

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

**Subject Inspection in English**

**REPORT**

<b>Ainm na scoile / School name</b>	Gaelcholáiste An Phiarsaigh
<b>Seoladh na scoile / School address</b>	An Mhainistir Bóthar Na Gráinsí Ráth Fearnáin
<b>Uimhir rolla / Roll number</b>	68161H

**Date of Inspection: 15-10-2019**



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

Tá an tuairisc seo scríofa i mBéarla. Tá aistriúchán Gaeilge den tuairisc ar fáil ag deireadh na tuairisce.

## **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 English 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

<b>Dates of inspection</b>	14 and 15 October 2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussions with principal and teachers of English</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during six lessons</li><li>• Examination of students' work</li><li>• Individual feedback to teachers</li><li>• Feedback to acting principal and teachers of English</li></ul>

### School context

Gaelcholáiste an Phiarsaigh is an Irish-medium co-educational post-primary school in the trusteeship of An Foras Pátrúnachta. The school was established in Rathfarnham in 2014 and now has its first sixth-year cohort. It offers the Junior Cycle programme, a compulsory Transition Year, and the established Leaving Certificate. Current enrolment stands at 261 and numbers are growing.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- Overall, the quality of teaching and learning in English was very good.
- Students were engaged and motivated, and worked purposefully and productively in all lessons observed.
- Timetable provision for English is very good, and the subject is well supported and resourced.
- Subject planning is detailed, collegial and reflective.

#### Recommendations

- To build on and extend the very good teaching and learning practices in place, teachers of English should aim for a swift first reading of long texts, and further facilitate students to engage deeply with learning activities and to share their views and conclusions with each other.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- Six lessons were observed, covering all years and programmes offered, and involving all members of the English department. The overall quality of teaching was very good, with some excellent practice noted in a number of lessons. Teachers engaged very professionally with the inspection process, and are clearly committed to continuing development of their practice.
- Lessons were very well planned and prepared, with a clear emphasis on providing rich learning experiences for students. This approach was evident in the thoughtful planning of the sequencing of learning activities, and the preparation of resources geared to stimulating student learning and the development of knowledge and skills.
- In presenting texts and topics, teachers showed high levels of engagement with language and literature themselves, acting as models for students, and encouraging them to interact with the material and to respond personally. It was very good to note this approach not only with junior cycle groups but also with TY and Leaving Certificate classes. To further develop and strengthen this practice, teachers should aim for a swift first reading of long texts and avoid over-analysis on first reading, even in the case of the Leaving Certificate single text study. In studying a play, for example, students should experience the forward momentum of the drama so that the play can explain itself insofar as is possible.
- Learning activities were generally very well managed, so that students had a clear sense of the purpose of tasks and what they should be aiming to produce. Sometimes they were a little short on time for tasks; teachers should feel confident about allowing sufficient time when the task itself is well planned to elicit rich learning. It would also be worthwhile to ensure that students have a good grasp of the success criteria that apply to a given task so that they can use them when assessing their own work or that of their peers.
- All students have tablet devices, and digital technology was used exceptionally well by teachers and students to progress and deepen learning. While resources and materials, including textbooks, were readily available on the devices, students used them much more dynamically than simply as e-readers. Their use to enable students to record and critique their work, to report back from group tasks, and to enhance the organisation, monitoring and ownership of their learning was especially noteworthy.
- Purposeful and well-structured pair and group work was a feature of all lessons observed. Students worked together very well and their discussions with each other demonstrated their ability to investigate texts collaboratively and to develop their responses to them. To bring this approach to a fruitful conclusion in the classroom context, teachers should encourage students to feed back the outcome of pair or group work to each other, rather than always to the teacher. One of the aims of this approach is to enable students to consider and assess the validity of responses which may differ from their own, and to understand the concept of a valid response.
- Homework was assigned to all classes and was linked to lesson topics and activities. It was generally assigned in a timely manner, enabling clear explanation and clarification, and success criteria were often explicitly shared.
- Students displayed a positive attitude to their work and a strong sense of themselves as learners. High levels of motivation and engagement were evident, and the planned learning activities were successfully concluded in all lessons. While applying themselves diligently and productively, students also clearly enjoyed their learning. They were willing to ask and respond to questions, and their contributions were generally confident and articulate.

- Students' folders and A4 copybooks held a large volume of work, including a number of pieces of extended writing. While the standard of work and presentation varied, some very accomplished pieces were noted, and there was evidence of the development of students' writing skills over time. The practice of drafting and redrafting is initiated at an appropriately early stage and students showed good understanding of it. Teachers provide helpful developmental feedback to students on all substantial pieces of work. It would be worthwhile for teachers to consider how best to ensure that this approach remains sustainable as numbers grow in the school.

## **2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT**

- Timetable provision for English is very good both in the number of lessons and their distribution throughout the week.
- Students are facilitated to take certificate examinations at an appropriate level within mixed-ability class groups, and the commitment to mixed ability is commendable. As the experience of taking students through the Leaving Certificate programme is new, it is good to note that the subject department and senior management are keeping an open mind on senior cycle class formation.
- The three-teacher subject department is well deployed, and the two main teachers of English take both junior and senior cycle class groups. As numbers grow, it would be very good to maintain this pattern of deployment as much as possible.
- Teachers are based in their own classrooms, and these provide flexible and stimulating learning environments in which student interactions can happen easily.
- The school and subject department place commendable emphasis on students' wider experience of English, most notably through engagement with the national Poetry Aloud competition, visits to the theatre, and in-school initiatives promoting reading for pleasure.

## **3. PLANNING AND PREPARATION**

- Very good subject department planning practices are in place. The subject department has collaboratively devised a subject plan and plans of work for each year group. These are detailed and draw appropriately on the relevant specification and syllabus.
- The junior cycle plans follow a thematic approach supporting the integration of all language skills, and very good attention has been paid to aligning assessment tasks with specific learning outcomes. TY plans are modular, and the year is correctly viewed as an opportunity to build on and deepen junior cycle skills. Leaving Certificate text choices endeavour to appeal to students' interests, and this approach supports the development of students' ability to engage in informed personal response.

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

## 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
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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;

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**Cigireacht Ábhair sa Bhéarla**

**TUAIRISC**

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### **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 Bhéarla faoi na ceannteidil seo a leanas:

4. Teagasc, foghlaim agus measúnú
5. Soláthar ábhair agus tacaíocht scoile uile
6. 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.

### **COSAINT 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 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.



# CIGIREACTH ÁBHAIR

## GNÍOMHAÍOCHTAÍ CIGREACTHA

<b>Dátaí na cigireachta</b>	14 agus 15 Deireadh Fómhair 2019
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>• Athbhreithniú ar cháipéisíocht ábhartha</li><li>• Plé le príomhoide agus le múinteoirí an Bhéarla</li><li>• Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Breathnú ar theagasc agus ar fhoghlaim le linn sé cinn de cheachtanna</li><li>• Iniúchadh ar obair na scoláirí</li><li>• Aiseolas aonair do mhúinteoirí</li><li>• Aiseolas don phríomhoide feidhmeach agus do na múinteoirí Béarla</li></ul>

## Comhthéacs na scoile

Is iar-bhunscoil chomhoideachais lán-Ghaeilge í Gaelcholáiste an Phiarsaigh faoi phátrúnacht An Forás Pátrúnachta. Bunaíodh an scoil i Ráth Fearnáin in 2014 agus tá an chéad chohórt séú bliain sa scoil anois. Cuireann an scoil clár na Sraithe Sóisearaí, Idirbhliain éigeantach agus an Ardeistiméireacht bhunaithe ar fáil. Tá 261 cláraithe faoi láthair agus tá fás ar an líon scoláirí.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Ar an iomlán, bhí cáilíocht an teagaisc agus na foghlama sa Bhéarla an-mhaith.
- Bhí na scoláirí rannpháirteach agus spreagtha, agus d'oibrigh siad go fiúntach, táirgiúil i ngach ceacht a breathnaíodh.
- Tá soláthar an-mhaith sa chlár ama don Bhéarla, agus is maith an tacaíocht agus na hacmhainní atá ar fáil don ábhar.
- Déantar an phleanáil don ábhar go féinmhachnamhach, go mion agus ar bhonn foirne.

### Moltaí

- Chun tógáil ar na cleachtais an-mhaithe teagaisc agus foghlama atá ar siúl, ba chóir do na múinteoirí Béarla díriú ar léamh tapa ar théacsanna fada a dhéanamh ar dtús, agus éascú breise a dhéanamh le haghaidh scoláirí dul i ngleic go domhain le gníomhaíochtaí foghlama, agus a ndearcadh agus a gcuid conclúidí a roinnt lena chéile.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Rinneadh breathnú ar shé cinn de cheachtanna, thar gach bliain agus gach clár atá ar fáil, agus gach ball de Roinn an Bhéarla i gceist. Ar an iomlán bhí cáilíocht an teagaisc an-mhaith, agus bhí cleachtas den chéad scoth le tabhairt faoi deara i líon áirithe ceachtanna. Ghlac na múinteoirí páirt an-ghairmiúil sa phróiseas cigireachta, agus is léir go bhfuil siad tiomanta dá gcleachtas a fhorbairt go leanúnach.
- Bhí pleanáil agus ullmhúchán an-mhaith ann do cheachtanna, agus bhí béim shoiléir ar eispéireas saibhir foghlama a chur ar fáil do scoláirí. Ba léir an cur chuige seo sa pleanáil mheabhraitheach don seicheamh gníomhaíochtaí foghlama, agus ullmhúchán acmhainní dírithe ar fhoghlaim scoláirí a spreagadh agus ar fhorbairt scileanna agus eolais.
- Nuair a bhíothas ag cur téacsanna agus topaicí i láthair, léirigh múinteoirí leibhéal arda teagmhála leis an teanga agus leis an litríocht iad féin, mar eiseamláir do na scoláirí, á spreagadh idirghníomhú leis an ábhar agus freagairt go pearsanta dó. Ba an-mhaith a thabhairt faoi deara go raibh an cur chuige seo ann ní hé amháin leis na grúpaí sraithe sóisearaí ach le ranganna Idirbhliana agus Ardeistiméireachta chomh maith. Chun forbairt a dhéanamh ar an gcleachtas seo agus chun é a neartú, ba chóir do mhúinteoirí díriú ar léamh tapa a dhéanamh ar dtús ar théacsanna fada agus an ró-anailís a sheachaint ar an gcéad léamh, fiú i gcás staidéar aon téacs na hArdteistiméireachta. Mar shampla, nuair a bhíonn staidéar ar siúl ar dhráma, ba chóir go mbeadh na scoláirí ábalta fuinneamh dul chun cinn an dráma a mhothú, le go míneoidh an dráma é féin a oiread agus is féidir.
- Go ginearálta, tá bainistiú an-mhaith ar ghníomhaíochtaí foghlama, rud a d'fhág go raibh tuiscint shoiléir ag scoláirí ar an bhfeidhm a bhí le ceachtanna agus ar an méid ar chóir dóibh díriú air chun é a thabhairt chun críche. Ó am go chéile bhí an t-am beagán gann le haghaidh tascanna; ba chóir go mbeadh muinín ag múinteoirí dóthain ama a cheadú sa chás go bhfuil an ceacht dea-phleanáilte le go mbeidh foghlaim an-saibhir mar thoradh air. B'fhiú chomh maith a chinntiú go mbíonn tuiscint mhaith ag scoláirí ar cad iad na critéir a bhaineann le gach tasc a léiríonn gur éirigh leo ann, le go mbeidh siad in ann tarraingt orthu agus iad ag déanamh measúnaithe ar a gcuid oibre féin nó ar obair a gcuid comhpháirtithe.
- Tá gléas taibléid ag gach dalta, agus bhain múinteoirí agus scoláirí úsáid shármhaith as an teicneolaíocht dhigiteach leis an bhfoghlaim a chur chun cinn agus a dhoimhniú. Bhí acmhainní agus ábhair, lena n-áirítear téacsleabhair, ar fáil go réidh ar na gléasanna seo, ach bhain scoláirí úsáid níos dinimiciúla astu seachas mar ríomhléitheoirí amháin. Ba shuntasach go háirithe an úsáid a baineadh astu le haghaidh taifeadadh agus critic a dhéanamh ar a gcuid oibre, le tuairisciú a dhéanamh ar a gcuid tascanna grúpa, agus chun feabhas a chur ar eagrú, ar mhonatóireacht agus ar sheilbh a gcuid foghlama.
- Bhí an obair ghrúpa dea-struchtúrtha fiúntach mar ghné de gach ceacht a breathnaíodh. D'oibrigh scoláirí le chéile go maith agus léirigh a gcuid comhráite le chéile an cumas a bhí iontu téacsanna a fhiosrú i gcomhar lena chéile agus a gcuid freagairtí dóibh a fhorbairt. Chun conclúid tháirgiúil a dhéanamh ar an gcur chuige seo i gcomhthéacs an tseomra ranga, ba chóir do mhúinteoirí scoláirí a spreagadh chun aiseolas ar a gcuid oibre, i mbeirteanna nó i ngrúpaí, a thabhairt ní hé amháin don mhúinteoir ach dá chéile. Ar na cuspóirí a bhíonn ag an gcur chuige seo tá a chur ar chumas na scoláirí breithniú agus measúnú a dhéanamh ar bhailíocht freagairtí atá difriúil óna gcuid féin, agus tuiscint a bheith acu ar an gcoincheap a bhaineann le freagairt bhailí.
- Tugadh obair bhaile do gach rang agus bhí nasc idir í agus na topaicí agus na gníomhaíochtaí ranga. Go ginearálta tugadh an obair don rang go tráthúil, rud a d'fhág deis míniú agus

soiléiriú a chur ar fáil, agus is minic a dúradh go neamhbhalbh cad iad na critéir a léireodh gur éirigh le scoláirí san obair.

- Léirigh scoláirí dearcadh dearfach ar a gcuid oibre agus ba láidir an tuiscint a bhí acu orthu féin mar fhoghlaimoírí. Ba léir go raibh siad spreagtha agus rannpháirteach ar leibhéal an-ard, agus cuireadh na gníomhaíochtaí foghlama a beartaíodh i gcrích go rathúil i ngach ceacht. Ba léir gur bhain na scoláirí taitneamh as a gcuid foghlama, agus iad ag obair go dian agus go táirgiúil. Bhí siad toilteanach ceisteanna a chur agus a fhreagairt, agus go ginearálta ba mhuíneach agus ba dhea-ráite na freagairtí a bhí acu.
- Bhí méid mór oibre sna comhaid agus sna cóipleabhair A4 a bhí ag scoláirí, agus bhí roinnt píosaí fada scríbhneoireachta ann. Cé go raibh éagsúlacht le brath ar chaighdeán agus ar chur i láthair na hoibre, bhí roinnt píosaí ardchumasacha le brath, agus bhí fianaise ar fhorbairt scileanna scríbhneoireachta na scoláirí thar thréimse ama. Is cuí an chéim luath ag a dtugtar isteach an cleachtas dréachtaithe agus athdhréachtaithe agus léirigh scoláirí tuiscint mhaith ar an bpróiseas sin. Tugann múinteoirí aiseolas forbarthach cuidiúil do na scoláirí maidir le gach píosa toirtiúil oibre. B'fhiú do mhúinteoirí machnamh a dhéanamh ar conas a chinntiú go mbeidh an cur chuige seo inbhuanaithe de réir mar a thiocfaidh fás ar an líon scoláirí sa scoil.

## 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an soláthar amchláir don Bhéarla an-mhaith, maidir leis an líon ceachtanna agus leis an gcaoi a ndáiltear iad ar feadh na seachtaine.
- Éascaítear scoláirí chun scrúduithe teastais a thógáil ag leibhéal cuí laistigh de ghrúpaí ranga ina bhfuil meascán inniúlachtaí, agus tá moladh tuillte ag an tiomantas don inniúlacht mheasctha. Ó tharla gur nua an taithí ar scoláirí a thógáil tríd an gclár Ardteistiméireachta, is maith a thabhairt faoi deara go bhfuil intinn oscailte ag roinn an ábhair agus ag an ardbhainistíocht maidir le comhdhéanamh ranganna sa tsraith shinsearach.
- Déantar imlonnú fiúntach leis an triúr múinteoirí sa Roinn, agus tá grúpaí ón tsraith shóisearach agus ón tsraith shinsearach ar aon ag an mbeirt phríomh-mhúinteoirí Béarla. De réir mar a thiocfaidh fás ar an líon scoláirí, ba mhaith leanúint den phatrún seo imlonnaithe.
- Bíonn múinteoirí lonnaithe ina seomraí ranga féin, agus cuireann siad seo timpeallachtaí spreagúla solúbtha foghlama ar fáil, inar féidir le hidirghníomhaíochtaí scoláirí tarlú go réidh.
- Leagann an scoil agus roinn an ábhair béim inmholta ar eispéireas níos leithne na scoláirí sa Bhéarla, go háirithe tríd an gcomórtas náisiúnta *Poetry Aloud*, cuairteanna ar an amharclann, agus tionscnaimh laistigh den scoil leis an scíthléitheoireacht a chur chun cinn.

## 3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá cleachtais an-mhaith sa phleanáil socraithe ag roinn an ábhair. Tá roinn an ábhair tar éis plean ábhair agus pleananna oibre do gach bliainghrúpa a dhearadh i gcomhar lena chéile. Is pleananna mionsonraithe iad seo agus tarraingíonn siad go hiomchuí ar an tsonraíocht agus ar an siollabas ábhartha.
- Leanann an tsraith shóisearach cur chuige téamúil a thacaíonn le himeascadh gach scil teanga, agus tá aird an-mhaith tugtha ar thascanna measúnaithe a ailíniú le torthaí foghlama áirithe. Tá pleananna Idirbhliana déanta ar bhonn modúl, agus caitear leis an mbliain mar is cóir mar dheis tógáil ar scileanna sraithe sóisearaí agus iad a dhoimhniú. Féachann rogha téacsanna na hArdteistiméireachta le riar ar spéis na scoláirí, agus tacaíonn an cur chuige seo le forbairt chumas na scoláirí freagairt eolach phearsanta a thabhairt.

Rinneadh na dréachtchinntí agus na dréachtmholtaí a tháinig as an meastóireacht seo a phlé leis an bpríomhoide feidhmeach agus le múinteoirí an ábhair tar éis na meastóireachta.

### 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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> 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
<b>Maith</b>	Úsáidtear <b>Go maith</b> 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 nscóláirí. 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 <b>an-mhaith</b> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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 nscóláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
<b>Lag</b>	Úsáidtear <b>Lag</b> 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