

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Chorpoideachas

TUAIRISC

Ainm na scoile / School name	Coláiste Pobail Rath Cairn
Seoladh na scoile / School address	Ráth Chairn Áth Buí, Co. Na Mí
Uimhir rolla / Roll number	71991T

Dáta na Cigireachta: 10-09-2018



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

CIGIREACHT ÁBHAI

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 (na cigirí) meastóireacht ar fhoghlaim agus ar theagasc Corpoideachais faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnacht
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 seo 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.

CAOMHNÚ LEANAÍ

Rinneadh na gnéithe seo a leanas de nósanna imeachta na scoile maidir le cosaint leanaí a sheiceáil le linn na cuairte cigireachta:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile.
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.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear faoi 1 thuas agus dá bhrí sin níor chomhlíon sí riachtanais na seiceálacha uile a rinneadh. Tá fianaise curtha ar fáil ag an scoil ina dhiaidh sin áfach, go gcomhlíonann sí na riachtanais.

CIGREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dáta na Cigreachta	10-09-2018
Na gníomhaíochtaí cigreachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an bpríomhoide agus le príomhbhaill den bhfoireann• Idirghníomhú le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim i ndá cheann de thréimhsí ranga• Iniúchadh ar obair na scoláirí• Aiseolas don phríomhoide agus do na baill foirne chuí

Comhthéacs na Scoile

Iarbhunscoil comhoideachais faoi choimirce Bhord Oideachais agus Oiliúna Lú agus na Mí (BOOLM) is ea Coláiste Pobail Ráth Cáirn. Tá sí suite i nGaeltacht na Mí agus múintear gach ábhar seachas Béarla trí mheán na Gaeilge. Tá 71 bhuachaill agus 43 cailín ar rolla na scoile faoi láthair. Cuireann an scoil an tSraith Shóisearach agus clár na hArdteistiméireachta bunaithe ar fáil; lena chois sin tá Idirbhliain roghnach ar fáil sa tsraith shinsearach.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Torthaí

- Bhí cáilíocht an teagaisc agus na foghlama a breathnaíodh le linn na meastóireachta sásúil ar an iomlán; cailleadh deiseanna ceannaireacht na scoláirí a chur chun cinn le linn na gceachtanna.
- Bhí rannpháirtíocht na scoláirí sna ceachtanna go maith agus bhí na leibhéil ghníomhaíochta ard i bhformhór na gcásanna.
- Tá imlonnú na múinteoirí míshásúil; múinteoir corpoideachais neamhcháilithe a sheachadann na ceachtanna corpoideachais go léir.
- Tá rochtain ar ábhair go maith ar an iomlán sa tsraith shóisearach agus san Idirbhliain ach tá soláthar amchláraithe don gCorpoideachas sa cúigiú agus sa séú bliain easnamhach.
- Tá eispéireas Corpoideachais an scoláire sa tsraith shóisearach teoranta mar is curaclam atá bunaithe go mór mór ar chluichí a chuirtear ar fáil; cuirtear réimse deiseanna foghlama seach-churaclaim ar fáil chun tacú le foghlaim sa Chorroideachas.
- Tá cáilíocht na pleanála agus an ullmhaithe measartha ar an iomlán.

Moltaí

- Agus ceachtanna á bpleanáil aige/aici ba chóir don múinteoir corpoideachais cuimhneamh ar shlite ina bhféadfaí deiseanna ceannaireacht scoláire a chur ar fáil atá oiriúnach dá n-aois.
- Ba chóir don mbainistíocht shinsearach a chinntiú go bhfuil cáilíochtaí atá aitheanta ag an gComhairle Mhúinteoireachta chun an t-ábhar a mhúineadh ag múinteoir ar bith a mhúineann Corpoideachas.
- Ba chóir don mbainistíocht shinsearach a chinntiú go bhfaigheann gach scoláire tréimhse dhúbailte Corpoideachais in aghaidh na seachtaine ar feadh na scoilbhliana ar fad.
- Ba chóir do roinn an chorroideachais athbhreithniú a dhéanamh ar an réimse gníomhaíochtaí a chuirtear ar siúl sa tSraith Shóisearach d'fhonn gach snáithe a chur san áireamh sa churaclam Corpoideachais.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNACHT

- Bhí cáilíocht an teagaisc, na foghlama agus na measúnachta sna ceachtanna a breathnaíodh sásúil ar an iomlán. Roinneadh cuspóirí ginearálta ag tús na gceachtanna; thug sé seo méid áirithe fócais do na scoláirí. Mar sin féin bhí an nasc idir na cuspóirí luaite agus na gníomhaíochtaí foghlama a fuair na scoláirí teoranta. Ba chóir don múinteoir a chinntiú go bhfuil naisc shoiléire idir na rúin fhoghlama agus na gníomhaíochtaí a fhaigheann na scoláirí i ngach ceacht.
- Cé go raibh leibhéal rannpháirtíochta na scoláirí go maith sna ceachtanna a breathnaíodh ní raibh deis acu a gcuid scileanna ceannaireachta a chur chun cinn. B'fhiú do roinn an chorpoideachais plean a chur le chéile chun deiseanna ceannaireachta a oireann d'aois na scoláirí a chur san áireamh thar na blianghrúpaí go léir.
- Baineadh úsáid áirithe as eochairfhocail a bhain le corp an duine. Mar chuid den straitéis scoile uile um litearthacht tá sé den tábhacht a chinntiú go bhfuil ar chumas na scoláirí úsáid a bhaint as an bhfoclóir nua seo i gcomhthéacs agus go gcuirtear deiseanna ar fáil sna ceachtanna chun é seo a dhéanamh.
- D'éirigh le hiarrachtaí chun móimintí uimhearthachta a thabhairt isteach sna ceachtanna a breathnaíodh; mar sin féin, cailleadh deiseanna eile a d'fhéadfadh coincheapa uimhearthachta a fhorbairt do na scoláirí. Agus ceachtanna á bpleanáil aici, ba chóir do roinn an chorpoideachais cuimhneamh ar shlite chun coincheapa uimhearthachta ar nós meastacháin agus áireamh faid a fhí isteach ina gcuid ceachtanna.
- Bhí leibhéal ghníomhaíochta le linn na gceachtanna go maith ar an iomlán; ba chóir iarracht a dhéanamh chun a chinntiú áfach, go gcoinnítear na leibhéil ghníomhaíochta chomh hard agus is féidir ar feadh an cheachta ar fad. Agus ceachtanna á bpleanáil acu, ba chóir do roinn an chorpoideachais a chinntiú go bhfuil na pointí aistriúcháin réidh agus nach bhfuil ar na scoláirí fanacht ar feadh tréimhsí fada go dtí go mbeidh babhta acu.
- Rud inmholta is ea gur tugadh deis do scoláirí na hIdirbhliana tabhairt faoi phiar-mheasúnú. Rachadh an cleachtas measúnachta múnlaiteach seo chun tairbhe do scoláirí i ngach blianghrúpa. Ba chóir do roinn an chorpoideachais cuimhneamh ar shlite chun scil an phiar-mheasúnú a mhúineadh ón chéad bhliain ar aghaidh.
- Gné bhreise dhearfach d'eispéireas iomlán an scoláire is ea an cur chuige scoile uile i leith gníomhaíochta choirp, mar shampla an rannpháirtíocht sna Scoileanna Cothaithe Sláinte. Cuireann an tionscnamh ar chumas na scoláirí a dtuiscint ar choincheapa a mhúinteoir le linn ceachtanna Corpoideachais a threisiú.
- Cuirtear réimse gníomhaíochtaí seach-churaclaim ar fáil do na scoláirí. Eagraítear spóirt foirne iomaíochta lena n-áirítear lúthchleasaíocht, cispheil, peil Ghaelach, iománaíocht agus gníomhaíochtaí neamh-iomaíochta ar nós badmantan agus leadóg boird. Ina theannta sin cuirtear ranganna Zumba, féin-chosaint, íoga agus seoltóireacht ar siúl mar chuid de chlár na hIdirbhliana. Moltar an tiomantas atá ag an bhfoireann agus ag an mbainistíocht araon chun gníomhaíochtaí seach-churaclaim a chur ar fáil do cách agus gníomhaíochtaí nuálacha a chur ar fáil do lucht na hIdirbhliana.

2. SOLÁTHAR ÁBHAR AGUS TACAÍOCHT SCOILE UILE

- Tá cáilíocht an soláthar ábhair agus an tacaíocht scoile uile maidir le corpoideachas measartha.

- Tá imlonnú na múinteoirí míshásúil; múinteoir corpoideachais neamhcháilithe a sheachadann na ceachtanna corpoideachais go léir. Moltar nach gcuirtear ach múinteoirí ag a bhfuil cáilíochtaí atá aitheanta ag an gComhairle Mhúinteoireachta le haghaidh múineadh Corpoideachais a amchlárú chun an t-ábhar seo a mhúineadh agus moltar tosaíocht a dhéanamh den mbeart seo.
- Tá áiseanna corpoideachais na scoile go maith agus tá dea-bhail orthu. Tá an halla corpoideachais níos lú ná na sonraíochtaí dearaidh reatha ach tá sé oiriúnach chun an t-ábhar a sheachadadh mar sin féin. Lena chois sin tá páirc peile agus limistéar clóis chrua ar láthair na scoile, agus baintear úsáid as an linn snámha ar an mbaile atá in aice na scoile anois is arís.
- Is eol do bhainistíocht na scoile nach mór déileáil le soláthar amchláraithe an Chorpoideachais. I láthair na huairé bionn tréimhse dhúbailte dhaichead nóiméid ag scoláirí na chéad bhliana agus bionn tréimhse uaire amháin de chorpoideachais ag scoláirí na dara agus na tríú bliana; chun na riachtanais maidir le soláthar an Chorpoideachais a chomhlíonadh mar chuid de chlár na Sraithe Sóisearaí ní mór 135 uaire de Chorpoideachas a chur ar fáil do na scoláirí thar an trí bliana. Cé go bhfaigheann scoláirí na hIdirbhliana tréimhse uaire amháin is mór an trua é nach bhfuil ach rochtain tréimhse amháin ar an gCorpoideachas ag scoláirí na cúigiú agus na séú bliana.
- Tá eispéireas an scoláire ar an gCorpoideachas sa tsraith shóisearach teoranta trí sholáthar curaclaim atá go mór mór bunaithe ar chluichí; tá cuid mhaith scóipe chun snáithe eile den gcuraclam a fhorbairt d'fhonn eispéireas níos cothroime a chur ar fáil do na scoláirí. Moltar, mar sin, athbhreithniú a dhéanamh ar an bplean ábhair reatha d'fhonn a chinntiú go seachadtar na réimsí curaclaim go léir ag an doimhne céanna.

3. PLEANÁIL AGUS ULLMHÚ

- Tá cáilíocht na pleanála agus an ullmhaithe measartha ar an iomlán. Ba chóir athbhreithniú a dhéanamh ar an réimse gníomhaíochtaí a phleanáiltear sa tsraith shóisearach d'fhonn a chinntiú go seachadtar gach snáithe den gcuraclam. Moltar go ndéanfaidh roinn an chorpoideachais líon na roghanna atá ar fáil do scoláirí a leathnú agus snáithí na rince, na gleacaíochta, an oiliúint uisce agus na ngníomhaíochtaí eachtraíochta a fhí isteach ina gcuid pleananna don am atá romhainn.
- Tá plean roinne ann; ba chabhair maidir le pleanáil an Chorpoideachais don tSraith Shóisearach é dá gcuirfí aonaid foghlama lán-fhorbartha. Moltar don roinn corpoideachais athbhreithniú a dhéanamh ar an bplean agus aonaid foghlama a fhorbairt ar chóir torthaí foghlama ar leith a bheith iontu a bhfuil nasc soiléir acu le cleachtais mheasúnachta.
- Bhí pleanáil mhaith déanta ar na ceachtanna a breathnaíodh agus bhí struchtúr maith orthu ag a raibh tús, lár agus deireadh soiléir. Bhí an iomarca béime ar fhorbairt scileanna a bhí ar eolas ag na scoláirí cheana féin. Mar chuid de phleanáil na gceachtanna ba chóir féachaint ar réamhfhoghlaim na scoláirí mar is cuí.
- De bharr méid na scoile is dócha go mbeidh roinn an chorpoideachais ina roinn aonmhúinteora i gcónaí. Chun tacú le pleanáil chomhoibritheach b'fhiú bualadh le múinteoirí Corpoideachais eile i gcóras BOOLM sa mhéid gur féidir a leithéid de dheiseanna a éascú.

Pléadh na dréacht-thorthaí agus na dréacht-mholtaí a eascraíonn as an mheastóireacht seo leis an bpríomh-oide ag deireadh na meastóireachta.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

{Folamh}

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

- (a) Tá sé ar intinn ag bainistíochta na scoile cinntiú go bhfuil múinteoir a bhfuil cailíochtaí atá aitheanta ag an gComhairle Mhúinteoireachta a fhostú chun Corpoideachas a theagasc.
- (b) Déanfar cinnte de go bhfaigheann gach scoláire tréimhse dhúbailte Corpoideachais in aghaidh na Seachtaine ar feadh na scoilbhliana ar fad amach anseo.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a mbaineann cigirí feidhm aisti nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur-síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn 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.
Go maith	Úsáidtear Go maith 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 an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá 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
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní 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 suntasach ag teastáil; deacrachtaí suntasacha ann;

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Physical Education

REPORT

Ainm na scoile / School name	Coláiste Pobail Rath Cairn
Seoladh na scoile / School address	Ráth Chairn Áth Buí, Co. Na Mí
Uimhir rolla / Roll number	71991T

Date of Inspection: 10-09-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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 Physical Education 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 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 did not meet the requirements in relation to 1 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date of inspection	10-09-2018
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 two class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Coláiste Pobail Ráth Cáirn is a co-educational post-primary school under the auspices of Louth Meath Education and Training Board (LMETB). It is situated in the Meath Gaeltacht and all subjects, with the exception of English, are taught through the medium of Irish. The school has a current enrolment of 71 boys and 43 girls. The school provides the Junior Cycle and the established Leaving Certificate programme; an optional Transition Year (TY) is also available in senior cycle.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of teaching and learning observed during the evaluation was satisfactory; opportunities to develop student leadership were missed during lessons.
- Students participated well in lessons and activity levels were high in most cases.
- Deployment of teachers is unsatisfactory; all physical education (PE) lessons are being delivered by a non-qualified physical education teacher.
- Subject access is generally good at junior cycle and in TY, but timetabled provision for Physical Education in fifth and sixth year is inadequate.
- The student experience of PE at junior cycle is limited by the provision of a predominantly games-based curriculum; a range of extra-curricular learning opportunities is provided to support learning in Physical Education.
- The overall quality of planning and preparation is fair.

Recommendations

- When planning lessons, the PE teacher should consider how student leadership opportunities can be provided in an age-appropriate manner.
- Senior management should ensure that any teacher involved in teaching PE holds qualifications recognised by the Teaching Council for the teaching of the subject.
- Senior management should ensure that all students receive a minimum of a double period of PE each week for the full school year.
- The range of activities provided in Junior Cycle should be reviewed by the PE department in order to include all strands of the PE curriculum.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching, learning and assessment in lessons observed was satisfactory. General aims were shared at the start of lessons; this provided some focus for students. However, there was a limited connection between the stated aims and the learning activities experienced by the students. The teacher should ensure that there are clear links between the learning intentions and the learning activities experienced by the students in each lesson.
- While the students' level of participation was good in the lessons observed they did not have any opportunity to develop their leadership skills. It would be worthwhile for the PE department to formulate a plan to include age appropriate leadership opportunities across all year groups.
- Some use was made of key words related to the human body. As part of a whole-school strategy on literacy it is important to ensure that students are able to use this new vocabulary in context and that opportunities to do so are provided in lessons.
- Successful attempts were made to introduce numeracy moments into the lessons observed; however, other opportunities that would have developed numerical concepts for students were missed. The PE department should, when planning lessons, consider how numerical concepts such as estimation and calculating distance can be incorporated into their lessons.
- Activity levels during lessons were good in general; however care should be taken to ensure activity levels are maximised throughout the lesson. The PE department should, when planning lessons, ensure transition points are smooth and students are not left waiting their turn for extended periods of time.
- Transition Year students, commendably, were provided with an opportunity to engage in peer assessment. This formative assessment practice would benefit students in all year groups. The PE department should consider how they might teach the skill of peer assessment from first year.
- The whole-school approach to physical activity, for example the involvement in the Health Promoting Schools is a positive addition to the overall student experience. This initiative enables students to deepen their understanding of concepts taught during PE lessons.
- A range of extra-curricular activities is available to students. These include competitive team sports such as athletics, basketball, Gaelic football, hurling and non-competitive pursuits such as badminton and table tennis. In addition, TY students have opportunities to try activities such as Zumba, self-defence, yoga and sailing as part of the programme of TY. This commitment to the provision of extra-curricular activities, and novel TY activities, by both staff and management is commendable.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The overall quality of subject provision and whole school support for physical education is fair.
- Deployment of teachers is unsatisfactory; all physical education lessons are being delivered by a non-qualified physical education teacher. It is recommended, as a matter of priority, that only teachers who hold qualifications recognised by the Teaching Council for the teaching of PE are timetabled for the subject.

- The school's physical education facilities are good and are well maintained. The physical education hall is smaller than the current design specifications but is, nonetheless, adequate for the delivery of the subject. The school also has a football field and hard court area on site and on occasion makes use of the swimming pool in the nearby town.
- School management is aware that timetabled provision in Physical Education needs to be addressed. Currently first-year students receive a double forty minute period while second year and third-year students receive a one-hour period of PE; in order to meet the requirements in relation to the provision for Physical Education as part of the Junior Cycle programme, 135 hours of PE must be provided to students across the three years. While TY students are provided with a one-hour period, it is regrettable that fifth and sixth-year students only have access to a single period of Physical Education.
- The student experience of PE at junior cycle is limited by the provision of a predominantly games-based curriculum; there is significant scope to develop the other strands of the curriculum to provide a more balanced experience for students. Thus, it is recommended that a review of the current subject plan be undertaken to ensure all curricular areas are being delivered with equal depth.

3. PLANNING AND PREPARATION

- The overall quality of planning and preparation is fair. The range of activities planned at junior cycle should be reviewed to ensure that all curricular strands are delivered. It is recommended that the PE department expand the options available to students and incorporate dance, gymnastics, aquatics and adventure activities strands into their future plans
- There is a department plan in place; the addition of fully developed units of learning would support planning for PE at Junior Cycle. It is recommended that the PE department review the plan and develop units of learning which should include specific learning outcomes that are clearly linked to assessment practices.
- The lessons observed were well planned and had a good structure with a clear beginning, middle and end to the lesson. There was an over-emphasis on the development of skills that were already known by the students. When planning lessons, due consideration should be given to the prior learning of their students.
- Due to the size of the school it is likely that the PE department will remain a one teacher department. To support collaborative planning it would be worthwhile to meet with other PE teachers within the LMETB system insofar as such opportunities can be facilitated.

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

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

- (a) School management intends to ensure that a PE teacher will be recruited who has an appropriate qualification recognised by the Teaching Council.
- (b) School management will ensure that all students will be provided with a double period of PE each week for the full school year from the start of the next academic 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 of 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;