

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar an nGaeilge

TUARISIC

| | |
|--------------------------|--|
| Ainm na scoile | Coláiste Pobail Naomh Pól |
| Seoladh na scoile | Bóthar de Brún Cathair Phort Láirge |
| Uimhir rolla | 72241E |

Dáta na cigireachta: 09-05-2017



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

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

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 Ghaeilge faoi na 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.

Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Ghaeilge

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

| | |
|---|---|
| Dáta na cigireachta | 09-05-2017 |
| Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Athbhreithniú ar na cáipéisí cuíPlé leis an bpríomhoide agus leis na múinteoiríCaidreamh le scoláirí | <ul style="list-style-type: none">Breathnú ar theagasc agus ar fhoghlaim i rith 5 thréimhse rangaAthbhreithniú ar obair na scoláiríAiseolas don phríomhoide agus do na múinteoirí |

COMHTHÉACS NA SCOILE

Tá 507 scoláire ag freastal ar Choláiste Pobail Naomh Pól faoi láthair. Cuireann an scoil na cláracha seo a leanas ar fáil: Clár Scoile an Teastais Shóisearaigh, an Teastas Sóisearach, Idirbhliain éigeantach, Gairmchlár na hArdteistiméireachta, an Ardteistiméireacht bhunaithe agus an Ardteistiméireacht Fheidhmeach. Tá 56 scoláire ag freastal ar chláracha IarArdteistiméireachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt ceachtanna ag leibhéal sásúil ina raibh scóip chun feabhais maidir le gnéithe den teagasc.
- Tá an soláthar don Ghaeilge go maith agus léiríonn an bhainistíocht shinsearach tacaíocht iomlán don Ghaeilge sa scoil.
- Bhí úsáid na Gaeilge mar sprioctheanga go maith ó thaobh na múinteoirí de ach leagadh an iomad béime ar úsáid an aistriúcháin go Béarla agus níor cruthaíodh dóthain deiseanna cainte sa sprioctheanga do scoláirí.
- Bhí an phleanáil ábhair go maith ach bhí laigí i bplean Gaeilge na hIdirbhliana.
- Rinne múinteoirí an-iarracht réimse gníomhaíochtaí ranga a chinntiú trí raon modheolaíochtaí éagsúla a úsáid ach bhí easpa acmhainní teagaisc, teicneolaíocht faisnéise agus na cumarsáide (TFC), i roinnt ceachtanna.
- Moltar go mór an obair a dhéantar chun Seachtain na Gaeilge a cheiliúradh agus ócáidí ábhartha Gaeilge eile a eagrú.

MOLTAÍ

- Ní mór deiseanna cumarsáide sa sprioctheanga a chruthú do scoláirí ón gcéad bhliain ar aghaidh.
- Moltar go mbainfí úsáid as réimse níos leithne áiseanna agus acmhainní teagaisc, TFC san áireamh.
- Ba cheart do mhúinteoirí ábhar an cheachta a chur i gcomhthéacs do scoláirí ionas gur féidir leo naisc fhiúntacha a dhéanamh idir ábhar an cheachta agus foghlaim in ábhair eile agus sa saol lasmuigh den scoil.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc go maith ar an iomlán le roinnt ceachtanna ag leibhéal sásúil ina raibh forbairt de dhíth ar ghnéithe den teagasc. Bhí cáilíocht na foghlama idir go maith agus sásúil. Bhí gá le suim na scoláirí i bhfoghlaim na teanga a spreagadh ar bhealach níos éifeachtaí agus níos cruthaithí i gcásanna áirithe.
- Cuireadh na hintinní foghlama in iúl ag tús formhór na gceachtanna. Moltar an dea-chleachtas seo a leathnú agus aird na scoláirí a dhíriú ar na scileanna a bheidh le forbairt le linn an cheachta agus súil siar a chaitheamh orthu seo ag an deireadh leis an dul chun cinn a mheas.
- Bhí úsáid na Gaeilge mar theanga chumarsáide agus mhúinte go maith ar an iomlán ach leagadh an iomad béime i gcásanna áirithe ar úsáid an aistriúcháin go Béarla mar mhodh teagaisc. Moltar úsáid an aistriúcháin a sheachaint an oiread agus is féidir agus straitéisí aontaithe eile a chur i bhfeidhm chun tuiscint scoláirí a chinntiú.
- Bhí foghlaim ghníomhach chun tosaigh sna ceachtanna a breathnaíodh agus bhí obair bheirte agus obair ghrúpa in úsáid go forleathan. Go minic, áfach, níor éirigh leis na straitéisí seo fiordheiseanna cainte sa sprioctheanga a chruthú. Ar an iomlán, ní raibh dótháin deiseanna ag scoláirí a gcuid Gaeilge a úsáid ar bhealach feidhmiúil seachas tríd an scríbhneoireacht. Is gá straitéisí cainte a aontú agus a chur i bhfeidhm i ngach rang ón gcéad bhliain ar aghaidh.
- Rinneadh iarrachtaí maithe spéis na scoláirí a spreagadh trí úsáid mhodheolaíochtaí éagsúla ach b'fhiú naisc níos fearr a chruthú idir ábhar na gceachtanna agus saol laethiúl na scoláirí chun a gcuid suime i bhfoghlaim na teanga a fheabhsú.
- Baineadh úsáid as cluichí beaga agus giotaí scannáin i gcúpla rang a breathnaíodh. Ní raibh na giotaí scannáin sách tarraingteach. Ar an iomlán, ní raibh réimse sách leathan acmhainní teagaisc agus ábhar tacaíochta in úsáid chun tacú le foghlaim na scoláirí. Moltar go mbainfí úsáid as ábhar dílse, giotaí scannáin oiriúnacha, grianghraif, ceol agus TFC chun an t-ábhar idir lámhe a chur i gcomhthéacs comhaimseartha.
- Chaith múinteoirí áirithe a lán ama ag scríobh ar an gclár bán. Ba chóir úsáid a bhaint as TFC chun am an mhúinteora a úsáid ar bhealach níos éifeachtaí.
- Rinneadh tagairtí i gcásanna áirithe don litearthacht agus uimhearthacht trí aird na scoláirí a dhíriú ar fhocail nua agus ar uimhreacha. Moltar focail nó frásaí nua a chur in airde ar an gclár bán, agus go mbeadh ar scoláirí iad a rá agus a chur in abairtí ionas gur féidir leo iad a úsáid sna comhthéacsanna cearta sa chaint agus i dtascanna scríbhneoireachta.
- Bhí na seomraí ranga maisithe ar bhealach deas le póstaer agus obair de chuid na scoláirí i gcásanna áirithe. Bhí leagan amach roinnt seomraí an-mhaith chun obair chomhoibritheach a éascú.
- Ní mór creat tacaíochta foghlama a chur ar fáil do scoláirí chun tacú lena gcuid foghlama. Moltar tacaí breise ar nós cló níos mó in ábhar scríofa, léaráidí chuimhne, critéir rátha agus eiseamláirí teanga a chur ar fáil roimh thasc scríbhneoireachta sa rang nó don obair bhaile, agus áiseanna tacaíochta eile, TFC san áireamh, a chur ar fáil le haghaidh na scoláirí uile.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá an soláthar don Ghaeilge go maith agus tá tacaíocht láidir na bainistíochta sinsearaí ar fáil d'fhoireann na Gaeilge.
- Déanann foireann na Gaeilge iarrachtaí suntasacha taithí na scoláirí ar an nGaeilge mar theanga bheo a fhorbairt trí réimse imeachtaí i rith Seachtain na Gaeilge agus ócáidí eile ar nós Gaeilge 24.

- Cuirtear scrúduithe béil ar na scoláirí sa tsraith shinsearach. Ní dhéantar amhlaidh don chéad, dara agus tríú bliain. Ní mór aghaidh a thabhairt air seo láithreach agus torthaí na scrúduithe sin a chur in iúl do thuismitheoirí i dtuairiscí scoile.
- Cinntítear go bhfuil rang ardleibhéil i ngach bliainghrúpa agus tá iarrachtaí fóna ar siúl chun líon na scoláirí i mbun an ardleibhéil do scrúduithe teistiméireachta, a ardú.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Oibríonn na múinteoirí as lámha a chéile ag cruinnithe rialta agus tuairiscíodh go bpléitear réimse leathan ceisteanna, eagrú ranganna, imeachtaí lasmuigh den rang agus teagasc agus foghaim san áireamh.
- Cuireadh plean maith ar fáil do theagasc agus foghlaim na teanga. Ní raibh plean na hIdirbhliana sách spéisiúil nó ilghnéitheach, áfach. Is gá plean núálach, spreagúil ina bhfuil béim láidir ar chúrsaí cumarsáide a chur le chéile. Bhí an iomad fócais ar ábhair ó chlár na hArdteistiméireachta i gceachtanna Idirbhliana agus is gá é seo a sheachaint.
- Bhí pleanáil aonair na múinteoirí go maith. Moltar, áfach, deiseanna cumarsáide sa sprioctheanga do scoláirí, a chur san áireamh sa phleanáil do cheachtanna.

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an bord bainistíochta roimh ráitis dhearfacha na Cigireachta maidir le caighdeán na múinteoireachta agus na foghlama a bheith go maith san iomlán.

Táimid buíoch go bhfuil ár gcuid oibre faoi láthair dearbhaithe ag an gCigireacht agus tá a fhios againn gur féidir linn na moltaí le haghaidh feabhsaithe a ghlacadh le muinín.

Fáiltíonn an bord roimh an ráiteas an-dearfach maidir le soláthar na Gaolainne a bheith go maith sa scoil agus tugann an bhainistíocht shinsearach fóorthacaíocht don Ghaoluinn sa scoil.

Tá an bord sásta go ndearbhaíonn an Chigireacht an sár-obair atá déanta ag an bhfoireann múinteoireachta agus tá sé thar a bheith sásta leis na hiarrachtaí atá déanta ag na múinteoirí chun Seachtain na Gaeilge a chéiliúradh agus bhí na himeachtaí Gaolainne ábhartha eile thar a bheith inmholta leis. Admháileann an Bord go bhfuil úsáid na Gaolainne mar sprioctheanga ag na múinteoirí go maith mar aon le planáil na roinne agus gur dhein na múinteoirí iarracht mhaith lena cinntiú go raibh éagsúlacht imeachtaí ranga ann tré réimse modhanna difriúla a úsáid. Tá sé tugtha faoi deara gur mhol an Chigireacht an fhoghlaim gníomhach agus an úsáid fhorleathan d'obair ghrúpa agus gur déanadh iarrachtaí maithe na scoláirí a spreagadh tré mhodhanna teagaisc idirdhealaithe. Tugadh faoi deara litearthacht agus uimhearthacht ag an gCigireacht de réir ár bplean féinmheastóireacht scoile.

Aithníonn an bord an scóip le haghaidh feabhsaithe i múinteoireacht agus foghlaim agus planáil maidir leis an Idirbhliain. Tá an Bord tiomanta dosna torthaí foghlama agus múinteoireachta a fheabhsú agus infheistíonn sé go mór i bhforbairt ghairmiúil na múinteoirí. Leantar leis ag tabhairt faoi oiliúint, deiseanna agus tionscnaimh chun feabhas acadúil a chothú. Leanfaidh an bord ag obair ar na moltaí leis an bhfoireann, an bhainistíocht shinsearach, na scoláirí, na tuismitheoirí, BOOPLG (Bord Oideachais agus Oiliúna Phort Láirge agus Loch Garman) agus baill uilig an phobail scoile chun an toradh is fearr a bhaint amach dosna scoláirí go léir.

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

- Leanfaidh an bord bainistíochta, an fhoireann cheannaireachta shinsearach agus an BOOPLG ag obair ar mholtaí na tuairisce i gcomhairle leis an bhfoireann.
- Cuirfidh an bord bainistíochta, an fhoireann cheannaireachta shinsearach agus BOOPLG deiseanna ar fáil do mhúinteoirí chun níos mó seansanna a sholáthair chun Gaoluinn a úsáid ar bhonn níos leithne sna seomraí ranga. Tá sé seo tacaithe le teoracha ranga ginearálta atá ar thaispeánt ar bhoird uilig na scolairí as Gaoluinn agus fógraí ar thaispeánt timpeall an fhoirgnimh scoile. Mike Hughes agus Mgenta Principles agus Barrie Bennett- ceannaireacht teagaisc le béim ar éagsúlacht modhanna múinteoireachta agus acmhainní chun rannpháirtíocht scoláirí a spreagadh san ábhar.
- Thugamar faoi thionscnamh uile-scoile i bhfoirm leabhrán acmhainne Gaolainne a chruthú agus a sholáthair dosna scoláirí go léir chun an teanga Gaolainne agus a cultúr a chur chun cinn inár scoil.

- Cuireann múinteoirí ábhar ceachta i gcomhthéacs ar fáil dosna scoláirí tré dheiseanna foghlama traschuraclaime i gCSTS (Clár Scoile an Teastas Shóisearaigh).
- Tá plean nuacheaptha agus curtha i bhfeidhm don Idirbhliain i gcomhréir le moltaí na Cigireachta. Ritheann na ranganna anois go modúlach agus go rothlach i ngrúpaí oiriúnacha chun rannpháirtíocht na scoláirí a fhorbairt sa Ghaoluinn. Beidh foireann na hIdirbhliana ag breathnú ar fhéidearthacht do scoláirí na hIdirbhliana cúpla lá nó seachtain a chaitheamh sa Rinn a eagrú.
- Buailéann na múinteoirí Gaoluinne le chéile go deonach ar feadh tréimhse amháin gach seachtain chun comhphleanáil a dhéanamh don SSM (an tSraith Shóisearach do Mhúinteoirí).
- Tá seomra ríomhaireachta sa bhreis curtha ar fáil sa scoil agus ceannaíodh seit taibléid ranga a bheidh in úsáid ag múinteoirí na Roinne Gaoluinne. Comhathú ríomhaireachta i ngníomhacht an tseomra ranga agus Office 365 a fhorbairt. Beidh forbairt á dhéanamh ar conas go mbeidh an seit ranga taibléad úsáidte chun níos mó feabhais a chur ar mhúinteoireacht na Gaoluinne.
- Leanfaidh na múinteoirí Gaoluinne ag cur isteach ar agus ag baint leasa as tionscnaimh chun an Ghaoluinn a chothú sa scoil.
- Leanfaidh Coláiste Pobal Naomh Pól ar aghaidh ag obair leis an gCigireacht chun eispéiris agus deiseanna oideachais ár scoláirí a fheabhsú freisin.

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 bíonn an cháilíocht ar a ndearnadh meastóireacht thar cionn 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 Sásúil 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 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 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 |

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Irish

| | |
|---|------------------------------|
| Ainm na scoile / School name | St. Paul's Community College |
| Seoladh na scoile / School address | Browne's Road Waterford |
| Uimhir rolla / Roll number | 72241E |

Date of Inspection: 09-05-2017



This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

Is aistriúchán Béarla é seo ar thuirisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

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 Irish under the following headings:

1. Learning, teaching 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 in Irish

INSPECTION ACTIVITIES DURING THIS INSPECTION

| | |
|--|--|
| Date of inspection | 09-05-2017 |
| 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 5 class periods• Examination of students' work• Feedback to principal and relevant staff |

SCHOOL CONTEXT

507 students currently attend St. Paul's Community College. The school offers the following programmes: the Junior Certificate School Programme, the Junior Certificate, a compulsory Transition Year (TY), the Leaving Certificate Vocational Programme, the established Leaving Certificate and the Leaving Certificate Applied. 56 students are attending PLC programmes.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- The quality of teaching and learning was good overall, with some lessons, where there was scope for improvement in aspects of teaching, being at a satisfactory level.
- Provision for Irish is good and senior management fully supports Irish in the school.
- The use of Irish as a target language by teachers was good but an excessive emphasis was placed on the use of translation to English in some cases and not enough opportunities were created for students to speak the target language.
- Department planning was good but there were weaknesses in the TY Irish plan.
- Teachers made a good effort to ensure a variety of classroom activities through using a range of different methodologies; but a lack of teaching resources and use of information and communication technology (ICT) was evident in some lessons.
- Teachers' efforts to celebrate *Seachtain na Gaeilge* and organise other relevant Irish language events are highly commended.

RECOMMENDATIONS

- Opportunities should be created from first year onwards for students to communicate in the target language.
- The use of a wider range of teaching materials and resources, including ICT, is recommended.
- Teachers should put the lesson content into context for the students so that they can make worthwhile connections between the lesson content and learning in other subjects and in life outside school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. LEARNING, TEACHING AND ASSESSMENT

- The quality of teaching and learning was good overall with some lessons, where aspects of teaching need to be developed, at a satisfactory level,. The quality of learning ranged between good and satisfactory. Students' interest in language learning should be stimulated more effectively and more creatively in some cases.
- Learning intentions were expressed at the beginning of most lessons. This good practice should be expanded and students' attention should be focussed on the skills to be developed during the lesson. At the end of the lesson they should review those skills and assess progress made.
- The use of Irish as the language of communication was good and it was taught well for the most part; but an excessive emphasis was placed on the use of translation to English as a teaching method in certain cases. It is recommended that the use of translation be avoided as much as possible and other agreed strategies should be implemented to ensure student understanding.
- Active learning was to the fore in the lessons observed and pair and group work was in wide use. Often, however, these strategies failed to create real speaking opportunities in the target language. Overall, students did not have sufficient opportunities to use their Irish in a functional way other than through writing. Strategies for using the target language need to be agreed and implemented in all classes from first year onwards.
- Good efforts were made to encourage students' interest using different teaching methodologies, but it would be better to create links between the lesson content and students' daily life to improve their interest in learning the language.
- Small games and movie clips were used in a few classes observed. The movie clips were not sufficiently engaging. Overall, the range of teaching resources and support materials used to support student learning was insufficient. Use of authentic materials, appropriate movie clips, photos, music and ICT is recommended to place the current topic in a contemporary context.
- Some teachers spent a lot of time writing on the whiteboard. ICT should be used to make more effective use of teachers' time.
- References were made in some cases to literacy and numeracy by bringing new words and numbers to the attention of the students. It is recommended that new words or phrases be displayed on the whiteboard, and that students be asked to say them and put them in sentences so they can use them in the correct context in speech and in writing tasks.
- The classrooms were decorated effectively with posters and students' work in some cases. The layout of some rooms facilitated collaborative work.
- Scaffolding for learning should be provided for students to support their learning. Additional supports such as larger font sizes, memory maps, sharing of success criteria and provision of language exemplars before writing tasks in class or for homework, and other support facilities, including ICT, should be made available for students during lessons.

2. SUBJECT PROVISION AND WHOLE-SCHOOL SUPPORT

- Provision of Irish is good and the Irish teachers have strong support from senior management.
- The Irish teachers make significant efforts to develop students' experience of Irish as a living language through a range of events during Seachtain na Gaeilge and other events such as Gaeilge24.
- Senior cycle students undergo oral examinations. This is not available for first, second and third years. This needs to be addressed immediately and the results of such examinations communicated to parents in school reports.

- A higher-level class is ensured in each year group and good efforts are being made to increase the number of students taking higher level in the certificate examinations.

3. PLANNING AND PREPARATION

- Irish teachers collaborate at regular meetings and it was reported that a wide range of topics are discussed, including class organisation, extra-curricular activities and teaching and learning.
 - A good plan for the teaching and learning of Irish was made available. The TY plan was not sufficiently interesting or varied, however, and an innovative and stimulating plan, with a strong emphasis on communication, should be developed. There was an over-reliance on Leaving Certificate material in TY lessons and this should be avoided.
 - Individual teachers' planning was good. It is recommended, however, that regular communication opportunities in the target language for students be included in lesson planning.
-

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 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.

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 welcomes the positive comments of the Inspectorate regarding the quality of teaching and learning being good overall. It is gratifying to have our present work affirmed by the Inspectorate and to know that we can embrace the recommendations for improvement with confidence.

The board welcomes the very positive comment in relation to the provision for Irish being good in the school and senior management fully supporting Irish in the school.

The board is delighted the Inspectorate affirms the excellent work carried out by the Irish teaching staff and is particularly pleased that teachers' efforts to celebrate Seachtain na Gaeilge and organise other relevant Irish language events were highly commended. The board acknowledges that the use of Irish as a target language by teachers was good, as was department planning and that teachers made a good effort to ensure a variety of classroom activities through using a range of different methodologies. It is also noted that the Inspectorate commended the active learning and wide use of group work and the fact that good efforts were made to encourage student's interests with different teaching methodologies. Literacy and numeracy was noted by the inspectorate in line with our school self-evaluation plan.

The Board acknowledges the scope for improvement in teaching and learning and planning in relation to Transition Year. The Board remains committed to its work in the area of improving teaching and learning outcomes, it has and continues to invest in considerable teacher professional development and upskilling, opportunities and initiatives to bring about academic improvement. The board will continue to work on the recommendations with the senior leadership team, students, staff, parents, Waterford and Wexford Education and Training Board (WWETB) and all members of the school community to ensure the best outcome for all students.

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

- The board of management, senior leadership team and WWETB will continue to work on the recommendations of the report in consultation with the staff.
- WWETB teaching and learning initiatives for teachers eg, Mick Hughes, Barrie Bennett - Instructional Leadership with the emphasis on the diversity of teaching methodologies and resources to encourage student engagement with Irish.
- The board of management, senior leadership team and WWETB will provide opportunities for teachers to provide more opportunities for Gaeilge to be used more widely in classrooms. This is supported by general classroom instructions displayed on all student desks *as Gaeilge*, and notices displayed *as Gaeilge* around the school building.
- Professional learning communities (groups of Irish teachers) from across WWETB will be in place before Christmas to share good practice.
- A whole-school initiative has been undertaken in the form of teachers devising an Irish resource booklet supplied to all students to promote Irish language and culture in our school.
- Teachers will put lesson content into context for students through cross curricular learning opportunities in JCSP.
- A new plan has been devised and implemented for TY in line with the recommendations of the inspectorate. TY classes are now modularised and rotated in groups appropriate to development of student's engagement with Gaeilge. As part of TY programme the TY team will consider the possibility of organising for TY students to spend a few days or a week in An Rinn.

- Irish teachers voluntarily meet on a weekly basis for collaborative planning during their 1 class period for JCT,
- An additional ICT room has been provided in the school and a class set of “tablets” has been purchased for use by the Irish department teachers to promote the development of the teaching of Irish.
- Irish teachers continue to apply for and avail of initiatives to promote Gaeilge in the school.
- St. Paul’s Community College will continue to work with the Inspectorate to continually improve the educational experience and opportunities for our students.

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; |