

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Mhatamaitic

TUAIRISC

Ainm na scoile / School name	Coláiste Chroí Mhuire
Seoladh na scoile / School address	An Spidéal Contae na Gaillimhe
Uimhir rolla / Roll number	63130R

Dáta na Cigireachta: 27-11-2019



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.

CIGIREACHT ÁBHAIR

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 Mhatamaitic 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 cuairte 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.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. 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.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

CIGIREACHT ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dátaí na Cigireachta	26 & 27 Samhain 2019
Gníomhaíochtaí na cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an bpríomhoide agus le príomhbhaill den bhfoireann• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim i sé cheann de thréimhsí ranga• Iniúchadh ar obair na scoláirí• Aiseolas don phríomhoide agus do na baill foirne chuí

Comhthéacs na Scoile

Is meánscoil dheonach chomhoideachais é Coláiste Chroí Mhuire atá suite sa Spidéal i gContae na Gaillimhe. Feidhmíonn sé trí mheán na Gaeilge agus tá sé rannpháirteach sa Scéim Aitheantais mar Scoil Ghaeltachta. Oideachas Caitliceach, Iontaobhas Scoileanna Éireannacha (CEIST) is ea pátrún na scoile. De bhreis ar chlár na Sraithe Sóisearaí agus clár na hArdteistiméireachta, cuireann an scoil clár roghnach Idirbhliana agus Gairmchlár na hArdteistiméireachta ar fáil. Bhí 230 scoláire cláraithe ag am na cigireachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Cinntí

- Bhí caighdeán an teagasc go maith ar an iomlán sna ceachtanna a breathnaíodh; bhí scóip i líon beag ceachtanna chun cothromaíocht níos fearr a chinntiú idir ionchur an mhúinteora agus rannpháirtíocht na scoláirí.
- Bhí caighdeán na foghlama go maith tríd is tríd, ó an-mhaith go sásúil.
- Bhí an measúnú go maith ar an iomlán ach bhí scóip ann chun na cleachtais éifeachtacha a breathnaíodh maidir le haiseolas múnlaiteach scríofa agus ceistiú a leathnú chun tacú leis an bhfoghlaim.
- Tacaíonn an bhainistíocht scoile le rannpháirtíocht na múinteoirí i bhForbairt Ghairmiúil Leanúnach agus le rannpháirtíocht na mac léinn i réimse imeachtaí matamaitice.
- Bhí pleanáil agus ullmhú aonair go maith ar an iomlán; bhí scóip ann chun feabhas a chur ar phleanáil d'fhorbairt scileanna i roinnt ceachtanna agus chun teicneolaíocht dhigiteach a úsáid chun tacú leis an bhfoghlaim.
- Bhí plean na hIdirbhliana don Mhatamaitic an-mhaith le raon tascanna agus gníomhaíochtaí atá beartaithe chun tuiscint choincheapúil agus úsáidí fíorshaoil a fhorbairt, mar aon le húinéireacht oibre agus deiseanna comhoibrithe a bhfuil cuspóir leo a chur ar fáil do na scoláirí.

Moltaí

- Ba chóir tascanna agus modheolaíochtaí lena gcinntítear go bhfuil rannpháirtíocht níos gníomhaí agus níos fiúntaí ag na scoláirí in ábhar ceachta a sníomh isteach i ngach ceacht.
- Ba cheart go mbeadh réimse straitéisí measúnaithe comhaontaithe ag an roinn matamaitice a úsáidtear i gceachtanna chun tacú leis an bhfoghlaim.

- Ba cheart do mhúinteoirí matamaitice iniúchadh a dhéanamh ar acmhainneacht na teicneolaíochta digítí agus ar an gcaoi is fearr chun í a úsáid chun tacú le foghlaim agus pleanáil chomhoibríoch ábhair.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNACHT

- Bhí caighdeán an teagaisc go maith ar an iomlán sna ceachtanna a breathnaíodh, ó an-mhaith go sásúil. Sa chás go raibh na cleachtais is fearr, bhí ionchais maidir le cumas agus eolas na scoláirí ard de réir mar is cuí agus bhí intinní foghlama soiléire á n-úsáid chun creat a thabhairt do na ceachtanna. Bhí scóip chun feabhais ann i gcásanna áirithe ina raibh fócas ar ábhar a chlúdach nó modheolaíochtaí a úsáid gan iad a nascadh go soiléir le hintinní foghlama. Bhí scóip i mionlach suntasach ceachtanna chun cothromaíocht níos fearr a chinntiú idir ionchur múinteoirí agus rannpháirtíocht na scoláirí.
- Léirigh múinteoirí leibhéil arda saineolais sa Mhatamaitic agus díograis di. Bhain siad úsáid as na spásanna sna seomraí ranga chun timpeallachtaí foghlama dearfacha a chur ar fáil agus bhí deiseanna ag na scoláirí oibriú i gcomhar le chéile agus go neamhspleách freisin. Bhí cuma mhaith ar fhormhór na seomraí ranga mar thoradh ar réimse ábhar a bhaineann le hábhar a bheith le feiceáil iontu, obair na scoláirí féin san áireamh.
- Bhí caighdeán na foghlama go maith tríd is tríd, ó an-mhaith go sásúil. Sna ceachtanna is fearr, bhain na daltaí taitneamh as a gcuid oibre agus chuaigh siad i mbun na gcúraimí a tugadh dóibh ar shlí fhiúntach. Bhí dáimhiúlacht an-mhaith idir múinteoirí agus scoláirí, agus i measc na scoláirí freisin, le feiceáil i ngach ceacht a breathnaíodh agus bhí na scoláirí sásta réitigh a thairiscint agus ceisteanna a chur. I líon beag ceachtanna, bhí rannpháirtíocht na scoláirí ró-éighníomhach nó ní raibh eispéireas foghlama bríoch mar thoradh ar na modheolaíochtaí a úsáideadh. Ba chóir tascanna agus modheolaíochtaí lena gcinntítear go bhfuil rannpháirtíocht níos gníomhaí agus níos fiúntaí ag na scoláirí in ábhar ceachta a sníomh isteach i ngach ceacht.
- Bhí an measúnú go maith ar an iomlán ach bhí scóip ann chun na cleachtais éifeachtacha a breathnaíodh maidir le haiseolas múnlaithreach scríofa agus ceistiú a leathnú chun tacú leis an bhfoghlaim. Bhí roinnt samplaí fíor-mhaithe d'aiseolas múnlaithreach scríofa ar obair na scoláirí ann ach ní raibh sé le feiceáil i bhformhór na gcóipleabhar. Thug múinteoirí aiseolas ó bhéal go rialta. Moltar go n-iarrfaí ar na scoláirí é seo a bhreacadh síos ar a gcuid oibre, más cuí, agus ba cheart do mhúinteoirí an t-aiseolas ó bhéal a chomhlánú le haiseolas scríofa go rialta chun a dhearbhu a bhfuil á dhéanamh go maith ag na scoláirí agus chun treoir chun feabhais a thabhairt.
- Breathnaíodh ar roinnt straitéisí ceistiúcháin le linn na meastóireachta. Nuair a breathnaíodh ar bharr-chleachtas, baineadh úsáid as ceistiú ardoird chun réamheolas a fháil, smaoinreamh spreagadh, plé agus míniú a éascú, agus deiseanna fiúntacha a chur ar fáil do na scoláirí chun an phríomhthéarmaíocht a úsáid i gcomhthéacs. Sna ceachtanna seo, bhí níos mó deiseanna ag na scoláirí tabhairt go gníomhach faoin ábhar ceachta. I líon beag cásanna, bhí scóip ann chun ceistiú ardoird a úsáid chun seiceáil a dhéanamh ar thuiscint agus deiseanna a thabhairt do na scoláirí a gcuid réiteach a phlé, a mhíniú agus údar a thabhairt leo.
- Baineadh úsáid as teicneolaíocht dhigiteach i roinnt ceachtanna ach bhí roinnt cásanna ann ina bhféadfadh sé cur i bhfad níos mó le heispéiris foghlama na scoláirí trí léaráidí cruinne a

shamhaltú agus trí shamplaí ábhartha nithiúla de na coincheapa a bhí á múineadh a sholáthar. I gceacht an-mhaith, bhí úsáid phraicticiúil ag na scoláirí ar theicneolaíocht dhigiteach. Bhí na scoláirí ag obair ar thionscadail aonair agus bhí forbairt réimse leathan scileanna digiteacha mar chuid den bpleanáil ceachta. Tá an leibhéal pleanála seo ar mhaithe le forbairt scileanna, mar aon le sealbhú ábhair, eiseamláireach.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar ábhair agus tacaíocht scoile uile don Mhatamaitic go maith. Freagraíonn an bhainistíocht scoile go dearfach d'arratais ar acmhainní breise chun feabhas a chur ar an teagasc agus an bhfoghlaim agus tacaítear le deiseanna do scoláirí a bheith páirteach in imeachtaí seach-churaclaim ábhartha.
- Tá áiseanna maithe digiteacha ar fáil. Ba léir le linn na cigireachta go raibh éagsúlacht i gceist ó thaobh rannpháirtíochta na múinteoirí sa teicneolaíocht dhigiteach agus nár baineadh leas iomlán as na buntáistí a bhaineann le cleachtais agus acmhainní a roinnt chun tacú le teagasc agus foghlaim. Ba cheart don roinn matamaitice iniúchadh a dhéanamh ar acmhainneacht na teicneolaíochta digití agus tacaíochtaí a chur i bhfeidhm do mhúinteoirí nach bhfuil muintín acu lena húsáid, le haghaidh pleanála comhoibríthí agus mar thacaíocht foghlama i gceachtanna.
- Tá soláthar amchláir ag teacht le riachtanais an churaclaim agus scaiptear ceachtanna ar fud na seachtaine chun teagmháil rialta leis an ábhar a chinntiú. Moltar do scoláirí agus tacaítear leo fanacht ag an leibhéal is airde chomh fada agus is féidir agus ní féidir athrú leibhéil a dhéanamh ach amháin tar éis dul i gcomhairle leis an scoláire, le tuismitheoirí agus le múinteoirí, rud atá inmholta.

3. PLEANÁIL AGUS ULLMHÚ

- Bhí caighdeán an-mhaith ag pleanáil ceachtanna aonair i bhformhór na gceachtanna a breathnaíodh. Bhí intinní foghlama soiléire agus iad dírithe ar na scoláirí mar chreat ag na ceachtanna seo agus bhí gníomhaíochtaí ullmhaithe chun a chinntiú go raibh baint fhiúntach ag na scoláirí leis an bpróiseas foghlama. Bhí scóip chun feabhais ann sna cásanna a raibh na scoláirí ag brath go ró-mhór ar mhínithe an mhúinteora agus nár baineadh an acmhainneacht foghlama iomlán as na gníomhaíochtaí foghlama.
- Déantar uainiú ar chomhordú na roinne matamaitice agus buaileann na baill le chéile go foirmiúil ag tús na scoilbhliana agus go tréimhsiúil i rith na bliana. Coinnítear miontuairiscí na gcrúinnithe. Ba léir go raibh timpeallacht oibre thacúil ag na múinteoirí ina raibh ardleibhéil comhoibríthe neamhfhoirmiúil mar thoradh ar an gcaidreamh maith idir baill na roinne. Ba rud tairbheach é teacht ar chomhaontú faoi bhreac-chur síos ar fhreagrachtaí an chomhordaitheoir ábhair.
- Scrúdaítear torthaí na scrúdaithe Stáit gach bliain. Moltar anailís a dhéantar ina dhiaidh sin a úsáid chun torthaí intí a chur i gcomparáid le hábhair eile chomh maith leis na meántorthaí náisiúnta agus go n-úsáidfear torthaí chun spriocanna feabhsúcháin a shocrú más cuí.

Ag deireadh na meastóireachta pléadh dréacht-chinntí agus dréacht-mholtaí na meastóireachta seo leis an bpríomhoide, an leas-phríomhoide agus 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

Cuireann an Bord Bainistíochta agus pobal na scoile fáilte roimh thuairisc na cigireachta a tharla sa scoil i mí Samhna 2019. Táimid an-sásta agus thar a bheith bródúil as an gcaighdeán atá á bhaint amach sna réimsí seo a leanas:

- Na leibhéil arda saineolais agus díograis a léirigh na múinteoirí Matamaitice.
- An dáimhiúlacht an-mhaith idir múinteoirí agus scoláirí, agus i measc na scoláirí freisin.
- Na háiseanna maithe digiteacha atá ar fail.
- An difreálú a dhéantar i gceachtanna agus an tacaíocht a thugtar do scolairí aonair.
- Tacaíocht uile na scoile.

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

Tá an Bord Bainistíochta, bainistíocht agus foireann na scoile ag déanamh macnamh ar na moltaí chun tabhairt futhu go coinsiasach.

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 tá 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.
Go 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 an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá 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 Mathematics

REPORT

Ainm na scoile / School name	Coláiste Chroí Mhuire
Seoladh na scoile / School address	An Spidéal Contae na Gaillimhe
Uimhir rolla / Roll number	63130R

Date of Inspection: 27-11-2019



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agus Scileanna**
Department of
Education and Skills

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 Mathematics under the following headings:

4. Teaching, learning and assessment
5. Subject provision and whole-school support
6. 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.

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	26 & 27 November 2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during six lessons• Examination of students' work• Feedback to principal and relevant staff

School context

Coláiste Chroí Mhuire is a co-educational voluntary secondary school situated in Spiddal, County Galway. It operates through the medium of Irish and is part of the Gaeltacht School Recognition Scheme. Catholic Education An Irish Schools' Trust (CEIST) is the patron body of the school. As well as the Junior Cycle and Leaving Certificate programmes, the school offers an optional Transition Year (TY) programme and the Leaving Certificate Vocational Programme (LCVP). There were 230 students enrolled at the time of the inspection.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of teaching was good in the lessons observed; there was scope in a small number of lessons to ensure a better balance between teacher input and student engagement.
- The quality of learning was good overall, ranging from very good to satisfactory.
- Assessment was good overall with scope to extend the effective practices observed around formative written feedback and questioning to support learning.
- School management is supportive of teachers' engagement with continuing professional development (CPD) and of students' participation in a range of mathematical events.
- Individual planning and preparation were good overall; there was scope to improve planning for skill development in some lessons and for using digital technology to support learning.
- The TY plan for Mathematics was very good with a range of tasks and activities planned to develop conceptual understanding and real-life applications as well as providing ownership of work and opportunities for purposeful collaboration among students.

Recommendations

- Tasks and methodologies to ensure students have more active and purposeful engagement with lesson content should be incorporated into all lessons.
- The mathematics department should have a range of agreed assessment strategies which are used in lessons to support learning.
- The mathematics teachers should explore the potential of digital technology and how best to use it to support learning and collaborative subject planning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching was good in the lessons observed, ranging from very good to satisfactory. Where practices were best, expectations for students' ability and knowledge were suitably high and clear learning intentions were used to frame the lessons. There was scope to improve in some instances where there was a focus on covering content or using methodologies without linking them clearly to learning intentions. There was scope in a significant minority of lessons to ensure a better balance between teacher input and student engagement.
- Teachers demonstrated high levels of expertise in, and enthusiasm for, Mathematics. They utilised the spaces in the classrooms to provide positive learning environments and students had opportunities to work collaboratively as well as independently. The majority of classrooms visited were well presented with a range of relevant materials and included students' own work.
- The quality of learning was good overall, ranging from very good to satisfactory. In the best lessons, students enjoyed their work and engaged purposefully with the tasks set. Very good rapport between teachers and students, and among students, was evident in all lessons observed and students were happy to offer solutions and ask questions. In a small number of lessons, students' engagement was overly passive or methodologies used did not result in meaningful learning experiences. Tasks and methodologies to ensure students have more active and purposeful engagement with lesson content should be incorporated into all lessons.
- Assessment was good overall with scope to extend the effective practices observed around formative written feedback and questioning to support learning. There were some very good examples of formative written feedback on students' work but it was not evident in the majority of copies. Verbal feedback was given regularly by teachers. It is recommended that students be asked to take note of this on their work, where relevant, and teachers should complement the verbal feedback given with regular written feedback to affirm what students are doing well and to guide for improvement.
- A number of questioning strategies were observed during the evaluation. Where best practice was observed, higher-order questioning was used to elicit prior knowledge, prompt thought, facilitate discussion and explanation, and provide meaningful opportunities for students to use the key terminology in context. In these lessons, students had more opportunities for active engagement with the lesson content. In a small number of instances, there was scope to use higher-order questioning more regularly to check for understanding and give students opportunities to discuss, justify and explain their solutions.
- Digital technology was used in some lessons but there were a number of instances where it could have added considerably to the learning experiences of students by modelling accurate diagrams and by providing relevant and concrete examples of the concepts being taught. In one very good lesson, there was hands-on use of digital technology by students. Students were working on individual projects and lesson planning included the development of a wide range of digital skills. This level of planning for skill development, combined with content acquisition, is exemplary.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole-school support for Mathematics are good. Any requests made for additional resources to enhance teaching and learning are met favourably by school management, and opportunities for students to be involved in relevant extra-curricular events are supported.
- Good digital facilities are available. It was evident during the inspection that teachers' engagement with digital technology varied and the benefits of sharing practices and resources to support teaching and learning were not fully exploited. The mathematics department should explore the potential of digital technology and put supports in place for teachers who lack confidence with its use, both for collaborative planning and as a learning support in lessons.
- Timetabling provision is in line with curriculum requirements and lessons are spread across the week to ensure regular contact with the subject. Students are encouraged and supported to remain at the highest level for as long as possible and a change of level can only happen after consultation with student, parents and teachers; this is commendable.

3. PLANNING AND PREPARATION

- Individual lesson planning was of a very good standard in the majority of lessons observed. Clear, student-centred learning intentions framed these lessons and activities were prepared to ensure students had purposeful involvement in the learning process. There was scope to improve where students were overly dependent on teacher exposition and the full learning potential was not realised from the learning activities.
- Co-ordination of the mathematics department is rotated and members meet formally at the beginning of the school year and periodically throughout the year. Minutes of meetings are maintained. It was evident that good relationships among department members has resulted in a supportive working environment for teachers with high levels of informal collaboration. It would be beneficial to agree on an outline of responsibilities for the subject co-ordinator.
- State examination results are examined annually. It is recommended that subsequent analysis be used to compare results in-house with other subjects as well as with national averages and that findings be used to set improvement targets, where relevant.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board of management and school community welcome the report of the inspection which took place in November 2019. We are very happy and proud of the standards recognised in the following domains:

- The high levels of subject expertise and diligence of the mathematics teachers.
- The very good rapport between teachers and students, and also among students.
- The good digital facilities available.
- Differentiation in lessons and support for individual students.
- Whole school support.

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 board of management, school management and staff are reflecting on the recommendations to implement them conscientiously.

(This is a translation of the school response submitted by the board of management.)

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;