

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

**Cigireacht Ábhair i bhFraincis**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Coláiste de hÍde
<b>Seoladh na scoile / School address</b>	Br Thigh Motháin Thuaidh Br Chaisleáin Thigh Motháin Tamhlacht Baile Átha Cliath 24
<b>Uimhir rolla / Roll number</b>	70021D

**Dáta na Cigireachta: 18-10-2017**



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

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

### **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 Fhraincis 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.

# CIGIREACTH ÁBHAIR

## GNÍOMHAÍOCHTAÍ CIGREACTHA

<b>Dáta na cigireachta</b>	18 Samhain 2017
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Plé leis an bpríomhoide, an leasphríomhoide agus an múinteoir</li><li>• Caidreamh leis na scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Breathnóireacht ar mhúineadh agus ar fhoghlaim le linn trí ranga</li><li>• Scrúdú ar obair na scoláirí</li><li>• Aischothú don príomhoide, don leasphríomhoide agus don mhúinteoir</li></ul>

## Comhthéacs na scoile

Is meánscoil chomhoideachais í Coláiste de hÍde faoi choimirce Bhord Oideachais agus Oiliúna Bhaile Átha Cliath Dhún Laoghaire. Bíonn an scoil rannpháirteach i dtionscnamh um Sholáthar Deiseanna Comhionannais i Scoileanna agus faoi láthair tá 297 scoláire ar an rolla. Cuireann an scoil an Teastas Sóisearach, an tSraith Shóisearach, agus an Ardeistiméireacht bhunaithe, chomh maith le clár éigeantach Idirbhliana, ar fáil. Tá sé éigeantach staidéar a dhéanamh ar nua-theanga i ngach bliain.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Ar an iomlán bhí cáilíocht na múinteoireachta go maith, bhí caighdeán na foghlama go measartha agus bhí caighdeán an mheasúnaithe sách maith.
- Baineadh úsáid as an sprioctheanga sna ceachtanna ar breathnaíodh orthu, ach ba í an Ghaeilge, áfach, príomhtheanga na cumarsáide agus bhí cuid de na scoláirí ag streachailt chun an Fhraincis a thuiscint agus a labhairt.
- Bhí roinnt idirdhealuithe le feiceáil, ach, in amanna, bhí scoláirí áirithe nach raibh in ann páirt a ghlacadh i ngníomhaíochtaí ranga de bharr nach raibh siad seo ag teacht lena riachtanais foghlama.
- Bhí deis ann chun obair scríofa scoláirí a fhorbairt agus chun cur leis an aischothú múnlaiteach sna cóipleabhair.
- Tá an cheannaireacht i múineadh agus foghlaim sa scoil an-éifeachtach ar fad agus tá caighdeán soláthair na scoile agus an tacaíocht uile scoile an-mhaith.
- Ar an iomlán, bhí caighdeán na pleanála agus an ullmhúcháin go maith.

### Moltaí

- Ba cheart straitéisí teangeolaíocha a mhúineadh do scoláirí chun cabhrú leo úsáid a bhaint as an bhFraincis le haghaidh idirghníomhaíochtaí laethúla sa rang.
- Ní mór gníomhaíochtaí atá deartha chun scoláirí a spreagadh le labhairt lena chéile i bhFraincis a shníomh isteach sna ceachtanna.
- Is cóir idirdhealú a dhéanamh i ngach ceacht agus ba cheart go n-áireofaí creat tacaíochta foghlama i ngach ceacht de réir mar is cuí.
- Ba cheart scoláirí a spreagadh chun obair scríofa neamhspleách a sholáthar agus ba cheart go bhfaighfidís aischothú scríofa ón múinteoir maidir leis an gcaoi lena gcuid oibre a fheabhsú.

## MIONCHINNÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Ar an iomlán, bhí caighdeán na múinteoireachta sna ranganna ar breathnaíodh orthu go maith.
- Baineadh úsáid as an sprioctheanga ó am go ham sna ceachtanna, ach ba í an Ghaeilge, áfach, an phríomhtheanga chumarsáide sna ceachtanna ar breathnaíodh orthu.
- Ba cheart straitéisí teangeolaíocha a mhúineadh do scoláirí chun cabhrú leo an Fhraincis a úsáid in idirghníomhaíochtaí laethúla ranga.
- Baineadh úsáid mhaith as an teicneolaíocht dhigiteach chun rannpháirtíocht na scoláirí a fheabhsú. Mar shampla, baineadh úsáid as roth digiteach chun scoláirí a roghnú le haghaidh gníomhaíochtaí agus baineadh úsáid as tráth na gceist idirghníomhach chun foghlaim na scoláirí a dhaingniú. Baineadh leas as físeán dea-roghnaithe i gceacht amháin chun forbairt a dhéanamh ar an bhfoghlaim. Bhí codanna den fhíseán ródheacair, áfach, do leibhéal foghlama na scoláirí. Bheadh feabhas ar an bhfoghlaim dá mba rud é gur gearradh an físeán beagán agus go ndearnadh breis forbartha ar an ábhar teanga le linn an cheachta.
- Breathnaíodh ar chleachtas éifeachtach nuair a tugadh aghaidh ar an litearthacht agus ar an uimhearthacht i gceacht amháin i mbealach comhtháite sa sprioctheanga. Ba cheart cur leis an gcineál seo cleachtais.
- Bhí cáilíocht na foghlama sna ceachtanna ar breathnaíodh orthu go measartha.
- Bhí obair bheirte le feiceáil sna ceachtanna ar fad. In amanna, bhí roinnt scoláirí ag streachailt le gníomhaíochtaí áirithe ranga agus mar gheall air sin ní raibh siad in ann a bheith rannpháirteach iontu. Bhí roinnt fianaise ann ar idirdhealú i gceacht amháin. Ba cheart seo a leathnú amach chuig gach ceacht agus ba cheart idirdhealú a chur san áireamh maidir le cuspóirí foghlama, chomh maith le creat tacaíochta foghlama a sholáthar laistigh de na ceachtanna.
- Bhí na scoláirí ag streachailt chun an Fhraincis a thuiscint agus chun an Fhraincis a labhairt sna ceachtanna ar breathnaíodh orthu. Chun a gcumas cumarsáide a fhorbairt, ba cheart gníomhaíochtaí atá deartha chun scoláirí a spreagadh chun labhairt lena chéile i bhFraincis a chomhtháthú isteach sna ceachtanna.
- I gceacht amháin, spreagadh scoláirí chun naisc fhóinteacha a dhéanamh idir an fhoghlaim in ábhair eile. Ba cheart an dea-chleachtas seo a leathnú amach.
- Bhí caidrimh idir scoláirí agus idir scoláirí agus an múinteoir an-mheasúil agus dearfach i ngach ceacht agus thacaigh sé le timpeallacht foghlama a bhí comhoibríoch.
- Bhí cáilíocht na measúnachta sna ceachtanna ar breathnaíodh orthu sách maith. Roinneadh cuspóirí foghlama le scoláirí ag tús na gceachtanna. Breathnaíodh ar roinnt teicnící chun measúnú a dhéanamh ar an bhfoghlaim. Ar an iomlán, bhí deis ann chun tuilleadh forbartha a dhéanamh ar straitéisí maidir le measúnú chun foghlama.
- In obair scríofa na scoláirí bhí comhlánú bileog oibre agus ceachtanna téacsleabhair chun tosaigh. Ba cheart go mbeadh na scoláirí ag scríobh go neamhspleách i bhFraincis chun daingniú a dhéanamh ar a bhfoghlaim agus chun cur leis an bhfoghlaim.
- Bhí ráitis dhearfacha chun na scoláirí a spreagadh le feiceáil i gcóipleabhair. Ba cheart cur leis seo chun treoir scríofa do scoláirí a chur san áireamh maidir leis an gcaoi chun feabhas a chur ar an obair.

### 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- tá caighdeán soláthair na scoile agus an tacaíocht uile scoile an-mhaith.

- Tá caighdeán soláthair na scoile agus an tacaíocht uile scoile an-mhaith.
- Tá ceannaireacht an teagaisc agus na foghlama an-mhaith. Ní mór do gach scoláire staidéar a dhéanamh ar theanga iasachta. Roghnaíonn na scoláirí staidéar a dhéanamh ar an bhFraincis nó ar an nGearmáinis.
- Tacaíonn an bhainistíocht shinsearach le gníomhaíochtaí comhchuraclaim agus seachchuraclaim lena n-áirítear cuairteanna cultúrtha agus imeachtaí scoile.
- Tá bainistiú acmhainní an-mhaith.
- Déantar measúnú ar scoláirí go foirmiúil trí scrúduithe scoile agus scrúduithe ranga rialta. Déantar measúnú ar na ceithre scil i rith na bliana.
- Tá an Creat Foghlama Digiteach á chur i bhfeidhm ar bhonn éifeachtach sa scoil. Spreagann an príomhoide agus ceannairí eile sa scoil múinteoirí chun teicneolaíochtaí digiteacha a úsáid lena gcleachtais foghlama, múinteoireachta agus measúnachta a fheabhsú, agus leis an gcleachtas a chomhroinnt. Tá clár bán idirghníomhach i ngach seomra ranga agus tá seit taibléidí soghluaiste ar fáil. Baineadh úsáid éifeachtach astu seo sna ceachtanna ar breathnaíodh orthu.
- Bíonn múinteoirí lonnaithe i seomra ranga dá gcuid féin. Cabhraíonn sé sin le hobair na scoláirí a chur ar taispeánt ina seomra ranga féin, rud a chuir go mór le heispéireas na scoláirí.
- Tacaíonn an príomhoide go mór le forbairt ghairmiúil na múinteoirí. Moltar go mór an tiomantas don bhforbairt ghairmiúil chun múineadh na Fraincise a fheabhsú.
- Cothaíonn an príomhoide cultúr an chleachtais chomhoibríoch. Spreagtar múinteoirí chun páirt a ghlacadh i bpiarbhreathnadóireacht agus tuairiscíodh gur chuir sé go mór leis an teagasc agus leis an bhfoghlaim sa scoil. Spreagtar teagasc foirne agus tá roinnt múinteoirí faoi oiliúint i láthair na huair sa réimse seo.
- Soláthraíonn an príomhoide tacaíocht éifeachtach do mhúinteoirí nua sa scoil. Bíonn an scoil rannpháirteach sa chreat ionductaithe ‘Droichead’ agus bíonn meantóirí neamhoifigiúla ag múinteoirí nua sa scoil. Moltar go gcuirfí an córas meantóireachta seo ar bhonn níos foirmeálta chun cumas ceannaireachta meantóirí a fhorbairt.
- Breathnaítear ar chomhpháirtíocht le tuismitheoirí mar bhealach chun tacú le foghlaim agus folláine scoláirí. Faigheann tuismitheoirí tuairisc ar dhul chun cinn a bpáistí sa huair sa bhliain. Eagraítear cruinnithe tuismitheoirí dhá uair sa bhliain i mblianta na scrúduithe agus ar bhonn bliana do bhliainghrúpaí eile. Baintear úsáid éifeachtach as iris na scoile mar mheán cumarsáide idir an scoil agus na tuismitheoirí.

## 2. PLEANÁIL AGUS ULLMHÚCHÁN

- Ar an iomlán, bhí caighdeán na pleanála agus an ullmhúcháin go maith.
- Bhí an ullmhúcháin aonair le haghaidh na gceachtanna an-mhaith. Aithníodh agus ullmhaíodh acmhainní a bhí oiriúnach do shainchuspóirí foghlama sna ceachtanna ar breathnaíodh orthu. Ba cheart, áfach, díriú ar luas na gceachtanna agus ar an aistriú ó ghníomhaíocht go gníomhaíocht chun foghlaim na scoláirí a fheabhsú.
- Tá plean curaclaim Fraincise éifeachtach agus mionsonraithe forbartha do gach aoisghrúpa. Ba cheart na pleananna seo a fhorbairt tuilleadh chun sraithe agus ráitis foghlama na sonraíochta do Nua-Theangacha Iasachta don tSraith Shóisearach a áireamh. I gcuid de na pleananna curaclaim tá hipearnaisc chuig acmhainní agus gníomhaíochtaí. Ba cheart cur leis an dea-chleachtas seo.
- Tá rannpháirtíocht éifeachtach idir múinteoirí teangacha sa scoil. Roinntear acmhainní agus déantar iad a aistriú de réir mar is cuí. I láthair na huair, tá ranna éagsúla teanga sa scoil. Moltar go ndéanfaí roinn nua-theangacha a bhunú chun comhoibriú a fheabhsú tuilleadh

chomh maith le plé maidir le múineadh agus foghlaim teangacha. Bheadh sé seo cabhrach freisin do mhúinteoirí maidir le pleanáil don tsonraíocht nua um nua-theangacha.

Pléadh na dréacht-thorthaí agus moltaí ag éirí as an measúnú seo leis an bpríomhoide, an leaspríomhoide agus an múinteoir ranga ag deireadh an mheasúnaithe.

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.

## 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 <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 bíonn an cháilíocht ar a ndearnadh meastóireacht <b>thar cionn</b> agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	<b>An-mhaith</b> ; 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 <b>Go maith</b> 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 scoláirí. 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.	<b>Go maith</b> ; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <b>Sásúil</b> 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.	<b>Sásúil</b> ; 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 <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.	<b>Measartha</b> , laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; 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 <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.	<b>Lag</b> ; 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 French**

**REPORT**

<b>Ainm na scoile / School name</b>	Coláiste de hÍde
<b>Seoladh na scoile / School address</b>	Br Thigh Motháin Thuaidh Br Chaisleáin Thigh Mótháin Tamhlacht Baile Átha Cliath 24
<b>Uimhir rolla / Roll number</b>	70021D

**Date of Inspection: 18-10-2017**





**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 French 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.

## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

<b>Date of inspection</b>	18 October 2017
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal, deputy principal and teacher</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during three class periods</li><li>• Examination of students' work</li><li>• Feedback to principal, deputy principal and teacher</li></ul>

### School context

Coláiste de hÍde is a co-educational secondary school under the auspices of Dublin Dun Laoghaire Education and Training Board. It participates in the Delivering Equality of Opportunity in Schools initiative and has a current enrolment of 297 students. The school offers the Junior Certificate, Junior Cycle, and the established Leaving Certificate, in addition to a compulsory Transition Year programme. The study of a modern language is compulsory in all years.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- Overall, the quality of teaching in the lessons observed was good, the quality of learning was fair and the quality of assessment was adequate.
- The target language was used at times in the lessons observed, however Irish was the main language of communication and some students struggled to understand and speak French.
- Some differentiation was evident but, at times, certain students were unable to participate in class activities as these did not match their learning needs.
- There was scope to develop student written work and formative feedback in copybooks.
- Leadership of teaching and learning in the school is highly effective and the quality of school provision and whole school support is very good.
- Overall, the quality of planning and preparation was good.

#### Recommendations

- Linguistic strategies should be taught to students to enable them to use French for everyday classroom interactions.
- Activities designed to encourage students to speak to each other in French should be integrated into lessons.
- Differentiation should be extended to all lessons and should include the scaffolding of learning within lessons as appropriate.
- Students should be encouraged to produce independent written work and they should receive written feedback from the teacher on how to improve their work.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. TEACHING, LEARNING AND ASSESSMENT**

- Overall, the quality of teaching in the lessons observed was good.
- The target language was used at times in lessons, however Irish was the main language of communication in the lessons observed.
- Linguistic strategies should be taught to students to enable them to use French for everyday classroom interactions.
- Digital technology was used to good effect to enhance student engagement. For example, the use of a digital wheel was used to select students for activities and an interactive quiz was used to consolidate student learning. A well-chosen video was used to develop learning in one lesson. However, sections of the video proved too difficult for the stage of learning of the students. Learning would have been enhanced if the video had been shortened and the language content further developed during the lesson.
- Effective practice was observed where literacy and numeracy were addressed in one lesson in an integrated way in the target language. This practice should be extended.
- The quality of learning in the lessons observed was fair.
- Pair work was observed in all lessons. At times, some students struggled with certain class activities and were unable to participate as a result. There was some evidence of differentiation in one lesson. This should be extended to all lessons and should include differentiation of learning intentions, in addition to scaffolding of learning within lessons.
- Students struggled to understand and speak French in the lessons observed. To develop their communicative competence, activities designed to encourage students to speak to each other in French should be integrated into lessons.
- In one lesson, students were encouraged to make meaningful connections between learning in other subjects. This good practice should be extended.
- Relationships between students and between students and the teacher were very respectful and positive in all lessons and supported a co-operative learning environment.
- The quality of assessment in the lessons observed was adequate. Learning intentions were shared with students at the start of lessons. Some techniques to assess learning were observed. Overall, there was scope to further develop assessment for learning strategies.
- Students' written work consisted mainly of completion of worksheets and textbook exercises. Students should also be writing independently in French to consolidate and extend their learning.
- Positive comments to encourage students were observed in students' copybooks. These should be extended to include written guidance for students on how to improve their work.

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

- The quality of school provision and whole school support is very good.
- Leadership of teaching and learning is very good. All students must study a foreign language. Students choose to study either French or German.
- Co-curricular and extracurricular activities are supported by senior management, activities include cultural visits and in-school events.
- Management of resources is very good.
- Students are assessed formally through school examinations and regular class tests. All four skills are assessed throughout the year.
- The Digital Learning Framework is being implemented effectively in the school. The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice. All classrooms

have interactive whiteboards and there is a mobile class set of tablets. These were used to good effect in the lessons observed.

- Teachers are based in their own classrooms. This has facilitated displays of student work, which has enhanced the student experience.
- The principal is very supportive of teacher professional development. The commitment to professional development to enhance the teaching of French, is commendable.
- The principal promotes a culture of collaborative practice. Teachers are encouraged to engage in peer observation and this was reported to have enhanced teaching and learning in the school. Team teaching is also encouraged and some teachers are currently undergoing training in this area.
- The principal provides effective support to new teachers in the school. The school participates in the Droichead induction framework and new teachers have unofficial mentors in the school. It is suggested that this mentoring system be formalised to develop the leadership capacity of mentors.
- Partnership with parents is seen as a means of supporting students' learning and wellbeing. Parents receive reports on their child's progress six times per year. Parent-teacher meetings are organised biannually for examination years and yearly for other year groups. The school journal is used effectively as a means of communication between the school and parents.

### **3. PLANNING AND PREPARATION**

- Overall, the quality of planning and preparation was good.
- Individual preparation for lessons was very good. Resources suitable for the specific learning intentions of the lessons observed were identified and prepared in advance. However, the pace of lessons and transitioning between activities should be addressed to improve student learning.
- An effective, detailed French curricular plan has been developed for all year groups. These plans should now be further developed to include the strands and statements of learning of the new Modern Foreign Languages (MFL) specification for Junior Cycle. Some curricular plans include hyperlinks to resources and activities. This good practice should be extended.
- There is effective collaboration between the teachers of languages in the school. Resources are shared and translated where appropriate. Currently, the school has separate language departments. It is suggested that a MFL department be formed to further enhance collaboration and discussion of teaching and learning in languages. This would also be beneficial for teachers in planning for the implementation of the new MFL specification.

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

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.

## 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
<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;