

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar an Stair

TUAIRISC

Ainm na scoile Ainm Scoile	Gairm Scoil Chú Uladh
Seoladh na scoile Seoladh Scoile	Béal An Átha Móir An Clochán Leifear Contae Dhún na nGall
Uimhir rolla Uimhir Rolla	71242B

Dáta na cigireachta: 14-03-2017



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 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 sa Stair faoina 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 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.

Cigireacht Ábhair

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na cigireachta	14-03-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an bpríomhoide agus leis na múinteoirí• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus ar fhoghlaim i rith trí thréimhse ranga• Athbhreithniú ar obair dhaltaí• Aiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Iarbhunscoil chomhoideachais is ea Gairmscoil Chú Uladh suite i nGaeltacht Dhún na nGall faoi phátrúnacht Bhord Oideachais agus Oiliúna Dhún na nGall. Soláthraíonn sé na cláir seo a leanas, an Teastas Sóisearach, Teastas Sóisearach Clár Scoile (TSCS), Idirbhliain agus an Ardteistiméireacht. Glacann an scoil páirt in Comhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS) agus tá 185 ar an rolla do bhliain reatha acadúil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Bhí caighdeán foriomlán an teagaisc agus na foghlama sna ceachtanna a breathnaíodh an-mhaith.
- Bhí an t-ullmhúchán le haghaidh teagaisc agus foghlama d'ardchaighdeán agus baineadh úsáid as réimse inmholta éifeachtach teagaisc i ngach ceacht a breathnaíodh.
- Bhí caidreamh measúil agus cairdiúil sa seomra ranga agus bhí an bhainistíocht ranga an-éifeachtach.
- Ba léir go raibh measúnacht mhaith á déanamh ar fhoghlaim na scoláirí agus fuair siad aiseolas maith ó bhéal ar a gcuid oibre sna ceachtanna; tá deiseanna eile ann, áfach, leis an réimse de chleachtas measúnachta a leathú agus an cineál aiseolais a tugadh.
- Tá an soláthar le haghaidh Staire sásúil sa tsraith shóisearach; tá deiseanna ann chun an soláthar a leathnú ag an tsraith shinsearach.
- Ba léir go raibh pleanáil teagaisc de chaighdeán maith ann agus go bhfuil acmhainní ábhartha ullmhaithe; cé nach gcoinnítear iad go lárnach i láthair na huaire.

MOLTAÍ

- Ba chóir go dtabharfadh múinteoirí deiseanna do dhaltaí freagraí a scríobh i bhfoirm pharagraf ón chéad bhliain agus ba chóir dóibh aiseolas scríofa ar an obair seo a thabhairt do dhaltaí.
- Ba chóir go spreagfadh múinteoirí scoláirí chun foclóireacht eochair-fhocal a bhreacadh síos ina gcóipleabhair mar áis chun tacú le litearthacht san ábhar.
- Ba chóir go ndéanfadh bainistíocht na scoile pleanáil a chur chun cinn chun acmhainní agus ábhair phleanála ábhar a roinnt ar an chóras inlín.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí caighdeán foriomlán an teagaisc agus na foghlama sna ceachtanna a breathnaíodh an-mhaith. Bhí an t-ullmhúchán le haghaidh teagaisc agus foghlama d'ardchaighdeán. D'úsáid an múinteoir réimse leathan d'acmhainní chun ábhar an cheachta a mhíniú do dhaltáí agus chun scoláirí a spreagadh chun freagracht a ghlacadh as a gcuid foghlama féin; áiríodh leo siúd ná acmhainní súl, póstaer agus bileoga oibre.
- Baineadh úsáid as modhanna teagaisc d'ardchaighdeán sna trí cheacht a breathnaíodh. Chuir an múinteoir in iúl na rúin teagaisc ag tús gach ceachta. Bhí an teagasc an-soiléir agus bhí cothromaíocht mhaith idir theagasc an mhúineora agus ghníomhaíocht an scoláire. Spreagadh scoláirí chun dul i mbun na smaointeoireachta go criticiúil agus chun dul i ngleic le foinsí stairiúla.
- Ba léir go raibh obair ghrúpa an-eagraithe ann i ngach ceacht. Mar shampla, i gceacht amháin d'amharc scoláirí ar phóstaer a bhain leis an Réabhlóid Thionsclaíoch ar a raibh foinsí súl agus scríofa agus ina dhiaidh sin baineadh úsáid as gníomhaíocht smaoinigh - péireáil - roinn chun eochairfhocail a bhaineann leis an téama a liostáil. Sa deireadh, mar chuid de ghníomhaíocht an ranga uile bhí ar gach grúpa na heochairfhocail seo a roinnt leis an rang. D'oibrigh na scoláirí go réidh agus go díograiseach agus bhí foghlaim d'ardchaighdeán ann.
- Tugadh deis do dhaltáí machnamh a dhéanamh ar fhoghlaim na gceachtanna. Mar shampla, spreagadh scoláirí rud amháin a d'fhoghlaim siad, rud amháin ar bhain siad sult as agus rud amháin ba dhoiligh leo a bhreacadh síos ar nótaí greamaitheacha nuair a bhí siad ag imeacht. Baineann an múinteoir úsáid as nótaí den chineál le haghaidh an pleanála do cheachtanna ina dhiaidh sin. Baineadh úsáid as straitéis den chineál chéanna sa tríú ceacht. Tá straitéisí den chineál seo, a spreaganna machnamh na scoláirí agus a thacaíonn le pleanáil na múinteoirí, inmholta go mór.
- Bhí atmaisféar an-mhaith sa seomra ranga sna ceachtanna a breathnaíodh. Bhí an sult a bhain scoláirí as na ceachtanna soiléir i mbunús na gcásanna. Thuig an múinteoir riachtanais na scoláirí. Bhí caidreamh measúil agus cairdiúil sa seomra ranga agus bhí an bhainistíocht ranga an-éifeachtach. Thacaigh an timpeallacht foghlama leis an fhoghlaim agus bhí go leor samplaí d'obair na scoláirí ar taispeánt ar fud an tseomra ranga.
- Bhí scoláirí in ann machnamh a dhéanamh ar a gcuid foghlama agus eochairfhocail nua a fhoghlaim mar gheall ar cheisteanna maithe a chur. Sa chás inar breathnaíodh dea-chleachtais, spreagadh scoláirí chun eochairfhocail a bhreacadh síos ina gcóipleabhair. Tacaíocht mhaith is ea seo chun litearthacht na scoláirí a fhorbairt. Bhí naisc déanta fosta le huimhearthacht sna ceachtanna a breathnaíodh.
- I gceacht amháin, cé gur chuir an múinteoir na ceisteanna i nGaeilge, agus é ag aistriú chiall na ceiste go Béarla ó am go céile, i mbeagnach gach cás d'fhreagair na scoláirí i mBéarla. Bhí cuid mhór den obair i gcóipleabhair na scoláirí i mBéarla. I gceachtanna eile, bhí an Ghaeilge i bhfad ní ba mhó chun tosaigh mar mhodh teagaisc. Toisc gur scoil Ghaeltachta í an scoil, moltar go mbeadh an Ghaeilge mar mhodh teagaisc agus measúnachta i ngach ábhar ábhartha.
- Léirigh athbhreithniú ar chóipleabhair agus ar dhialanna na scoláirí go dtugtar obair bhaile go minic. Seachas na tasc a thugtar do dhaltáí sa tríú bliain, ba cheisteanna gairide ba mhó a

bhí sa chineál oibre. Is iondúil a bhaintear úsáid as piarmheasúnú chun an obair a mheas. Thug an múinteoir aischothú maith ó bhéal do na scoláirí bunaithe ar a gcuid oibre sna ceachtanna a breathnaíodh. Moltar go dtabharfaí deiseanna go minic do na scoláirí chun a gcuid scileanna scríbhneoireachta breise a chleachtadh agus go mbeidh siad in ann ailt ghairide a scríobh ón chéad bhliain, mar shampla, i gceist den chineál *Daoine sa Stair*. Ba chóir go gceartófaí é seo go rialta agus ba chóir aischothú scríofa foirmitheach a thabhairt do dhaltáí faoina gcuid oibre.

- Éiríonn go maith le scoláirí go ginearáta i scrúduithe an teastais. Ba léir go raibh béim mhaith ar theicníochtaí scrúduithe i gceacht amháin a breathnaíodh sa tríú bliain. Má bhíonn béim ar fhorbairt scileanna scríbhneoireachta breise scoláirí ón chéad bhliain is amhlaidh go dtacóidh sé seo le gnótháchtáil agus dul chun cinn scoláirí. Déanann múinteoirí agus scoláirí monatóireacht mhaith ar dhul chun cinn na scoláirí sa chlár Teastas Sóisearach - Clár Scoile (TSCS).

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá an soláthar foriomlán le na haghaidh na Staire sa scoil go measartha. Tá leithdháileadh ama go maith. Is ábhar riachtanach sa dara agus sa tríú bliain í an Stair. Is ábhar roghnach í, áfach, i láthair na huair do dhaltáí sa chéad bhliain; roghnaigh líon an-bheag scoláirí staidéar a dhéanamh ar an Stair sa chéad bhliain. Tugadh rogha dóibh an Stair a roghnú in áit dhá ábhar phraiticiúla. Cuirtear fáilte roimh chinneadh na scoile an Stair a thabhairt isteach mar ábhar éigeantach le haghaidh gach scoláire sa tsraith shóisearach ar an bhliain seo chugainn agus tacóidh sé le hinmharthanacht an ábhair as seo amach. Tacóidh sé seo freisin leis an scoil agus í ag cinntiú go bhfuil na ráitis foghlama a bhaineann le Stair sa *Chreat don tStraith Shóisearach 2015* sa chlár atá ar fáil dá gcuid scoláirí sa tsraith shóisearach.
- Níl aon soláthar ann le haghaidh na Staire sa tsraith shinsearach. Níl an Stair ar fáil mar ábhar do dhaltáí Ardeistiméireachta agus níl sa chlár Idirbhliana. Moltar go mbeidh plé ann ar leibhéal na scoile faoin fhéidearthacht modúl sa Stair a bheith i gclár na hIdirbhliana sa todhcháí. Thabharfadh sé deis do dhaltáí sa tsraith shinsearach blaiseadh a fháil ar an ábhar.
- Tá leibhéal sásúil le haghaidh na Staire sa scoil. Tá ábhair áirithe a bhaineann leis an stair i leabharlann bheag na scoile agus bíonn deis ag scoláirí dul ar thurais scoile go háiteanna atá inspéise ó thaobh na staire de agus páirt a ghlacadh i gcomórtais ábhartha staire. Cúis bhróid don scoil is ea an méid a bhain sí amach i gcomórtais staire den chineál seo sa bhliain 2016.
- Tugtar deiseanna maithe do mhúinteoirí tabhairt faoi fhorbairt phearsanta leanúnach atá ábharthach.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Ba léir go mbíonn pleanáil de chaighdeán maith ann. Toisc gur roinn aon-mhúinteora í, is é ábhar pleanála an mhúinteora aonair an plean le haghaidh an ábhair.
- D'ullmhaigh an múinteoir ábhair éifeachtacha teagaisc agus pleanála ach i láthair na huair coinnítear iad siúd go háitiúil. Bíonn réamhphleanáil ar leibhéal na scoile le pleananna agus acmhainní a roinnt go leictreonach ar fhreastalaí na scoile. Ba chóir do bhainistíocht na scoile seo a thabhairt chun cinn.

- Ba chóir go nglacfadh an múinteoir leis an deis le haghaidh oiliúna inseirbhíse sa Stair sa tSraith Shóisearach ar an bhliain seo chugainn le nasc a dhéanamh le múinteoirí eile staire a bhíonn ag teagasc trí mheán na Gaeilge chun smaointe agus acmhainní a roinnt.
- Ba léir go raibh coimeád taifid an mhúinteora go maith.

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

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Ghlac an Bord Bainistíocht leis an tuairisc ina iomlán, bhí said breá sásta leis an méid a dúradh maidir le teagasc agus foghlaim a bheith an-mhaith, fosta gur tuairisciú go raibh an t-ullmhúcháin d'ardchaighdeán, agus go raibh pleanáil agus measúnacht go maith. Thréaslaigh said leis an múinteoir agus le foireann na scoile as an sár obair.

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm

Tá sé socraithe go mbeidh leabhar eochair-fhocal a úsáid ag gach dalta, ins na ranganna sóisearach, ón bhliain seo chugainn ar aghaidh, agus tá sé beartaithe go gcuirfear eolas ar fáil, i réimse ábhair, tríd an chóras inlín. Tá na múinteoirí chun traenáil a fháil ar úsáid na h-inlíne roimh deireadh na scoilbhliana seo.

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. 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.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear <i>An-mhaith</i> 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 <i>thar cionn</i> 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 <i>Sásúil</i> 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 <i>Measartha</i> 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;

Department of Education and Skills

Subject Inspection in History

Ainm na scoile / School name	Gairm Scoil Chú Uladh
Seoladh na scoile / School address	Béal An Átha Móir An Clochán Lifford County Donegal
Uimhir rolla / Roll number	71242B

Date of Inspection: 14-03-2017



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 History under the following headings:

4. Learning, teaching 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 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.

Subject Inspection

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	14-03-2017
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 three class periods• Examination of students' work• Feedback to principal and relevant staff

SCHOOL CONTEXT

Gairmscoil Chú Uladh is a co-educational post-primary school in the Donegal Gaeltacht under the patronage of Donegal Education and Training Board. It offers the following programmes, Junior Certificate, Junior Certificate School Programme (JCSP), Transition Year (TY) and Leaving Certificate. The school participates in Delivering Equality of Opportunities in Schools (DEIS) and has an enrolment of 185 students in the current academic year.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall quality of teaching and learning in lessons observed was very good.
- The preparation for teaching and learning was of a very high standard and a commendable range of effective teaching methodologies was in use in all lessons observed.
- Relations in the classroom were warm and respectful and classroom management was very effective.
- Good assessment of student learning was evident and students received good oral feedback on their work in lessons; however, opportunities exist to extend the range of assessment practices used and the type of feedback given.
- The provision for History is satisfactory at junior cycle; opportunities exist to extend the provision at senior cycle.
- Good-quality teacher planning was evident and a range of relevant resources has been prepared; although at present these are not held centrally.

RECOMMENDATIONS

- Teachers should give students opportunities to write paragraph-style responses from first year and should give students written feedback on this work.
- Teachers should encourage students to note keyword vocabulary in their copybooks as an aid to supporting literacy in the subject.
- School management should progress planning for the sharing of resources and subject planning materials on the intranet system.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The overall quality of teaching and learning in observed lessons was very good. The preparation for teaching and learning was of a very high standard. The teacher used a wide range of resources to explain the lesson material to students and to encourage the students to take responsibility for their own learning; these included visual resources, posters and worksheets.
- High-quality teaching methodologies were in use in all three lessons observed. The teacher introduced the learning intentions at the start of each lesson. Instruction was very clear and there was a very good balance between teacher instruction and student activity. Students were encouraged to think critically and to engage with historical sources.
- Well-organised group work was evident in every lesson. For example, in one lesson students in groups considered a poster of the Industrial Revolution containing visual and written sources and then a think-pair-share activity was used to list keywords associated with the theme. Finally, a whole-class activity required that each group shared these keywords with the class. Students worked readily and diligently in groups and good-quality learning took place.
- Students were given the chance to reflect on the learning from lessons. For example, students were encouraged to jot down on sticky notes one thing they learned, one thing they enjoyed and one thing they found difficult at the end of two lessons observed and to place the notes on the notice board as they left. The teacher uses such notes to plan learning in subsequent lessons. A similar strategy was used in a third lesson. Such strategies, which encourage student reflection and support teacher planning, are highly commended.
- There was a very good classroom atmosphere in lessons observed. Students' enjoyment of the lessons was evident in most cases. The teacher was cognisant of the needs of students. Relations in the classroom were warm and respectful and classroom management was very effective. The learning environment was supportive of learning with many examples of students' work displayed around the classroom.
- Good use of questioning facilitated students to reflect on their learning and to become familiar with new keywords. Where best practice was observed, students were encouraged to note keywords in their copybooks. This is a good support for the development of students' literacy. Links were also made to numeracy during the lessons observed.
- In one lesson, while the teacher generally posed the questions in Irish, translating the meaning of the question into English at times, in nearly all cases the students responded in English. Much of the work in students' copybooks was in English. In other lessons, Irish was more to the fore as the medium of instruction. In view of the school's status as a Gaeltacht school, it is recommended that Irish be used as the medium of instruction and assessment in all relevant subjects.
- A review of students' copybooks and student journals indicated that homework is given frequently. Apart from the assignments to third-year students, this work was generally of a short-question format. Peer assessment is usually used to assess the work. The teacher also gave good oral feedback to students on their work in the lessons observed. It is recommended that students be given frequent opportunities to practise their extended writing skills and be supported to write in paragraphs from first year, for example, in a

People in History type question. This work should be corrected regularly and written formative feedback should be provided to students on their work.

- Student achievement is generally good in the certificate examinations. A good emphasis on examination techniques was evident in one third-year lesson observed. An emphasis on the development of students' extended writing skills from first year will be supportive of student achievement and progress. Student progress in the JCSP programme is well monitored by the teachers and students.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The overall provision for History is adequate in the school. Time allocation is good. History is a mandatory subject in second and third year. However, it is an optional subject for current first-year students; a very small number of students opted to study History in first year. They were provided with a choice to take History against two practical subjects. The decision of the school to reintroduce History as a mandatory subject for all junior-cycle students next year is welcome as it will support the viability of the subject into the future. This will also support the school in ensuring that the statements of learning associated with History in the *Framework for Junior Cycle 2015* feature in the programme offered to their junior-cycle students.
- There is no provision for History in senior cycle. History is not offered as a subject to Leaving Certificate students and it does not feature in the TY programme. It is recommended that a discussion take place at school level about the possibility of including a history module in future TY programmes. This would give an opportunity to senior-cycle students to experience the subject.
- There is a satisfactory level of support for History in the school. A small school library stocks some history materials and students are given the opportunity to go on school trips to places of historical interest and to take part in relevant history competitions. The school is proud of its achievement in one such history competition in 2016.
- Teachers are given good opportunity to engage in relevant continuous professional development.

3. PLANNING AND PREPARATION

- Good-quality planning was evident. As it is a one-teacher department, the teacher's individual planning material is the subject plan for the subject.
- Effective teaching and planning materials have been prepared by the teacher but at present these are held locally. There is initial planning at school level for the electronic sharing of plans and resources on the school server. This should be progressed by school management.
- The teacher should take the opportunity offered for in-service training for Junior Cycle History next year to connect with other teachers of History who teach through the medium of Irish and to share ideas and resources.
- Good teacher record keeping was evident.

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

Appendix

School response to the report

Submitted by the Board of Management

This is a translation of the School Response submitted by the Board of Management.

Part A: Observations on the content of the inspection report

The Board of Management fully accepted this report and were very happy with its reporting on very good teaching and learning, in addition to a high standard of preparation and effective planning and assessment. They congratulated the teacher and the staff of the school on the excellent work done.

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

It has been decided that every student in the junior-cycle classes will have a keyword notebook from next year on and it is planned that information will be made available, in a range of subjects, on the school's internal intranet system. Teachers will be getting training on the use of this system before the end of this school year.

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 the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;