nGaeilge.
- Tá cáilíocht na pleanála agus na féinmheastóireachta scoile (FMS) ar chaighdeán an-mhaith; rinneadh athbhreithniú ar phlean scoile-uile don Ghaeilge i 2015 agus d'éirigh le foireann na scoile stráitéisí feabhsúcháin a chur i bhfeidhm chun teagasc agus foghlaim sa Ghaeilge a fhorbairt go héifeachtach.

MOLTAÍ

- Ní mór do fhoireann na scoile deiseanna breise a thabhairt do na daltaí na briathra i nGaeilge a chleachtadh i suíomhanna éagsúla chun cur lena gcumas sa teanga, agus monatóireacht níos cruinne a dhéanamh ar úsáid neamhspleách na mbriathra ag na daltaí.
- Ba chóir deiseanna breise a thabhairt do na daltaí scríbhneoireacht chruthaitheach a dhéanamh sna seánraí éagsúla chun cur lena múinín agus le forbairt foghlama sa Ghaeilge.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí sa Ghaeilge go maith ar an iomlán. Léiríonn na daltaí spéis sa Ghaeilge agus glacann siad páirt go toilteanach agus go taribheach i ngníomhaíochtaí foghlama fiúntacha. Léirigh na daltaí ón bhfócasghrúpa a eagraíodh le linn na meastóireachta go mbaineann siad taitneamh as na cluichí agus as an drámaíocht a ghabhann leis na ceachtanna Gaeilge ach go háirithe.
- Tá sé le moladh go bhfuil raon leathan foclóra ar eolas ag na daltaí ar théamaí éagsúla an churaclaim. Thuig fómhór na ndaltaí na ceistanna a chuireadh orthu le linn na meastóireachta ach bhí easpa cumais acu, áfach, na briathra a úsáid go neamhspleách i gcomhthéascanna difriúla. Ní mór deiseanna breise a thabhairt do na daltaí na briathra i nGaeilge a chleachtadh i suíomhanna éagsúla chun cur lena gcumais sa teanga. Léann an daltaí le tuiscint agus cruinneas agus léiríonn siad scileanna éisteachta an-mhaith. Tá stór saibhir d' amhráin, ránnta agus dánta ar eolas acu. Cé go bhfaigheann na daltaí go leor deiseanna chun scríbhneoireacht fheidhmiúil a chleachtadh, ní bhíonn dóthain deiseanna acu a scileanna scríbhneoireachta cruthaitheacha a fhorbairt. Ba chóir anois deiseanna breise a thabhairt do na daltaí scríbhneoireacht chruthaitheach a dhéanamh sna seánraí éagsúla chun cur lena múinín agus le forbairt a gcuid foghlama sa Ghaeilge.

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

- Tá cáilíocht eispéiris na bhfoghlaimoirí go han-mhaith. Tugtar go leor deiseanna do na daltaí a bheith ag éisteacht le Gaeilge taobh istigh de na ceachtanna foirmeálta agus go rialta i rith an lae. Tá sé de nós ag na hoidí Gaeilge a úsáid mar theanga bhainistíochta ranga an cuid is mó den am. Tá sé le sonrú go bhfuil Gaeilge mar chuid láidir dearfach d'eispéiris scoile na ndaltaí. Le linn an phlé leis an bhfócasghrúpa, dúirt na daltaí go mbíonn gníomhaíochtaí Gaeilge ar siúl i dtionóil scoile agus i gceolchoirmeacha scoile.
- Tá cáilíocht an teagaisc sa Ghaeilge go han-mhaith ar an iomlán. Baineann na hoidí úsáid an-éifeachtach as modhanna múinte éagsúla chun ábhar cinnte a mhúineadh agus dul chun cinn céimniúil san fhoghlaim a bhaint amach ó rang go rang. Cruthaíonn na hoidí pleanáil gearrthréimsheach agus fadthréimhseach oiriúnach bunaithe ar an bplean scoile agus ar riachtannais na ndaltaí. Úsáidtear raon leathan d'áiseanna go héifeachtach chun tacú leis an teagasc agus leis an bhfoghlaim. Tugann na múinteoirí aiseolas cabhrach do na daltaí chun iad a spreagadh chun cainte agus chun a dtuiscint a threisiú. Is inmholta an bhéim a chuireann na múinteoirí ar shuim na ndaltaí a mhuscailt agus a n-aird a choiméad i bhfoghlaim na nGaeilge trí spraoi, go háirithe leis an drámaíocht agus leis na cluichí.
- Tá cáilíocht an mheasúnaithe go maith ar an iomlán. Baineann na hoidí úsáid as raon oiriúnach de mhodhanna measúnaithe chun monatóireacht a dhéanamh ar fhoghlaim agus dul chun cinn na ndaltaí. Déanann siad anailís ar thorthaí na scrudaithe caigdhéanaithe ar ghnóthachtáil na ndaltaí leis na scileanna léitheoireachta agus éisteachta. Cóimeádaíonn siad taifead agus siocliosta ar na príomhmhúnlaí labhartha atá foghlamtha ag na daltaí. Ba chóir do fhoireann na scoile monatóireacht níos cruinne a dhéanamh anois ar chumais na ndaltaí abairtí agus ceisteanna a chumadh go neamhspleách. Déanann na hoidí monatóireacht chúramach ar obair scríofa na ndaltaí.

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

- Tá cáilíocht na pleanála agus na féinmheastóireachta scoile (FMS) ar chaighdeán an-mhaith. Rinneadh athbhreithniú ar phlean scoile-uile don Ghaeilge i 2015 agus tugann an plean treoir chuimsitheach do chleachtais na n-oidí. D'éirigh leo stráitéisí feabhsúcháin a chur i bhfeidhm chun teagaisc agus foghlaim sa Ghaeilge a fhorbairt go céimniúil. Tá foireann na scoile ag díreadh isteach ar *Churaclam Teanga na Bunscoile* nua trí Ghaeilge agus trí Bhearla. Is léir go bhfuil machnamh profisiúnta ag baint le chleachtais na n-oidí sa scoil seo agus go bhfuil siad an-tugtha do dhul chun cinn leanúnach i dteagasc agus i bhfoghlaim na nGaeilge.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

The Board of Management and staff from Corcreagh National School welcome the report on the curriculum evaluation of Gaeilge. We are particularly pleased with the affirmations on the very good quality of teaching observed which aids incremental progress in learning from class to class and the very good standard of planning and School Self Evaluation found within the school. The very positive attitude towards Gaeilge which is created in the school is also highlighted in the report and this in turn enhances the learning experiences for each child.

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm

The Board of Management will support the school in implementing the recommendations in this report. The staff has analysed the strengths observed and the recommendations made. We appreciate the suggestions for improvement and as a staff will continue to maintain a focus on improving the quality of teaching and learning within the school. The school will strive to build upon and further improve the pupils' positive attitude to Gaeilge.

During break times and when communicating with peers and staff members the children will be encouraged to use vocabulary and verbs learned in the classroom.

Oral Irish lessons will be used as a stimulus for writing opportunities in the various genres to enhance pupils' development. Free writing will also be developed.

The staff will provide the pupils with additional opportunities and challenges to practise using verbs in various contexts. This will help the children focus on the importance of using verbs in an appropriate manner. This in turn will help the children use verbs more independently.

Additional assessment practices will help monitor recommendations made and enhance the standardised testing already in use.

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 an-suntasacha; 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 an-mhaith 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 easnaimh 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 easnaimh 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

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile / School name	Corcreagh N S
Seoladh na scoile / School address	Corcreagh Via Shercock PO Co. Monaghan
Uimhir rolla / Roll number	13811L

Date of inspection: 21-10-2019

Date of issue of report:



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

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:

4. Quality of pupils' learning
5. Supporting pupils' learning through learner experiences and teachers' practice
6. 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, and the response of the board will be found in the appendix of this report.

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. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

Curriculum Evaluation

Date of inspection	21-10-2019
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to the principal and teachers

SCHOOL CONTEXT

Corcreagh National School is a co-educational, rural school situated in County Monaghan and close to Shercock, County Cavan. The school operates under the patronage of the Catholic Bishop of Clogher. There are thirty-eight pupils attending the school and it has two mainstream class teachers. At the time of the inspection, the school did not have access to the shared special education teacher who is based in another school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The teachers create a very positive attitude towards Irish and the pupils enjoy and benefit from worthwhile learning experiences.
- The quality of pupils' learning in Irish is good overall; although they know a wide vocabulary, they lack ability to use the verbs they have learned independently in different contexts and they do not get enough opportunities to practise creative writing in Irish.
- The quality of teaching in Irish is very good overall; the teachers use a variety of teaching methods very effectively to teach specific content and to achieve incremental progress in learning from class to class.
- The quality of assessment is good overall.
- There is a very good standard in the quality of planning and school self-evaluation (SSE); a whole-school plan for Irish was reviewed in 2015 and the school staff managed effectively to implement improvement strategies to develop teaching and learning in Irish.

RECOMMENDATIONS

- The school staff should provide pupils with additional opportunities to practise using Irish verbs in various contexts to improve their ability in the language and ensure closer monitoring of pupils' independent use of verbs.
- Pupils need to be given additional opportunities to engage in creative writing in the various genres to improve their confidence and the development of their learning in Irish.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning in Irish is good overall. Pupils show an interest in Irish and they participate willingly and beneficially in worthwhile learning activities. The pupils from the focus group that was organised during the evaluation indicated that they particularly enjoy the games and the drama that form part of the Irish lessons.
- It is commendable that pupils know a wide range of vocabulary on various curriculum themes. Most pupils understood the questions they were asked during the evaluation but they lacked ability, however, to use the verbs independently in different contexts. Pupils need to be given further opportunities to practise the Irish verbs in various situations to improve their abilities in the language. The pupils read with understanding and accuracy and they display very good listening skills. They know a rich repertoire of songs, rhymes and poems. Although pupils get plenty of opportunities to practise functional writing, they do not have sufficient opportunities to develop their creative writing skills. Pupils should now be given more opportunities to engage in creative writing in the various genres to enhance their confidence and the development of their learning in Irish.

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

- The quality of learner experiences is very good. Pupils are given many opportunities to listen to Irish within the formal lessons and regularly throughout the day. It is customary for teachers to use Irish as the language for classroom management most of the time. It is apparent that Irish is a strong positive aspect of pupils' school experiences. During the discussion with the focus group, pupils reported that Irish activities occur during school assemblies and in school concerts.
- The quality of teaching in Irish is very good overall. The teachers use a variety of teaching methodologies very effectively to teach specific content and to achieve incremental progress in learning from class to class. The teachers create appropriate short-term and long-term planning based on the school plan and on pupils' needs. A broad range of resources is used effectively to support teaching and learning. The teachers provide helpful feedback for pupils to encourage them to talk and to improve their understanding. Teachers place commendable emphasis on stimulating pupils' interest and sustaining their attention on learning Irish through play, particularly with drama and games.
- The quality of assessment is good overall. The teachers use a range of appropriate assessment methods to monitor pupil learning and progress. They analyse the results of standardised tests on the achievement of pupils in reading and listening skills. They maintain records and checklists of the main language structures that pupils have learned. The school staff should now monitor more accurately the abilities of pupils to independently create sentences and questions. The teachers carefully monitor pupils' written work.

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

- The quality of planning and school self-evaluation (SSE) is very good. The whole-school plan for Irish was reviewed in 2015 and the plan provides comprehensive guidance for teachers'

practices. They have successfully implemented improvement strategies to develop teaching and learning in Irish incrementally. The school staff is focusing on the new *Primary Language Curriculum* in Irish and in English. It is apparent that professional reflection pertains to teachers' practices in this school and that they are very committed to ongoing development in the teaching and learning of Irish.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management and staff from Corcreagh National School welcome the report on the curriculum evaluation of Gaeilge. We are particularly pleased with the affirmations on the very good quality of teaching observed which aids incremental progress in learning from class to class and the very good standard of planning and School Self Evaluation found within the school. The very positive attitude towards Gaeilge which is created in the school is also highlighted in the report and this in turn enhances the learning experiences for each child.

Part B: 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 will support the school in implementing the recommendations in this report. The staff has analysed the strengths observed and the recommendations made. We appreciate the suggestions for improvement and as a staff will continue to maintain a focus on improving the quality of teaching and learning within the school. The school will strive to build upon and further improve the pupils' positive attitude to Gaeilge.

During break times and when communicating with peers and staff members the children will be encouraged to use vocabulary and verbs learned in the classroom.

Oral Irish lessons will be used as a stimulus for writing opportunities in the various genres to enhance pupils' development. Free writing will also be developed.

The staff will provide the pupils with additional opportunities and challenges to practise using verbs in various contexts. This will help the children focus on the importance of using verbs in an appropriate manner. This in turn will help the children use verbs more independently.

Additional assessment practices will help monitor recommendations made and enhance the standardised testing already in use.

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	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. 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;