

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Cigireacht Ábhair sa Ghaeilge**

**TUAIRISC**

|   |                                    |
|---|------------------------------------|
| <b>Ainm na scoile /<br/>School name</b>       | Beneavin De La Salle College       |
| <b>Seoladh na scoile /<br/>School address</b> | Beneavin Road<br>Finglas<br>Dublin |
| <b>Uimhir rolla /<br/>Roll number</b>         | 605110                             |

**Dáta na Cigireachta: 18-10-2018**



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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 na Gaeilge 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.

# CIGIREACTH ÁBHAIR

## GNÍOMHAÍOCHTAÍ CIGREACTHA

|  |   |
|--|---|
| <b>Dátaí na cigireachta</b>  | 16 & 18-10-2018   |
| <b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Plé leis an bpríomhoide agus le príomhbhaill foirne</li><li>• Caidreamh le scoláirí</li></ul> | <ul style="list-style-type: none"><li>• Breathnú ar theagasc agus foghlaim le linn chúig thréimhse ranga</li><li>• Scrúdú ar obair na scoláirí</li><li>• Aiseolas don phríomhoide, don phríomhoide tánaisteach agus do roinn na Gaeilge</li></ul> |

## Comhthéacs na scoile

Meánscoil dheonach do bhuachaillí is ea Coláiste Beann Aoibhinn. Tá 461 rollaithe don scoilbhliain reatha. Tá an scoil páirteach sa scéim Comhionannas Deiseanna i Scoileanna a Sheachadadh (DEIS). Soláthraíonn an scoil an tSraith Shóisearach, an Idirbhliain (roghnach), an Ardteistiméireacht bhunaithe agus an Ardteistiméireacht Fheidhmeach. Tá díolúine ó staidéar na Gaeilge ag 13% den rollachán.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Bhí cáilíocht an teagaisc sásúil ar an iomlán: bhí réimse sa cháilíocht thar na ranganna le rang amháin go maith tríd síos, an tromlach sásúil agus rang amháin eile measartha; breathnaíodh roinnt gnéithe de chleachtas a bhí go han-mhaith i ngach rang.
- Leagadh béim ar fhorbairt scileanna litearthachta na scoláirí i ngach rang ach ní mór a mheabhrú gur gá a n-inniúlacht i labhairt na teanga a fhorbairt mar chuid de.
- Bhí cáilíocht na foghlama measartha ar an iomlán: bhí an cháilíocht go maith i gcás an mhionlaigh ach, go ginearálta, is gá ionchais foghlama na scoláirí a ardú agus díriú ar dhifreáil na foghlama.
- Bhí cáilíocht an mheasúnaithe measartha: ceisteanna ísealoird ba mhó ar fad a úsáideadh agus roinnt bheag samplaí d'aiseolas foirmitheach a breathnaíodh.
- Déanann an bhainistíocht soláthar an-mhaith don Ghaeilge agus tugtar an-tacaíocht di.
- Bhain cáilíocht shásúil leis an bplean don ábhar: is gá tógáil ar an obair phleanála don tSraith Shóisearach agus don Idirbhliain.

### Moltaí

- Is gá ionchais na scoláirí maidir le foghlaim na Gaeilge a ardú agus a n-inniúlacht in úsáid na teanga a fhorbairt.
- Ba cheart tógáil ar an roinnt bheag de straitéisí chun an fhoghlaim a dhifreáil, mar a breathnaíodh, agus ba chóir díriú ar dhifreáil na foghlama trí na hintinní foghlama, ceistiúchán an mhúinteora, na tascanna le linn ranga agus don obair bhaile.
- Sa phleanáil do na ranganna sa tsraith shóisearach, ba cheart ról na litríochta mar fhoinsé don teanga a chomhtháthú le hábhar agus ról a bheith ag na scoláirí i roghnú na dtéacsanna.
- Ba cheart cuir chuige teagaisc agus foghlama a chur san áireamh sna gníomhartha a aithneoidh an roinn chun spriocanna feabhsúcháin do ghnóthachtáil na scoláirí a bhaint amach.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc sásúil ar an iomlán: bhí réimse sa cháilíocht thar na ranganna le rang amháin go maith tríd síos, an tromlach sásúil agus rang amháin eile measartha; breathnaíodh roinnt gnéithe de chleachtas a bhí go han-mhaith i ngach rang.
- Leagadh béim ar fhorbairt scileanna litearthachta na scoláirí i ngach rang trí, mar shampla, úsáid chruachóipeanna d'fhoclóirí. Ní mór a mheabhrú, áfach, gur gá a n-inniúlacht i labhairt na teanga agus in úsáid struchtúir na teanga a fhorbairt mar chuid de.
- Breathnaíodh éagsúlacht mhaith de straitéisí in úsáid i ngach rang, ar nós cláir bhána agus an teicneolaíocht chun spéis na scoláirí a mhúscailt. Tá moladh ar leith ag dul don chás inar úsáideadh straitéisí go cruthaitheach agus go héifeachtach chun tuiscint na scoláirí ar théama i bpíosa filíochta a fhorbairt ar bhealach a chinntigh gurb iadsan a d'aithin an téama. Ba cheart an cleachtas seo a leathnú.
- Bhí éagsúlacht tascanna le déanamh ag na scoláirí i ngach rang, tascanna a d'éiligh comhoibriú san fhoghlaim san áireamh. Chun a chinntiú go mbíonn tascanna a éilíonn comhoibriú san fhoghlaim éifeachtach, ba cheart go mbeadh bearna eolais i gceist agus go mbeadh an teanga a bhíonn riachtanach do na scoláirí chun an tasc a dhéanamh trí Ghaeilge acu.
- Moladh na scoláirí as a n-iarrachtaí i ngach rang agus rinneadh amhlaidh trí Ghaeilge i mbeagnach gach cás. Moltar úsáid na Gaeilge i moladh na scoláirí a leathnú chuig gach rang.
- Bhí cáilíocht na foghlama measartha: bhí an cháilíocht go maith i gcás an mhionlaigh ach tá scóip ann go ginearálta ionchais foghlama na scoláirí a ardú agus díriú ar dhifreáil na foghlama.
- Sna cásanna sin ina raibh an cleachtas ab fhearr, bhí na hionchais d'fhoghlaim na scoláirí ard, bhí an Ghaeilge in úsáid níos minice ag na scoláirí agus níorbh é an t-aistriúchán go Béarla an príomhchur chuige chun tuiscint na scoláirí ar an teanga a fhorbairt.
- Roinneadh intinní foghlama leis na scoláirí ag an tús i gcás roinnt bheag de ranganna agus an t-ábhar sna cásanna eile. Ba cheart é a bheith ina ghnáthchleachtas intinní foghlama difreáilte a roinnt leis na scoláirí agus iad a úsáid chun measúnú na foghlama le linn agus ag deireadh ranga a stiúradh mar a breathnaíodh i gcúpla cás.
- Bhí cáilíocht an mheasúnaithe measartha. Ceisteanna ísealoird ba mhó a úsáideadh agus ba iad na tascanna céanna a tugadh do na scoláirí ar fad, obair bhaile san áireamh seachas i gcúpla cás. Mar a léirigh cáilíocht na bhfreagraí ó bhéal ó roinnt bheag scoláirí, tá an scóip ann ceisteanna a chur a éilíonn freagraí níos casta agus abairtí iomlána mar fhreagra.
- Breathnaíodh roinnt an-bheag samplaí de scoláirí ag cur ceisteanna ar ábhar an ranga agus iarracht é sin a dhéanamh trí Ghaeilge. Moltar na scoláirí a chumasú chun ceisteanna a chur ar ábhar an ranga, agus iad a spreagadh chuige sin.
- Cé gur tugadh obair bhaile sna ranganna ar fad, léirigh dialanna na scoláirí gur rud fánach é seo. Ba i gcás ranga amháin a bhí samplaí d'aiseolas foirmitheach le léamh ar obair na scoláirí. Ag teacht leis na spriocanna atá aitheanta ag an roinn maidir le chur i bhfeidhm chleachtais bunaithe ar aiseolas foirmitheach, moltar é a bheith mar ghnáthchuid d'eispéireas foghlama na scoláirí ar fad aiseolas foirmitheach a fháil ar an obair scríofa.

### 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Déanann an bhainistíocht soláthar an-mhaith don Ghaeilge agus tugtar an-tacaíocht di.
- Tá soláthar an-mhaith ama ar fáil don ábhar ar an tráthchlár agus soláthraítear deiseanna do na scoláirí d'úsáid na teanga lasmuigh de ranganna foirmeálta.

- Tá soláthar an-mhaith acmhainní ar fáil lena n-áirítear an teicneolaíocht faisnéise agus cumarsáide sna seomraí ranga.
- Bíonn cruinnithe rialta ag roinn na Gaeilge: moltar cúrsaí oideolaíochta a chur ar chlár na gcruinnithe sin agus spriocanna forbartha sa réimse sin a aithint mar chuid de na cleachtais féinmheastóireacht.

### **3. PLEANÁIL AGUS ULLMHÚCHÁN**

- Bhain cáilíocht shásúil leis an bplean don ábhar sa mhéid is gur chuimsigh sé na mórghnéithe de phlean roinne.
- Déantar anailís ar ghnóthachtáil sna scrúduithe teistiméireachta. Tá sé le moladh go bhfuil sé mar aidhm ag an roinn anois spriocanna forbartha a aithint maidir le rannpháirtíocht agus gnóthachtáil scoláirí sna scrúduithe teistiméireachta agus é seo a nascadh leis na spriocanna sa phlean DEIS. Ba cheart cuir chuige teagaisc, foghlama agus measúnaithe a chur san áireamh sna spriocanna agus sna gníomhartha a aontófar mar is cuí.
- Is i dtús a bhforbartha atá na pleananna don Gaeilge sa chéad bhliain agus sa dara bliain den tSraith Shóisearach. Go ginearálta, tá an t-ábhar sásúil agus baineann an cleachtas is fearr leis na haonaid sin ina bhfuil an litríocht comhtháite le hábhar. Moltar dlús a chur leis an obair sin anois, áfach, ionas go mbeidh an plan fadtéarmach don fhoghlaim níos soiléire.
- Maidir leis na pleananna do bhliain ghrúpaí aonair, is gá iad a oiriúnú níos fearr chun freagairt do riachtanais foghlama na scoláirí. Mar chuid de seo moltar athbhreithniú iomlán a dhéanamh ar phlean na hIdirbhliana agus plan a fhorbairt a fhreagróidh níos fearr do phrionsabail an chláir agus do thaithí na scoláirí.
- Bhain cáilíocht an-mhaith leis an ullmhúchán a bhí déanta do bheagnach leath de na ranganna. I gcásanna eile, tá gá le béim a leagadh ar struchtúr an cheachta a bheith soiléir agus ar dháileadh an ama ar thascanna a chur san áireamh ag céim na pleanála.

## **Aguisín**

Freagra na scoile ar an Tuairisc

**Arna chur isteach ag an mBord Bainistíochta**

### **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

The board of management welcomes this report and accepts the findings and recommendations outlined in this inspection report. Overall the board is delighted with an opportunity to focus on the work of one department and gain an insight from the inspector's perspective as to what improvements should take place. It is clear that there is a great deal to celebrate and build upon. The inspector recognised that the management have put in place very good provision and support for the subject. The provision of resources and technology was noted as being very good. It was also noted that the Irish department have regular meetings.

The board was glad to read that features of very good practice were observed in all lesson as was the development of the students' literacy skills. The board notes the need to focus on the development and implementation of strategies for differentiated learning with higher order questioning and formative feedback.

While, as a school, we are constantly working on raising student learning and their expectations and fully acknowledge that we need to continue to do so there was disappointment among the teachers that it was felt that students' expectations in terms of learning Irish needs to be raised and their competence in speaking the language. It was not acknowledged how far we have come in this regard. As a school a great deal has been invested both in developing high expectations and spoken language with outside of class tutorials and opportunities to practice spoken language with native speakers. This drive has changed the whole attitude to the learning of Gaeilge in the college amongst the boys. Many would come into the college with very poor levels and some students having been removed from Irish class in the primary schools. Many have very negative attitudes towards the language which comes from both their feeling of incompetency and the negative attitude towards the language at home. However, as a result of a multitude of interventions including Tae agus Pléigh, Céilís, Seachtain na Gaeilge, Table Quizzes etc. where constant use of the target language is encouraged in a fun easy context. We have found that there is now a great deal of positivity around the language. Students are encouraged to have a positive approach to the language and the learning of the subject content through interactions with each other and their teachers. This has been further reinforced through opportunities for one to one conversations and practice in small groups. Now we need to further develop their learning in class through differentiated strategies and higher order questioning etc.

### **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 Irish department will endeavor to ensure all recommendations outlined in the report are implemented.

Time is provided for the subject plan to be constantly developed and in line with the recommendations at in-service that the Junior Cycle plan needs to evolve with the roll out of the new Junior Cycle. A full review of the Transition Year plan will take place over the next term as per recommendations.

The encouragement of increased student engagement in speaking of the language is the overarching recommendation and this will be achieved through a number of in class interventions that the Irish department will put in place.

The school has provided several inputs for the staff on differentiation strategies and formative assessment and there is now a post dedicated to learning and teaching – the use of differentiation strategies is central to that focus and the Irish department will focus its efforts on underpinning its teaching with differentiation and formative assessment as per recommendations.

## 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  |
|------------------|--|--|
| <b>An-mhaith</b> | Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> 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 |
| <b>Maith</b>     | Úsáidtear <b>Go maith</b> 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 <b>an-mhaith</b> a bhaint amach. | Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú   |
| <b>Sásúil</b>    | Úsáidtear <b>Sásúil</b> 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   |
| <b>Measartha</b> | Úsáidtear <b>Measartha</b> 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  |
| <b>Lag</b>       | Úsáidtear <b>Lag</b> 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**

|   |                                    |
|---|------------------------------------|
| <b>Ainm na scoile /<br/>School name</b>       | Beneavin De La Salle College       |
| <b>Seoladh na scoile /<br/>School address</b> | Beneavin Road<br>Finglas<br>Dublin |
| <b>Uimhir rolla /<br/>Roll number</b>         | 605110                             |

**Date of Inspection: 18-10-2018**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

Is aistriúchán Béarla é seo ar thuirisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

### **WHAT IS 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 of the Irish language 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 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. 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.

## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

|  |   |
|--|---|
| <b>Dates of inspection</b>   | 16 & 18-10-2018   |
| <b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with the principal and key staff</li><li>• Interaction with students</li></ul> | <ul style="list-style-type: none"><li>• Observation of teaching and learning during five class periods</li><li>• Examination of the students' work</li><li>• Feedback to the principal, the deputy principal and the Irish department</li></ul> |

### School context

Beneavin College is a voluntary secondary school for boys. There are 461 students enrolled for the current school year. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) action plan for education. The school provides the Junior Cycle, Transition Year (optional), the established Leaving Certificate and the Leaving Certificate Applied. A total of 13% of the students enrolled are exempt from the study of Irish.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### Findings

- The quality of teaching was overall satisfactory: the quality ranged from good in one lesson, to satisfactory in the majority of lessons and fair in one further lesson; some features of very good practice were observed in all lessons.
- The development of the students' literacy skills was emphasised in all cases but it is important to note that their competence in spoken language needs to be developed as part of this.
- The quality of learning was overall fair: the quality was good in a minority of cases but, in general, expectations of students' learning should be raised and there should be a focus on differentiating learning.
- The quality of assessment was fair: lower-order questions dominated and a small number of examples of formative feedback were observed.
- Management makes very good provision for Irish and Irish is very well supported.
- The subject plan was of satisfactory quality: Junior Cycle and Transition Year plans should be further developed.

#### Recommendations

- The students' expectations in terms of learning Irish need to be raised and their competence in speaking the language developed.
- Consideration should be given to building on the small number of strategies to differentiate learning observed, and an emphasis should be placed on differentiating learning through clear learning intentions, teacher questioning, and the tasks assigned during class and for homework.
- In planning for classes in the junior cycle, the role of literature as a language source should be integrated with content and the students should have a role in selecting the texts.
- Teaching and learning approaches should be included in the actions identified by the department to achieve targets for improvement in student attainment.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching was overall satisfactory: the quality ranged from good in one lesson, to satisfactory in the majority and fair in one further lesson; some features of very good practice were observed in all lessons.
- The development of the students' literacy skills was emphasised in every class, for example, through the use of dictionaries in hard copy. It is important to note, however, that their competence in the spoken language and in using the structures of the language must be developed as part of this.
- A good variety of strategies such as “show me” boards and technology was observed in every class to stimulate student interest. Particularly commendable was where strategies were used creatively and effectively to develop students' understanding of a theme in a piece of poetry in a way that ensured they successfully identified the theme. This practice should be extended.
- Students had a variety of tasks to complete in every class, including tasks that required them to work collaboratively. In order to ensure that tasks requiring cooperation in learning are effective, students should have the necessary language to complete the task through Irish and the task should require them to share information.
- The students were praised for their efforts in every class and in almost all cases this was done through Irish. It is recommended that the practice of using Irish when praising students be adopted in all lessons.
- The quality of learning was fair: the quality was good in a minority of cases and, in general, there is scope to raise expectations of students' learning and focus on differentiation.
- In instances of best practice, learning expectations for the students were high, Irish was used by the students more often and translation to English was not the main approach to developing the students' understanding of the language.
- Learning intentions were shared with the students at the start of a small number of lessons and the topic of the lesson was shared in the other cases. It should be normal practice to share differentiated learning intentions with the students and to use these to guide assessment of the learning during and at the end of the class as was observed in a few cases.
- The quality of assessment was fair. Lower-order questions were mostly used and, except in a few cases, students were assigned the same tasks, including homework. As demonstrated in the quality of oral answers of a small number of students, there is scope to pose questions that demand more complex answers and complete sentences in response.
- A very small number of examples was observed of students asking questions about the lesson content and attempting to do this in Irish. It is recommended that the students be enabled and encouraged to ask questions on the subject matter.
- Even though homework was assigned in all classes, the students' diaries showed that this was infrequent. Examples of formative feedback were evident in the work of students in one of the classes. In line with the objectives that have been recognised by the department in terms of the implementation of practices based on formative feedback, it is recommended that all students are provided with formative feedback on their written work as a standard part of their learning experience.

### 2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Management makes very good provision for Irish and the language is very well supported.
- There is very good time provision for the subject on the timetable and the students are given

opportunities to use the language outside of formal classes.

- There is very good resource provision, including information and communication technology in the classrooms.
- The Irish department has regular meetings: it is recommended that pedagogy be included on the agenda of those meetings and that development goals in this area be identified as part of the self-evaluation practices.

### **3. PLANNING AND PREPARATION**

- The subject plan was of a satisfactory standard to the extent that it included the important aspects of a department plan.
- Attainment in the certificate examinations is analysed. It is commendable that the department now aims to recognise development goals in terms of student participation and attainment in the certificate exams and to link this with the aims in the DEIS plan. Teaching, learning and assessment approaches should be taken into account in the agreed aims and the actions as appropriate.
- The plans for Irish in the first and second year of Junior Cycle are in the early stages of development. In general, the content is appropriate and best practice was evident in those units in which literature is integrated with content. It is recommended that the development of these plans be now progressed in order that the long-term plan for learning is clearer.
- In terms of the plans for individual year groups, they should be revisited and better adapted to students' learning needs. As part of this, a full review of the Transition Year plan is recommended. The plan should better reflect the principles underpinning the programme and students' experiences.
- Preparation for individual classes was of very high quality in the case of nearly half of the classes observed. In other cases, lesson planning should ensure a clear lesson structure and take account of the time allocation for tasks.

## **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 welcomes this report and accepts the findings and recommendations outlined in this inspection report. Overall the board is delighted with an opportunity to focus on the work of one department and gain an insight from the inspector's perspective as to what improvements should take place. It is clear that there is a great deal to celebrate and build upon. The inspector recognised that the management have put in place very good provision and support for the subject. The provision of resources and technology was noted as being very good. It was also noted that the Irish department have regular meetings.

The board was glad to read that features of very good practice were observed in all lessons as was the development of the students' literacy skills. The board notes the need to focus on the development and implementation of strategies for differentiated learning with higher order questioning and formative feedback.

While, as a school, we are constantly working on raising student learning and their expectations and fully acknowledge that we need to continue to do so there was disappointment among the teachers that it was felt that students' expectations in terms of learning Irish needs to be raised and their competence in speaking the language. It was not acknowledged how far we have come in this regard. As a school a great deal has been invested both in developing high expectations and spoken language with outside of class tutorials and opportunities to practice spoken language with native speakers. This drive has changed the whole attitude to the learning of Gaeilge in the college amongst the boys. Many would come into the college with very poor levels and some students having been removed from Irish class in the primary schools. Many have very negative attitudes towards the language which comes from both their feeling of incompetency and the negative attitude towards the language at home. However, as a result of a multitude of interventions including Tae agus Pléigh, Céilís, Seachtain na Gaeilge, Table Quizzes etc. where constant use of the target language is encouraged in a fun easy context. We have found that there is now a great deal of positivity around the language. Students are encouraged to have a positive approach to the language and the learning of the subject content through interactions with each other and their teachers. This has been further reinforced through opportunities for one to one conversations and practice in small groups. Now we need to further develop their learning in class through differentiated strategies and higher order questioning etc.

## **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 Irish department will endeavor to ensure all recommendations outlined in the report are implemented.

Time is provided for the subject plan to be constantly developed and in line with the recommendations at in-service that the Junior Cycle plan needs to evolve with the roll out of the new Junior Cycle. A full review of the Transition Year plan will take place over the next term as per recommendations.

The encouragement of increased student engagement in speaking of the language is the overarching recommendation and this will be achieved through a number of in class interventions that the Irish department will put in place.

The school has provided several inputs for the staff on differentiation strategies and formative assessment and there is now a post dedicated to learning and teaching – the use of differentiation strategies is central to that focus and the Irish department will focus its efforts on underpinning its teaching with differentiation and formative assessment as per recommendations.

## 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  |
|---------------------|---|---|
| <b>Very Good</b>    | <b>Very good</b> 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 <b>outstanding</b> 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 |
| <b>Good</b>         | <b>Good</b> 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   |
| <b>Satisfactory</b> | <b>Satisfactory</b> 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  |
| <b>Fair</b>         | <b>Fair</b> 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   |
| <b>Weak</b>         | <b>Weak</b> 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;   |