

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar an nGaeilge

TUAIRISC

Ainm na scoile	St Paul's Secondary School
Seoladh na scoile	Monasterevin Co Kildare
Uimhir rolla	61702D

Dáta na cigireachta: 19-09-2016



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 CIGIREACHT ÁBHAIR ANN?

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

CONAS AN TUAIRISC SEO A LÉAMH

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

1. Foghlaim, teagasc agus measúnú
2. Soláthar don ábhar agus tacaíocht na scoile uile
3. Pleanáil agus ullmhúchán

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

Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Ghaeilge

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dátaí na cigireachta	15 agus 19 Meán Fómhair 2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Athbhreithniú ar na cáipéisí cuíPlé leis an bpríomhoide agus leis na múinteoiríCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar theagasc agus ar fhoghlaim i rith seacht dtréimhse rangaAthbhreithniú ar shampla d'obair na scoláirí agus dá ndialanna scoileAiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Meánscoil dheonach Chaitliceach chomhoideachais ina bhfuil 375 scoláire ar an rolla is ea St Paul's Secondary School. Feidhmíonn an scoil faoi phátrúnacht Easpag Chill Dara agus Leithghlinne. Tá an scoil páirteach sa scéim Comhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS). Is ar bhonn roghnach a dhéantar an Idirbhliain a sholáthar sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí cáilíocht an teagaisc sa réimse idir an-mhaith agus measartha ach formhór na ranganna ag leibhéal sásúil.
- Bhí cáilíocht na foghlama sa réimse idir an-mhaith agus measartha ach ar an iomlán bhí an cháilíocht sásúil.
- Bhí iompraíocht na scoláirí go han-mhaith agus rinneadh iarrachtaí fiúntacha deiseanna a chruthú dóibh chun taitneamh a bhaint as an bhfoghlaim.
- Déanann an bhainistíocht soláthar an-mhaith don ábhar agus d'fhorbairt ghairmiúil leanúnach na múinteoirí.
- Cé go gcuirtear na ceithre mhórscoilteanga san áireamh sna scrúduithe tí agus déanann scoláirí an bhéaltriai roghnach don Teastas Sóisearach, tá scóip fós ann níos mó béime a chur ar chumas labhartha Gaeilge na scoláirí a fhorbairt.
- Tá spriocanna feabhsúcháin oiriúnacha leagtha amach ag an roinn d'fhoghlaim na scoláirí.

MOLTAÍ

- Ba cheart níos mó béime a bheith ar fhorbairt scileanna labhartha Gaeilge na scoláirí sna ranganna.
- Ag céim na pleanála agus an ullmhúcháin do ranganna ní mór díriú ar dhifreáil níos éifeachtaí ar an bhfoghlaim, ag tosú le hintinní foghlama sainiúla agus mar a thacóidh na tascanna ranga agus obair bhaile agus ceistiúchán an mhúinteora lena mbaint amach.
- Ní mór plean a fhorbairt don Ghaeilge san Idirbhliain gan mhoill.
- Ba cheart na samplaí dea-chleachtais a breathnaíodh mar a bhaineann leis an obair bhaile agus ceartúchán foirmitheach ar an obair scríofa a bheith ina ngnáth chleachtas agus ag teacht le polasaí na scoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc sa réimse idir an-mhaith agus measartha ach formhór na ranganna sásúil ó thaobh teagaisc de.
- Cé go raibh béim ar labhairt na Gaeilge i bhformhór mór na ranganna, agus gur úsáideadh réimse oiriúnach de chuir chuige teagaisc i ngach rang, caint an mhúinteora a bhí i dtreis agus ní i gcónaí a bhí na cuir chuige éifeachtach.
- Cruthaíodh deiseanna do na scoláirí chun comhoibriú san fhoghlaim i mbeirteanna nó i ngrúpaí i ngach rang.
- Bhí tascanna a bhí le déanamh ag scoláirí i mbeirteanna nó i ngrúpaí dea-roghnaithe agus dea-eagraithe agus éifeachtach i gcur chun cinn na foghlama i mórán cásanna.
- I gcásanna áirithe áfach, ní mór a chinntiú go mbíonn teorainn ama cinnte leis na tascanna a bhíonn le déanamh ag na scoláirí le linn ranga agus go mbíonn tasc le déanamh ag an lucht éisteachta le linn aiseolais.
- Bhí cáilíocht na foghlama sa réimse idir an-mhaith agus measartha agus ar an iomlán bhí sí sásúil.
- Roinneadh na hintinní foghlama le scoláirí ag tús gach ranga ach ba mhinic iad ró-ghinearálta.
- Chun barrfeabhais a chur ar an gcuid seo den chleachtas, moltar na hintinní foghlama a bheith níos sainiúla agus leas níos fearr a bhaint astu chun an measúnú le linn agus ag deireadh ranga a stiúradh.
- Breathnaíodh scoth chleachtas sa chás inar nascadh critéir ratha leis na hintinní foghlama a roinneadh leis na scoláirí. Moltar an cleachtas seo a leathnú, cleachtas a thagann le cur chun cinn polasaí scoile uile don mheasúnú chun foghlama.
- Bhí iompraíocht na scoláirí go han-mhaith agus trí, mar shampla, úsáid a bhaint as cluichí agus na scoláirí a mholadh, cruthaíodh atmaisféar dearfa foghlama sna ranganna.
- Maidir le roinnt cásanna, bhí scóip ann an fhoghlaim a bhrú chun cinn agus a dhéanamh níos dúshlánaí, go háirithe do na scoláirí a bhí níos cumasaí sa teanga.
- Go ginearálta, bhí cáilíocht an mheasúnaithe le linn ranga go maith.
- Breathnaíodh samplaí d'úsáid éifeachtach an cheistiúcháin i roinnt cásanna chun dul chun cinn na foghlama a mheas, scaifil a chur ar fáil, agus chun dúshlán cuí san fhoghlaim a chruthú do scoláirí. Moltar an dea-chleachtas seo a roinnt agus tógáil air chun an fhoghlaim a dhifreálú.
- Tugadh obair bhaile sna ranganna ar fad ach léirigh sampla de dhialanna na scoláirí nach níos rialta é an obair bhaile a thairféadadh. Moltar polasaí na scoile mar a bhaineann leis an obair bhaile a chur i bhfeidhm.
- I gcás mionlach de na ranganna, bhí roinnt bheag samplaí de cheartúcháin foirmitheacha le léamh ar obair na scoláirí. Moltar é a bheith ina ghnáthchleachtas measúnú foirmitheach a dhéanamh ar obair scríofa na scoláirí.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Déanann an bhainistíocht soláthar an-mhaith don ábhar.
- Tá soláthar an-mhaith teicneolaíochta faisnéise agus cumarsáide (TFC) sna seomraí ranga. Mar uirlis teagaisc ba mhó ar fad a úsáideadh í áfach. Moltar féachaint ar an leas a d'fhéadfaí a bhaint as an TFC go cruthaitheach chun an fhoghlaim a chur chun cinn.
- Cuireann an bhainistíocht shinsearach an-tacaíocht ar fáil d'fhorbairt ghairmiúil leanúnach na múinteoirí i réimsí cuí chun tacú le feabhsúchán ar fhoghlaim na scoláirí.

- Baineann cáilíocht an-mhaith leis an bpolasaí measúnaithe agus obair bhaile.
- Tagann cleachtais mheasúnaithe na roinne le haidhmeanna na Siollabas: cuirtear labhairt na Gaeilge san áireamh sna scrúduithe tí agus bíonn na scoláirí rannpháirteach i mbéaltríail roghnach an Teastais Shóisearaigh.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí cáilíocht na pleanála do ranganna aonair sa réimse idir go maith agus cuibhseach. Moltar aird níos fearr a dhíriú ar riachtanais foghlama scoláirí aonair ag céim na pleanála agus an ullmhúcháin do ranganna.
- Léiríonn doiciméid phleanála go bhfuil an roinn ag dul i ngleic leis an bhféinmheastóireacht agus go bhfuil, mar shampla, spriocanna feabhsúcháin oiriúnacha aitheanta maidir le rannpháirtíocht scoláirí sna scrúduithe teistiméireachta ag an ardleibhéal a ardú agus rátaí teipe a laghdú. Ar mhaithe le barrfeabhais a chur ar an gcleachtas seo, moltar na gníomhaíochtaí a dhéanfar chun na spriocanna sin a bhaint amach a shainiú agus mar a dhéanfar monatóireacht ar an dul chun cinn.
- Bhain cáilíocht shásúil leis an bplean don ábhar a chuimsigh pleananna fadtéarmacha do bhliainghrúpaí aonair.
- Seachas an plean fadtéarmach inar luadh ábhar go han-ghinearálta, ní raibh aon phlean gearrthéarmach ar fáil i gcás na hIdirbhliana. Moltar plean gearrthéarmach a leagadh amach gan mhoill d'fhoghlaim na Gaeilge san Idirbhliain. Ba cheart go mbeadh an plean seo dílis do phrionsabail an chláir agus go leathnódh agus go saibhreodh sé taithí foghlama Gaeilge na scoláirí.
- Bhí teimpléad an-mhaith in úsáid do na pleananna gearrthéarmacha do bhliainghrúpaí na sraithe sóisearaí agus na hArdteistiméireachta. Bhí spriocanna foghlama luaithe sna pleananna seo agus léirigh siad béim ar chomhtháthú ábhair agus forbairt scileanna teanga. Moltar go háirithe na samplaí d'athmhachnamh an mhúinteora a bhí le léamh i gcásanna áirithe.
- Ionas go mbeadh na pleananna seo níos éifeachtaí mar thaca do phróiseas an teagaisc, na foghlama agus an mheasúnaithe, moltar go luafaí blianta áirithe sna sraitheanna mar is cuí leo chomh maith leis na tréimhsí ama nó téarmaí den scoilbhliain ina mbeidh siad le cur i bfeidhm.

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

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.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

The board of management of St Paul's Secondary School welcome this report by the Inspectorate.

The board wish to acknowledge the quality of teaching and learning in Irish in the school. The board wish to compliment the teaching staff and students for their continued co-operation to improve teaching and learning. The board recognises the considerable progress that has been made both in terms of increasing participation at higher level and attainment levels across all three levels of Irish over the last number of years.

Réimse 2: 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

Since the Inspection the following actions have been taken by the Irish department

- We applied and received confirmation that our school has been selected for the Gaelbratach scheme. We believe that this will develop our students' spoken Irish skills as the school will have to promote the language in the school to qualify for the flag. This will increase students' confidence in the language throughout the classroom. We currently offer scholarships to the Gaeltacht and we will continue to this this.
- A new Transition Year plan has been created. It contains a module based on the “fáinne” concept of Gaeilge chumarsáideach (conversational Irish). This will emphasise the four key skills by the students creating and presenting project based work.
- The Irish department will continue to engage with the PDST to develop the planning, delivery and general provision of Irish in the school.

Plans for development

- As part of the school's Teaching and Learning Action Plan, effective questioning will be introduced in September 2017. This will further enhance teaching, learning, differentiation and other AfL strategies.
- Edmodo is used as a learning platform by the Gaeilge department, other ICT teaching tools are currently being explored with the intention for use in September 2017 , eg. Duolingo

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

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

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

Subject Inspection in Irish

REPORT

School name	St Paul's Secondary School
School address	Monasterevin Co Kildare
Roll number	61702D

Date of Inspection: 19-09-2016



WHAT IS A SUBJECT INSPECTION?

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

HOW TO READ THIS REPORT

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

1. Learning, teaching and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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

Subject Inspection

INSPECTION ACTIVITIES DURING THIS INSPECTION

Dates of inspection	15 and 19 September 2016
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and teachers• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during seven class periods• Review of a sample of students' work and school journals• Feedback to principal and teachers

SCHOOL CONTEXT

St Paul's Secondary School is a coeducational, voluntary, Catholic school with 375 students enrolled. The school functions under the patronage of the Bishop of Kildare and Leighlin. The school is part of the *Delivering Equality of Opportunity in Schools* (DEIS) Scheme. Transition Year is offered in the school on an optional basis.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of teaching ranged from very good to fair, with most classes at a satisfactory level.
- The quality of learning ranged from very good to fair, but overall the quality was satisfactory.
- Students' conduct was very good and worthwhile efforts were made to create opportunities for them to enjoy learning.
- Management make very good provision for the subject and for teachers' continuing professional development.
- Although the four main language skills are included in house examinations and students take the optional oral examination for the Junior Certificate, there is still scope for placing additional emphasis on developing students' ability in spoken Irish.
- The department has set out appropriate improvement targets for students' learning.

RECOMMENDATIONS

- More emphasis should be placed on developing students' spoken Irish skills in class.
- There must be greater emphasis on more effective learning differentiation at class planning and preparation stage, beginning with specific learning intentions and how classroom tasks, homework and teachers' questions can support the achievement of these intentions.
- A plan for Transition Year Irish must be developed immediately.
- The examples of best practice observed regarding homework and formative correction of written work should be normal practice and in line with school policy.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING AND ASSESSMENT

- The quality of teaching ranged from very good to fair: the quality was satisfactory in most classes.
- Although there was emphasis on spoken Irish in most classes, and an appropriate range of teaching approaches was used in all classes, the teacher's voice dominated and the approaches were not always effective.
- Opportunities were created for students to engage in cooperative learning activities in pairs or in groups in all classes.
- The tasks assigned to students to complete in pairs or groups were well chosen, well organised and effective in promoting learning in many instances.
- In certain cases, however, it should be ensured that tasks to be completed by students during class have a defined time limit and that those in the audience also have a task to complete during feedback.
- The quality of learning ranged from very good to fair and was satisfactory, overall.
- Learning intentions were shared with the students at the start of each class, but were often too general.
- To improve this aspect of the practice, learning intentions should be more specific and could be more usefully employed to guide assessment during and at the end of classes.
- Excellent practice was observed in the case where success criteria were linked to the learning intentions communicated to students. This practice should be extended as it is in line with the promotion of whole-school policy on assessment for learning.
- Student behaviour was very good and a positive learning atmosphere was created in classes by, for example, using games and affirming students.
- In some cases, there was scope to progress learning and make it more challenging, especially for those students who were more proficient in the language.
- In general, the quality of assessment during classes was good.
- Examples of the effective use of questioning to assess learning, to provide scaffolding and to challenge students appropriately, were observed in some cases. This good practice should be shared and built upon to differentiate learning.
- Homework was given in all classes but a review of students' journals showed that it is not always recorded. It is recommended that the school policy on homework be implemented.
- In the case of a minority of classes, a few examples of formative corrections were in evidence in students' written work. Formative assessment of students' written work should be the general practice.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Management makes very good provision for the subject.
- Information and communication technology (ICT) provision in classrooms is very good. It was, however, mainly used as a teaching tool. It is recommended that ways in which ICT could be creatively used to promote learning be explored.
- Senior management provides very good support for teacher engagement in continuing professional development in areas appropriate to improvement in student learning.
- The assessment and homework policy is of very good quality.

- The department's assessment practices are in line with the aims of the Syllabuses: spoken Irish is included in in-house examination and students take the optional oral examination in the Junior Certificate.

3. PLANNING AND PREPARATION

- The quality of planning for individual classes ranged from good to fair. Better attention should be paid to individual students' learning needs at class planning and preparation stage.
- Planning documents illustrate that the department is engaging with self-evaluation and that, for example, suitable improvement targets have been identified regarding increasing the participation of students in certificate examinations at higher level and reducing the failure rates. To enhance this practice, the actions that will be undertaken to achieve these targets should be specified, as well as how progress will be monitored.
- The subject plan, including longterm plans for individual year groups, was of satisfactory quality.
- Apart from the longterm plan which mentioned the content in a very general manner, there was no short-term plan for Irish in Transition Year (TY). It is recommended that a short-term plan for Irish in TY be developed without delay. This plan should adhere to the programme principles and should expand and enrich students' learning experience in Irish.
- The template in use for short-term plans for junior cycle and Leaving Certificate year groups was very good. Learning outcomes were stated in these plans and they illustrated an emphasis on the integrated development of the language skills. The samples of teacher's reflection seen in some cases is especially commended.
- In order to make these plans more effective as a support for the teaching, learning and assessment process, specific years in the cycles, as well as the time periods or terms in the school year for their implementation, should be stated, as appropriate.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and with the head of department at the conclusion of the evaluation.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The board of management of St Paul's Secondary School welcome this report by the Inspectorate.

The board wish to acknowledge the quality of teaching and learning in Irish the school. The board wish to compliment the teaching staff and students for their continued co-operation to improve teaching and learning. The board recognises the considerable progress that has been made both in terms of increasing participation at higher level and attainment levels across all three levels of Irish over the last number of years.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

Since the Inspection the following actions have been taken by the Irish department

- We applied and received confirmation that our school has been selected for the Gaelbratach scheme. We believe that this will develop our students' spoken Irish skills as the school will have to promote the language in the school to qualify for the flag. This will increase students' confidence in the language throughout the classroom. We currently offer scholarships to the Gaeltacht and we will continue to this this.
- A new Transition Year plan has been created. It contains a module based on the "fáinne" concept of Gaeilge chumarsáideach (conversational Irish). This will emphasise the four key skills by the students creating and presenting project based work.
- The Irish department will continue to engage with the PDST to develop the planning, delivery and general provision of Irish in the school.

Plans for development

- As part of the school's Teaching and Learning Action Plan, effective questioning will be introduced in September 2017. This will further enhance teaching, learning, differentiation and other AfL strategies.
- Edmodo is used as a learning platform by the Gaeilge department, other ICT teaching tools are currently being explored with the intention for use in September 2017 , eg. Duolingo

THE INSPECTORATE'S QUALITY CONTINUUM

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

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good ; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good ; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. 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;