

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Ghaeilge

TUAIRISC

Ainm na scoile / School name	St Kilian's Deutsche Schule
Seoladh na scoile / School address	Roebuck Road Clonskeagh Dublin 14
Uimhir rolla / Roll number	60630W

Dáta na Cigireachta: 21-01-2020



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

This report is written in Irish. An English translation of the report is provided at the end of the report.

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.

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

Dáta na cigireachta	21-01-2020
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 agus don fhoireann ábhartha

Comhthéacs na scoile

Scoil chomhoideachais phríobháideach is ea St. Kilian's Deutsche Schule atá lonnaithe i ndeisceart Bhaile Átha Cliath le rollachán reatha de 404 scoláire. Tá ceangal láidir ag an scoil leis an nGearmáin agus cuireann Rialtas na Gearmáine roinnt maoinithe ar fáil. Soláthraítear na cláir seo a leanas sa scoil: an tSraith Shóisearach, Idirbhliain atá éigeantach agus an Ardteistiméireacht bhunaithe. Tá díolúine ón staidéar ar an nGaeilge ag 16% de scoláirí na scoile.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc sásúil ar an iomlán, le samplaí de chleachtas maith i mbeagnach gach ceacht, go háirithe mar a bhain sé leis an bhfoghlaim ghníomhach a chur chun cinn: bhí easpa réimse acmhainní suimiúla nuálacha le sonrú sna ceachtanna go léir, áfach.
- Bhí cáilíocht na foghlama go maith ach tá scóip chun feabhais ann maidir le difreáil agus tacaíocht a thabhairt don raon leathan cumais atá sna ranganna.
- Tugann an bhainistíocht shinsearach an-tacaíocht do roinn na Gaeilge.
- Moltar na múinteoirí as an obair a dhéanann siad chun taithí a thabhairt do na scoláirí ar an nGaeilge mar theanga bheo lasmuigh den seomra ranga.
- Bhí cáilíocht an mheasúnaithe sásúil ar an iomlán, le scóip chun feabhais maidir le monatóireacht a dhéanamh ar dhul chun cinn na scoláirí, go háirithe sa scríbhneoireacht.
- Bhí caihdeán na pleanála go maith ach is gá breis forbartha a dhéanamh ar phlean na Gaeilge don Idirbhliain.

Moltaí

- Moltar riachtanais foghlama na scoláirí uile agus difreáil dá réir a chur san áireamh i ndearadh tascanna rangbhunaithe agus don obair bhaile.
- Ba cheart úsáid a bhaint as réimse leathan acmhainní spésiúla teagaisc, lena n-áirítear teicneolaíochtaí digiteacha, chun ábhar na gceachtanna a dhéanamh níos spéisúla agus chun suim na scoláirí a spreagadh i bhfoghlaim na teanga.
- Ní mór monatóireacht leanúnach a dhéanamh ar dhul chun cinn na scoláirí sna scileanna teanga go léir, an scríbhneoireacht san áireamh.
- Ba cheart plean na hIdirbhliana a athbhreithniú le cinntiú go bhfuil cur chuige nuálach, cruthaitheach agus spreagúil i bhfeidhm chun suim a spreagadh i leith fhoghlaim na teanga.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc sásúil ar an iomlán, le gnéithe de chleachtas maith i mbeagnach gach ceacht. Bhain dea-chleachtas le stráitéisí a chuir an fhoghlaim ghníomhach chun cinn, áit ar tugadh deiseanna fóna do scoláirí a bheith ag obair i mbeirteana nó i ngrúpaí.
- Rinne múinteoirí iarrachtaí fóna prionsabail Shonraíocht Ghaeilge na Sraithe Sóisearaí T2 a chur i bhfeidhm trí réimse modheolaíochtaí a úsáid, le béim ar an gcumarsáid agus ar fhorbairt na scileanna teanga go léir. Cailleadh deiseanna go minic, áfach, chun cur le saibhreas Gaeilge na scoláirí. Níor tapaíodh na deiseanna cuí chun ábhar an cheachta a cheangal le téamaí gaolmhara eile agus le saol comhaimseartha na scoláirí chun an fhoghlaim a leathnú agus a shíneadh agus foclóir bhreise nó leaganacha cainte a chur i láthair.
- Sna ceachtanna ba rathúla, tugadh deis do scoláirí ceisteanna a chumadh agus a chur ar a chéile. Ní mór, áfach, a chinntiú go bhfuil difreáil i gceist sa chur chuige seo chun an leibhéal ceart dúshláin a dheimhnú do na scoláirí uile.
- I gcuid de na ceachtanna bhí roinnt tascanna rangbhunaithe ró-dheacair do scoláirí agus i gcásanna eile bhí tascanna ró-shimplí. Ní mór leibhéal inniúlachta teanga na scoláirí a chur san áireamh i ndearadh na dtascanna agus difreáil a dhéanamh dá réir le cinntiú go bhfuil siad ag freagairt do riachtanais foghlama na scoláirí ar fad.
- Bhí an bainistiú ranga go han-mhaith ar an iomlán, agus don chuid ba mhó rinne na scoláirí iarrachtaí fóna dul i ngleic leis na gníomhaíochtaí ranga agus leis an bhfoghlaim i gcoitinne. Chuirfeadh sé go mór leis an bhfoghlaim dá mbeadh réimse níos leithne acmhainní teagaisc in úsáid, lena n-áirítear na teicneolaíochtaí digiteacha agus téacsanna dílse, seachas a bheith ag brath go hiomlán ar aon téacsleabhar ar leith mar a bhíodhas.
- Bhí timpeallacht dheas phrionta cruthaithe i bhformhór na seomraí ranga. Is acmhainní luachmhara iad na gnéithe gramadaí atá ar taispeáint agus ba cheart aird na scoláirí a dhírú orthu le linn ceachtanna chun cabhrú leo abairtí cruinne a chumadh. Moltar freisin na foclóir ar líne a chur i láthair na scoláirí agus úsáid a bhaint astu go tráthrialta sa rang le deis a thabhairt dóibh iad a ionramháil agus taithí leanúnach a fháil ar a n-úsáid.
- I gceachtanna áirithe, bhí deacrachtaí ag roinnt scoláirí le fuaimeanna na Gaeilge agus leis na bunstruchtúir teanga. Moltar go ndéanfaí pleanáil ar leith chun dul i ngleic le tuiscint agus taithí na scoláirí ar na fhuaimneanna agus ar fhoghraíocht na Gaeilge sa chéad bhliain.
- I gceachtanna áirithe níor tugadh dóthain scafaill do scoláirí maidir le tasc scríbhneoireachta. Ba cheart critéir ratha a roinnt leo agus samplaí den saghas freagra atá ag teastáil a thaispeáint, ag meabhrú pointí gramadaí dóibh ag an am céanna. Moltar úsáid leanúnach a bhaint as athrá agus slua aithris ar fhrásaí agus ar fhoclóir nuafhoghlamtha ionas go mbeidh taithí ag scoláirí ar na fuaimeanna cearta a ghabhann leo.
- Baineadh úsáid as roinnt straitéisí don mheasúnú chun foghlama i bhformhór na gceachtanna, lena n-áirítear piarmheasúnú agus scoláirí ag glacadh freagrachta as a gcuid foghlama féin. Réimse chun feabhais, áfach, is ea an mhonatóireacht ar fhorbairt na scileanna teanga, an scríbhneoireacht ach go háirithe. Moltar do roinn na Gaeilge athbhreithniú rialta a dhéanamh ar phíosaí scríbhneoireachta chun na bearnaí eolais a shainaithint agus iad a réiteach le scoláirí sna ranganna.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an tacaíocht scoile uile don Ghaeilge go han-mhaith. Tacaíonn an bhainistíocht shinsearach go mór le Roinn na Gaeilge agus tá obair mhaith déanta le bliain anuas ar infheictheacht na teanga taobh leis an mBéarla agus an Ghearmáinis timpeall na scoile. Tá comharthaíocht iomlán nua in airde anois a thugann comhsheasmhacht don Ghaeilge.
- Déanann na múinteoirí obair an-mhaith maidir le taithí na scoláirí ar an nGaeilge mar theanga bheo lasmuigh den seomra ranga a fhorbairt. Is liosta le háireamh iad na hócáidí éagsúla

Gaeilge a eagraítear lena n-áirítear ciorcal comhrá seachtainiúil. Is léir go bhfuil na múinteoirí tiomanta don Ghaeilge agus do spreagadh spéis na scoláirí i bhfoghlaím na teanga.

- Tugann an bhainistíocht shinsearach gach deis do na múinteoirí chun freastal ar chúrsaí inseirbhíse ábhartha, na laethanta forbartha gairmiúla leanúnaí ón tSraith Shóisearach do Mhúinteoirí (SSM) san áireamh.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Ceaptar ball d'fhoireann na Gaeilge mar chomhordaitheoir don ábhar gach re bliain. Tá freagrachtaí an phoist leagtha amach go beacht agus tá an comhordaitheoir reatha díograiseach i mbun na gcúraimí aitheanta. Bíonn cruinnithe rialta ag na múinteoirí Gaeilge le chéile agus coimeádtar miontuairiscí.
- Tá an phleanáil do theagasc agus d'fhoghlaím an ábhair go maith. Tá iarrachtaí fóna ar siúl chun pleanáil do chur i bhfeidhm na sonraíochta nua Gaeilge don tsraith shóisearach. Is gá an plean don Ghaeilge san Idirbhliain a fhorbairt, áfach, le cinntiú go bhfuil clár nuálach cruthaitheach spéisiúil curtha ar fáil do scoláirí d'fhonn a gcuid suime i bhfoghlaím na teanga a fhorbairt. Ba cheart an bhéim chuí a leagan ar fhorbairt scileanna cumarsáide sa teanga trí ghníomhaíochtaí éagsúla, mar shampla, cruthú fiseáin nó clár raidió a chur le chéile.
- Moltar d'fhoireann na Gaeilge réimse níos leithne áiseanna agus acmhainní a aithint agus a roinnt ar a chéile, agus pleanáil dá n-úsáid sa seomra ranga.

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

Fáiltíonn an Bord Bainistíochta roimh an tuairisc, a léiríonn cáilíocht na foghlama agus fáiltítear roimh an moladh a tugadh do mhúinteoirí as an obair a rinne siad i leith taithí a thabhairt do scoláirí ar an nGaeilge mar theanga bheo lasmuigh den seomra ranga. Tugann an Bord suntas freisin do na samplaí dea-chleachtais a breathnaíodh i ngach mór gach ceacht go háirithe mar a bhain sé le cur chun cinn na foghlama gníomhaí. Aithníonn an Bord na hiarrachtaí fóna a rinne na múintneoirí príonsabail Shonraíocht na Sraithe Sóisearaí T2 a chur i bhfeidhm trí réimse modheolaíochtaí le béim ar chumarsáid agus forbairt na scileanna teanga go léir. Tá Coláiste Kilian, Scoil Ghearmáineach tiomanta do thacú le teagasc agus foghlaim na Gaeilge mar chuid den taithí foghlama iomlánaíoch teanga inár scoil agus is mór leis an mBord gur aithníodh an tacaíocht ar ardchaighdeán a chuireann an bhainistíocht shinsearach ar fáil. Glacann an Bord leis gur aithníodh an easpa acmhainní spésiúla nuálacha a tugadh faoi deara i ngach ceacht ach aithnítear go raibh sampla dea-chleachtas i mbeagnach gach ceacht go háirithe mar a bhaineann sé le cur chun cinn na foghlama gníomhaí.

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

Tionóladh cruinnithe leantacha idir roinn na Gaeilge agus an bhainistíocht shinsearach agus eagraíodh cruinnithe rialta do roinn na Gaeilge chun plean a chur le chéile mar fhreagra ar na príomhchinntí agus moltaí. Tá treoiclár curtha le chéile chun aghaidh a thabhairt ar na réimsí forbartha a aithníodh sa tuairisc.

An Idirbhliain: Tá athbhreithniú iomlán á dhéanamh ar an bplean Idirbhliana don Ghaeilge faoi láthair agus tá modúil á ndearadh chun foghlaim scoláirí a chothú, naisc traschuraclaim a sholáthar agus chun feasacht cultúrtha agus cumas cumarsáide a chur chun cinn. Cuirfear na modúil seo ar fáil ar bhonn rothlaithe le haghaidh téarma amháin ag an am agus déanfar iad a chomhtháthú mar chuid de scéimeanna oibre na Gaeilge agus den phlean ábhair. Chomh maith leis an gclár TEG atá ar fáil faoi láthair, tacóidh an clár modúl le cothromaíocht chruthaitheach laistigh den churaclam Idirbhliana. Ó aimsir na cigireachta agus mar ullmhúchán do na ceachtanna sa rang agus ar líne, cuireadh gléas digiteach agus oiliúint i sraith uirlisí Microsoft, go háirithe úsáid Teams, One Note, agus an clár bán digiteach, chun cur leis an teagasc beo agus ar mhaithe leis an gclár fhoghlaim más gá, ar fáil do na múinteoirí go léir. Cuireadh rochtain ar Webinars and modúil oiliúna ar fáil don fhoireann ar fad. Tá sraith acmhainní digiteacha chomhtháite sna scéimeanna oibre agus sa phlean ábhair. Tá réimse suntasach cumais sna ranganna don Ghaeilge i gColáiste Kilian, Scoil Ghearmáineach. Tá seo amhlaidh de bharr chomhdhéanaimh an chóhort a thagann chugainn ónár scoil náisiúnta féin áit a thosaíonn daltaí ar fhoghlaim na Gaeilge i bhfad níos déanaí ná a gcomhleacaithe i scoileanna náisiúnta Stáit. Tá roinnt gaelscoileanna laistigh d'ár gceantar freisin. Tá roinn na Gaeilge tiomanta d'aghaidh a thabhairt ar dhifreáil ina gcuid ranganna de réir moltaí na tuairisce. Tá na múinteoirí tar éis dul i ngleic le deiseanna inseirbhíse dírithe ar dhifreáil sa teagasc agus sa mheasúnú sa rang a fheabhsú agus tá straitéisí aitheanta acu chun cur leis an dea-chleachtas.

Pleanáil Ábhair: Cuimseodh pleanáil don ábhar i 2020-2021 machnamh ar agus plean gnímh chun aghaidh a thabhairt ar dhifreáil, rochtain ar acmhainní digiteacha agus eile chun tacú le teagasc agus foghlaim agus athbhreithniú iomlán ar theagasc na Gaeilge mar chuid de chlár na hIdirbhliana, ach go háirithe, chun tacú le rannpháirtíocht chruthaitheach leis an teanga.

(Aistriúchán is ea se oar fhreagra na scoile arna chur isteach ag an mBord Bainistíochta.)

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

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Department of Education and Skills

Subject Inspection in Irish

REPORT

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Uimhir rolla / Roll number	60630W

Date of inspection: 21-01-2020



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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 teaching and learning 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.

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. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

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

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date of inspection	21-01-2020
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with the principal and staff members• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during five class periods.• Review of students' work• Feedback to the principal and relevant members of staff

School context

St. Kilian's German School is a private school based in south Dublin with a current enrolment of 404 students. The school has a strong connection with Germany and the German Government provides some funding. The following programmes are delivered in the school: the Junior Cycle, a compulsory Transition Year and the established Leaving Certificate. 16% of students in the school are exempt from the study of Irish.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Overall the quality of teaching was satisfactory, with examples of good practice in almost all lessons, particularly in relation to the promotion of active learning, however, the lack of interesting, innovative resources was noticeable in all lessons.
- The quality of learning was good, however, there is scope for improvement with regard to differentiation and to supporting the wide range of ability in classes.
- Senior management provides very good support to the Irish department.
- Teachers are commended for their work in providing students with the experience of Irish as a living language outside the classroom.
- Overall, the quality of assessment was satisfactory, with scope for improvement in monitoring students' progress, especially in writing.
- The quality of planning was good, however the Irish language plan for Transition Year needs further development.

Recommendations

- The learning needs of all students and appropriate differentiation should be taken into account in designing classroom-based tasks and homework.
- A wide range of engaging teaching resources, including digital technology, should be used to make lesson content more interesting and to encourage students' interest in learning the language.
- There should be continuous monitoring of students' progress in all language skills, including writing.
- The Transition Year plan should be reviewed to ensure an innovative, creative and stimulating approach is implemented to encourage interest in learning the language.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Overall, the quality of teaching was satisfactory, with elements of good practice evident in almost all lessons. Good practice related to strategies that promoted active learning, where students were given appropriate opportunities to work in pairs or in groups.
- Teachers made good efforts to implement the principles of the Junior Cycle T2 Specification through the use of a range of methodologies, with emphasis on communication and the development of all language skills. However, opportunities were frequently missed to enhance the richness of students' language. Appropriate opportunities were not availed of to link lesson topic with other related themes and with students' current life experiences in order to widen and extend student learning and to introduce additional vocabulary and phrases.
- In the most successful lessons, students were given opportunities to compose questions and put them to one another. It should, however, be ensured that there is differentiation in this approach in order to guarantee the proper level of challenge for all students.
- In some lessons, some of the class-based tasks were too difficult for the students and in other cases they were too easy. Students' language ability should be taken into account in designing tasks, and appropriate differentiation is required to ensure that they cater for the learning needs of all students.
- Overall, the quality of classroom management was very good, and for the most part, students made appropriate efforts to engage with classroom activities and with learning in general. The use of a wider range of resources, including digital technologies and authentic texts, rather than depending totally on one particular textbook as had been done, would enhance learning significantly.
- An attractive print environment was created in most classrooms. The elements of grammar on display are valuable resources and students' attention should be drawn to them during lessons to assist them in composing accurate sentences. Online dictionaries should also be shared with students and should be used regularly in class to give them the opportunity to avail of them and gain ongoing experience in using them.
- In certain lessons, some students had difficulties with pronunciation in Irish and with basic language structures. Specific planning should be completed to address students' understanding and experience of pronunciation and phonetics in Irish in first year.
- In some lessons, students were not provided with sufficient scaffolding for writing tasks. Success criteria should be shared with students, and examples of required responses demonstrated, while bringing their attention to points of grammar at the same time. Continuous use should be made of repetition and group recital of phrases and newly-learned vocabulary so that students can gain experience of the relevant correct pronunciation.
- In most lessons, a number of assessment for learning strategies were used, including peer-assessment and students taking responsibility for their own learning. However, monitoring the development of language skills is an area for improvement, especially writing. The Irish department should review pieces of writing regularly to identify gaps in knowledge and to address them with students in classes.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole-school support for Irish is very good. Senior management provides the Irish Department with very good support and over the past year significant work has been done in promoting the visibility of the language alongside English and German around the school. Brand new signs have been erected which give equal status to Irish.
- Teachers do very good work in developing students' experience of Irish as a living language beyond the classroom. The various Irish language events that are organised, including a

weekly conversation circle, are noteworthy. Teachers are clearly committed to Irish and to encouraging students' interest in learning the language.

- Senior management give teachers every opportunity to attend relevant in-service courses, including continuous professional development in the Junior Cycle for Teachers (JCT).

3. PLANNING AND PREPARATION

- A member of the Irish team is appointed as coordinator for the subject every second year. The responsibilities of the post are clearly defined and the current coordinator undertakes the associated duties with significant commitment. Irish teachers have regular meetings with each other and minutes are kept.
- Planning for teaching and learning of the subject is good. Appropriate efforts are being made to implement the new specifications for Irish in the Junior Cycle. The plan for Irish in Transition Year requires development, however, in order to ensure that an innovative, creative and interesting programme is provided for students to develop their interest in learning the language. Appropriate emphasis should be placed on the development of communication skills in the language through various activities, for example the creation of video-clips or the organisation of a radio programme.
- It is recommended that the Irish language staff identify and share a wider range of materials and resources, and plan for their use in the classroom.

At the end of the evaluation, the draft findings and recommendations of this evaluation were discussed with the principal and with the subject teachers.

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 the report, which highlights the quality of learning and the commendation for work undertaken by teachers in providing students with the experience of Irish as a living language outside the classroom. The Board also notes that examples of good practice were observed in almost all lessons particularly in relation to the promotion of active learning. The Board acknowledges the good efforts made by teachers to implement the principles of the Junior Cycle T2 Specification through the use of a range of methodologies with an emphasis on communication and the development of all language skills. St Kilian's German School is committed to supporting the teaching and learning of Irish as part of a holistic language learning experience in our school and the Board is gratified to see that the very good support provided by senior management is acknowledged. The Board accepts that there was an observation regarding the lack of interesting, innovative resources noticed in all lessons but notes that there were examples of good practice in almost all lessons, particularly in relation to the promotion of active learning.

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

Follow up meetings between the Irish department and senior management have taken place and the Irish department has met regularly to plan their response to the findings and recommendations. A road map has been put in place to address the areas for improvement highlighted in the report.

Transition Year Plan: A full review of the TY plan for Irish is taking place and modular units are being developed to engage student learning, provide cross-curricular links and promote cultural awareness and communicative competence. These modules will be offered on a rotating basis for one term at a time and will be integrated as part of the Irish language schemes of work and subject plan. In addition to the TEG programme currently offered, the modular programme will support a creative balance within the curriculum for TY. Since the Inspection, and in preparation for the delivery of lessons in class and online, all teachers have been provided with a digital device and training in the suite of Microsoft tools, especially the use of Teams, One Note and the digital Whiteboard, to enhance live teaching and learning and deliver teaching remotely if required. Access to webinars and training modules has been provided to all staff. A suite of digital resources has been integrated into the schemes of work and the subject plan. St Kilian's German School has a significant mix of abilities in classes for Irish. This is due to the composition of our intake from our own primary school where pupils begin to learn Irish at a much later stage than their peers in state national schools. Part of our catchment is also a number of Gaelscoileanna in the area. The Irish department is committed to addressing differentiation in their classes in accordance with the recommendations in the report. Teachers have availed of in-service opportunities to enhance methods for differentiation in teaching and assessment and have identified techniques to inform good practice.

Subject Planning: Planning for the subject in 2020-2021 will include reflection on and an action plan to address differentiation, the access to digital and other resources to support teaching and learning and in particular a full review of the teaching of Irish within the TY programme to support creative engagement with the language.

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 students' 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 students' 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;