

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Curaclaim
Stair

TUAIRISC

Ainm na scoile	S N Rónáin
Seoladh na scoile	Árainn Co na Gaillimhe
Uimhir rolla	174560

Dáta na cigireachta: 11-05-2017



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.

CAD IS MEASTÓIREACHT CHURACLAIM ANN?

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 Stair 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 múinteoirí
3. Éifeacht phleanáil scoile, féinmheastóireacht (FMS) san áireamh, ag cur foghlaim na ndaltaí chun cinn

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu 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.

Meastóireacht Churaclaim

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	11-05-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Plé leis an bpríomhoide agus leis na múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Agallamh le fócasghrúpa daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le scoláirí• Aiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Tá Scoil Rónáin suite ar Inis Mór, sna hOileáin Árann, Contae na Gaillimhe. Tá an bhunscoil chomhoideachasúil Ghaeltachta seo faoi phátrúnacht Easpaig Chaitliceach Thuama. Tá 43 dalta ar na rollaí. Tá beirt oide ranga agus múinteoir tacaíochta foghlama amháin, atá roinnte leis an mbunscoil eile ar an oileán, lonnaithe sa scoil. Oibríonn múinteoir acmhainne go páirtaimseartha sa scoil freisin.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Tá atmaisféar dearfach foghlama sa scoil Ghaeltachta seo.
- Tá cáilíocht an teagaisc agus na foghlama sa Stair go maith ag gach rang-leibhéal.
- Tugann na múinteoirí aire chuí do mhúineadh an ábhair agus do scileanna na ndaltaí mar staraithe a fhorbairt.
- Tugann na múinteoirí tacaíocht éifeachtach do na daltaí, trí eispéiris foghlama taitneamhacha agus tairbheacha a chur ar fáil dóibh.
- Tá pleanáil scoile do Stair éifeachtach ar an iomlán. Tá féidearthachtaí ann le feabhas a dhéanamh ar ghnéithe éagsúla pleanála agus measúnaithe.

MOLTAÍ

- Ba chóir cuspóirí foghlama a léiriú i bpleanáil na n-oidí. Moltar an phleanáil a dhéanamh faoi cheannteidil snáitheanna an churaclaim.
- Ba chóir córas measúnaithe níos cuimsithí do Stair a chur ar bun ar fud na scoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht na foghlama go maith sa Stair ag gach rang-leibhéal sa scoil. Tá rannpháirtíocht na ndaltaí uile sna ceachtanna agus gníomhaíochtaí éagsúla an-mhaith.

Tá réimse scéalta, miotas agus finscéalta ar eolas ag na daltaí. Tá tuiscint mhaith ag na daltaí sna ranganna sóisearacha ar na finscéalta ar a rinne siad staidéar. Sna ranganna sinsearach, léann na daltaí úrscéalta stairiúla ó am go chéile agus cabraíonn sé seo le spéis sa Stair a mhúscailt iontu.

Léiríonn na daltaí i ngach rang eolas maith ar staidéir áitiúla, mar shampla eolas ar na cineálacha éadaí a chaitheadh muintir Árann fadó. Mar chuid de seo, foghlaimíonn siad faoi na pampútaí, cineál bróga caite le daoine ar na hoileáin. Tá eolas maith acu ar na seanfhoirgnimh éagsúla timpeall an oileáin freisin. Tá tionscadail spéisiúla déanta ar suímh stairiúla na háite sna ranganna sinsearach.

Bíonn na daltaí ón rang is óige ar aghaidh muiníneach as a gcumas mar staraithe. Thaispeáin na freagraí tugtha san agallamh le fócasghrúpa daltaí an muinín céanna as a gcumas agus eolas ar Stair. Tugtar deiseanna do na daltaí ó am go chéile an t-eolas atá acu ar Stair a chur i láthair. Coinníonn siad taifead ar thorthaí na hoibre sna cóipleabhair, bailiúcháin oibre agus i dtionscadail.

Tá cuid den obair scríofa i gcóipleabhair staire na ndaltaí go maith, le pictiúir agus líníochtaí maithe ar fhinscéalta agus eachtraí stairiúla. Moltar do na múinteoirí, áfach, a chinntiú nach dtugtar cleachtaí scríofa atá ró-dúshlánach do na daltaí.

Baineann go leor plé agus caint leis na ceachtanna staire sa scoil. Glacann beagnach gach dalta páirt ghníomhach sna cleachtaí i ngrúpaí agus foghlaimíonn siad go torthúil as a chéile sna gníomhaíochtaí sin.

2. AG TACÚ LE FOGHLAIM NA NDALTAÍ: TAITHÍ FOGHLAMA AGUS CLEACHTAIS NA MÚINTEOIRÍ

Tá cáilíocht an teagaisc go maith ag gach rang-leibhéal. Solathraíonn na múinteoirí tacaíocht éifeachtach do na daltaí i dteagaisc agus foghlaim sa Stair. Míníonn siad nithe go soiléir agus cuireann siad ceisteanna ar na daltaí i mbealach a spreagann spéis san ábhar iontu.

Tugtar deiseanna rialta do na daltaí ceisteanna a chur agus a gcuid smaointe agus tuairimí a roinnt. Leagann na múinteoirí béim chuí ar na ceachtanna staire a dhifreálú. Mar chuid de seo, eagraítear gníomhaíochtaí difreáilte do na daltaí sna rang-ghrúpaí éagsúla. Mar sin féin, moltar níos lú béime a leagan ar chleachtaí scríbhneoireachta sa Stair. B'fhiú, in ionad sin, tréimhsí níos faide a thabhairt do na daltaí déantáin agus pictiúir stairiúla a scrúdú. Chabhródh sé seo le scileanna na ndaltaí mar staraithe a mhéadú a thuilleadh.

Baineann na múinteoirí úsáid éifeachtach as áiseanna teagaisc chun tacú le foghlaim na ndaltaí sa Stair. Tá cairteacha oideachasúla ar ábhair stairiúla áitiúla agus domhanda ar taispeáint ar fud na scoile, laistigh agus lasmuigh de na seomraí ranga. Tá rogha mhaith leabhar ar théamaí stairiúla, fíriciúil agus ficseanúil, ar fáil sna leabharlanna ranga. Tá músaem ranga agus tionscadail a rinne na daltaí ar taispeáint freisin. Is féidir leis na daltaí cur síos a thabhairt ar roinnt seanuirlisí teaghlaigh agus feirme, lena mbaineadh úsáid astu ar Árainn fadó.

Tá línte ama ar taispeáint i gcuid de na seomraí. Moltar línte ama a chur ar fáil i ngach seomra ranga, le hábhair an líne ama oiriúnach d'aois agus spéis na ndaltaí.

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

Tá an plean scoile do Stair soiléir agus tá clár leathan agus cothrom do Stair leagtha amach do na ranganna uile ann. Tá pleanáil na n-oidí aonair go maith. Moltar, áfach, cuspóirí foghlama a leagan amach, bunaithe níos soiléire ar snáitheanna an churaclaim. Chabhródh sé seo le clár níos cuimsithí a chur i bhfeidhm agus chuideodh sé le níos mó fócais a chur sna ceachtanna.

Is é breathnóireacht an mhúinteora an modh measúnaithe is mó a úsáidtear sa scoil. Coinnítear bailiúcháin oibre do Stair do na daltaí aonair i gcuid de na ranganna freisin. Tá moladh tuillte ag na

múinteoirí as an obair seo ar fad. Moltar, áfach, córas measúnaithe níos leithne a chur ar bun, chun dul chun cinn na ndaltaí aonair a thaifead agus a mheas sa Stair i mbealach níos fearr.

D'fhéadfaí tascanna agus trialacha a dhearann an múinteoir a úsáid, mar shampla, chun próifíl de dhul chun na ndaltaí sa Stair a thógáil. B'fhiú freisin aiseolas i scríbhinn a chur san áireamh níos mó i gcóipleabhair na ndaltaí.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Glacann Bord Bainistíochta Scoil Rónáin leis na cinntí i dtuairisc na meastóireachta curaclaim seo. Tá muid sásta gur nótáladh go bhfuil atmaisféar dearfach foghlama inár scoil agus go gcuireann na múinteoirí eispéiris foghlama taitneamhacha agus tairbheacha ar fáil do na daltaí. Is cúis áthais dúinn freisin go bhfuil rannpháirtíocht na ndaltaí agus cáilíocht an teagaisc agus foghlama go maith. Tá muid sásta freisin go bhfuil sé le feiceáil go bhfuil na daltaí muiníneach as a gcumas mar staraithe.

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

Fáiltíonn Bord Bainistíochta Scoil Rónáin roimh na moltaí agus tá muid sásta iad a chur i bhfeidhm. Ó Meán Fómhair 2017 ar aghaidh cuirfear córas measúnaithe níos cuimsithí ar bun ar fud na scoile. Rinneamar athbhreithniú ar ár bpleanáil agus léireofar cuspóirí foghlama i bpleanáil na n-oidí.

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 mbaineann cigirí feidhm aisti 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 bíonn an cháilíocht ar a ndearnadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith ; ar cháilíocht an-ard; an-éifeachtach; 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-suntasach; thar barr
Go maith	Úsáidtear Go maith áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu 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 leis an gcaighdeán <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 díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic 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 chomh sásúil sin; deacrachtaí ann; níor 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 atá suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
History

REPORT

School Name	Scoil Rónáin
School Address	Árainn Co na Gaillimhe
Roll number	174560

Date of evaluation: 11-05-2017



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 [Subject] under the following headings:

4. Quality of pupils' learning
5. Supporting pupils' learning through learning 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 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.

Curriculum Evaluation

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	11-05-2017
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents	<ul style="list-style-type: none">• Pupil focus group interview• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

SCHOOL CONTEXT

Scoil Rónáin is situated on Inishmore, in the Aran Islands, County Galway. This Gaeltacht coeducational primary school is under the patronage of the Catholic Archbishop of Tuam. There are 43 pupils enrolled in the school. There are two classroom teachers and one learning support teacher, who is shared with the other primary school on the island, based in the school. A resource teacher also works part-time in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- There is a positive learning atmosphere in this Gaeltacht school.
- The quality of teaching and learning of History is good at each class level.
- The teachers give appropriate attention to the teaching of content and to developing pupils' skills as historians.
- The teachers provide effective support for pupils, by providing them with enjoyable and beneficial learning experiences.
- School planning for History is effective overall. There is potential to improve various aspects of planning and assessment.

RECOMMENDATIONS

- Learning objectives should be outlined in teachers' planning. It is recommended that planning be provided under the headings of the strands of the curriculum.
- A more comprehensive system of assessment for History should be established throughout the school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING IN HISTORY

The quality of learning in History is good at each class level in the school. The participation of all pupils in the various lessons and activities is very good.

Pupils know a range of stories, myths and legends. Pupils in the junior classes have a good understanding of the legends they have studied. In the senior classes, the pupils occasionally read historical novels and this helps to instil an interest in History in them.

Pupils in all classes display a good knowledge of local history, for example knowledge of the types of clothes that were worn by the people of Aran long ago. As part of this, they learn about pampooties, a type of shoe worn by people on the islands. They have a good knowledge of various old buildings around the island also. Interesting projects have been completed in the senior classes on the historical sites of the locality.

Pupils from the youngest class onwards are confident in their ability as historians. The responses provided in the interview with the pupil focus group demonstrated the same confidence in their ability and knowledge of History. Pupils are occasionally given an opportunity to present the knowledge they have of History. They record the outcomes of their work in copybooks, portfolios and projects.

Some of the written work in pupils' history copybooks is good, with good pictures and drawings of legends and historical tales. It is recommended, however, that teachers ensure the written exercises given to pupils are not too challenging.

Talk and discussion forms a major part of history lessons in the school. Almost every pupil actively participates in the group activities and they learn productively from each other in those activities.

2. SUPPORTING PUPILS' LEARNING IN HISTORY: LEARNING EXPERIENCES AND TEACHERS' PRACTICE

The quality of teaching is good at each class level. The teachers provide effective support for pupils in the teaching and learning of History. They explain things clearly and they question pupils in a way that promotes their interest in the subject.

Pupils are afforded regular opportunities to ask questions and to share their thoughts and ideas. The teachers place an appropriate emphasis on differentiation in history lessons. As part of this, differentiated activities are organised for pupils in the various class groups. Nevertheless, it is recommended that less emphasis be placed on written exercises in History. It would be better, instead, to give more time to pupils to examine artefacts and historical pictures. This would assist in further enhancing pupils' skills as historians.

The teachers use teaching resources effectively to support pupils' learning in History. Educational charts on local and worldwide historical topics are displayed throughout the school, both inside and outside the classrooms. There is a good selection of books on historical themes, fact and fiction, available in the class libraries. A class museum and projects that pupils have completed are also on display. The pupils can describe several old household and farm implements that were used in Aran long ago.

Timelines are displayed in some classrooms. It is recommended that timelines be displayed in all classrooms, with the content on the timeline appropriate to the age and interest of pupils.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SCHOOL SELF-EVALUATION (SSE), IN PROGRESSING PUPILS' LEARNING IN HISTORY

The school plan for History is clear and a broad and balanced programme for History has been outlined for all classes. Individual teachers' planning is good. It is recommended, however, that learning objectives be outlined, more clearly based on the curriculum strands. This would be helpful in implementing a more comprehensive programme and it would assist in providing more focus in lessons.

Teacher observation is the assessment method most used in the school. Portfolios of pupils' individual work in History are maintained in some classes also. Praise is due to the teachers for all this work. It is recommended, however, that a more extensive system of assessment be established, to better record and assess individual pupils' progress in History.

Teacher-designed tasks and tests could be used, for example, to compile profiles of pupils' progress in History. The provision of more written feedback in pupils' copybooks would also be worthwhile.

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 of Scoil Rónáin accepts the finding in this curriculum evaluation report. We are happy that it was noted that there is a positive learning atmosphere in our school and that the teachers provide enjoyable and beneficial learning experiences for the pupils. We are happy also that pupils' participation and the quality of teaching and learning are good. We are also pleased that it can be seen that the pupils are confident in their ability as historians.

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 of Scoil Rónáin welcomes the recommendations and we are happy to implement them. From September 2017 onwards, a more comprehensive system of assessment will be introduced throughout the school. We have reviewed our planning and learning objectives will be set out in teachers' planning.

(This is a translation of the school response submitted by the board of management.)

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 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 very good 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;