

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Churaclaim
Gaeilge

TUAIRISC

Ainm na scoile	Marley Grange NS
Seoladh na scoile	Grange Manor Close Marley Grange Rathfarnham
Uimhir rolla	19574H

Dáta na cigireachta: 17-09-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

This report is written in Irish. An English translation of the report is provided at the end of the report

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 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 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 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.

COSAINN 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	16-09-2019
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 do na múinteoirí
<ul style="list-style-type: none">Plé leis an bpríomhoide agus leis na múinteoirí a bhfuil freagrachtaí acu i leith na GaeilgeAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí	

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais í Scoil an Bhriathair Dhiaga atá suite i Gráinseach Mharlaí, Rath Fearnáin, Baile Átha Cliath 16. Tá an scoil faoi phátrúnacht Ard-Easpag Chaitliceach Bhaile Átha Cliath. Tá naonúr múinteoirí ranga déag agus seachtar múinteoirí oideachais speisialta sa scoil. Tá 496 daltaí, ó naíonáin go rang a sé, cláraithe sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá caighdeán an teagaisc sa Ghaeilge sa scoil go maith ar an iomlán; comhoibríonn na múinteoirí le chéile chun atmaisféar an-dearfach i leith na Gaeilge a chruthú sa scoil.
- Sa scoil, tá cailíocht fhoghlama na ndaltaí sa Ghaeilge go maith ar an iomlán; tá scóip ann scileanna cumarsaide na ndaltaí a fhorbairt maidir le cruthú abairtí.
- Cuireann na múinteoirí planáil éifeachtach ar fáil, ach tá deis ann í a fhorbairt ó thaobh ábhair teanga de.
- Le linn na cigireachta, tugadh faoi deara scileanna éisteachta agus scileanna tuisceana láidre na ndaltaí; chuaigh na daltaí i mbun a gcuid oibre le díograis.
- Soláthraíonn na múinteoirí eispéiris fhoghlama ar chaighdeán maith ar an iomlán do na daltaí agus baineann na daltaí taitneamh ar leith as cluichí teanga, obair bheirte agus obair ghrúpa; tá deis ann dúshlán cuí a chinntiú sna heispéiris fhoghlama.
- Baineann an scoil úsáid an-mhaith as an bpróiseas féin mheastóireachta scoile (FMS) le hanailís den scoth déanta ar an bhfianaise; tá scóip treoir shoiléir don léitheoireacht agus don scríbhneoireacht a fhorbairt.

MOLTAÍ

- Ba chóir an plan uile scoile don Ghaeilge a fhorbairt ionas go dtreoródh sé planáil agus cleachtas na múinteoirí sa teanga ó bhéal, sa léitheoireacht agus sa scríbhneoireacht ag gach leibhéal ranga.
- Moltar monatóireacht a dhéanamh ar fhorbairt scileanna cumarsáide na ndaltaí ag gach leibhéal ranga.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht fhoghlama na ndaltaí go maith ar an iomlán. Forbraíonn na múinteoirí scileanna éisteachta agus scileanna tuisceana na ndaltaí go leibhéal an-mhaith. Tá raon maith foclóra thar téamaí an churaclaim ar eolas ag na daltaí agus tá tuiscint ag roinnt mhaith díobh ar bhriathra agus ar cheisteanna. Bhí deachtrachtaí ag daltaí, i roinnt chásanna, abairtí a chumadh agus briathra a láimhseáil le neamhspleáchas chun iad féin a chur in iúl. Tá scóip ann chun níos mó deiseanna a sholáthar do na daltaí a gcuid scileanna cumarsáide a fhorbairt chun a chinntiú go bhfuil siad in ann ceisteanna oscailte agus ceisteanna dúnta a chur agus a fhreagairt le féinmhuinín.
- Tá roinnt amhráin agus dánta ar eolas ag na daltaí agus tá siad in ann iad a athrá go spleodrach agus le tuiscint. Tá scóip ann raon comhaontaithe d'amhráin agus dánta a mhúineadh chun a chinntiú go mbeadh éagsúlacht mhaith ar fáil do na daltaí ó rang leibhéal go rang leibhéal.
- Tá dul chun cinn le feiceáil ó rang leibhéal go rang leibhéal i scileanna léitheoireachta na ndaltaí. Tá eolas foghraíochta acu agus iad a léamh teacsanna. Ba chóir deiseanna a thabhairt do dhaltaí ábhair léitheoireachta éagsúla níos leithne a léamh.
- Tugann na múinteoirí deiseanna do na daltaí a gcuid scileanna scríbhneoireachta fheidhmiúla a fhorbairt; i roinnt chásanna, tá samplaí scríbhneoireachta le feiceáil sna cóipleabhair. Moltar cur chuige don scríbhneoireacht ar bhonn uile-scoile, i réimse seánraí, a chur i bhfeidhm ar fud na scoile.

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

- Tá cáilíocht eispéiris na bhfoghlaimoirí go maith ar an iomlán. Reacháiltear Coicís na Gaeilge sa scoil go bliantúil. Chomh maith le sin bíonn tionóil ar siúl ina mbíonn deiseanna ag na daltaí éisteacht agus labhairt as Gaeilge, agus a bheith ag casadh amhráin agus dánta i gcomhlúadar phobal na scoile. Bíonn gníomhaíochtaí spóirt ar siúl trí mheán na Gaeilge chomh maith.
- Sa phlé leis an bhfócasghrúpa, dúirt na daltaí go mbíonn an príomhoide agus na múinteoirí ag labhairt Gaeilge go minic leo go neamhfhoirmiúil. Ba léir ó na daltaí san fhócasghrúpa freisin, go bhfuil bá acu don Ghaeilge mar theanga. Chomh maith le sin, tá fonn orthu a scileanna teanga a fhorbairt, ionas go mbeidís in ann iad féin a chur in iúl trí Ghaeilge le muinín, ar scoil agus sa bhaile.
- Tá cáilíocht an teagaisc sa Ghaeilge go maith ar an iomlán. Chloígh na múinteoirí leis an nGaeilge mar theanga cumarsáide le linn na gceachtanna a breathnaíodh, agus baineadh dea-úsáid as áiseanna amhairc chun suim na ndaltaí a mhúscailt. Chomh maith le sin, bhí dea-struchtúr ag baint leis an gcuid is mó de na ceachtanna a breathnaíodh. Dheimhnigh na múinteoirí go raibh atmaisféar taitneamhach á chothú le linn na ceachtanna Gaeilge. Bhain na múinteoirí úsáid as réimse modhanna múinte éifeachtacha. D'ullmhaigh siad gníomhaíochtaí foghlama tairbheacha, cluichí teanga, obair bheirte agus obair ghrúpa san áireamh. Ba léir ó na daltaí go mbaineann siad taitneamh as na gníomhaíochtaí. I roinnt chásanna, ba chóir ionchar teanga agus sprioctheanga níos dúshlánaí a dheimhniú ionas go mbeidh na daltaí in ann foclóir nua a úsáid le cumas cuí.
- Cruthaíonn na hoidí pleanáil ghearrthéarmach agus pleanáil fhadtéarmach don teagasc. Tá comhoibriú gairmiúil le sonrú i measc na múinteoirí go léir. Déanann said comhpleanáil

rialta maidir le modhanna múinte, áiseanna agus *Curaclam Teanga na Bunscoile*. Tá deis ann an phleanáil a fhorbairt i roinnt chásanna, ó thaobh ábhair teanga de.

- Tá éagsúlacht sna cleachtais mheasúnaithe sa Ghaeilge le sonrú tríd an scoil. Baintear úsáid as seicliostaí agus uirlisí neamhfhoirmiúla eile i ranganna áirithe. Moltar do na múinteoirí réimse straitéisí mheasúnaithe a fhorbairt, ar bhonn uile-scoile, chun monatóireacht chórasach a bhaint amach ar dhul chun cinn na ndaltaí.

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

- Tá plean uile-scoile don Ghaeilge dréachtaithe ag an scoil. Tá athbhreithniú ar siúl faoi láthair; tá forbairt le déanamh chun treoir shoiléir don ábhar cuí sa teanga ó bhéal, sa léitheoireacht, agus sa scríbhneoireacht a thabhairt.
- Bhain an scoil úsáid an-mhaith as an bpróiseas FMS. Bhailigh an scoil fianaise den scoth ó phobal na scoile agus rinne siad anailís an-mhaith chun plean feabhsúcháin scoile a dhréachtú. Tá sé i gceist ag an scoil díriú isteach ar dhul chun cinn na ndaltaí sa teanga ó bhéal. Breathnaíonn na múinteoirí ar chomhoibriú mar bhealach chun feabhas a chur a fhoghlaim na ndaltaí agus feabhas a chur ar a bhforbairt ghairmiúil féin. Ba chóir anois ábhar teanga cuí a imliniú do gach rang sa phlean. Ní mór chomh maith corás monatóireachta rialta ar bhonn uile-scoile a chur ibhfeidhm sa phlean chun a chinntiú go bhfuil scileanna cumarsáide na ndaltaí á bhforbairt mar is cuí, ó rang leibhéal go rang leibhéal.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

The Board of Management, the principal and the school staff of Marley Grange NS welcome this report and are very happy with its acknowledgement of the good quality of pupils' learning and the children's very positive attitude towards the Irish language. The Board of Management also welcomes the acknowledgement of the exceptionally good use of the School Self Evaluation process observed by the inspectors in the school. We are very satisfied with the positive feedback received in the report and the affirmation that the interactions between the teachers and pupils are very good and conducive to language learning.

The Curriculum Evaluation of Gaeilge was a positive experience for the school and a good opportunity for us to reflect on the teaching and learning of Irish in our school. We are committed to implementing the recommendations made in order to enhance the pupils' confidence and learning in Irish.

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

In light of the ongoing in-service in the Primary Languages Curriculum the whole school plan will continue to be developed and outcomes for each class level will be included in the plan.

The monitoring of communication skills in Irish will be further developed and systems put in place in consultation with the BOM, Staff and In School Management team.

As mentioned in the report, the school will continue to make exceptionally good use of the School Self Evaluation process in relation to the development of teanga o bhéal throughout the whole school community.

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 shárchaighdeáin 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 easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnamh 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

Ainm na scoile / School name	Marley Grange NS
Seoladh na scoile / School address	Grange Manor Close Marley Grange Rathfarnham
Uimhir rolla / Roll number	19574H

Date of inspection: 17-09-2019



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agus Scileanna**
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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(s) evaluated learning and teaching in Irish under the following headings:

1. 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 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.

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 / in the reception area.
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	16-09-2019
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with the principal and teachers with responsibilities for Irish• Review of relevant documentation• Interview with 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

Marley Grange NS is a co-educational school located in Marley Grange, Rathfarnham, Dublin 16. The school is under the patronage of the Catholic Archbishop of Dublin. There are nineteen class teachers and seven special education teachers in the school. There are 496 pupils, from junior infants to sixth class enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The standard of teaching of Irish in the school is good overall; the teachers work together to create a very positive atmosphere towards Irish in the school.
- In the school, the quality of pupils' learning in Irish is good overall; there is scope to develop pupils' communications skills as regards sentence construction.
- The teachers provide effective planning, but there is an opportunity to develop it in respect of identified language content.
- During the evaluation, pupils' strong listening and comprehension skills were noted; in addition, pupils engaged their work diligently.
- The teachers provide good learning experiences to pupils overall and pupils particularly enjoy language games, pair work and group work; there is an opportunity to ensure an appropriate challenge in learning experiences.
- The school makes exceptionally good use of the School Self-Evaluation (SSE) process with an excellent analysis made based on their evidence; a review of the whole-school plan for Irish is underway to improve pupils' spoken language and there is scope to develop clearer guidance for reading and writing.

RECOMMENDATIONS

- The whole-school plan for Irish should be developed to provide guidance for teachers' planning and practice in spoken language, reading and writing at each class level.
- Regular monitoring is recommended to ensure that pupils' communications skills are developing appropriately, from class level to class level.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- Pupils' quality of learning is good overall. Teachers develop pupils' listening and comprehension skills to a very good level. Pupils have a good range of vocabulary across curricular themes and many of them have a good understanding of verbs and questions. Pupils had difficulty, in some cases, with constructing sentences and handling verbs independently to express themselves. There is scope to provide pupils with more opportunities to develop their communication skills to ensure that they are able to ask and answer open and closed questions confidently and with the appropriate ability.
- Pupils know some songs and poems and they are able to recite them with expression and with understanding. There is scope to teach an agreed range of songs and poems to ensure that a good variety of songs and poems is taught from class level to class level.
- Pupils listen to stories and also read stories. An awareness of pronunciation is evident while pupils are reading texts; progress can be seen in pupils' reading skills from class level to class level. Pupils should now be given opportunities to read a variety of reading material, including real books, to encourage them to read in Irish in different contexts.
- Teachers provide opportunities for pupils to develop their functional writing skills; in some cases, examples of writing can be seen in copybooks. A whole-school approach to writing is recommended to ensure that pupils receive sufficient opportunities to develop their broader writing skills, in a range of genres, on an incremental basis.

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

- The quality of learners' experiences is good overall. An Irish Fortnight (*Coicís na Gaeilge*) is organised alongside school assemblies in which pupils have opportunities to listen to and to speak Irish, and to sing songs and recite poetry as part of the school community. Sporting activities take place through the medium of Irish also.
- During the discussion with the focus-group, the pupils indicated that the principal and teachers frequently speak Irish to them informally. It was also clear that the pupils in the focus-group are positively disposed to Irish as a language, and are keen to develop and further improve their language skills, in order to be able to express themselves confidently through Irish both in school and at home.
- The quality of teaching in Irish is good overall. Teachers used Irish as the language of communication during lessons, and good use was made of visual resources to stimulate pupils' interest. In addition, most of the lessons observed were well structured. Teachers encourage enjoyment of Irish and create positive learning environments during Irish lessons. Teachers use a range of teaching methods and prepare productive learning activities, including language games, pair work and group work. The pupils clearly enjoy the activities. In some cases, the language input and target language should be more challenging to ensure that pupils will be able to use the new vocabulary suited to their ability level.
- Teachers provide short-term and long-term planning for teaching. A collaborative culture can be observed among all teachers through the regular co-operative planning and professional discussion that takes place regarding teaching methods, resources and the *Primary Language Curriculum*. There is an opportunity to develop planning in some cases, with reference to language content.

- There is a variety of assessment practices in use throughout the school. Though checklists and other informal tools are used in certain classes, teachers are advised to develop a range of assessment strategies on a whole-school basis to ensure consistent monitoring of pupils' development.

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

- The school has a draft whole -school plan for Irish. A review is under way at present. Although the plan is clear regarding the rationale for the teaching of Irish and the teaching methods, further development is necessary to provide clear guidance on appropriate content for oral language, reading and writing.
- The school makes exceptionally good use of the SSE process. The school has gathered excellent evidence from the school community and conducted an in depth analysis to compile a *School Improvement Plan*. The school intends to focus on pupils' progress in spoken language. Teachers regard collaborative work as a way to improve pupils' learning and to enhance their own professional development. Appropriate language content should now be outlined for each class in the plan. A regular whole-school monitoring system must also be included to ensure that pupils' communications skills are developing appropriately, from class level to class level.

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, the principal and the school staff of Marley Grange NS welcome this report and are very happy with its acknowledgement of the good quality of pupils' learning and the children's very positive attitude towards the Irish language. The Board of Management also welcomes the acknowledgement of the exceptionally good use of the School Self Evaluation process observed by the inspectors in the school. We are very satisfied with the positive feedback received in the report and the affirmation that the interactions between the teachers and pupils are very good and conducive to language learning.

The Curriculum Evaluation of Gaeilge was a positive experience for the school and a good opportunity for us to reflect on the teaching and learning of Irish in our school. We are committed to implementing the recommendations made in order to enhance the pupils' confidence and learning in Irish.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

In light of the ongoing in-service in the Primary Languages Curriculum the whole school plan will continue to be developed and outcomes for each class level will be included in the plan.

The monitoring of communication skills in Irish will be further developed and systems put in place in consultation with the BOM, Staff and In School Management team.

As mentioned in the report, the school will continue to make exceptionally good use of the School Self Evaluation process in relation to the development of teanga o bhéal throughout the whole school community.

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 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. 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;