

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar an nGaeilge

TUAIRISC

Ainm na scoile	Meánscoil na mBráithre Críostaí
Seoladh na scoile	Mountgarrett Ros Mhic Thriúin Co. Loch Garman
Uimhir rolla	63600F

Dáta na cigireachta: 29-09-2016



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 i nGaeilge 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.

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.

1. TUAIRISC AR CHÁILÍOCHT NA FOGHLAMA AGUS AN TEAGAIS SA GHAEILGE

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na cigireachta	27-09-2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none">Breathnú ar theagasc agus ar fhoghlaim i rith 7 dtréimhse rangaAthbhreithniú ar obair na scoláiríAiseolas don phríomhoide agus do na múinteoirí
<ul style="list-style-type: none">Athbhreithniú ar na cáipéisí cuíPlé leis an bpríomhoide agus leis na múinteoiríCaidreamh le scoláirí	

COMHTHÉACS NA SCOILE

Meánscoil chomhoideachais faoi phátrúnacht Iontaobhas Scoileanna Éamainn Rís is ea Coláiste na mBráithre Críostaí i Ros Mhic Thriúin. Tá an scoile ag fás le blianta beaga anuas agus tá rollúchán reatha de 320 scoláire sa scoil faoi láthair. Cuireann an scoil an Teastas Sóisearach, Idirbhliain roghnach, Clár Gairme na hArdteistiméireachta agus an Ardteistiméireacht bhunaithe ar fáil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt scóipe chun feabhais agus breathnaíodh samplaí de fhíor dhea-chleachtas i gcás amháin.
- Baineadh úsáid inmholta as an nGaeilge mar theanga teagaisc agus bhainistíochta sna ceachtanna a breathnaíodh ach baineadh an iomad úsáide as an aistriúchán ó Ghaeilge go Béarla in áiteanna.
- Bhí an fhoghlaim ghníomhach chun tosaigh i gcuid mhaith ceachtanna agus baineadh úsáid inmholta as obair ghrúpa agus obair bheirte, ach cailleadh deiseanna uaireanta a chinntiú go raibh dóthain deiseanna cumarsáide sa sprioctheanga ar fáil do scoláirí.
- Bhí leanúnachas maith sa bhfoghlaim le breathnú i go leor ceachtanna ach níor baineadh úsáid as réimse sách leathan acmhainní teagaisc, teicneolaíocht faisnéise agus na cumarsáide (TFC) san áireamh.
- Breathnaíodh cúpla ceacht ina raibh gá le struchtúr níos éifeachtaí d'fhonn a chinntiú gur bhain na scoláirí an tairbhe is fearr astu.
- Déantar iarrachtaí fóna an Ghaeilge a chur i láthair na scoláirí mar theanga bheo trí thurais chun na Gaeltachta agus cé go moltar an obair seo go mór d'fhéadfaí próifíl níos airde a thabhairt don teanga sa scoil i gcoitinne.

MOLTAÍ

- Is gá cur le muinín na scoláirí i labhairt na Gaeilge agus a chinntiú go gcuirtear neart deiseanna cumarsáide sa sprioctheanga ar fáil dóibh le linn na gceachtanna.
- Ní mór pleanáil níos cuimsithí a dhéanamh do cheachtanna i gcásanna áirithe d'fhonn a chinntiú go bhfuil an fhoghlaim níos éifeachtaí.

- Moltar úsáid a bhaint as réimse níos leithne acmhainní teagaisc, an TFC san áireamh d'fhonn spéis na scoláirí i bhfoghlaim na teanga a spreagadh agus a chothú.
- Moltar féachaint ar bhealaí ina bhféadfaí próifíl níos airde a thabhairt don teanga sa scoil, d'fhéadfaí plean cruthaitheach spéisíúil a chur ar fáil don Ghaeilge san Idirbhliain mar thús.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt scóipe chun feabhais in áiteanna agus breathnaíodh samplaí de fhíor dhea-chleachtas i gcás amháin.
- Bhí úsáid na Gaeilge mar theanga mhúinte, bhainistíochta agus chaidrimh ó thaobh na múinteoirí de ag leibhéal an mhaith sna ceachtanna go léir a breathnaíodh agus moltar tiomantas na múinteoirí d'úsáid na sprioctheanga. Baineadh an iomad úsáide as an aistriúchán ó Ghaeilge go Béarla i gcúpla cás d'fhonn tuiscint scoláirí a dheimhniú. Moltar úsáid a bhaint as modhanna eile le cinntiú go dtuigeann scoláirí ábhar an cheachta seachas a bheith ag brath ar an aistriúchán go príomha.
- Rinne scoláirí i gceachtanna áirithe iarrachtaí fóna Gaeilge a labhairt le múinteoirí agus ceisteanna a fhreagairt sa sprioctheanga. B'fhiú go mór cur leis an méid ábhar tacaíochta atá ar fáil sna seomraí ranga chun tacú le scoláirí agus iad ag iarraidh iad féin a chur in iúl sa Ghaeilge.
- Bhí an fhoghlaim ghníomhach chun tosaigh i roinnt mhaith ceachtanna agus baineadh úsáid as obair bheirte agus obair ghrúpa chun deiseanna cumarsáide a chruthú. Níor éirigh chomh maith sin le roinnt gníomhaíochtaí áfach, ceal critéir rátha soiléire agus cur chuige pleanáilte tomhaiste. Moltar an fhoghlaim ghníomhach go mór ach is gá a chinntiú go bhfuil struchtúr cinnte leagtha amach do na gníomhaíochtaí ranga d'fhonn an fhoghlaim is éifeachtaí agus is taitneamhaí a dheimhniú.
- I gcúpla ceacht a breathnaíodh braitheadh go raibh guth an mhúinteora chun tosaigh sa cheacht agus gur cailleadh deiseanna scoláirí a spreagadh agus a ghríosadh le bheith níos gníomhaí. Moltar machnamh ar rólanna éagsúla ar féidir a thabhairt do scoláirí le linn gníomhaíochta ranga le deimhniú go bhfuil gach duine gníomhach agus ag foghlaim.
- Baineadh úsáid éifeachtach as athrá i gceachtanna áirithe le cinntiú go raibh scoláirí in ann focail agus frasaí nua a fhuaimniú i gceart. Is gá an cleachtas seo a leathnú chuig gach ceacht. Braitheadh go raibh drogall ar scoláirí freagraí a thabhairt ar cheisteanna toisc nach rabhadar in ann focail a rá i gceart.
- Tugadh cead do scoláirí úsáid a bhaint as foclóirí arlíne i gceacht amháin a breathnaíodh agus baineadh úsáid as gnáthfhoclóirí i gcás eile. Moltar úsáid na n-áiseanna seo go mór toisc gur chuireadar le cumas scoláirí abairtí a chumadh as a stuaim féin agus chuir sé lena bhféinmhuinín in úsáid na teanga.
- Rinneadh an-iarracht ar uimhearthacht, i gcomhthéacs na Gaeilge, a mhúineadh i gceacht amháin agus d'éirigh go maith leis ar an iomlán ach bhí roinnt scoláirí nár éirigh leo na spriocanna foghlama a bhaint amach ag an deireadh. Is gá súil a coinneáil air seo agus an ceacht ag dul ar aghaidh d'fhonn a chinntiú go bhfuil gach duine ag foghlaim.
- Bhí sárchleachtas le breathnú nuair a baineadh úsáid an-éifeachtach as TFC i gcás amháin a breathnaíodh. Bhí cruthaitheacht ag baint leis an gceacht agus chuir úsáid na nuatheicneolaíochta go mór le taitneamh agus tairbhe na scoláirí. Bhí an teagaisc agus an fhoghlaim thar a bheith éifeachtach sa chás seo.
- Ar an iomlán, braitheadh go raibh easpa acmhainní teagaisc a bhí tarraingteach agus

taitneamhach le linn ceachtanna. Is beag úsáide a baineadh as TFC i bhformhór na gceachtanna agus ní raibh a lán acmhainní teagaisc eile le feiceáil ach oiread. Is fiú go mór do na múinteoirí plé a dhéanamh ar seo agus ar na bealaí is éifeachtaí le suim na scoláirí i bhfoghlaim na teanga a spreagadh agus a chothú.

- Ba léir ó na cóipleabhair a breathnaíodh go dtugtar agus go gceartaítear obair bhaile na scoláirí go rialta. Bhí aiseolas foirmitheach le feiceáil in áiteanna agus moltar é seo. Bhí fadhb ag scoláirí i ranganna áirithe le briathra agus le haimsirí na mbriathra. B'fhiú a n-aird a dhíriú air seo b'fhéidir i gcomhthéacs plean litearthacha na scoile agus i gcomhthéacs an phróisis féinmheastóireachta scoile, d'fhonn a dtuiscint ar na cúrsaí seo a fheabhsú.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá an soláthar don Ghaeilge ar thráthchlár na scoile go maith le ceithre thréimhse sa tseachtain ar fáil don chéad agus don dara bliain. Cúig thréimhse sa tseachtain a bhíonn ann don tríú bliain agus don chúigiú agus séú bliain. Trí thréimhse sa tseachtain a bhíonn ann don Idirbhliain.
- Déantar measúnú ar scileanna cumarsáide na scoláirí sa Ghaeilge ón gcéad bhliain ar aghaidh. Is fíor dhea-chleachtas é seo agus moltar torthaí na measúnuithe sin a léiriú ar thuairiscí scoile mar mharc iontu féin d'fhonn scoláirí a ghríosadh agus a spreagadh chun cur lena gcuid marcanna sa ghné sin d'fhoghlaim na teanga.
- Tógtar scoláirí na hIdirbhliana ar thuras chun na Gaeltachta ar feadh trí lá. Moltar go mór obair na múinteoirí ina leith seo.
- Déantar iarrachtaí fóna Seachtain na Gaeilge a cheiliúradh le réimse comórtais agus tráth na gceist. B'fhiú go mór féachaint ar bhealaí éagsúla ina bhféadfaí an Ghaeilge a chur i láthair na scoláirí mar theanga bheo.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá caighdeán na pleanála agus na comhoibrithe ag leibhéal oiriúnach. Buaileann na múinteoirí le chéile go tráthrialta. Feidhmíonn an príomhoide, ar múinteoir Gaeilge é, mar chomhordaitheoir ar phleanáil do theagasc agus foghlaim na Gaeilge agus cuirtear miontuairiscí ar chruinnithe ar fáil.
- Ní níos do na múinteoirí modheolaíochtaí teagaisc a phlé ag cruinnithe roinne. B'fhiú go mór go mbeadh a leithéid ar chlár gach cruinníú ar mhaithe le smaointe agus deachleachtas a roinnt.
- Cuireadh plean do mhúineadh agus foghlaim na Gaeilge ar fáil ar lá an mheasúnaithe. Ba léir gur caitheadh dua agus obair nach beag ar an bplean agus moltar go mór an leagan amach. B'fhiú roinnt iomlánú a dhéanamh ar an bplean áfach, agus níos mó sonraí a chur ann maidir le húsáid acmhainní teagaisc, TFC san áireamh, modhanna múinte agus modhanna measúnaithe.
- Is gá plean níos cruthaithí a leagan amach do mhúineadh na Gaeilge san Idirbhliain. D'fhéadfaí féachaint ar bhealaí chun próifíl na teanga a ardú sa scoil le linn na hIdirbhliana mar thús.
- Tá iarrachtaí fóna ar siúl sa scoil chun gnóthachtáil na scoláirí a fheabhsú sa Ghaeilge. Tá cúpla rang sa tsraith shóisearach faoi láthair a bhfuil leibhéal maith Gaeilge acu agus tá súil ag an mbainistíocht na scoláirí seo a spreagadh chun fanacht i mbun an ardleibhéil. Ba cheart go gcabhródh na moltaí sa tuairisc seo leis an aidhm sin a bhaint amach agus leis an ngnóthachtáil i gcoitinne.

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

School name	CBS Secondary School
School address	Mountgarrett New Ross Co. Wexford
Roll number	63600F



WHAT IS A SUBJECT REPORT?

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. Learning, teaching and assessment Subject provision and whole-school support 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.

1. REPORT ON THE QUALITY OF LEARNING AND TEACHING IN IRISH

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	27-09-2016
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 7 class periods• Examination of students' work• Feedback to principal and relevant staff

SCHOOL CONTEXT

CBS Secondary School is a co-educational secondary school under the patronage of the Edmund Rice Schools' Trust. The school has been growing in recent years and it currently has an enrolment of 320 students. The school provides the Junior Certificate, an optional Transition Year, the Leaving Certificate Vocational Programme and the established Leaving Certificate.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- The standard of teaching and learning was good overall with some scope for improvement in places; examples of best practice were observed in one case.
- Commendable use was made of Irish as the language of instruction and management in lessons observed, however, too much use was made of translation from Irish to English in places.
- Active learning was to the fore in many lessons and commendable use was made of group work and pair work, but opportunities were missed occasionally to ensure that sufficient opportunities to communicate in the target language were available to students.
- Good continuity in learning was evident in many lessons but a sufficiently wide range of teaching resources, including information and communication technology (ICT) was not used.
- A couple of lessons were observed that needed to be more effectively structured to ensure that the students gained the maximum benefit.
- Good efforts are made to present Irish to students as a living language through trips to the Gaeltacht and even though this work is commended, a higher profile could be given to the language in the school in general.

RECOMMENDATIONS

- Students' confidence in speaking Irish needs to be developed and it must be ensured that they are given sufficient opportunities to communicate in the target language during the lessons.
- More comprehensive planning needs to be done for lessons in certain cases to ensure that the learning is more effective.
- A wider range of teaching resources, including ICT, should be used to encourage and foster the students' interest in learning the language.
- Ways in which a higher profile could be given to the language in the school should be looked at; an interesting, creative plan could be provided for Irish in Transition Year as a start.

DETAILED FINDINGS AND RECOMMENDATIONS

1. LEARNING, TEACHING AND ASSESSMENT

- The standard of teaching and learning was good overall with some scope for improvement in places. Examples of best practice were observed in one case. The use of Irish as the language of instruction, management and interaction by the teachers was very good in all of the lessons observed and the dedication of the teachers to the use of the target language is commended. Too much use was made of translation from Irish to English in a couple of cases to confirm students' understanding. Other methods should be used to ensure that students understand the lesson's material rather than depending primarily on translation.
- Students in certain lessons made good efforts to speak Irish to teachers and answer questions in the target language. The amount of support material that is available in the classrooms should be increased to support students when they try to express themselves in Irish.
- Active learning was to the fore in many lessons and pair work and group work were used to create opportunities for communication. Certain activities were not very successful, however, due to lack of clear success criteria and a well thought-out approach to planning. The active learning is highly commended but it must be ensured that a definite structure is set for class activities to ensure the most effective and most enjoyable learning.
- In a couple of lessons observed, it was found that the voice of the teacher was to the fore and that opportunities were missed to encourage students to be more active. It is recommended that consideration be given to different roles that can be given to students during class activities to ensure that everyone is active and learning.
- Effective use was made of repetition in certain lessons to ensure that students were able to pronounce new word and phrases properly. This practice should be extended to every lesson. It was found that students were reluctant to answer questions because they were not able to pronounce words properly.
- Students were given permission to use on line dictionaries in one lesson that was observed and ordinary dictionaries were used in another case. The use of these resources is highly commended as they contributed to the students' ability to compose sentences for themselves and it increased their confidence in using the language.
- Commendable efforts were made to teach numeracy, in the context of Irish, in one lesson and it was successful overall but some students did not succeed in achieving the learning goals at the end. It is necessary to be vigilant about this as the lesson is underway to ensure that everyone is learning.
- Best practice was evident when very effective use was made of ICT in one lesson observed. There was creativity involved in the lesson and the use of new technology greatly added to the enjoyment and benefit of the students. Teaching and learning were very effective in that case.
- Overall, it was found that there was a lack of use of teaching resources that were attractive and enjoyable during lessons. Little use was made of ICT in the majority of lessons and very few other teaching resources were evident either. It would be very worthwhile for the teachers to discuss this issue and the most effective ways to encourage and foster the interest of students in learning the language.
- It was obvious from the copy books that were examined that homework is given to students regularly and that it is corrected. Formative feedback was seen in places and this is commended. Students in certain classes had a problem with verbs and with the tenses of verbs. It would be advisable to focus their attention on this, perhaps in the context of the

school's literacy plan, and in the context of the school's self-assessment process to improve their understanding of different areas of grammar.

2. SUBJECT PROVISION AND WHOLE-SCHOOL SUPPORT

- The provision for Irish on the school's timetable is good with four periods per week available for first and second year. There are five periods a week for third year, fifth year and sixth-year students. There are three periods a week for Transition Year.
- Students' communication skills in Irish are assessed from first year onwards. This is very good practice and it is recommended that the results of these assessments should be shown on school reports as a discrete mark to encourage students to increase their marks in that aspect of learning the language.
- Transition Year students are brought on a trip to the Gaeltacht for three days. The work of teachers in this regard is highly commended.
- Satisfactory efforts are made to celebrate *Seachtain na Gaeilge* with a range of competitions and a quiz. It would be worthwhile looking at different ways in which Irish could be presented to the students as a living language.

3. PLANNING AND PREPARATION

- The standard of planning and teacher collaboration is at an appropriate level. The teachers meet at regular intervals. The principal, who is an Irish teacher, functions as coordinator of planning for the teaching and learning of Irish and minutes of meetings are provided.
 - The teachers do not normally discuss teaching methodologies at departmental meetings. It would be worthwhile having such an item on the agenda of each meeting to share ideas and best practice.
 - A plan for the teaching and learning of Irish was made available on the day of the assessment. It was obvious that a lot of effort and work had gone into the plan and the layout is highly commended. It would be advisable to integrate the plan more, however, and add more details in relation to the use of teaching resources, including ICT, teaching methods and methods of assessment.
 - A more creative plan for the teaching of Irish in Transition Year needs to be devised. Ways to raise the profile of the language in the school during Transition Year could be considered as a start.
 - Good efforts are being made in the school to improve the students' attainment in Irish. There are a couple of classes in the junior cycle at present that have a good level of Irish and school management hopes to encourage those students to continue at higher level in senior cycle. The recommendations in this report should help achieve that aim and they should help with attainment in general.
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At the end of the evaluation, the draft findings and draft recommendations of this evaluation were discussed with the principal and with 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 quality of the school's provision in 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