

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Ghaeilge

TUAIRISC

Ainm na scoile / School name	St Kieran's College
Seoladh na scoile / School address	Bóthar an Choláiste Cill Chainnigh
Uimhir rolla / Roll number	61560J

Dáta na Cigireachta: 11-09-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

CAD IS MEASTÓIREACHT ÁBHAIR ANN?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

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

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

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINN 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

Dátaí na cigireachta	10 & 11-09-2019
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 sé thréimhse ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide agus don fhoireann ábhartha

Comhthéacs na scoile

Iar-bhunscoil do bhuaicailí is ea Coláiste Naomh Chiaráin atá faoi phátrúnacht Easpag Dheoise Osraí. Tá rollachán reatha de 774 scoláire sa scoil agus soláthraítear na cláir seo a leanas: an tSraith Shóisearach, Idirbhliain (éigeantach), Gairmchlár na hArdeistiméireachta agus an Ardeistiméireacht bhunaithe. Tá díolúine ón staidéar ar an nGaeilge ag níos lú ná 3% de na scoláirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc go maith ar an iomlán le cleachtas eiseamláireach aitheanta i gcúpla ceacht; chuirfeadh úsáid níos leithne acmhainní teagaisc go mór leis an bhfoghlaim i roinnt ceachtanna.
- Bhí cáilíocht eispéireas foghlama na scoláirí go maith ar an iomlán agus sármhaith i gcás amháin; rinneadh iarrachtaí fóna an fhoghlaim ghníomhach a chur chun cinn agus, den chuid ba mhó, bhí scoláirí rannpháirteach san fhoghlaim.
- Bhí úsáid na Gaeilge go han-mhaith sna ceachtanna go ginearálta ach baineadh an iomad úsáide as an aistriúchán go Béarla i gceachtanna áirithe agus réimse chun feabhais is ea deiseanna cumarsáide sa Ghaeilge a chruthú do scoláirí.
- Baineadh úsáid fhóna in áiteanna as straitéisí don mheasúnú chun foghlama, ach réimse chun forbartha is ea an difreáil, go háirithe do scoláirí le hardchaighdeán sa teanga.
- Bhí cáilíocht na pleanála go maith ar an iomlán agus tá tús inmholta curtha leis an bpleanáil do chur i bhfeidhm na Sonraíochta do Ghaeilge na Sraithe Sóisearaí.
- Tugann bainistíocht na scoile lántacaíocht do roinn na Gaeilge agus d'iarrachtaí ilghnéitheacha inmholta na múinteoirí chun an Ghaeilge a chur chun cinn ar bhonn scoile uile.

Moltaí

- Moltar deiseanna fórchumarsáide a chruthú sna ceachtanna ón gcéad bhliain ar aghaidh d'fhonn deis a thabhairt do na scoláirí an méid a fhoghlaimíonn siad a úsáid go feidhmiúil.
- Ní mór aird a thabhairt ar straitéisí difreála sna ceachtanna, go háirithe i gcomhthéacs ranganna cumais mheasctha, agus a chinntiú go bhfuil an leibhéal ceart dúshláin ann do chách.
- Moltar úsáid a bhaint as réimse níos leithne acmhainní teagaisc sna ceachtanna, an teicneolaíocht dhigiteach san áireamh.

MIONCHINNTÍ AGUS MOLTAÍ

- Bhí cáilíocht an teagaisc go maith ar an iomlán, le cleachtas eiseamláireach i gcúpla ceacht. Sna ceachtanna seo, tugadh deis do scoláirí a bheith ag obair le chéile agus díriodh a n-aird ar cheart úsáid na mbriathra agus gnéithe eile de ghramadach na Gaeilge ar bhealach taitneamhach spráúil.
- Bhí cáilíocht na foghlama go maith i gcoitinne. Sna ceachtanna ab fhearr, tugadh deis do scoláirí obair go gníomhach, lorgáíodh abairtí iomlána i nGaeilge orthu agus cuireadh go mór lena bhféinmhuinín. I gceacht sóisearach amháin, chuir scoláirí ceisteanna ar an múinteoir go leanúnach i nGaeilge as a stuaim féin ag léiriú féimhuiníne agus meon dearfach i leith “dul sa tseans”.
- Baineadh úsáid as an obair bheirte agus tascanna grúpa i bhformhór na gceachtanna agus chuir an cur chuige seo le spéis na scoláirí san ábhar agus leis an tairbhe a bhaineadar as an gceacht. Ní i gcónaí, áfach, a chruthaigh na tascanna seo fíordheiseanna cumarsáide sa sprioctheanga. Ní mór do mhúinteoirí machnamh ar ghníomhaíochtaí ranga a éilíonn úsáid na Gaeilge chun taithí ar labhairt na teanga ag a leibhéal cumais féin a sholáthar do scoláirí.
- Cur chuige maith ab ea seanfhocail ar leith a thabhairt do gach scoláire le rá nuair a glaoth an rolla i gcás amháin. Is féidir tógáil air seo agus an iliomad deiseanna foghlama a chruthú ag tús an cheachta agus deis a thabhairt do gach scoláire labhairt os comhair an ranga.
- Bhí úsáid na Gaeilge chun tosaigh sna hidirghníomhaíochtaí ranga agus moltar an cur chuige seo. Baineadh úsáid as modh an aistriúcháin i gcúpla cás agus moltar do mhúinteoirí plé a dhéanamh ar mhalairt straitéisí chun tuiscint na scoláirí ar ábhar an cheachta a chinntiú.
- Bhí cáilíocht an mheasúnaithe go maith ar an iomlán. Baineadh úsáid as roinnt straitéisí don mheasúnú chun foghlama i gceachtanna ina measc: intinní foghlama a roinnt ag tús ceachta, úsáid straoiseoga le tuiscint nó neamhthuiscint a léiriú agus dul siar chun an fhoghlaim a mheas. D’fhéadfaí cur leis na straitéisí seo agus úsáid níos leithne a bhaint as físeagraithe ar nós meabhairmhapaí. Ba cheart critéir ratha a roinnt leis na scoláirí roimh thasc scríofa nó obair bhaile agus samplaí a thabhairt ionas go dtuigtear go díreach a bhfuil le déanamh.
- Baineadh úsáid éifeachtach as acmhainní teagaisc agus as an teicneolaíocht dhigiteach le linn ceachtanna áirithe. Léiríodh sleamhnáin eolais agus taispeánadh giotaí físeáin agus cláir, cur chuige a bhí tairbheach i gcur le tuiscint na scoláirí. B’fhiú go mór an cleachtas seo a leathnú agus a dheimhniú go mbaintear úsáid as grianghraif, cairteacha, póstaer, físeáin, cluichí agus foclóirí, foclóirí ar líne san áireamh, chun spéis na scoláirí in ábhar na gceachtanna a chothú agus a fhorbairt. B’fhiú go mór oiliúint a chur ar scoláirí in úsáid an raon foclóirí agus áiseanna ar líne ó thús na chéad bhliana.
- Den chuid ba mhó, bhí struchtúr maith ar na ceachtanna agus bhí luas cuí leis an bhfoghlaim dá bharr. Tugadh an iomad ama do thascanna ranga a chur i gcrích uaireanta, áfach, agus dóibh siúd a chríochnaigh luath bhí leadrán i gceist. I gcomhthéacs ranganna ilchumais ní mór díriú ar straitéisí difreála le cinntiú go bhfuil an dushlán cuí ann do gach scoláire ag teacht lena riachtanais foghlama, iad siúd a tháinig ón ngaelscoil áitiúil san áireamh.
- I gcásanna áirithe, tugadh ar na scoláirí focail nó frasaí nua a chleachtadh agus moltar an cur chuige sin. Ní mór deiseanna cleachtaithe a thabhairt do scoláirí ionas go sealbhóidh siad focail nua i gceart. Ba cheart go gcuirfí focail nua in abairtí freisin le cinntiú go bhfuil ar chumas na scoláirí na struchtúir a úsáid i gcomhthéacs.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá cáilíocht an tsoláthair don ábhar go han-mhaith. Cuirtear ceacht breise ar fáil ar an tráthchlár sa séú bliain chun deis a thabhairt do scoláirí ullmhúchán a dhéanamh don bhéaltríail. Cé go moltar an tacaíocht bhreise, bheadh sé tábhachtach a chinntiú go bhfuil na scileanna teanga go léir á gcomhtháthú sna ceachtanna ar fad, cumas cumarsáide san áireamh.
- Tugann an bhainistíocht shinsearach tacaíocht mhaith do roinn na Gaeilge agus aithnítear tábhacht próifíl ard a bheith ag an teanga sa scoil.
- Go ginearálta is ranganna ilchumais a bhíonn ann ón gcéad bhliain go dtí an Ardeistiméireacht. B'fhiú na socrúithe reatha a athbhreithniú go rialta le cinntiú go bhfuil siad in oiriúint do na foghlaimeoirí go léir, go háirithe sa tSraith Shinsearach.
- Eagraíonn na múinteoirí réimse leathan ócáidí agus imeachtaí seach-churaclaim agus comhchuraclaim. Moltar díograis na múinteoirí i leith deiseanna a thabhairt do na scoláirí taitní a fháil ar an nGaeilge mar theanga bheo.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Oibríonn na múinteoirí go maith as lámha a chéile agus ba léir go raibh comhthuisctint an-mhaith eatarthu rud a chuireann go mór le leanúnachas sna cuir chuige teagaisc agus foghlama. Cuirtear scrúduithe comónta ar na bliainghrúpaí éagsúla agus leagtar pleananna na mbliainghrúpaí amach sa tslí is go mbíonn eispéireas foghlama coitianta ag na scoláirí. Ní mór a chinntiú, áfach, go bhfuil guth na scoláirí san áireamh go cuí agus na píosaí litríochta á roghnú don tSraith Shóisearach.
- Bhí cáilíocht na pleanála go maith. Tá tús inmholta curtha leis an bpleanáil do chur i bhfeidhm Sonnraíocht Ghaeilge na Sraithe Sóisearaí (T2). Ba léir ón bplean don Ghaeilge go bhfuil na múinteoirí ag obair go leanúnach air agus gur fíordhoiciméad oibre é.
- Ainmnítear ball d'fhoireann na Gaeilge ar a seal gach bliain le comhordú a dheanamh ar an bpleanáil do theagasc agus foghlaim na teanga. Tá ról an chomhordaitheora sainmhínithe go maith, réimse cúraimí leagtha amach agus tá téagar agus freagracht ag baint leis na cúraimí sin.
- Tá iarrachtaí fóna déanta chun deiseanna foghlama éagsúla agus spéisíúla a chur ar fáil sa Ghaeilge san Idirbhliain. Moltar athbhreithniú a dhéanamh ar an modúl "Scrúdú Béil" agus féachaint ar bhealaí eile inar féidir le scoláirí a bheith ag úsáid agus ag cleachtadh na teanga seachas a bheith ag ullmhú ceisteanna do bhéaltríail na hArdeistiméireachta.

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

Contanam Cáilíochta na Cigireachta

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

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Irish
REPORT

Ainm na scoile / School name	St Kieran's College
Seoladh na scoile / School address	College Rd Kilkenny
Uimhir rolla / Roll number	61560J

Date of Inspection: 11-09-2019



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agus Scileanna
Department of
Education and Skills

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SUBJECT INSPECTION

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

HOW TO READ THIS REPORT

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

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	10 & 11-09-2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff members• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during six class periods• Examination of students' work• Feedback to principal and relevant staff

School context

St. Kieran's College is a post-primary school for boys under the patronage of the Bishop of the Diocese of Ossory. The school has a current enrolment of 774 students and the following programmes are provided: The Junior Cycle, Transition Year (compulsory), the Leaving Certificate Vocational Programme and the established Leaving Certificate. Less than 3% of the students are exempted from studying Irish.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching was good overall with exemplary practice identified in a few lessons; the wider use of teaching resources would greatly enhance the learning in some lessons.
- The quality of students' learning experiences was good overall and excellent in one case; considerable efforts were made to promote active learning and, in most cases, the students participated in learning.
- The use of Irish in the lessons was generally very good but translation into English was used too much in certain lessons and the creation of opportunities for students to communicate in Irish is an area for improvement.
- Assessment for learning strategies were used appropriately in places, but differentiation is an area for development, particularly for students with a high standard in the language.
- The quality of planning was good overall and it is to be commended that planning has commenced for the implementation of the specification for Junior Cycle Irish.
- School management fully supports the Irish department and the commendable, diverse, efforts of the teachers in promoting Irish on a whole-school basis.

Recommendations

- It is recommended that real opportunities for communication be created in lessons from first year onwards, in order to give students the opportunity to use what they learn in practice.
- Attention must be paid to the differentiation strategies in the lessons, particularly in the context of mixed ability classes, to ensure that everyone is provided with the correct level of challenge.
- It is recommended that a wider range of teaching resources be used in the lessons, including digital technology.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING AND ASSESSMENT

- The quality of teaching was good overall, with exemplary practice in a few lessons. In these lessons, the students were given the opportunity to work actively and their attention was directed towards the correct use of verbs and other elements of Irish grammar in an enjoyable and fun manner.
- The quality of learning was good in general. In the best lessons, the students were given the opportunity to work together, they were asked for full sentences in Irish and their self-confidence was enhanced greatly. In one junior lesson, the students questioned the teacher continuously in Irish of their own accord indicating self-confidence and a positive attitude towards “taking a risk”.
- Pairwork and group tasks were used in most of the lessons and this approach enhanced the students’ interest in the subject and the benefit gained from the lesson. These tasks, however, did not always create real opportunities to communicate in the target language. Teachers need to consider class activities which require the use of Irish in order to provide the students with experience of speaking the language at their own ability level.
- A good approach in one case was giving each student a particular proverb to say when the roll was called. This can be built upon and many learning opportunities can be created at the beginning of the lesson giving each student the opportunity to speak in front of the class.
- The use of Irish was at the forefront in the class interactions and this approach is commendable. The translation method was used in a few cases and it is recommended that teachers discuss the use of other strategies in order to ensure the students’ understanding of the lesson material.
- The quality of assessment was good overall. Some strategies were used for assessment for learning in lessons including: sharing learning intentions at the beginning of a lesson, using emoticons to illustrate comprehension or incomprehension and revision in order to assess learning. These strategies could be enhanced and visual organisers could be used more widely, such as mindmaps. Criteria for success should be shared with the students before a written task or homework and examples should be provided so that they understand exactly what is to be undertaken.
- Teaching resources and digital technology were used effectively during certain lessons. Information slides were displayed and video clips and programmes were shown, an approach which was beneficial in enhancing the students’ understanding. It would be very worthwhile to expand the practice and ensure that photographs, charts, posters, videos, games and dictionaries, including online dictionaries, are used, in order to foster and develop the students’ interest in the lesson material. It would be beneficial also to instruct the students in the use of a range of dictionaries and online facilities from the beginning of first year.
- For the most part, the lessons had a good structure and learning was paced appropriately as a result. However, at times too much time was provided for the completion of class tasks which resulted in boredom for those who finished early. In the context of mixed-ability classes there needs to be a focus on differentiation strategies to ensure that each student is challenged appropriately in keeping with their learning needs, including those who came from the local Gaelscoil.
- In certain cases, the students were encouraged to practice new words or phrases and this approach is commendable. Opportunities for practice should be provided for students in order for them to acquire new words correctly. The new words should be inserted into sentences

also to ensure that the students have the proper language structures in order to utilise the words in context.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of the provision for the subject is very good. An extra lesson is provided on the timetable in sixth year in order to give the students an opportunity to prepare for the oral examination. Although the additional support is commendable, it is important to ensure that all of the language skills are being integrated into all of the lessons, including communication skills.
- Senior management provides good support to the Irish department and they have regard for the importance of the language having a high profile in the school.
- In general there are mixed-ability classes from first year until the Leaving Certificate. The current arrangements should be regularly reviewed to ensure that they are tailored for all learners, particularly in the senior cycle.
- The teachers organise a wide range of extra-curricular and co-curricular events and activities. The teachers' dedication to providing opportunities for the students to gain experience of the Irish language as a living language is to be commended.

3. PLANNING AND PREPARATION

- The teachers collaborate well and it was evident that there was a very good shared understanding between them which greatly enhances consistency in approaches to teaching and learning. The different year groups are given common examinations and the year groups' plans are set out so that the students have a common learning experience. However, it needs to be ensured that the students' voice is taken into account adequately when choosing the literature pieces for the junior cycle.
- The quality of planning was good. A commendable start to planning has been made for the implementation of the Junior Cycle Specification for Irish (L2). It was evident from the plan for Irish that the teachers are working continuously on it and that it is a real working document.
- A member of the Irish team is nominated in turn every year to coordinate the planning for teaching and learning the language. The coordinator's role is well defined, the range of duties are set out and there is real substance and responsibility in those duties.
- Good efforts have been made to provide different and interesting learning opportunities in Irish in Transition Year. It is recommended to review the module "Oral Exam" and to look at other ways in which the students can use and practice the language apart from preparing questions for the Leaving Certificate oral examination.

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

THE INSPECTORATE'S QUALITY CONTINUUM

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

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