

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Curaclaim
Gaeilge

TUAIRISC

Ainm na scoile	Ranelagh Multi Denom NS
Seoladh na scoile	Ranelagh Road D06Y658
Uimhir rolla	19928Q

Dáta na cigireachta: 08-11-2018



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 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.

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	08-11-2018
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 múinteoiríAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí	

COMHTHÉACS NA SCOILE

Is scoil ilchreidmheach chomhoideachais í an scoil seo suite i Raghmallach, Baile Átha Cliath 6. Tá an scoil faoi phátrúnacht Cumann Scoil Ilchreidmheach Raghmallach. Ag am na cigireachta bhí 235 daltaí ag freastal ar an scoil. Tá ochtar oidí i mbun ranganna príomhshrutha sa scoil agus ceathrar mhuinteoirí oideachais speisialta. Tá múinteoir príomhshrutha amháin eile ag obair mar mhuinteoir chuimsithe do na ranganna príomhshrutha.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá atmaisféar an-dhearfach sa scoil i leith na Gaeilge; déanann an fhoireann sár-iarracht Gaeilge a labhairt go rialta i rith an lae agus feabhas a chur ar a scilleanna féin sa teanga.
- Tá cáilíocht foghlama na ndaltaí sa Ghaeilge ar chaighdeán maith; tugtar faoi deara gnóthactáil i bhfoghlaim na ndaltaí tríd na ranganna.
- Tá cleachtas na múinteoirí ar cháilíocht ard ar an iomlán; i gcásanna áirithe sonraíodh sár-chleachtas.
- Tá cáilíocht eispéiris na bhfoghlaimoirí go maith, ach tá scóip ann réimse níos leithne d'ábhar leitheoireachta a sholáthrú do na daltaí.
- Déanann na múinteoirí pleanáil aonair eifeachtach do na ceachtanna; luann siad an sprioc-theanga go sonrathach ach tá scóip ann do mhonatóireacht an teanga ó bhéal.
- Tá scríbhneoireacht fheidhmiúil ar siúl ag na daltaí ar bhonn uile scoile; tá deis ann scileanna scríbhneoireachta na ndaltaí a fhorbairt.

MOLTAÍ

- Cé go bhfuil tús curtha le athbhreithniú ar an bplean uile scoile don Ghaeilge, ba chóir go dtreoríodh an plean monatóireacht teanga ó bhéal.
- Faigheann na daltaí deiseanna inmholta a gcuid scileanna scríbhneoireachta feidhmiúla a fhorbairt; ba chóir don phlean aird a thabhairt ar scileanna scríbhneoireachta cruthaitheacha na ndaltaí a fhorbairt.
- Cé go bhfuil scileanna maithe leitheoireachta ag na daltaí, tá gá réimse níos leithne d'ábhar leitheoireachta a chur ar fáil ar bhonn uile scoile, chun taithí na ndaltaí i leith na leitheoireachta a fheabhsú.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí sa Ghaeilge ar chaighdeán maith. Bhí suim agus inspreagadh láidir i leith foghlaim na Gaeilge infheicthe sna daltaí. Ag an cruinniú a eagraíodh na cigirí le grúpa fócais na ndaltaí, léirigh na paistí meon an-dearfach i leith na Gaeilge.
- Le linn na cigireachta, bhí na daltaí in ann treoracha an mhúinteora a leanúint agus léirigh siad tuiscint mhaith ar cheisteanna a cuireadh oraibh. Bhí formhór na ndaltaí in ann ceisteanna a chur agus freagraí cuí a thabhairt. Bhí foclóir breá leathan ar eolas ag na daltaí agus bhí siad in ann abairtí iomlána leanúnacha a structúrú i gceart. Bhí na daltaí in ann roinnt rainn, dánta agus amhráin a aithris go muiníneach. Bhain na daltaí úsáid an-éifeachtach as an timpeallacht chun tacú a thabhairt dóibh dul i gcuimhne a gcuid bhfoghlaimíocht. Ba chóir deiseanna ar bhreis a thabhairt dóibh an Ghaeilge atá ar eolas acu a úsáid i gcomhthéacsanna éagsúla pearsanta agus réimse níos leithne d'amhráin a fhoghlaim.
- I bhfoghlaim na leitheoireachta, bhí taithí ag na daltaí a bheith ag léamh ós árd go rialta agus léirigh siad tuiscint ar an ábhar leitheoireachta a cuireadh ós a gcómhair. Bhí dul chun cinn maith déanta acu i ranganna áirithe maidir le foclóir léitheoireachta, fónaic agus aithint focal. Moltar réimse níos léithne d'ábhar leitheoireachta a cur ar fáil do na daltaí ar bhonn uile-scoile. Mar aon leis sin, ba chóir monotóireacht chórasach a dhéanamh ar leitheoireacht na ndaltaí.
- Sonraíodh caighdeán maith in obair scríofa na ndaltaí ar an iomlán maidir le peannaireacht agus litriú. Faigheann siad deiseanna dul i mbun scríbhneoireachta fheidhmnúil go rialta ach ba chóir dóibh níos mó deiseanna scríbhneoireacht chruthaitheach a bhaint amach chun úsáid na Gaeilge atá ar eolas ag na daltaí a leathnú.

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

- Tá cáilíocht an teagaisc sa Ghaeilge go mhaith ar an iomlán. Tá cleachtas na múinteoirí ar cháilíocht árd ar an iomlán; i gcásanna áirithe sonraíodh sár-chleachtas. Sna háiteanna inar bhreathnaítear sár-chleachtas, tugtar neart ama sa cheacht chun an sprioc-theanga a mhúineadh agus a shealbhú; baineadh úsáid as réimse leathan modhanna múinte chun deiseanna labhairt a chrúthú: ról-imirt le leideanna cuí, obair bheirte, obair ghrúpa, agus obair i staisiúin. I roinnt suíomhanna, sonraítear an-bhéim ar thacú a thabhairt do na daltaí abairtí iomlána a bhaint amach. Moltar an dea-chleachtas sin a leathnófar ar bhonn uile-scoile.
- Sna ceachtanna a breathnaíodh, bhí cuspóirí agus struchtúr cinnte ag gabháil leo. Bhí luas breá ag baint leo agus chuir na múinteoirí raon leathan de cheisteanna ar na daltaí.
- Léirigh na múinteoirí inniúlacht maith ina gcuid Gaeilge féin. Bhí dea shampla a thabairt acu maidir le foclóir, le foghraíocht agus le húsáid na Gaeilge mar teanga mhúinteoireacht agus teanga bhainistíocht. Tá *Aistear, an Creatcuracalam na Luath-Óige* a chur i bhfeidhm sna bunranganna le foclóir Gaeilge a dheangnú.
- Soláthraíonn na múinteoirí go léir timpeallacht prionta shaibhir, spreagúil chun cúnaimh a thabhairt do na daltaí dul i gcuimhne ar a gcuid bhfoghlaim. Ba chóir níos mó tacú infheicthe a thabhairt do na daltaí ionas go mbeidh siad in ann abairtí iomlána a chumadh agus a léamh.
- Tá cáilíocht an mheasúnaithe go maith. Baintear úsáid as breathnóireacht, trialacha oide-dheartha agus as trialacha caighdeánaithe chun gnóthachtáil na ndaltaí a mheas sa Ghaeilge. Baineadh úsáid eifeachtach as an teicneolaíocht na faisnéise agus na cumarsáide (TFC) chun portfóilió digiteach a chur le chéile do roinnt daltaí. Ba chóir an dea-chleachtas sin a bhunú go córasach ar bhonn uile-scoile. In a theannta sin, b'fhiú forbairt a dhéanamh ar an gcleachtas mheasúnaithe ar bhonn scoile-uile.

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

- Bhí an pleanáil scoile-uile go maith agus bhí sé ag cur foghlaim na ndaltaí chun cinn. Déanann na múinteoirí pleanáil aonair eifeachtach do na ceachtanna. Tá tús curtha le pleanáil agus cur i bhfeidhm a *Curaclam Teanga na Bunscoile*. Luann na múinteoirí ranga an sprioc-theanga go sonrach.
- Cuimsíonn an plean scoile-uile don Ghaeilge Teanga ó Bhéal, Leitheoireacht agus Scríbhneoireacht do gach rang i leith. Tá sé faoi athbhreithniú i láthair na huair. Tá gá le níos mó treoir do na múinteoirí do mhonatóireacht teanga ó bhéal na ndaltaí a chur i bhfeidhm. Mar aon leis sin, ba chóir creatlach do scríbhneoireacht chruthaitheach na ndaltaí a fhorbairt agus a mhonatóireacht i ngach rang go leith.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann an Bord Bainistíochta, an príomhoide agus foireann Scoil Ilchreidmheach Raghmallach, fáilte roimh na tuairisce Measúnú Curraclam ar an nGaeilge agus an aitheantas a tugadh do dhearcadh dearfach agus tacúil i leith na Gaeilge sa scoil. Cuirimid fáilte freisin roimh an aitheantas a tugadh don dul chun cinn atá déanta ag na daltaí in ár scoil.

B'éispermás dearfach é an Measúnú Curraclam Gaeilge don scoil agus ba sheans iontach é dúinn machnamh a dhéanamh ar an obair atá ar siúl in ár scoil.

Táimid an-shásta leis an aiseolas dearfach a fuairamar sa tuairisc agus táimid tiomanta na moltaí a chur i bhfeidhm.

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

Glacann an Bord Bainistíochta, an Príomhoide agus an fhoireann leis na moltaí sa tuairisc seo agus táimid ag tabhairt tús áite do chur i bhfeidhm na moltaí sin.

Leanfaidh an scoil le athbhreithniú an Plean Gaeilge ag tabhairt aird do na moltaí sa tuairisc seo agus ag leanacht leis an dea-chleachtais luaithe sa Mheastóireacht Curraclam.

Leanfaimid ag forbairt an Plean Gaeilge trí phróiséas an Féin-mheastóireacht Scoile chun an monatóireacht ar an teanga ó bhéal sa scoila threorú.

Leanfaimid ag tabhairt deiseanna do na páistí na scileanna scríbhneoireachta feidhmiúil a fhorbairt agus díreoimid ar fhorbairt an scríbhneoireacht cruthaitheach chomh maith. Beidh greasáin do scríbhneoireacht cruthaitheach na bpáistí and treoir do mheasúnú iniata sa Phlean Gaeilge athbhreithnithe.

Tá athbhreithniú déanta ar na leabhair Ghaeilge i ngach leabharlann ranga agus tá leabhair breise ceannaithe cheana féin agus leanfar ag cur leis an réimse léitheoireachta sna leabharlann. Leanfar ag úsáid achmhainní foghlamtha digiteach.

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 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

School name	Ranelagh Multi Denom NS
School address	Ranelagh Road D06Y658
Roll number	19928Q

Date of inspection: 08-11-2018



**An Roinn Oideachais
agus Scileanna
Department of
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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 inspectors evaluated learning and teaching in Irish under the following headings:

4. The 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 of 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 evaluation, 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	08-11-2018
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• 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

Ranelagh Multi-Denominational School is a multi-denominational co-educational school situated in Ranelagh, Dublin 6. The school is under the patronage of Ranelagh Multi-Denominational School Association. At the time of the inspection 235 pupils were attending the school. There are eight teachers teaching the mainstream classes in the school and four special education teachers. One other mainstream teacher is working as a mainstream inclusion teacher.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The atmosphere in the school is very positive in relation to Irish; the staff make a great effort to speak Irish regularly throughout the day and to improve their own skills in the language.
- The quality of pupils' learning in Irish is of a good standard; progress in pupils' learning is evident throughout the classes.
- Overall, teachers' practice is good; in some cases excellent practice was observed.
- The quality of learners' experiences is good, but there is scope to provide pupils with a broader range of reading material.
- Teachers plan effectively for lessons on an individual basis; target language is identified for lessons but there is scope for the monitoring of the target language.
- Pupils carry out functional writing on a whole school basis; there is an opportunity to develop pupils' creative and personal writing skills.

RECOMMENDATIONS

- Even though a review of the whole school plan for Irish has commenced, the plan should guide the monitoring of oral language in Irish.
- Pupils get commendable opportunities to develop their functional writing skills; the plan should focus on the development of pupils' creative writing skills.
- Even though pupils have good reading skills, there is a need to make a broader range of reading material available on a whole school basis, to improve pupils' experience in relation to reading.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning in Irish is of a good standard. Strong interest and motivation in relation to the learning of Irish was evident among pupils. At the meeting with the pupils' focus group, organised by the inspectors, pupils expressed a very positive attitude towards Irish.
- During the inspection, pupils were able to follow the teacher's instructions and they demonstrated a good understanding of questions they were asked. Most pupils were able to ask questions and give appropriate answers. Pupils had a wide vocabulary and were able to structure continuous whole sentences correctly. Pupils were able to recite some rhymes, poems and songs with confidence. Pupils made very effective use of the learning environment to support them in recalling their learning. They should be given more opportunities to use the Irish they know in various personal contexts and to learn a wider range of songs.
- In relation to the learning of reading, pupils were used to reading out loud on a regular basis and they showed an understanding of the reading material they were presented with. Pupils had made good progress in some classes in relation to reading vocabulary, phonics and word recognition. It is recommended that pupils be provided with a broader range of reading material on a whole school basis. In addition, pupils' reading should be monitored systematically.
- During the evaluation it was noted that pupils' written work in relation to handwriting and spelling was of a high standard overall. Pupils are given regular opportunities to do functional writing but they should be given more opportunities to do creative writing so that they can have more opportunity to use of the amount of Irish they know.

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

- The quality of teaching in Irish is good. Overall, the quality of teachers' practice is good; in some cases excellent practice was observed. Where excellent practice was observed, plenty of time was given to teach and acquire the identified target language during the lesson, use was made of a wide range of teaching methods to create speaking opportunities: role play with appropriate prompts, pair work, group work, and work in stations. In some settings, it was noticed that there is a strong emphasis on helping pupils use full sentences. It is recommended that this good practice be extended on a whole school basis.
- During the evaluation all lessons observed had a clear purpose and structure. Lessons had good pace and teachers asked pupils a wide range of questions.
- Teachers showed good competence in their own Irish. They modelled good language in their vocabulary, phonetics, and in their use of Irish as a language of instruction and management. *Aistear, Creatcuracalam na Luath-Óige* is being implemented effectively in the junior classes to reinforce Irish vocabulary.
- All teachers provide a print-rich, stimulating environment to help pupils recall their learning. Pupils should be given more visible support in the environment so that they will be able to compose and read whole sentences in Irish.
- The quality of assessment is good. Observation, teacher-designed tests and standardised tests are used to assess pupils' attainment in Irish. Effective use was made of digital learning to develop portfolios for some pupils. This good practice should be established systematically on a whole school basis. In addition, it would be worth developing the assessment practice on a whole school basis.

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

- Whole school planning was good and promoted pupil learning. Teachers' individual planning for lessons is effective. Planning and implementation of the *Primary Language Curriculum* has commenced. Class teachers specify the target language in their planning.
- The whole school plan for Irish includes Oral Language, Reading and Writing for each individual class. It is being reviewed at present. Teachers need more guidance in relation to implementing the monitoring of pupils' oral language. In addition, a framework for pupils' creative writing should be developed and monitored in each particular class.

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 staff of Ranelagh Multi-Denominational School welcome this report on the Curriculum Evaluation of Gaeilge and its acknowledgement of the positive and supportive attitude towards Gaeilge in the school. We also welcome the acknowledgement of the progress made in Gaeilge by the pupils in our school.

The Curriculum Evaluation of Gaeilge was a positive experience for the school and a great opportunity for us to reflect on the work being done in our school.

We are very satisfied with the positive feedback received in the report and are committed to implementing the recommendations made.

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, the Principal and the staff have taken on board the recommendations in this report and their implementation has been prioritised.

The school will continue our review of the Plean Gaeilge taking into consideration the recommendations from this report, along with existing good practice affirmed during the Curriculum Evaluation.

Through our School Self-Evaluation process we will continue to develop the Plean Gaeilge to guide the monitoring of oral language in Gaeilge.

We will continue to provide opportunities for children to develop their functional writing skills, while focusing also on the development of creative writing skills. A framework for children's creative writing and direction for assessment will be included in the revised Plean Gaeilge.

The Gaeilge reading books from each class library have been reviewed and are currently being updated with some supplementary reading material already purchased. Continued use will be made of digital learning resources.