

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

**Cigireacht Ábhair sa Mhatamaitic**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Gaelcholáiste Cheatharlach
<b>Seoladh na scoile / School address</b>	Easca Ceatharlach
<b>Uimhir rolla / Roll number</b>	70440A

**Dáta na Cigireachta: 13-09-2019**



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

## **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 an fhoghlaim agus ar an teagasc sa Mhatamaiticfaoina 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 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

Dátaí na cigireachta	12 agus 13 Meán Fómhair 2019
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>Athbhreithniú ar na doiciméid chuí</li><li>Plé leis an bpríomhoide agus leis an bpríomhfhoireann</li><li>Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>Breathnú ar theagasc agus ar fhoghlaim le linn sé thréimhse ranga</li><li>Imscrúdú ar obair na scoláirí</li><li>Aiseolas don phríomhoide agus do bhaill foirne ábhartha</li></ul>

### Comhthéacs na scoile

Is iar-bhunscoil lán-Ghaeilge, chomhoideachais í Gaelcholáiste Cheatharlach a bunaíodh in 1990 agus atá ag feidhmiú faoi phátrúnacht Bhord Oideachais agus Oiliúna Chill Chainnigh agus Cheatharlach (KCETB). Tá sé suite i mbaile Cheatharlach agus faoi láthair tá 366 scoilire ar an rolla. Chomh maith le cláir na Sraithe Sóisearaí agus na hArdteistiméireachta bunaithe, cuireann an scoil clár roghnach na hIdirbhliana agus Clár Gairmoideachais na hArdteistiméireachta (CGAT) ar fáil.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### Cinntí

- Bhí cáilíocht fhoriomlán an teagasc an-mhaith sna ceachtanna a breathnaíodh; bhí scóip i líon beag ceachtanna chun cothromaíocht níos fearr a chinntiú idir ionchur an mhúinteora agus rannpháirtíocht na scoláirí.
- Breathnaíodh eispéiris foghlama ardchaighdeán i bhformhór na gceachtanna agus d'oibrigh na scoláirí go maith i gcomhar lena chéile agus go neamhspleách ar thascanna socraithe.
- Bhí an measúnú go maith ar an iomlán; tá scóip ann cleachtais a fhorbairt maidir le haiseolas rialta, foirmitheach agus scríofa a úsáid chun tacú leis an bhfoghlaim.
- Tá an soláthar ábhair agus tacaíocht na scoile uile don Mhatamaitic go maith; mar thoradh ar shaincheisteanna foirne tá roinnt ranganna á dteagasc idir bheirt mhúinteoirí.
- Bhí pleanáil agus ullmhúchán aonair an-mhaith ar an iomlán; ullmhaíodh gníomhaíochtaí saincheaptha chun tacú le gnóhachtáil na gcuspóirí foghlama soiléire a bhí mar bhunchloch na gceachtanna.
- Ag am na cigireachta, bhí plean na rannóige ábhair á aistriú chuig tiomántán comhroinnte ar líne.

#### Moltaí

- Ba chóir do roinn na matamaitice cleachtais a fhorbairt maidir le haiseolas foirmitheach scríofa níos rialta a sholáthar ar obair na scoláirí.
- Ba cheart go mbainfí leas iomlán as an deis do chomhoibriú agus do mhachnamh sa roinn de réir mar a aistrítear pleananna ranna ábhair chuig tiomántán comhroinnte ar líne agus ba cheart plean cuimsitheach agus comhtháite a bheith mar thoradh air.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí caighdeán an teagasc an-mhaith ar an iomlán. Bhí na h-ionchais maidir le cumas agus eolas na scoláirí ard go maith agus baineadh úsáid as cuspóirí foghlama soiléire chun ceachtanna a phleanáil. Léirigh múinteoirí leibhéal arda saineolais sa Mhatamaitic agus díograise don Mhatamaitic. Sna cásanna ina raibh beirt mhúinteoirí difriúla ag na grúpaí ranga i rith na seachtaine, ba léir go raibh an bheirt mhúinteoirí ag comhoibriú agus i dteagmháil go rialta chun leanúnachas an tsoláthair a chinntiú. Bhí scóip i líon beag ceachtanna chun cothromaíocht níos fearr a chinntiú idir ionchur an mhúinteora agus rannpháirtíocht na scoláirí.
- Breathnaíodh eispéiris foghlama ardchaighdeán i bhformhór na gceachtanna agus d'oibrigh na scoláirí go maith i gcomhar lena chéile agus go neamhspleách ar thascanna socraithe. Bhí an chuid is mó de na ceachtanna bríomhar agus bhí na scoláirí gníomhach i ngníomhaíochtaí foghlama a raibh cuspóir leo.
- Bhí timpeallachtaí foghlama maisithe go maith le meascán de phóstaeir ábhartha agus obair thionscadail na scoláirí. Bhí éagsúlacht sna socrúithe suíocháin i seomraí ranga éagsúla ach bhí múinteoirí sásta scoláirí agus troscán a bhogadh, nuair ba ghá, chun comhoibriú a éascú agus chun tacaíocht piaraí a bhainistiú go héifeachtach. Bhí comhbhá an-mhaith idir na múinteoirí agus na scoláirí, agus i measc na scoláirí freisin.
- Bhí cáilíocht an mheasúnaithe go maith ar an iomlán. Léirigh scoláirí leibhéal arda cumais chun a gcuid oibre féin agus a bpiaraí a mheas. Bhí scóip ann cleachtais a fhorbairt maidir le haiseolas rialta foirmitheach scríofa a úsáid chun tacú leis an bhfoghlaim.
- Breathnaíodh roinnt straitéisí ceistiúcháin le linn na meastóireachta. Sa chleachtas is fearr a breathnaíodh, baineadh úsáid as ceistiú ardoird chun an t-eolas a bhí ag na scoláirí cheana a fháil, chun smaointeoireacht a spreagadh, chun plé agus míniú a éascú, agus chun deiseanna fiúntacha a chur ar fáil do scoláirí an téarmaíocht cheart a úsáid de réir mar is cuí. I líon beag cásanna, bhí scóip ann chun ceistiú ardoird a úsáid níos rialta chun tuiscint a sheiceáil agus chun deiseanna a thabhairt do scoláirí a gcuid réiteach a phlé, údar a thabhairt dóibh agus iad a mhíniú.

### 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an soláthar ábhair agus tacaíocht na scoile uile don Mhatamaitic go maith. Déantar freastal fabhrach ar iarratais ar acmhainní breise chun tacú le foghlaim agus teagasc agus íocann an scoil as ballraíocht i líonraí gairmiúla.
- Spreagtar agus tacaítear le scoláirí staidéar a dhéanamh ar an Matamaitic ar ardleibhéal chomh fada agus is féidir. Bíonn plé le scoláirí, le tuismitheoirí agus le múinteoirí ábhartha sular féidir le scoláirí rogha a dhéanamh staidéar ag an ngnáthleibhéal nó ag an mbonnleibhéal. Tugann amchlárú comhuaineach an deis do scoláirí fanacht ag leibhéal níos airde chomh fada agus is féidir. Déantar scoláirí sa chéad bhliain agus san Idirbhliain a theagasc i suíomhanna cumais mheasctha.

- Tá áiseanna maithe digiteacha ar fáil agus baineadh úsáid astu chun tacú le teagasc agus foghlaim i gcuid de na ceachtanna a breathnaíodh. Tá scóip ann cur leis an úsáid a bhaintear as teicneolaíocht dhigiteach chun tacú leis an bhfoghlaim trí úsáid níos rialta a bhaint as sa rang chun léaráidí cruinne a thaispeáint agus chun samplaí idirghníomhacha a thaispeáint chun an fhoghlaim a dhaingniú.
- Cinntíonn soláthar amchláir go mbíonn na ceachtanna scaipthe i rith na seachtaine. Mar sin féin, mar thoradh ar dheacrachtaí a bhaineann le múinteoirí matamaitice cáilithe a fhostú ar féidir leo oibriú trí mheán na Gaeilge, déantar teagasc cuid de na ranganna á roinnt idir beirt mhúinteoirí. Chun leanúnachas agus cáilíocht an tsoláthair a chinntiú, ní mór don bhainistíocht róil agus freagrachtaí na múinteoirí atá i gceist a leagan amach go soiléir. Tuigeann bainistíocht na scoile nach bhfuil an cleachtas idéalach agus táthar ag obair go réamhghníomach chun an cleachtas sin a laghdú agus deireadh a chur leis de réir a chéile.
- Tugtar spreagadh agus tacaíocht do na múinteoirí tabhairt faoi FGL (Forbairt Ghairmiúil Leanúnach). Tá clár FGL na scoile bunaithe ar réimsí riachtanas atá aithinte ag múinteoirí agus ag an mbainistíocht. Is éard atá sa chlár ná meascán de chomhroinnt saineolais tí agus breisoiliúint le cláir a chuireann na seirbhísí tacaíochta ar fáil.
- Cuirtear go leor deiseanna ar fáil chun teagmháil na scoláirí leis an Matamaitic a leathnú taobh amuigh den seomra ranga. Éascaítear rannpháirtíocht i gcomórtais matamaitice agus deiseanna chun léachtaí a fháil i suíomh ollscoile agus, tráth na cigireachta, bhí obair ar bun chun club STEM (Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic) a bhunú.

### **3. PLEANÁIL AGUS ULLMHÚCHÁN**

- Bhain caighdeán an-mhaith le pleanáil ceachtanna aonair i bhformhór na gceachtanna a breathnaíodh. Bhain cuspóirí foghlama soiléire agus scoláire-lárnaithe leis na ceachtanna agus ullmhaíodh gníomhaíochtaí lena chinntiú go raibh baint dhiongbháilte ag na scoláirí sa phróiseas foghlama. Bhí scóip ann chun feabhas a chur ar an áit a raibh scoláirí ag brath barraíocht ar mhíniú na múinteoirí agus nár baineadh amach an acmhainneacht foghlama iomlán ó na gníomhaíochtaí foghlama.
- Déantar rothlú ar chomhordú roinn na matamaitice agus casann na baill go foirmiúil lena chéile ag tús na scoilbhliana agus go tréimhsiúil i rith na bliana. Coinnítear miontuairiscí ar na cruinnithe. Ba léir gur chruthaigh dea-chaidreamh i measc bhaill na roinne timpeallacht thacúil oibre do mhúinteoirí le leibhéal arda comhoibrithe neamhfhoirmiúla.
- Ag am na cigireachta, bhí plean ábhair na roinne á aistriú chuig ardán ar líne. Ba cheart go mbainfí leas iomlán as an deis do chomhoibriú agus do mhachnamh sa roinn ón iarracht seo agus ba cheart plean cuimsitheach agus comhtháite a bheith mar thoradh air.
- Déantar imscrúdú ar thorthaí na scrúduithe stáit gach bliain. Moltar go n-úsáidfí anailís ina dhiaidh sin chun torthaí a chur i gcomparáid le hábhair eile chomh maith leis na meáin náisiúnta agus go mbainfí úsáid as torthaí chun spriocanna feabhsúcháin a leagan síos.

Pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus leis na múinteoirí ábhair ag deireadh 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 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 <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 ndaltaí; 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

# **Aguisín**

Freagra na Scoile ar an Tuairisc

**Arna chur isteach ag an Bord Bainistíochta**

**Cuid A: Tuairimí ar ábhar na tuairisce scoile**

Ba mhaith leis an mBord Bainistíochta buíochas a ghabháil as an dtuairisc seo agus na cinntí is na moltaí atá foilsithe inti. Tá an Bord Bainistíochta thar a bheith sásta leis na cinntí a nochtadh le linn na cigireachta.

**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**

Maidir leis an gcéad mholadh, mar chuid den fheilmheastóireacht scoile tá an scoil uile tar éis tosú ar pholasáí measúnaithe iomlánaithe. Tá an Roinn Matamaitice páirteach sa phróiseas seo tar éis glacadh le treoir agus comhairle maidir le haiseolais foirmitheach scríofa níos rialta a sholáthar ar obair na scoláiri.

I gcás an dara mholadh, ag am na cigireachta bhí obair tosaithe ar seo chuig tiomantán comhroinne ar líne. Tá próiseas ar siúl chun tacú leis na ranna ábhair uile aistriú chuig 'Microsoft Teams' le deiseanna do chomhoibriú agus do mhachnamh chun plean cuimsitheach agus comhtháite a bheith mar thoradh air.



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

**Subject Inspection in Mathematics**

**REPORT**

<b>Ainm na scoile / School name</b>	Gaelcholáiste Cheatharlach
<b>Seoladh na scoile / School address</b>	Easca Ceatharlach
<b>Uimhir rolla / Roll number</b>	70440A

**Date of Inspection: 13-09-2019**



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**An Roinn Oideachais  
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## **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

<b>Dates of inspection</b>	12 and 13 September 2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</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>• Feedback to principal and relevant staff</li></ul>

### School context

Gaelcholáiste Cheatharlach, established in 1990, is an all-Irish, co-educational post-primary school operating under the patronage of Kilkenny and Carlow Education and Training Board (KCETB). It is situated in the town of Carlow and currently has 366 students enrolled. As well as the Junior Cycle and established Leaving Certificate programmes, the school offers an optional Transition Year (TY) programme and the Leaving Certificate Vocational Programme (LCVP).

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The overall quality of teaching was very 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.
- High quality learning experiences were observed in the majority of lessons and students worked well collaboratively and independently on set tasks.
- Assessment was good overall; there is scope to develop practices around using regular formative written feedback to support learning.
- Subject provision and whole school support for Mathematics is good; staffing issues have resulted in the teaching of some classes being divided between two teachers.
- Individual planning and preparation was very good overall; bespoke activities were prepared to support the achievement of the clear learning intentions which framed the lessons.
- At the time of the inspection, the subject department plan was in the process of being transferred to an online shared drive.

#### Recommendations

- The mathematics department should develop practices around providing more regular formative written feedback on students' work.
- The opportunity for departmental collaboration and reflection as subject department plans are transferred to an online shared drive should be fully exploited and result in a comprehensive and cohesive plan.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

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

- The overall quality of teaching was very good. Expectations for students' ability and knowledge were suitably high and clear learning intentions were used to plan lessons. Teachers demonstrated high levels of expertise in, and enthusiasm for, Mathematics. In the instances where class groups had two different teachers during the week, it was evident that both teachers collaborated and communicated regularly to ensure continuity of provision. There was scope in a small number of lessons to ensure a better balance between teacher input and student engagement.
- High quality learning experiences were observed in the majority of lessons and students worked well collaboratively and independently on set tasks. The majority of lessons were lively and students were actively engaged with purposeful learning activities.
- Learning environments were well decorated with a combination of relevant posters and students' project work. Seating arrangements varied in different classrooms but teachers were happy to move students and furniture, where necessary, to facilitate collaboration and manage peer support effectively. Very good rapport was evident between teachers and students, and among students.
- The quality of assessment was good overall. Students demonstrated high levels of ability to assess their own work and that of their peers. There was scope to develop practices around using regular formative written feedback on students' work to support learning.
- 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 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.

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

- Subject provision and whole school support for Mathematics is good. Requests for additional resources to support learning and teaching are met favourably and the school pays for membership of professional networks.
- Students are encouraged and supported to study Mathematics at higher level for as long as possible. Consultations with students, parents and relevant teachers take place before students can opt to study at ordinary or foundation level. Concurrent timetabling allows for students to remain at higher level for as long as possible. First year students and TY students are taught in mixed ability settings.
- Good digital facilities are available and were used to support both teaching and learning in some of the lessons observed. There is scope to expand on the use of digital technology to support learning by using it more regularly in-class to display accurate diagrams and to show interactive examples to consolidate learning.

- Timetabling provision ensures lessons are spread across the week. However, difficulties employing qualified mathematics teachers who can work through the medium of Irish has resulted in the teaching of some classes being divided between two teachers. To ensure continuity and quality of provision, management must clearly outline roles and responsibilities for the teachers involved. Management is aware that the practice is not ideal and is pro-active in its efforts to reduce and phase it out.
- Teachers' engagement with CPD (Continuing Professional Development) is encouraged and supported. The schools' programme of CPD is based on areas of need identified by teachers and management. The programme consists of a combination of sharing in-house expertise and upskilling with programmes offered by the support services.
- Many opportunities are provided to extend students' engagement with Mathematics beyond the classroom. Involvement in mathematics competitions and opportunities to experience lectures in a university setting are facilitated and, at the time of the inspection, work was underway to set up a STEM (Science, Technology, Engineering and Mathematics) club.

### **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.
- At the time of the inspection, the subject department plan was in the process of being transferred to an online platform. The opportunity for departmental collaboration and reflection from this endeavour should be fully exploited and result in a comprehensive and cohesive plan.
- 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.

The draft findings and recommendations arising out of this evaluation were discussed with the 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;

# **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 appreciates the report and its findings and recommendations. The board is very happy with the findings identified during the inspection.

### **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

In relation to the first recommendation, as part of school self-evaluation, the school has commenced development of a whole school assessment policy. The mathematics department is involved in this process, having accepted the guidance and advice around providing more regular formative written feedback on students' work.

In relation to the second recommendation, at the time of inspection, the subject department plan was in the process of being transferred to an online shared drive. All subject departments are in the process of transferring to 'Microsoft Teams' with opportunities for cooperation and reflection resulting in a comprehensive and cohesive plan.