

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Ghaeilge

TUAIRISC

Ainm na scoile / School name	St. Laurence College
Seoladh na scoile / School address	Loughlinstown Dublin 18
Uimhir rolla / Roll number	60262T

Dáta na Cigireachta: 14-12-2018



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.

CAD IS MEASTÓIREACHT ÁBHAIR ANN?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise 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 sa Ghaeilge faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

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.

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.

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta na cigireachta	14-12-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus le príomhbhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim le linn cúig thréimhse ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide, don phríomhoide tánaisteach agus don fhoireann ábhartha

Comhthéacs na scoile

Iar-bhunscoil chomhoideachais is ea St. Laurence College a fheidhmíonn faoi phátrúnacht na Marianists, Province of the United States. Tá rollachán reatha de 272 scoláirí ag an scoil agus soláthraítear na cláir seo a leanas: an tSraith Shóisearach, Clár Scoile an Teastais Shóisearaigh, Idirbhliain atá roghnach agus an Ardeistiméireacht bhunaithe. Tá an scoil páirteach sa chlár Comhionannas Deiseanna i Scoileanna a Sheachadadh (DEIS), plean gníomhaíochta na Roinne Oideachais agus Scileanna don ionchuimsiú oideachais. Tá díolúine ón staidéar ar an nGaeilge ag 14% de na scoláirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an iomlán le gnéithe de chleachtas an-éifeachtach le feiceáil sna ceachtanna uile agus scóip chun feabhais i réimsí áirithe den teagasc.
- Ar an iomlán, bhí eispéireas na bhfoghlaimoirí sa réimse idir go maith agus an-mhaith sna ceachtanna a breathnaíodh.
- Cé gur baineadh úsáid as roinnt acmhainní teicneolaíochta faisnéise agus cumarsáide (TFC) is réimse chun feabhais í úsáid na n-acmhainní luachmhara seo i ranganna áirithe.
- Bhí úsáid na Gaeilge ag leibhéal na múinteoirí go maith don chuid ba mhó ach baineadh an iomad úsáide as an aistriúchán go Béarla mar mhodh teagaisc i roinnt ceachtanna.
- Bhí iarrachtaí na scoláirí chun Gaeilge a labhairt i ranganna áirithe le moladh, ach tríd is tríd níor tugadh dóthain deiseanna do scoláirí cumarsáid a dhéanamh le chéile sa sprioctheanga agus an méid Gaeilge a bhí foghlamtha acu a úsáid go nádúrtha agus go feidhmiúil.
- Cé go raibh roinnt oibre déanta ar chúrsaí pleanála do cur i bhfeidhm na sonraíochta nua don Ghaeilge sa tSraith Shóisearach, is gá an phleanáil do theagasc agus foghlaim na Gaeilge a fhorbairt go ginearálta.

Moltaí

- Ní mór deiseanna cumarsáide sa sprioctheanga a chruthú do scoláirí, de réir a gcumas, ón gcéad bhliain ar aghaidh ionas gur féidir leo an teanga atá foghlamtha acu a ionramháil go nádúrtha eatarthu féin agus leis an múinteoir.
- Moltar úsáid a bhaint as réimse níos leithne acmhainní, acmhainní TFC san áireamh chun na scoláirí a ghríosadh chun oibre agus chun tacú lena gcuid foghlama.
- Is gá do na múinteoirí pleanáil go comhoibritheach le haghaidh cur i bhfeidhm na Sonraíochta nua don Ghaeilge leis an mbéim chuí ar fhorbairt réimse scileanna, an chumarsáid san áireamh.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an iomlán le gnéithe de chleachtas an-éifeachtach le feiceáil sna ceachtanna uile. Bhí roinnt scóipe chun feabhais i gceist i réimsí áirithe, áfach, go háirithe mar a bhain sé le húsáid an aistriúcháin go Béarla d'fhonn tuiscint scoláirí ar ábhar an cheachta a chinntiú, agus mar a bhain sé le heaspa deiseanna cainte sa sprioctheanga do scoláirí.
- Sna ceachtanna b'éifeachtúla rinneadh iarrachtaí fóna na scoláirí a chur ag caint trí chomhrá oscailte ag tús ceachta, cleachtadh don bhéaltríail, tráth na gceist agus freagairt do cheisteanna an mhúinteora. Ní mór, áfach, fíordheiseanna cumarsáide a chruthú sna ceachtanna go léir, ina mbeidh deis ag scoláirí ón gcéad bhliain ar aghaidh abairtí Gaeilge a ionramháil go feidhmiúil agus go nádúrtha, de réir a gcumas.
- Ba cheart teanga bainistíochta an tseomra ranga a mhúineadh do scoláirí ón gcéad lá sa chéad bhliain ionas gur féidir leo cumarsáid a dhéanamh trí Ghaeilge ón tús leis an múinteoir ag leibhéal a thagann lena gcumas.
- Ar an iomlán, bhí eispéireas na bhfoghlaimoirí sa réimse idir go maith agus an-mhaith sna ceachtanna a breathnaíodh. Rinneadh iarrachtaí fóna na ceachtanna a dhéanamh spéisúil agus spreagúil trí réimse deiseanna foghlama a chur ar fáil. Tugadh suntas don atmaisféar dearfach tacúil le linn ceachtanna agus ba léir caidreamh measúil a bheith idir múinteoirí agus scoláirí.
- Bhí formhór na gceachtanna roinnte i gcodanna éagsúla bunaithe ar shraith tascanna le comhlíonadh ag na scoláirí. Chinntigh an cur chuige seo go raibh luas maith leis na ceachtanna ach uaireanta bhí an iomad tascanna i gceist agus níor tugadh dóthain deiseanna do scoláirí na scileanna teanga a chleachtadh agus an t-eolas a bhí foghlamtha acu a úsáid agus a shíneadh.
- Baineadh úsáid áirithe as acmhainní TFC sna ceachtanna agus uaireanta baineadh úsáid astu ar bhealach éifeachtach. D'fhéadfaí cur go mór le húsáid agus le raon na n-acmhainní seo, áfach, chun ábhar na gceachtanna a chur i gcomhthéacs comhaimseartha do scoláirí agus chun tacú lena gcuid foghlama. Moltar freisin ceangal a dhéanamh idir an fhoghlaim sa rang agus gnéithe eile den churaclam nó idir an fhoghlaim agus eachtraí nó eispéireas ó shaol na scoláirí féin.
- Tugadh aird ar fhocail agus ar fhrásaí nua mar ba chóir sna ceachtanna a breathnaíodh. Go minic, áfach, níor léiríodh na focail seo ar an gclár bán agus níor tugadh deiseanna do scoláirí fuaimeanna nua a chleachtadh. Le cinntiú go mbeidh an mhuinín ag scoláirí gnéithe nuafhoghlamtha den teanga a úsáid go nádúrtha, ní mór deiseanna a chruthú dóibh chun iad a chleachtadh sa rang. Moltar mar sin, go mbainfí úsáid rialta as an mbuíonaithris. Ba cheart go dtabharfaí deiseanna do scoláirí focail nó frásaí nua a chur in abairtí agus iad a úsáid go feidhmiúil le linn an cheachta.
- Bhí cuid de na seomraí ranga maisithe ar bhealach tarraingteach spreagúil le samplaí d'obair na scoláirí ar taispeáint. Cailleadh deiseanna go minic aird na scoláirí a dhíriú orthu seo le haghaidh leideanna don chaint nó do thascanna ranga.
- Bhí cáilíocht an mheasúnaithe go maith ar an iomlán. Bhí a lán oibre i gcuid de na cóipleabhair a breathnaíodh le linn na meastóireachta. Ba léir ó na cóipleabhair a breathnaíodh go dtugtar agus go gceartaítear obair bhaile go rialta. Ní mór a chinntiú, áfach, go dtugtar aiseolas foirmitheach i scríbhinn do scoláirí a chabhróidh leo na láidreachtaí agus na réimsí chun forbartha ina gcuid oibre a aithint ionas gur féidir leo feabhsú mar fhoghlaimoirí.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an soláthar don Ghaeilge ar thráthchlár na scoile sásúil ar an iomlán. Tugann an bhainistíocht shinsearach tacaíocht do roinn na Gaeilge agus d'iarrachtaí na múinteoirí an Ghaeilge a chur chun cinn sa scoil.
- Cuirtear na deiseanna cuí ar fáil do mhúinteoirí chun freastal ar chúrsaí forbartha gairmiúla, oiliúint ar chur i bhfeidhm *Creat don tSraith Shóisearach* san áireamh.
- Ranganna measctha ilchumais a bhíonn ann don Ghaeilge sa tSraith Shóisearach. Moltar go mbeadh plé idir bhainistíocht shinsearach na scoile agus na múinteoirí Gaeilge faoi ionchais na scoláirí i leith a gcuid gnóthachtála sa Ghaeilge a fheabhsú sa todhchaí.
- Eagraítear líon beag imeachtaí sa scoil chun an Ghaeilge a cheiliúradh mar theanga bheo, go hiondúil timpeall ar cheiliúradh Sheachtain na Gaeilge go náisiúnta. Tugadh grúpa scoláirí chun na Gaeltachta dhá bhliain ó shin, gníomhaíocht a mholtar. Bheadh sé inmholta do na múinteoirí Gaeilge agus don bhainistíocht shinsearach plé a dhéanamh ar shlite ina bhféadfaí próifíl na teanga a ardú sa scoil. Ba cheart moltaí a lorg ó mhúinteoirí agus ó scoláirí araon.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí cáilíocht na pleanála ag leibhéal roinne sásúil ar an iomlán. Ainmnítear duine de na múinteoirí mar chomhordaitheoir ar roinn na Gaeilge gach bliain. Tuairiscíodh go bhfuil raon freagrachtaí ar an gcomhordaitheoir mar seo a leanas: comhordú ar chúrsaí pleanála do mhúineadh agus teagasc na Gaeilge, anailís ar thorthaí scrúduithe teistiméireachta, comhordú ar scrúduithe don Ghaeilge, téacsleabhair agus acmhainní.
- Breathnaíodh miontuairiscí ó chruinnithe roinne. Ba léir gur ceisteanna eagrúcháin, téacsleabhar agus dáileadh ranganna is mó a phléitear ag na cruinnithe sin. Moltar go mbeadh mír sheasta ar chláir cruinnithe faoi theagasc agus foghlaim na teanga, an measúnú san áireamh, le béim ar leith ar fhorbairt scileanna cumarsáide na scoláirí.
- Níorbh léir go raibh liosta acmhainní suas chun dáta ar fáil ag roinn na Gaeilge nó go bhfuil acmhainní á roinnt go forleathan i measc na múinteoirí. Moltar go mbeadh na múinteoirí Gaeilge ag pleanáil le haghaidh úsáid TFC agus raon leathan acmhainní eile chun tacú le foghlaim na scoláirí agus a gcuid suime a mhúscailt i bhfoghlaim na teanga.
- Cuireadh plean don Ghaeilge ar fáil le linn na meastóireachta. Ba léir go bhfuil an phleanáil do chur i bhfeidhm na Sonraíochta nua don Ghaeilge ina thús. D'fhonn cur leis an dea-obair sna ceachtanna reatha, ní mór do na múinteoirí pleanáil le chéile do chur i bhfeidhm réimse straitéisí agus modheolaíochtaí a thacóidh le forbairt scileanna, scileanna cumarsáide san áireamh, bunaithe ar an tSonraíocht nua.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an bpríomhoide tánaisteach agus leis na múinteoirí ábhair.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Overall the school is satisfied with the content of this inspection report. We welcome this evaluation and the detailed findings and will endeavour to address the recommendations outlined. Despite limited funding, the college will make every effort to make improvements within the Irish Department with regards to classroom and I.C.T. resources. The College found the Inspection to be a positive experience and welcomed the process of identifying specific areas that need to be improved. The College is fully committed to addressing the recommendations made in the inspection.

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

The school has taken note of all of the recommendations in the report and has already begun to implement these recommendations.

- The school will endeavour to create greater opportunities for communication in the target language for students. With this in mind a whole school approach was commenced during *Seachtain na Gaeilge* in March of this year. Each teacher in all subject areas was provided with a list of basic classroom instructions in the target language – ‘Gaeilge sa rang’. Staff are also being encouraged to ‘meet and greet’ students through the medium of Irish. In Irish lessons, teachers will aspire to use the target language as the sole means of communication in these lessons and thus avoid the use of translations to English as recommended.
- The Irish Department will collaborate with the JCSP Coordinator to explore further promotion of the target language through JCSP initiatives. The Irish Department is also working with school management in an effort to create a greater pool of shared resources for the Irish Department.
Responding to the recommendation of the use of ICT resources in lessons, the school is currently engaging with the PDST to develop a Digital Learning Strategy for the school.
- Teachers and School Management endeavour to meet and communicate regularly to ensure that a range of strategies and methodologies are implemented that will support the development of skills, including communication skills, based on the new specification for Irish.
Further, staff will engage with all C.P.D. in relation to Irish in general and the new specification in particular.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in
Irish

REPORT

Ainm na scoile / School name	St. Laurence College
Seoladh na scoile / School address	Loughlinstown Dublin 18
Uimhir rolla / Roll number	60262T

Date of Inspection: 14-12-2018



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SUBJECT INSPECTION

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in Irish under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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

INSPECTION ACTIVITIES

Date of Inspection	14-12-2018
Inspection activities <ul style="list-style-type: none">• Review of relevant documentation• Discussions with the principal and key staff• Relationships with students	<ul style="list-style-type: none">• Observation of teaching and learning during five class periods• Examination of students' work• Feedback to the principal, deputy principal and relevant staff

School Context

St. Laurence College is a co-educational, post-primary school which operates under the patronage of the Marianists, Province of the United States. Currently, there are 272 students enrolled in the school and the following programs are provided: the Junior Cycle, the Junior Certificate School Program, an optional Transition Year and the established Leaving Certificate. The school participates in the Delivering Equality of Opportunity in Schools (DEIS), the Department of Education and Skills action plan for educational inclusion. 14% of students have an exemption from studying Irish.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of teaching and learning was good with aspects of very effective practice evident in all lessons and with scope for improvement in some areas of teaching.
- Overall, learners' experience ranged from good to very good in the lessons observed.
- Although some information and communication technology (ICT) resources were used, the use of these valuable resources is an area for improvement in some classes.
- The use of Irish by teachers was good for the most part but translation to English was overused as a teaching methodology in some lessons.
- The students' efforts to speak Irish in certain classes was commendable, but overall, insufficient opportunities were provided for students to communicate with each other in the target language and to use what language they had learned naturally and functionally.
- While there has been some work done on planning for the implementation of the new specification for Irish at Junior Cycle, planning for the teaching and learning of Irish generally needs to be developed.

Recommendations

- Opportunities for communication in the target language must be created for students, according to their ability, from first year onwards so that they can use the language they have learned naturally, with each other and with the teacher.
- It is recommended that a wider range of resources including ICT resources are used to encourage students to work and to support their learning.
- The teachers need to plan collaboratively for the implementation of the new specification for Irish with the appropriate emphasis on developing a range of skills, including communication.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING AND ASSESSMENT

- The overall quality of teaching and learning was good with aspects of very effective practice evident in all lessons. There was scope for improvement in certain areas however, particularly with regard to the use of translation to English to ensure students' understanding of the content of the lesson, and the lack of opportunities for students to converse in the target language.
- In the most effective lessons, appropriate efforts were made to engage the students orally through open conversation at the beginning of a lesson, practice for the oral examination, quizzes and responses to the teacher's questions. However, real opportunities for communication should be created in all lessons, where students from first year have the opportunity to use Irish sentences functionally and naturally, according to their ability.
- The language of classroom management should be taught to students from the first day in first year so that they can communicate with the teacher through Irish from the beginning, at a level commensurate with their ability.
- Overall, learners' experience ranged from good to very good in the lessons observed. Appropriate efforts were made to make lessons interesting and stimulating by providing a range of learning opportunities. A positive and supportive atmosphere was noted during lessons and respectful relationships between teachers and students were evident.
- The majority of lessons were divided into different parts based on a series of tasks to be completed by students. This approach ensured that lessons were well paced but sometimes there were too many tasks given and students did not have sufficient opportunities to practice language skills or to use and extend the knowledge they had learned.
- There was some use of ICT resources in lessons and sometimes these were used in an effective manner. However, the use and range of these resources could be greatly enhanced to modernise the subject matter of lessons for students and to support their learning. It is also recommended that learning in class is linked to other aspects of the curriculum and to events or experiences from the students' own lives.
- Appropriate attention was given to new words and phrases in the lessons observed. Often, however, these words were not displayed on the whiteboard and students were not given opportunities to practice new sounds. To ensure that students have the confidence to use newly acquired forms of the language naturally, opportunities must be created for them to practice them in class. It is recommended, therefore, that regular use is made of group repetition. Students should be given opportunities to put new words or phrases into sentences and to use them functionally during the lesson.
- Some classrooms were decorated in an attractive and stimulating manner with samples of students' work on display. Opportunities were often missed to focus students' attention on these to prompt conversation or class tasks.
- The overall quality of assessment was good. There was a great deal of work in some of the copybooks observed during the evaluation. It was evident from the copybooks observed that homework is assigned and corrected regularly. However, it is important to ensure that students receive formative feedback in writing which will help them identify the strengths and areas for development in their work, so that they can improve as learners.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The provision for Irish on the school timetable is satisfactory overall. Senior management supports the Irish department and the teachers' efforts to promote Irish in the school.

- Teachers are provided with appropriate opportunities to attend professional development courses, including training on the implementation of *Framework for Junior Cycle*.
- There are mixed-ability classes in Irish for Junior Cycle. It is recommended that a discussion be held between the senior management of the school and the teachers of Irish with regard to students' expectations for improving their attainment in Irish in the future.
- A small number of events are organized in the school to celebrate Irish as a living language, usually around the celebration of Seachtain na Gaeilge nationally. A group of students was brought to the Gaeltacht two years ago, an action which is praiseworthy. It would be advisable for the Irish teachers and senior management to discuss ways in which the profile of the language could be raised in the school. Recommendations should be sought from both teachers and students.

3. PLANNING AND PREPARATION

- The quality of planning at departmental level was satisfactory overall. One of the teachers is nominated as the co-ordinator of the Irish department each year. It was reported that the co-ordinator has a range of responsibilities including: co-ordination of planning for the teaching and learning of Irish, analysis of the results of certificate examinations, co-ordination of Irish examinations, textbooks and resources.
- Minutes of departmental meetings were observed. It was clear that organisational issues, textbooks and class distribution were discussed most frequently at these meetings. It is recommended that the teaching and learning of the language, including assessment, become a permanent item on the agenda of meetings and that particular emphasis is placed on the development of students' communication skills.
- It was not clear that the Irish department had an up-to-date list of resources available or that resources were being shared widely among teachers. It is recommended that the Irish teachers plan for the use of ICT and a wide range of other resources to support students' learning and to stimulate their interest in learning the language.
- A plan for Irish was provided during the evaluation. It was clear that planning for the implementation of the new specification for Irish is in its infancy. In order to build on the good work in current lessons, teachers need to plan together for the implementation of a range of strategies and methodologies that will support the development of skills, including communication skills, based on the new specification.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

Overall the school is satisfied with the content of this inspection report. We welcome this evaluation and the detailed findings and will endeavour to address the recommendations outlined. Despite limited funding, the college will make every effort to make improvements within the Irish Department with regards to classroom and I.C.T. resources. The College welcomes the opportunity to follow-up on specific areas that need to be improved and is fully committed to addressing the recommendations made in the inspection report.

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 school has taken note of all of the recommendations in the report and has already begun to implement these recommendations.

- The school will endeavour to create greater opportunities for communication in the target language for students. With this in mind a whole school approach was commenced during *Seachtain na Gaeilge* in March of this year. Each teacher in all subject areas was provided with a list of basic classroom instructions in the target language – ‘Gaeilge sa rang’. Staff are also being encouraged to ‘met and greet’ students through the medium of Irish. In Irish lessons, teachers will aspire to use the target language as the sole means of communication in these lessons and thus avoid the use of translations to English as recommended.
- The Irish Department will collaborate with the JCSP Coordinator to explore further promotion of the target language through JCSP initiatives. The Irish Department is also working with school management in an effort to create a greater pool of shared resources for the Irish Department.

Responding to the recommendation of the use of ICT resources in lessons, the school is currently engaging with the PDST to develop a Digital Learning Strategy for the school.

- Teachers and School Management endeavour to meet and communicate regularly to ensure that a range of strategies and methodologies are implemented that will support the development of skills, including communication skills, based on the new specification for Irish.

Further, staff will engage with all C.P.D. in relation to Irish in general and the new specification in particular.

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 of 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 <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;