

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Churaclaim
Matamaitic

TUAIRISC

Ainm na scoile	Scoil Náisiúnta Mhic Dara
Seoladh na scoile	An Cheathrú Rua Contae na Gaillimhe
Uimhir rolla	19932H

Dáta na cigireachta: 16-01-2019



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 sa Mhatamaitic 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 agusín 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.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le huimhir a 3 agus mar sin ní raibh an scoil ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta. I ndiaidh sin, áfach, thug an scoil fianaise go bhfuil a cleachtas ag teacht lena n-éilítear maidir leis an riachtanas seo.

Meastóireacht Churaclaim

Dáta na cigireachta	16-01-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none">• Agallamh le fócasghrúpa daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide agus do na múinteoirí
<ul style="list-style-type: none">• Plé leis an bpríomhoide agus leis na múinteoirí• Athbhreithniú ar cháipéisí ábhartha	

COMHTHÉACS NA SCOILE

Is scoil Ghaeltachta chomhoideachais í Scoil Mhic Dara a fheidhmíonn faoi phátrúnacht Ardeaspaig Chaitliceach Thuama. Tá sí suite i mbaile na Ceathrún Rua i gcontae na Gaillimhe agus rannpháirteach sa scéim Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS), plean gnímh na Roinne Oideachais agus Scileanna do chuimsiú oideachais. Tá príomhoide riaracháin, naonúr múinteoirí ranga príomhshrutha agus ceathrar múinteoirí do dhaltaí le riachtanais speisialta oideachais (RSO) ann, maraon le múinteoir tacaíochta teanga a bhíonn ag obair i scoil eile sa cheantar freisin. Ag am na meastóireachta, bhí 237 dalta cláraithe.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá atmaisféar tacúil foghlama agus léiríonn na daltaí dearcadh dearfach i leith na Matamaitice.
- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán.
- Tá cleachtas na múinteoirí go maith; tá gá le monatóireacht níos córasaí a dhéanamh ar dhul chun cinn na foghlama.
- Tá cáilíocht na pleanála don Mhatamaitic measartha; ní threoraíonn an plean scoile-uile an teagasc agus an fhoghlaim go céimniúil, córasach sa scoil.
- Tá cáilíocht na tacaíochta do dhaltaí le riachtanais oideachais speisialta go maith.

MOLTAÍ

- Ba chóir do na múinteoirí ranga anailís a dhéanamh ar thorthaí na scrúduithe caighdeánaithe chun cabhrú leo freastal níos éifeachtaí a dhéanamh ar riachtanais na ndaltaí aonair ag gach rangleibhéal.
- Moltar don scoil athbhreithniú a dhéanamh ar an bplean scoile-uile le go mbeidh clár céimniúil d'fhoghlaim na Matamaitice agus treoir chinnte don phleanáil, don teagasc agus don mheasúnú san áireamh ann.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí sa Mhatamaitic go maith ar an iomlán. Baineann na daltaí úsáid éifeachtach as acmhainní inláimhsithe chun coincheapa a fhoghlaim agus a dhaingniú. Cuirtear *Aistear: Creatchuraclam na Luath-Óige* ar fáil go héifeachtach sna ranganna naíonáin, áit a mbíonn béim chuí ar fhorbairt theanga na matamaitice trí shúgradh.

- Baineadh amach dea-thorthaí foghlama i bhformhór de na ceachtanna matamaitice a breathnaíodh. Phléigh na daltaí an próiseas matamaitice le suim ach léirigh roinnt daltaí deacrachtaí, áfach, cur síos leanúnach a dhéanamh ar a gcuid foghlama. Ba chóir forbairt a dhéanamh ar chumas labhartha na ndaltaí sa Mhatamaitic trí níos mó deiseanna a thabhairt dóibh teanga na matamaitice a úsáid le linn na gceachtanna.
- Baineadh úsáid éifeachtach as an gclár bán idirghníomhach agus as teicneolaíochta fáisnéise agus cumarsáide (TFC) i roinnt bheag ceachtanna. B'fhiú áiseanna TFC a úsáid a thuilleadh chun coincheapa na matamaitice a shoiléiriú agus a dhaingniú.
- Cuireadh in iúl do chigirí, ag cruinniú le fócasghrúpa na ndaltaí, go mbaineann siad tairbhe as foghlaim na matamaitice. Dar leo, cuireann ócáidí ar nós Seachtain na Mata go mór lena dtaithí agus lena dtuiscint ar bhealach spráúil, beoga. Dúirt na daltaí gur mhaith leo níos mó foghlama a dhéanamh trí húsáid a bhaint as an teicneolaíocht.

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

- Tá cáilíocht eispéiris na bhfoghlaiméoirí agus cleachtas na múinteoirí go maith ar an iomlán. Le linn na meastóireachta, bhí struchtúr agus luas oiriúnach ag baint le beagnach gach ceacht agus bhain na daltaí taitneamh as na ceachtanna. Léirigh na daltaí spéis faoi leith nuair a bhí deiseanna acu cluichí matamaitice a imirt go comhoibríoch. Tá scóip ann áfach, do bhreis forbartha a dhéanamh d'úsáid acmhainní i suíomhanna teagaisc áirithe. Freisin, thacódh sé leis an bhfoghlaim dá mbainfí úsáid níos mó as timpeallacht na scoile chun an Mhatamaitic a mhúineadh agus na coincheapa a mhíniú.
- Tá scileanna céistiúcháin inmholta ag na múinteoirí. Múintear straitéisí chun dul i ngleic leis an bpróiseas matamaitice i dtromlach de na ranganna. I gcuid de na ceachtanna a breathnaíodh, baineadh úsáid mhaith as teanga na matamaitice go rialta. Chun cur le saibhreas cainte na matamaitice b'fhiú a chinntiú go bhfuil forbairt chéimnithe á déanamh ar an teanga ó rang go rang. B'fhiú freisin níos mó samplaí d'obair na ndaltaí agus de theanga na matamaitice a chur ar taispeáint sna seomraí ranga.
- Tá tacaíochtaí do dhaltaí le RSO ar cháilíocht mhaith. Tá meascán tacaíochtaí ar fáil idir thacaíocht ais-tharraingthe agus thacaíocht in-ranga. Breathnaíodh úsáid éifeachtach á baint as obair bheirte agus obair ghrúpa chun scileanna matamaitice na ndaltaí a fhorbairt le linn ceachtanna in-ranga. Tá gá anois le cuspóirí soiléire a chlárú i bpleananna na múinteoirí RSO agus cuntas úsáideach a choimeád ar dhul chun cinn na ndaltaí.
- Tá cáilíocht pleanála na múinteoirí sásúil ar an iomlán agus tá gnéithe den phleanáil measartha. Ba chóir do gach múinteoir scéim oibre a ullmhú ag tús gach coicéise, ina dhéanfar tagairt do na torthaí foghlama nó cuspóirí curaclaim atá le baint amach ag na daltaí, in áit bheith ag tagairt do chaibidlí nó leathanaigh an téacsleabhair.
- Tá cáilíocht an mheasúnaithe measartha ar an iomlán. Déanann na múinteoirí roinnt monatóireachta ar obair na ndaltaí chun a ndul chun cinn a mheas. Moltar anailís a dhéanamh

ar thorthaí na dtrialacha caighdeánaithe. Moltar freisin taifid níos fearr a choinneáil agus a chlárú ar dhul chun cinn na ndaltaí aonair i snáitheanna churaclam na matamaitice.

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

- Tá cáilíocht an phlean scoile-uile don Mhatamaitic measartha agus ní mór feabhas a dhéanamh air. Níl treoir shoiléir tugtha sa phlean chun dul chun cinn a chinntiú de réir churaclam na matamaitice. Ba chóir athbhreithniú a dhéanamh ar an bplean agus b'fhiú béim faoi leith a chur ar fhorbairt foclóra sa Mhatamaitic ó rang go rang. Freisin, ba chóir don phlean treoir shoiléir a thabhairt do na múinteoirí i dtaobh éispéaras matamaitice na ndaltaí a chothú agus a fhorbairt go cothrom ó rang go rang.
- Chuir an príomhoide in iúl do na cigirí go bhfuil tús curtha leis an bpróiseas féinmheastóireachta scoile (FMS) arís.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

(Folamh)

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

Cuireann Bord Bainistíochta Scoil Mhic Dara fáilte roimh thuairisc na Roinne Oideachair ar an scoil.

Tugann an Bord agus Foireann na Scoile aitheantas dona moltaí atá déanta sa tuairisc agus tá pleannanna dá mbeartú cheana féin, lena chinntiú go gcuirfear na moltaí i bhfeidhm sa scoil, ar mhaithe le barr feabhais a chur ar an oiliúint agus an fhoghlaim atáthar á chur ar fáil do scoláirí Scoil Mhic Dara.

Tá athbhreithniú dá dhéanamh ar pholasaithe éagsúla na scoile faoi lathair agus tá fobairt curaclaim ar siul ag an am ceanna, go speisialta sa mhatamaitic. Beidh na polasaithe leasaithe dá bhfoilsíú dona páirtithe leasmhara go leir sa bpobal scoile, go tráthúil, sa mbliain seo romhainn. Glacaimid go fonnmhar le comhairle na cigireachta don obair seo.

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 <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó 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
Mathematics

REPORT

Ainm na scoile	Scoil Náisiúnta Mhic Dara
Seoladh na scoile	An Cheathrú Rua Contae na Gaillimhe
Uimhir rolla	19932H

Date of inspection: 16-01-2019



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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 Mathematics 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.
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's practice failed to fulfil the requirements regarding number 3 and therefore the school was not compliant with the requirements under the checks that were made during the inspection visit. Subsequent to that, however, the school provided evidence that it was compliant with this requirement.

Curriculum Evaluation

Date of inspection	16-01-2019
Inspection activities undertaken	<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

Scoil Mhic Dara is a co-educational Gaeltacht school operating under the patronage of the Catholic Archbishop of Tuam. It is located in the village of An Cheathrú Rua in County Galway and participates in Delivery of Equal Opportunity in Schools (DEIS), the Department of Education and Skills action plan for educational inclusion. There is an administrative principal, nine mainstream teachers and four teachers for pupils with special educational needs (SEN), as well as one language-support teacher who also works in another school in the area. At the time of the inspection, there was an enrolment of 237 pupils.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- There is a supportive learning atmosphere and pupils demonstrate a positive attitude towards Mathematics.
- Overall, the quality of pupils' learning is good.
- Teachers' practice is good; more systematic monitoring of progress in learning is required.
- The quality of planning in Mathematics is fair; the whole-school plan does not direct teaching and learning across the school in a graduated, systematic manner.
- The quality of support for pupils with special educational needs is good.

RECOMMENDATIONS

- Class teachers should analyse the results of standardised tests to assist them in providing more effectively for individual pupils' requirements at all class levels.
- The school should review the whole-school plan to ensure that it includes specific guidance for a graduated programme for learning mathematics and for teaching and assessment.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- Overall the quality of pupils' learning in Mathematics is good. Pupils make effective use of material resources to learn and reinforce concepts. *Aistear: The Early Childhood Curriculum Framework* is delivered effectively in the infant classes, where there is an appropriate emphasis on the development of the language of mathematics through play.
- Good learning results were achieved in most of the mathematics lessons observed. Pupils were interested in discussing the mathematical process; however, some pupils demonstrated difficulties in describing their ongoing learning. Pupils' ability to speak about mathematics

should be developed by providing them with more opportunities to use the language during lessons.

- In a small number of classes, the interactive whiteboard and information and communications technology (ICT) were used effectively. It would be worthwhile to further extend the use of ICT to clarify and consolidate mathematics concepts.
- At a meeting with a focus group of pupils, inspectors were informed that they benefit from learning mathematics. They believe that occasions including Maths Week greatly contribute to their understanding in a fun and vibrant way. Pupils say that they would like to learn more through the use of technology.

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

- Overall, the quality of learner experience and teachers' practice is good. During the inspection, the quality and pace of almost all classes were suitable and pupils enjoyed the lessons. Pupils demonstrated particular interest when they had opportunities to play mathematics games collaboratively. There is, however, scope for further development in the use of resources in some learning settings. Moreover, the learning would be supported if more use was made of the school environment in teaching mathematics and explaining concepts.
- Teachers' questioning skills are commendable. Strategies to explore the mathematical process are taught in the majority of classes. In some of the lessons observed, the language of mathematics was regularly used effectively. In order to extend the richness of mathematical language, it would be worthwhile to ensure graduated development of the language from class to class. It would also be worthwhile to display more of the pupils' work and mathematical language in the classrooms.
- Supports for pupils with SEN are good. There is a mixture of supports available including withdrawal support and in-class support. Good use of pair-work and group-work were used to develop pupils' mathematical skills during in-class lessons. Clear learning intentions now need to be recorded in SEN teachers' plans and an appropriate account should be kept of pupils' progress.
- Overall, the quality of teachers' planning is satisfactory and some aspects of planning are fair. All teachers should prepare a scheme of work at the beginning of every fortnight, containing reference to learning outcomes or curriculum objectives for pupils to achieve, rather than refer to pages in the text book.
- The overall quality of assessment is fair. Teachers carry out some monitoring of pupils' work to assess their progress. The results of standardised tests should be analysed. Moreover, more effective records of individual pupil progress in strands of the mathematics curriculum should be kept and filed.

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

- The quality of whole-school planning for Mathematics is fair and needs to be improved. There is no clear guidance in the plan to ensure progress in accordance with the mathematics

curriculum. The plan should be reviewed and, in particular, it would be worthwhile to concentrate on developing mathematical vocabulary from class to class. The plan should also provide teachers with clear guidance with regard to nurturing and developing pupils' mathematical experiences consistently from class to class.

- The principal informed the inspectors that the school's self-evaluation (SSE) process has been recommenced.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

(Blank)

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 Mhic Dara welcomes the report of the Department of Education on the school.

The Board and the Staff of the school acknowledge the recommendations made in the report and plans have already been devised to ensure that the recommendations are implemented in the school, for the benefit of making the teaching and learning, which is being provided to the students of Scoil Mhic Dara, excellent.

Various school policies are being reviewed currently and curriculum development, especially in Mathematics, is occurring simultaneously. The reviewed policies will be published for all of the interested parties in the school community during the coming year. We readily accept the advice of the Inspectorate regarding this work.

(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 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;