

An Roinn Oideachais agus Scileanna
Department of Education and Skills

**Cigireacht Ábhair san Oideachas Sóisialta Pearsanta agus
Sláinte (OSPS)**

TUAIRISC

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| Ainm na scoile | Gaelcholáiste Na Mara |
| Seoladh na scoile | Páirc na bPiarsach Bóthar An Ghleanntáin An tInbhéar Mór Co. Chill Mhantáin |
| Uimhir rolla | 76106S |

Dáta na Cigireachta: 11-01-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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 MEASTÓIREACHT ÁBHAIR ANN?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc san Oideachas Sóisialta Pearsanta agus Sláinte (OSPS) faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

CIGIREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGIREACTHA

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| Dátaí na cigireachta | 9/11-01-2018 |
| Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus le príomhbhaill foirne• Caidreamh le scoláirí | <ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim le linn 5 thréimhse ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide agus don fhoireann ábhartha |

Comhthéacs na scoile

Gaelcholáiste é seo a bunaíodh sa bhliain 2006 chun freastal ar éileamh ó thuismitheoirí ar oideachas dara leibhéal lánGhaeilge dá bpáistí. Feidhmíonn an scoil faoi choimirce Bhord Oideachais agus Oiliúna Cill Dara agus Cill Mhantáin. Soláthraíonn an scoil na cláracha seo a leanas, an tSraith Shóisearach, Idirbhliain atá éigeantach agus an Ardteistiméireacht bhunaithe. Tá 221 scoláire ar rolla na scoile faoi láthair.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí caihdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt sárchleachtais feicthe in áiteanna agus scóip chun feabhais i líon beag ceachtanna go háirithe mar a bhain sé le nasc a chruthú idir ábhar an cheachta agus saol laethiúl na scoláirí.
- Tá an tacaíocht uile scoile don OSPS, don Fholláine agus don Oideachais Caidrimh agus Gnéasachta (OCG) ag leibhéal sármhaith agus tá an tráthchlárú ceart déanta don dá ábhair, ag teacht le teoracha na n-imlitreacha cuí.
- Breathnaíodh úsáid teicneolaíocht faisnéise agus na cumarsáide (TFC) i roinnt ceachtanna rud a chuir go mór le heispéireas foghlama na scoláirí.
- Leag formhór na múinteoirí an bhéim chuí ar fhorbairt scileanna litearthachta sa Ghaeilge bunaithe ar an bpróiseas féinmheastóireachta scoile agus aithníodh an cur chuige seo mar láidreacht sna ceachtanna sin.
- Bhain easpa soiléireachta le cur chuige measúnaithe na scoile maidir le dul chun cinn na scoláirí san OSPS.

Moltaí

- Moltar go leagfaí níos mó béime ar na nascanna idir ábhar na gceachtanna agus an saol laethiúl chun tacú le fíorfhoghlaim na scoláirí.
- B'fhiú cur le húsáid acmhainní oiriúnacha ón idirlín agus ó fhoinsí eile sna ceachtanna OSPS.
- Moltar go ndéanfadh na múinteoirí agus an bhainistíocht machnamh agus plé ar chur i bhfeidhm chóras measúnaithe chun tacú le baint amach na spriocanna foghlama.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt sárchleachtas feicthe in áiteanna agus scóip chun feabhais i líon beag ceachtanna go háirithe mar a bhain sé le nasc a chruthú idir ábhar an cheachta agus saol laethiúl na scoláirí. Moltar go leagfaí béim níos mó ar na nascanna idir ábhar an cheachta agus an saol comhaimseartha chun tacú le fíorfhoghlaim na scoláirí.
- Tugadh na hintinní foghlama ag tús na gceachtanna uile agus i gcásanna áirithe chuathas siar orthu chun foghlaim na scoláirí a mheas. Is deachleachtas é seo agus moltar é a leathnú chuig na ceachtanna go léir.
- Leagadh an bhéim chuí ar chúrsaí litearthachta sa Ghaeilge sna ceachtanna go léir ag teacht le plean feabhsúcháin na scoile mar a bhaineann sé le forbairt na litearthachta. Moltar díograis na múinteoirí ina leith seo agus aithníodh é mar láidreacht shuntasach sna ceachtanna. Ní mór, áfach, úsáid a bhaint as buíonaithris chun cur ar chumas na scoláirí foclóir agus frásaí nua a rá i gceart. Tá seo tábhachtach chun tacú le forbairt na litearthachta ó bhéal.
- Baineadh úsáid as réimse modheolaíochtaí le linn na gceachtanna chun foghlaim ghníomhach a éascú agus a chur chun cinn, ina measc díospóireachtaí siúil, obair bheirte agus obair ghrúpa. Is dea-chleachtas é seo. I gcásanna áirithe chabhraigh leagan amach na seomraí le foghlaim ghníomhacha a éascú agus a chur chun cinn.
- Breathnaíodh úsáid éifeachtach TFC i gceachtanna áirithe, cur chuige a thacaigh le foghlaim na scoláirí agus lena gcuid tuisceana agus suime san ábhar. Bhain múinteoirí úsáid as réimse grianghraf, íomhánna ón idirlín agus giotaí físeán. Baineadh úsáid as bogábhar áirithe freisin chun tuairimí scoláirí a léiriú agus a chur in iúl. Bhí úsáid TFC in easnamh i gceachtanna eile agus moltar go roinnfeadh na múinteoirí eolas lena chéile maidir le suíomhanna idirlín agus áiseanna eile le húsáid sa rang.
- Cé go moltar úsáid an TFC i gceachtanna áirithe níor baineadh úsáid morán acmhainní teagaisc eile. Moltar go mbainfí úsáid as réimse níos leithne acmhainní teagaisc le linn ceachtanna chun tacú le foghlaim na scoláirí agus lena gcuid suime a mhúscailt in ábhar an cheachta.
- I gcás amháin baineadh úsáid as áis a bhain le córas atá i bhfeidhm i dtír eile. Chiallaigh sé seo gur beag tuisceana a bhí ag na scoláirí ag deireadh an chéachta ar chóras na tíre seo mar a bhaineann sé le cúrsaí dlí i leith úsáid alcóil. Ba cheart athbhreithniú a dhéanamh ar an gcleachtas seo.
- Ní raibh a lán oibre le feiceáil sna cóipleabhair a breathnaíodh. Moltar córas measúnaithe a chur i bhfeidhm a chinnteodh go bhfuil spriocanna foghlama á mbaint amach.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an tacaíocht uile scoile don fholláine, don OSPS agus do OCG ag leibhéal an-mhaith. Tuigeann an bhainistíocht shinsearach, lena n-áirítear an príomhoide agus an príomhoide tánaisteach, an tábhacht a bhaineann leis na hábhair seo d'fhorbairt iomlánaíoch na scoláirí agus don fholláine i gcoitinne.
- Tá an tráthchlárú don OSPS agus don OCG ag leibhéal an-mhaith ag teacht leis na treoracha sna himlitreacha cuí.
- Eagraítear réimse imeachtaí, agus ócáidí a thacaíonn leis an gcur chuige uile scoile i leith na folláine, lena n-áirítear seachtain frithbhulaíochta agus rannpháirteachas i seachtain feasacht substaintí a eagraítear go háitiúil.
- Leagtar an-bhéim ar rannpháirteachas scoláirí i réimse leathan imeachtaí seach-churaclaim ceangailte le forbairt phearsanta.

- Tá na polasaithe cuí ar fáil agus i bhfeidhm mar a bhaineann sé le OSPS agus OCG ach amháin polasaí maidir le comhghnásanna i leith cuairteoirí chun na scoile. Moltar go gcuirfí polasaí le chéile ina leith seo a luaithe agus is féidir.
- Tacaíonn córas tréadchúraim na scoile le folláine na scoláirí agus tugtar tacaíocht dóibh ar réimse leathan bealaí, mar shampla, meantóirí sinsearacha don chéad bhliain, turais le haghaidh iompar dearfach agus bosca imní inar féidir le scoláirí ábhar imní a chlarú go hanaithnid.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá an phleanáil don OSPS agus don OCG ag leibhéal maith ar an iomlán.
- Tá croifhoireann de mhúinteoirí a mhúineann an t-ábhar. Cuirtear ceist ar na múinteoirí go léir an bhfuil spéis acu OSPS a mhúineadh agus cuirtear an fhoireann le chéile bunaithe ar an aiseolas sin. Tá idir fir agus mná ag múineadh an ábhair.
- Tá an oiliúint chuí faighte ag na baill foirne agus tá múinteoir nua amháin le dul amach ar chúrsa go luath. Tá duine amháin cáilithe chun OCG a mhúineadh ag leibhéal na sraithe sinsearaí.
- Níl co-ordaitheoir ar an ábhar faoi láthair de bharr athruithe foirne. Tá an bhainistíocht shinsearach tar éis seilbh a ghlacadh ar chur i bhfeidhm agus pleanáil do na cláracha OSPS agus OCG faoi láthair ach tabharfar aghaidh ar bhall foirne a roghnú agus a chumasú go luath chun an ról seo a ghlacadh.
- Tá plean OSPS ar fáil a chuimsíonn na modúil ar fad agus tá plean ar fáil don OCG bunaithe ar na téamaí cuí. Déantar athbhreithniú orthu seo go bliantúil agus is dea-chleachtas é seo.
- Cé go bhfuil liosta acmhainní teagaisc mar chuid den phlean don OSPS ba cheart cur leis an liosta sin go leanúnach d'fhonn a chinntiú go bhfuil acmhainní teagaisc suas chun dáta, spéisúil agus faisnéiseach ar fáil le húsáid le linn ceachtanna.

4. CAOMHNÚ LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí.

1. Is eol do phríomhoide na scoile gur tháinig nósanna imeachta athbhreithnithe i bhfeidhm ar 11 Nollaig 2017 maidir le caomhnú leanaí do bhunscoileanna agus iar-bhunscoileana. Tugadh deimhniú go bhfuil socruithe déanta chun tosú ar chur i bhfeidhm na nósanna imeachta seo.
2. Ag am na meastóireachta bhí ainm an teagmhálaí ainmnithe le haghaidh ceisteanna caomhnaithe leanaí ar taispeáint go feiceálach gar do príomhdhoras na scoile / i limistéar fáiltithe na scoile.
3. Tá polasaí caomhnaithe leanaí / ráiteas sláncumhdaithe leanaí ag an scoil.
4. Is eol do gach múinteoir gur duine faoi shainordú é/í agus tá gach múinteoir feasach ar a c(h)uid freagrachtaí maidir leis seo.

Bhí cleachtas na scoile ag ag teacht lena n-éilítear maidir le 1, 2 agus 3 thuas ach ní raibh sé ag teacht lena n-éilítear maidir le 4.

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

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a 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 |
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| 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 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 |
| 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 <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 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 Social, Personal and Health Education
(SPHE)

REPORT

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| School name | Gaelcholáiste Na Mara |
| School address | Páirc na bPiarsach Bóthar An Ghleanntáin Arklow Co. Wicklow |
| Roll number | 76106S |

Date of Inspection: 11-01-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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 SPHE under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

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| Dates of inspection | 9/11-01-2018 |
| Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with the 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 the principal and to relevant staff |

School context

Gaelcholáiste Na Mara is a Gaelcholáiste that was established in 2006 in response to a request from parents for Irish-medium second-level education for their children. The school operates under the auspices of Kildare and Wicklow Education and Training Board. The school delivers the following programmes: the Junior Cycle, a compulsory Transition Year and the established Leaving Certificate. There are 221 pupils currently enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and learning was good overall with some excellent practice observed and scope for improvement in a small number of lessons, particularly with regard to creating a link between the content of the lesson and students' daily lives.
- Whole school support for SPHE, Wellbeing and Relationships and Sexuality Education (RSE) is excellent and the timetabling for both subjects is appropriate, in line with the guidelines in the relevant circulars.
- The use of information and communications technology (ICT) was observed in some lessons and this greatly enhanced the students' learning experience.
- The majority of teachers placed an appropriate emphasis on the development of literacy skills in Irish, based on the school's self-evaluation process and this approach was noted as a strength in those lessons.
- There was a lack of clarity in the school's approach to assessment of student progress in SPHE.

Recommendations

- It is recommended that greater emphasis be placed on the links between the content of lessons and everyday life to support students' authentic learning.
- It would be beneficial to increase the use of appropriate resources from the internet and from other sources in SPHE lessons.
- It is recommended that teachers and management reflect on and discuss the implementation of an assessment system to support the achievement of learning objectives.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching and learning was good overall with some excellent practice observed and scope for improvement in a small number of lessons particularly in regard to creating a link between the content of the lesson and students' daily lives. It is recommended that greater emphasis be placed on the links between the content of lessons and everyday life to support students' authentic learning.
- The learning intentions were outlined at the beginning of every lesson and in some cases these were reviewed to assess student learning. This is good practice and it is recommended that it be extended to all lessons.
- An appropriate emphasis was placed on Irish language literacy in all lessons in line with the section of the school improvement plan that refers to literacy development. Teachers' diligence in this regard is commendable and it was noted as a particular strength in lessons. However, group repetition is required to enable students to say the new words and phrases correctly. This is important to support oral literacy development.
- A range of methodologies was used during lessons to facilitate the promotion of active learning, including walking debates, pair work and group work. This is good practice. In some instances, the layout of the classroom facilitated and promoted active learning.
- The effective use of ICT was observed in some lessons; an approach that supports students' learning and their understanding and interest in the subject. Teachers used a range of photographs, images from the internet and video clips. Particular software was also used to display and relay students' opinions. The use of ICT was absent in other lessons and it is recommended that teachers share information about websites and other resources that can be used in class.
- Although the use of ICT is commended in some lessons, few other resources were used. It is recommended that a wider range of teaching resources be used to support student learning and to engage their interest in the content of the lessons.
- In one case, a resource belonging to another jurisdiction was used. This meant that students had little understanding at the end of the lesson of this country's legislation pertaining to the use of alcohol. This practice should be reviewed.
- Little SPHE work was evident in the copybooks that were reviewed. It is recommended that an assessment system be implemented that ensures that the learning objectives are achieved.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole school support for SPHE and for RSE is good. Senior management is aware of the importance of these subjects for the holistic development of students and for wellbeing in general.
- Timetabling for SPHE and for RSE is good and is in accordance with the guidelines in the relevant circulars.
- A range of events and occasions is organised that supports the whole-school approach to wellbeing including an anti-bullying week and participation in a substance awareness week that is organised locally.
- There is a strong emphasis on students' participation in a wide range of extra-curricular events connected with personal development.
- Appropriate policies are available and implemented in regard to SPHE and RSE apart from a visiting speaker policy. It is recommended that a policy in this regard be developed as soon as possible.

- The school's pastoral care system supports student wellbeing and they are supported in many ways. For example, there are senior mentors for first years, trips for positive behaviour and a worry box is available where students can anonymously record an issue that is concerning them.

3. PLANNING AND PREPARATION

- Planning for SPHE and for RSE is good overall.
- The subject is taught by a core team of teachers. All teachers are asked if they would like to teach SPHE and the team is created based on that feedback. The subject is being taught by both male and female teachers which is good practice.
- Staff members have received the appropriate training and one new teacher is due to attend a course in the near future. There is one person qualified to teach RSE at senior cycle.
- There is no coordinator for the subject at present because of changes in staff. Senior management has currently taken ownership of implementing and planning the SPHE and RSE programmes but the matter of selecting and facilitating a member of staff to take on this role will be addressed shortly.
- There is an SPHE plan in place that covers all modules and there is an RSE plan available based on the appropriate themes. These are reviewed annually which is good practice.
- Although the SPHE plan includes a list of resources, that list should be extended on an ongoing basis to ensure that teaching resources that are up to date, interesting and informative are available for use in lessons.

4. CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school's reception area.
3. The school has a Child Protection policy / Child Safeguarding Statement (*delete as relevant*) in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

The school met the requirements in relation to 1,2 and 3 above but did not meet the requirements in relation to 4.

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

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

| Level | Description | Example of descriptive terms |
|---------------------|---|---|
| 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; |