

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar Ghaeilge

TUAIRISC

Ainm na scoile	Ardscoil Rís
Seoladh na scoile	Ascaill Uí Ghríofa Baile Átha Cliath 9
Uimhir rolla	60420L

Dáta na cigireachta: 28-09-2016



CAD IS CIGIREACHT ÁBHAIR ANN?

Déanann cigireachtaí ábhair tuairisciú ar cháilíocht na hoibre i réimsí curaclaim faoi leith laistigh de scoil. Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc sa Ghaeilge faoi na ceannteidil seo a leanas:

1. Foghlaim, teagasc agus measúnú
2. Soláthar don ábhar agus tacaíocht na 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.

Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Ghaeilge

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dátaí na cigireachta	27 agus 28 Meán Fómhair
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Athbhreithniú ar na cáipéisí cuíPlé leis an bpríomhoide agus leis na múinteoiríCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar theagasc agus ar fhoghlaim i rith cúig thréimhse rangaAthbhreithniú ar obair na scoláiríAiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Meánscoil dheonach do bhuachaillí is ea Ardscoil Rís atá faoi chúram Iontaobhas Scoileanna Éamainn Rís. Ábhar croílair is ea an Ghaeilge ar chláir na scoile, mar atá an Teastas Sóisearach, an Idirbhliain atá ina clár roghnach, agus an Ardteistiméireacht. Is é 525 móriomlán na scoláirí atá cláraithe don scoilbhliain reatha agus déanann a bhformhór staidéar ar an nGaeilge. N raibh díolúine ón ábhar ach ag 4% den mhóriomlán; ba sa bhunscoil a bronnadh ionann agus gach ceann díobh sin.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí cáilíocht an teagaisc, na foghlama agus na measúnachta go maith tríd is tríd sna ceachtanna a breathnaíodh agus bhí samplaí de chleachtas an-éifeachtach cé go raibh an téacsleabhar agus an múinteoir lárnach cuid mhaith in obair an ranga.
- Tá rátaí an-mhaith rannpháirtíochta ag an ardleibhéal san ábhar i scrúdú an Teastais Shóisearaigh agus tá líon na scoláirí a thugann faoin mbonnleibhéal san ábhar an-íseal; bhí an pictiúr níos éagothroime i scrúdú na hArdteistiméireachta.
- Bhí obair chuí sna cóipleabhair ar fad a breathnaíodh a léirigh díograis; bhí cleachtas éagsúil ann maidir le haitheantas agus measúnú foirmitheach a chur le hobair na scoláirí áfach.
- Bhí sé le moladh go raibh an Ghaeilge in uachtar go mór sa teagasc sna ceachtanna; bhí claonadh rómhór i dtreo an aistriúcháin go Béarla sna cóipleabhair a breathnaíodh.
- Tá na scoláirí á réiteach go maith do riachtanais na scrúduithe teistiméireachta sa Ghaeilge.
- Tá an fhorbairt ghairmiúil leanúnach (FGL) i measc bhaill roinn na Gaeilge ag leibhéal atá thar a bheith cuimsitheach agus fóna; tá gá le cúrsaí cruinnis sa teanga a chur san áireamh.

MOLTAÍ

- Tá scóip ann chun díriú tuilleadh ar labhairt na Gaeilge a fhorbairt leis na scoláirí mar thaca le sealbhú na teanga agus taitneamh níos mó a chur san fhoghlaim sa rang.
- Ar mhaithe le cur chuige comónta a ghlacadh don mheasúnú foirmitheach ar obair scríofa b'fhiu mórphointí gramadaí agus comhréire a thiomsú agus iad a roinnt leis na rang ar fad.
- Moltar gach iarracht a dhéanamh leis an sprioctheanga a úsáid tuilleadh sa scríobh chomh maith leis an gcaint.
- Moltar cúrsaí athnuachana cruinnis sa Ghaeilge a chur san áireamh mar chuid de chlár FGL na múinteoirí.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc, na foghlama agus na measúnachta go maith tríd is tríd sna ceachtanna a breathnaíodh agus bhí samplaí de chleachtas an-éifeachtach. Bhí dul chun cinn san fhoghlaim le feiceáil ar fud na gceachtanna cé go raibh an téacsleabhar agus an múinteoir lárnach cuid mhaith in obair an ranga; b'fhiú iarrachtaí a dhéanamh chun na scoláirí a chur i mbun cainte níos mó sa cheacht agus smaointeoireacht dá gcuid féin a spreagadh agus aithint de bhreis ar ionchur an mhúinteora.
- Bhí éagsúlacht mhaith sa réimse cheisteoireachta a chleacht na múinteoirí sa chuid ba mhó de na ceachtanna agus bhí scileanna ardoird ceisteoireachta in úsáid freisin, b'fhiú i gcásanna áirithe tamall eile a thabhairt do na scoláirí lena gcuid smaointeoireachta féin a dhéanamh chun dul i ngleic leis an gceist sula dtugtar leide i leith an fhreagra atá á lorg. I gcás amháin bhí claonadh chun freagraí scríofa a chumadh ar dhán ag leibhéal a bhí ró-ard don inniúlacht teanga a bhí i measc na scoláirí, b'fhearr an téacs a phlé ag leibhéal teanga a bhí cothrom le hinniúlacht na scoláirí agus tógáil air sin le himeacht ama.
- Baineadh úsáid mhaith as acmhainní teicneolaíocht faisnéise agus cumarsáide (TFC) chun léargas níos doimhne a thabhairt do na scoláirí ar théacsanna liteartha go háirithe.
- Léirigh bainistíocht shinsearach na scoile an-tacaíocht do sheasamh láidir an ábhair sa scoil agus d'iarrachtaí roinn na Gaeilge ionchais arda a chur roimh na scoláirí san ábhar sna scrúduithe teistiméireachta.
- Tá rátaí an-mhaith rannpháirtíochta ag na scoláirí ag an ardleibhéal san ábhar i scrúdú an Teastais Shóisearaigh agus tá toradh fóna ar iarrachtaí roinn na Gaeilge le cúig bliana anuas na treochtaí sin a ardú tuilleadh. Is díol suntais é go luann roinn Gaeilge na scoile an bhéaltríail Ghaeilge roghnach leis na treochtaí dearfacha sin, cuirtear na scoláirí ar fad isteach ar an mír sin den scrúdú. Is dea-chomhartha é chomh maith go bhfuil ag éirí leis an scoil an sprioc chun líon na scoláirí a thugann faoin mbonnleibhéal sa Teastas Sóisearach agus san Ardteistiméireacht a choimeád an-íseal.
- Tá pictiúr na rannpháirtíochta san ábhar níos éagothroime i scrúdú na hArdteistiméireachta; tá an roinn le moladh as a gcuid iarrachtaí leanúnacha leis an líon is mó scoláirí a chur i dtreo an ardleibhéil. Léirigh an anailís ar thorthaí an ghnáthleibhéil san Ardteistiméireacht go bhfuil bonn maith faoi chaighdeán Gaeilge na scoláirí faoin tráth sin; bhí dealramh leis na cúiseanna a luaigh an roinn leis an gclaonadh i dtreo an ghnáthleibhéil san Ardteistiméireacht, rud a léirigh dea-chuma ar chleachtas athmhachnamhach na roinne.
- Bhí béim ar leith sna ceachtanna a breathnaíodh ar an léitheoireacht chun críche tuisceana a fhorbairt leis na scoláirí agus ar scríobh na teanga, obair a cuireadh i gcrích go maith; tá scóip ann chun díriú tuilleadh ar labhairt na Gaeilge a fhorbairt leis na scoláirí ar mhaithe le sealbhú na teanga agus cur leis an taitneamh san fhoghlaim. Ba mhaith an chéim chuige seo scoláirí sa tsraith shóisearach a thabhairt isteach ar ghnáthchomhrá a chleachtadh mar mhír rialta sa cheacht, ar ábhar dírithe ar réimse spéise na scoláirí sin.
- Bhí an difreáil in úsáid na teanga le feiceáil go héifeachtach i gceacht ardleibhéal ar leith; sa chás sin spreag an múinteoir na scoláirí chun moltaí a dhéanamh faoi conas go bhféadfaí caighdeán na teanga i bhfreagra a ardú ar mhaithe le grád 'A' a bhaint amach. Bhí an tasc seo fiúntach, éilitheach agus éifeachtach; thug sé léargas ar thuiscint na scoláirí ar shaibhreas teanga a aithint agus spreag sé iad le bheith seiftiúil chun an teanga a ionramháil.

- Bhí obair chuí sna cóipleabhair ar fad a breathnaíodh a léirigh díograis; bhí cleachtas éagsúil ann maidir le haitheantas agus measúnú foirmitheach a chur le hobair na scoláirí áfach. B'fhiú mórfhointí gramadaí agus comhréire a thiomsú agus iad a roinnt leis na rang ar fad.
- Bhí sé le moladh go raibh an Ghaeilge in uachtar go mór sa teagasc sna ceachtanna; bhí claonadh i dtreo an aistriúcháin go Béarla sna cóipleabhair áfach ar mhaithe le tuisicint agus foghlaim a dhearbhu. Moltar an cleachtas seo a mhaolú agus gach iarracht a dhéanamh leis an sprioctheanga a úsáid tuilleadh sa scríobh chomh maith leis an gcaint.
- Tá na scoláirí á réiteach go maith do riachtanais na scrúduithe teistiméireachta sa Ghaeilge; is é an dúshlán atá roimh roinn na Gaeilge ná leanacht de na riachtanais sin a shásamh chomh maith leis na scoláirí a chumasú níos mó le bheith in ann an teanga a úsáid go neamhspleách agus sásamh níos mó dá réir a bhronnadh orthu as a gcuid foghlama.

SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá seasamh láidir ag an nGaeilge sa scoil agus tugann bainistíocht agus údaráis na scoile tacaíocht láidir don ábhar ag leibhéal na roinne ábhair agus na scoláirí. Comhartha amháin air sin is ea an maoiniú an-suntasach atá ar fáil do na scoláirí chun scoláireachtaí ar chúrsaí Gaeilge i gcoláistí Gaeltachta sa samhradh a bhaint amach.
- Tá an Ghaeilge á cur chun cinn lasmuigh den seomra ranga Gaeilge tríd an gcumann Gaeilge atá curtha ar bun do scoláirí leis an teanga a labhairt mar ghnáthmheán cumarsáide eatarthu féin agus bronntar 'an fáinne' ar scoláirí mar ghradam ag mórócáidí scoile as a gcuid iarrachtaí sa teanga; tá na tionscnaimh seo le moladh go mór.
- Tá an fhorbairt ghairmiúil leanúnach (FGL) i measc bhaill roinn na Gaeilge ag leibhéal atá thar a bheith cuimsitheach agus fóna; cuimsíonn an réimse seo cáilíochtaí breise sa teagasc teangacha, meantóireacht ar mhúinteoirí nua-cháilithe, teicneolaíocht san oideachas, litearthacht agus uimhearthacht. Tá taithí freisin sa roinn ag na béaltrialacha agus scrúduithe scríofa teistiméireachta sa Ghaeilge. Moltar cúrsaí athnuachana cruinnis sa Ghaeilge a chur san áireamh mar chuid de chlár FGL na múinteoirí.
- Tá fillteán comóna curtha ar fáil do roinn na Gaeilge ar thiomántán na scoile rud a éascaíonn cur chuige comóna agus comhoibríoch i leith obair phleanála.

2. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí cáilíocht an obair phleanála don Ghaeilge go maith ag leibhéal na roinne agus bhí tuisicint mhaith ar na feidhmeanna teanga a aithint sna topaicí a bhí le déanamh sa rang; bhí an phleanáil aonair fiúntach i bhformhór na ranganna a breathnaíodh.
- Tá struchtúr roinne éifeachtach ann agus comhordaitheoir cumasach i mbun obair na roinne a stiúradh. Léirigh taifid roinn na Gaeilge go bhféachtar le feabhsúcháin in obair na roinne a aithint agus a chur i bhfeidhm.
- Bhí spiorad comhoibríoch le sonrú i measc bhaill roinn na Gaeilge; sa phlé a lean mar chuid den mheastóireacht bhíothas oscailte agus fáilteach roimh mholtaí chun cur le hacmhainn agus inniúlacht na múinteoirí chun cúrsaí teagaisc agus foghlama san ábhar a chur chun cinn agus a fhorbairt.
- Ar mhaithe le deachleachtas ranga a fhorbairt moltar na féidearthachtaí a thapú le go bhféadfadh múinteoirí breathnú ar chleachtas a chéile ar bhonn téamach ar uairibh agus saineolas a roinnt tuilleadh.

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

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Ardscoil Rís go mór roimh thorthaí na tuairisce. Cúis áthais don Bhord is ea go n-aithnítear sa tuairisc obair chrua ár gcuid múinteoirí ar mhaithe le seasamh na Gaeilge sa scoil in ainneoin an chomhthéacs go náisiúnta a bheith an-dúshlánach. Léiriú is ea na rátaí rannpháirtíochta ag an Ardleibhéal agus dearcadh dearfach ár gcuid scoláirí i leith na Gaeilge ar dhíograis agus tiomantas na foirne teagaisc atá againn agus tá an Bord sásta go bhfuil an méid seo le léamh go soiléir sa tuairisc. Féachfaidh an Bord agus an fhoireann teagaisc leis na moltaí a fheidhmiú ar mhaithe le cur leis na buanna atá ann go feiceálach maidir leis an nGaeilge sa scoil againne.

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

Cé go raibh béim ar an teanga scríofa sna ceachtanna mar a ndearnadh an chigireacht, beidh úsáid na Gaeilge labhartha mar thosaíocht sa rang i gcónaí. Díreofar aird níos mó ar aiseolas foirmitheach ó bhéal agus sna ceartúcháin a bheidh le déanamh ar obair scríofa. Léiríonn na múinteoirí a gcuid tiomantais don Ghaeilge ar bhonn leanúnach agus tá siad sásta freastal ar FGL atá dírithe ar an ábhar mar chuid dá bhforbairt ghairmiúil leanúnach. Mar thaca leis seo, beidh fáil ag na múinteoirí ar mhaoiniú tacaíochta trí sparánacht an Bhoird Bhainistíochta do FGL na múinteoirí.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Irish

Ainm na scoile / School name	Ardscoil Rís
Seoladh na scoile / School address	Griffith Avenue Dublin 9
Uimhir rolla / Roll number	60420L



WHAT IS A 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 under the following headings:

1. Learning, teaching 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 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.

Report on the Quality of Learning and Teaching in Irish

INSPECTION ACTIVITIES DURING THIS INSPECTION

Dates of inspection	27 and 28 September 2016
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and Irish teachers• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during five class periods• Examination of students' work• Feedback to principal and teachers

SCHOOL CONTEXT

Ardcoil Rís is a voluntary secondary school for boys which is under the care of Edmund Rice Schools Trust. Irish is a core subject on the school programmes, namely the Junior Certificate, the Transition Year, which is an optional programme, and the Leaving Certificate. The total number of students registered for the current school year is 525; the majority of them study Irish. Only 4% of the total number held an exemption from the subject; almost all of those were awarded at primary school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of teaching, learning and assessment was good overall in the lessons observed and there were examples of very effective practice although the textbook and the teacher were quite central to the work of the class.
- There were very good rates of participation at higher level in the subject in the Junior Certificate examination and the number of students who take foundation level in the subject is very low; the picture was more uneven in the Leaving Certificate examination.
- There was appropriate work in all of the copy books examined which indicated good application; there was varied practice in regard to adding recognition and formative assessment to the work of students however.
- It was to be commended that Irish was very prevalent in teaching in the lessons; there was too much of a tendency towards translation to English in the copy books examined.
- The students are being well prepared for the requirements of the certificate examinations in Irish.
- Continuing professional development (CPD) among members of the Irish Department is at a very comprehensive and sound level; there is a need to include courses in language accuracy.

RECOMMENDATIONS

- There is scope to focus more on developing spoken Irish with the students as a support to acquiring the language and to add more enjoyment to learning in the class.
- As a support to using a common approach to formative assessment of written work, it would be worthwhile compiling the main grammar and syntax points and sharing them with the whole class.
- It is recommended that every effort be made to use the target language more in writing as well as in speech.

- It is recommended to include refresher courses in Irish language accuracy as part of the teachers' CPD programme.

DETAILED FINDINGS AND RECOMMENDATIONS

1. LEARNING, TEACHING AND ASSESSMENT

- The standard of teaching, learning and assessment was good overall in the lessons observed and there were examples of very effective practice. Progress in learning was to be seen throughout the lessons even though the textbook and the teacher were quite central to the work of the class. It is advised to make efforts to get the students to speak more in the lesson and to encourage and affirm thinking for themselves in addition to teacher input.
- There was good variation in the range of questioning that the teachers practised in most of the lessons and higher-order questioning skills were also used. It is advised in certain cases to give students more time to do their own thinking to tackle a question before clues to the answer being sought are given. In one case, there was a tendency to compose written answers on a poem which was at too high a level for the language ability amongst the students. It would be preferable to discuss the text at a language level that suited the ability of the students and to develop that over time.
- Good use was made of information and communication technology (ICT) to give students a deeper insight into literary texts especially.
- Senior management showed strong support for the high standing of the subject in the school and for the efforts of the Irish department to set high expectations for the students in the subject in certificate examinations.
- The students have very good rates of participation at higher level in the subject in the Junior Certificate examination and there has been a good outcome to the efforts of the Irish department over the last five years to raise those trends further. It is significant that the Irish department of the school links those positive trends to the optional oral Irish examination; all of the students are entered for this part of the examination. It is a good sign also that the school is succeeding in the aim of keeping the number of students who take foundation level in the Junior Certificate and in the Leaving Certificate very low.
- The participation profile for the subject is more uneven in the Leaving Certificate examination. The department is commended for the continuing efforts to point the majority of students to higher level. The analysis of results at ordinary level in the Leaving Certificate showed that the students' standard of Irish has a good foundation to it by that time. The reasons cited by the department for the tendency towards ordinary level in the Leaving Certificate were well presented; this reflected well on the department's reflective practice.
- There was particular emphasis in the lessons observed on reading to develop understanding with the students and on writing the language. This work was done well. There is scope to focus more on the development of the students' spoken Irish as a means of acquiring the language and adding enjoyment to learning. It would be a good step in this direction to have junior cycle students practise normal conversation as a regular part of the lesson, on material that is focused on an area of interest to those students.
- Differentiation in the use of the language was seen effectively in a particular higher level lesson. In that case the teacher encouraged the students to make recommendations about how the standard of language in an answer could be raised for the purposes of obtaining a grade 'A'. This

task was worthwhile, exacting and effective. It give an indication of the students' understanding of recognising richness of language and encouraged them to be resourceful in manipulating the language.

- There was appropriate work in all of the copy books examined which showed good application. There was varying practice, however, regarding including recognition of students' work and providing formative assessment. It would be worthwhile to compile the main grammar and syntax points and to share them with the whole class.
- It was commendable that Irish was very prevalent in teaching in the lessons. There was a tendency towards translation to English in the copy books, however, for the aim of confirming understanding and learning. It is advised that this practice be reduced and every effort be made to use the target language more in writing and in speaking.
- The students are being prepared well for the requirements of the examinations in Irish. The challenge that the Irish department has is to continue to satisfy those requirements as well as to better enable the students to use the language independently. Success in this aim will give the students a greater feeling of satisfaction from their learning.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Irish has a strong standing in the school; school management and authorities give strong support to the subject both at subject department level and at student level. One indication of that is the very significant funding provided for student scholarships on Irish language courses in Gaeltacht colleges in the summer.
- Irish is being promoted outside the Irish classroom through the Irish language club established for students to speak the language as a normal medium of communication among themselves. Students are also awarded 'an fáinne' at major school events for their efforts with the language; these initiatives are highly commended.
- CPD amongst members of the Irish department is at a very comprehensive and sound level. The range includes extra qualifications in language teaching, mentoring newly qualified teachers, technology in education, literacy and numeracy. There is also experience in the department of oral and written certificate examinations in Irish. It is recommended that refresher courses in Irish language accuracy be included as part of the teachers' CPD programme.
- A common folder has been provided for the Irish department on the school drive, this facilitates a common and collaborative approach to planning work.

2. PLANNING AND PREPARATION

- The quality of planning work for Irish was good at departmental level and there was good understanding of identifying language functions in the topics being done in class. Individual planning was good in the majority of classes observed.
- There is an effective departmental structure and a capable coordinator is in charge of directing departmental work. The Irish department's records showed that the members are engaged with identifying and implementing improvements in the work of the department.
- A collaborative spirit was evident amongst the members of the Irish department. In the discussion that followed as part of the evaluation, there was an openness and receptiveness towards recommendations to enhance teacher capacity and proficiency to promote and develop teaching and learning issues in the subject.

- In the interests of developing good classroom practice, it is recommended that possibilities are availed of to allow teachers to observe each other's practice on a themed basis occasionally and to share expertise more.

The draft findings and recommendations arising out of this evaluation were discussed with the 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

The Board of Management of Ard Scoil Rís broadly welcomes the findings of the report. The Board is pleased that the Inspection recognises the hard work undertaken by our teachers to ensure that the standing of Irish in our school is upheld despite a very challenging national context. The participation rates at Higher Level and the positive attitude of our students towards the Irish language reflect the enthusiasm and dedication of our teaching staff and the Board is satisfied that this is accurately reflected in the report. The Board and the staff of Ard Scoil Rís will take the recommendations of the report on board with a view to improving upon the visible strengths of Irish in our school.

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

While the lessons inspected showed an emphasis on written work, the use of spoken Irish will continue to remain a priority in class. There will be an increase in formative feedback through Irish in corrections and in verbal feedback. Teachers show their commitment to the Irish language on an ongoing basis and are happy to attend subject-specific CPD as part of their ongoing professional development. To assist with this, the teachers can access funding support through the Board of Management's bursary for teacher CPD.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <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. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;