

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar Mhatamaitic

TUAIRISC

Ainm na scoile	Gaelcholáiste Chineál Eoghain
Seoladh na scoile	Muileann Thulaigh Gharbháin Bun Cranncha Co. Dhún na nGall
Uimhir rolla	76107U

Dáta na cigireachta: 15-09-2016



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 Mhatamaitic 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 cháilíocht 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.

Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Mhatamatic

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta(í) na cigireachta	15-09-2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an phríomhoide agus leis an phríomhfhoireann• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus ar fhoghlaim i rith trí thréimhse ranga• Athbhreithniú ar obair na scoláirí• Aiseolas don phríomhoide agus don fhoireann chúí

COMHTHÉACS NA SCOILE

Meánscoil chomhoideachais, il-sainchreidmheach atá i nGaelcholáiste Chineál Eoghain atá ag feidhmiú trí mheán na Gaeilge faoi choimirce Bhord Oideachais agus Oiliúna Dhún na nGall. Tá tríocha a naoi dalta ar an rolla faoi láthair. Chomh maith leis an Teastas Sóisearach agus an Ardeistiméireacht, tairgtear Clár Idirbhliana (TY) ar cuireadh tús leis ar na mallaibh, fosta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Ar an iomlán, bhí caighdeán an teagaisc agus na foghlama iontach maith.
- Bhí réimse modheolaíochtaí agus cleachtas measúnaithe in úsáid.
- Tugann bainistíocht scoile tacaíocht mhaith do sholáthar na Matamaitice.
- Tá pleanáil ábhair á nuashonrú faoi láthair le réimse níos leithne modheolaíochtaí a chur san áireamh chun cuidiú agus cinntiú le go mbaintear spriocanna foghlama amach.
- Tá an scoil i mbun roinne matamaitice a chur ar bun.

MOLTAÍ

- Moltar go mbunófar roinn matamaitice lom láithreach agus ba chóir go gcuirfidh am pleanála na scoile uile am i leataobh do chruinnithe rialta a bhfuil taifead scríofa déanta orthu.
- Ba chóir go gcuirfí pleanáil do theicnicí dhifrealú i gceachtanna san áireamh chun dúshlán a chur ar dhaltaí níos cumasaí.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Bhí caighdeán an teagaisc iontach maith ar an iomlán. Ba léir go raibh ardchaighdeán de phleanáil léirsteanach, aonair sna ceachtanna a ndearnadh breathnú orthu. D'oibrigh daltaí ar sraitheanna tascanna foghlama agus ar ghníomhaíochtaí fóirsteanacha do spriocanna áirithe foghlama na gceachtanna. Meascán d'ábhar foinsithe agus ábhar de chuid an mhúinteora nó ábhar mionathraithe a bhí sna gníomhaíochtaí. Baineadh lán-úsáid as

deiseanna foghlama a d'éirigh as ceisteanna a thóg na daltaí nó nascanna a fuair siad. Roinneadh spriocanna foghlama ag tús gach ceachta agus rinneadh achoimre orthu sular críochnaíodh ceachtanna. Moltar gur faoi stiúir na ndaltaí atá an achoimre nuair is cuí; cuireann sé seo deiseanna ar fáil chun litearthacht bhéil agus cumas in úsáid teanga mhatamaiticiúla a fheabhsú.

- Léirigh sampla de chóipleabhar na ndaltaí agus dialanna obair bhaile go dtugtar obair bhaile amach agus go ndéantar monatóireacht uirthi go rialta. Chonacthas úsáid mhaith d'aiseolas múnlaiteach i gcuid de na cóipleabhair; moladh daltaí agus tugadh treoir dóibh ar an dóigh le feabhsú. Baineadh úsáid éifeachtach as piarmheasúnú chun obair bhaile a cheartú i gceacht amháin. Ar an dóigh seo, chomhoibrigh na daltaí i mbeirteanna chun na tascanna obair bhaile a mheasúnú agus éascaíodh go hábailta plé ranga uile ar cheisteanna a tógadh. Moltar go spreagtar daltaí chun nótaí scríofa a ghlacadh de cheartúcháin chomh maith le plé a dhéanamh ar cheisteanna ar bith a thagann chun cinn. Is féidir le cóipleabhair shleachtmhara, a bhfuil dea-bhail orthu ina bhfuil aiseolas múnlaiteach agus ceartúcháin scríofa istigh iontu a bheith ina n-doiciméad luachmhar athbhreithnithe agus ina modh éifeachtach le monatóireacht a dhéanamh ar dhul chun cinn.
- Tá caighdeán na foghlama, ar an iomlán, go han-mhaith. Chuidigh caidreamh agus idirghníomhú le timpeallachtaí cuidiúla, dearbhaithe agus torthúla a chruthú inar mealladh aird na ndaltaí go maith. Is iomaí dalta a chuir ceisteanna, a rinne moltaí agus a bhí toilteanach dul sa seans le freagraí míchearta. Baineadh úsáid mhaith as réimse straitéisí ceistithe chun tacú leis an fhoghlaim agus lena dhaingniú agus le dul chun cinn a mheasúnú. Bhí timpeallachtaí fisiciúla foghlama glan, geal agus fáilteach, agus taispeántais de phóstaeir chuí agus d'obair na ndaltaí tugtha le chéile. Moltar go mbeadh níos mó deiseanna ag daltaí chun míniú agus cur i láthair a thabhairt dá chéile ionas go ndéantar forbairt níos mó ar a ndeiseanna foghlama. Ní mór do phleanáil ceachta a chinntiú go gcuirtear an dúshlán cuí ar dhaltaí níos cumasaí trí thascanna agus straitéisí idirdhealaithe a chur ar fáil.
- Baineadh úsáid mhaith as teicneolaíocht faisnéise agus cumarsáide (TFC) sna ceachtanna go léir chun tacaíocht a thabhairt don teagasc agus don fhoghlaim. Bhí tionchar nach beag ag a húsáid ar rannpháirtíocht daltaí agus ar luas ceachta cuí. Moltar níos mó rannpháirtíocht daltaí le TFC chun deiseanna foghlama a mhéadú agus le níos mó rannpháirtíocht féin-threoraithe sa Mhatamaitic a éascú. Is féidir le TFC a bheith ina háis luachmhar chun difreálú a dhéanamh ar thascanna, go háirithe le cinntiú a dhéanamh de go gcuirtear dúshlán cuí ar na daltaí níos cumasaí.
- Rinneadh na ceachtanna ar fad trí mheán na Gaeilge. Tá tiomantas láidir le héiteas na Gaeilge a chothú sna ranganna matamaitice, mar is cuí. Ba i nGaeilge a bhí na taispeántais agus léirigh scrudú a rinneadh ar shampla cóipleabhar go rabhthas ag dúil go ndéantar an obair uilig trí mheán na Gaeilge. Tugadh an tacaíocht chuí do dhaltaí mar is ceart má bhí deacracht acu le focal nó frása.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Oibríonn na múinteoirí matamaitice go maith lena chéile agus bíonn siad ag comhoibriú le cinntiú go bhfuil caighdeán ard a sholáthar ar an iomlán. Cionn is go scoil bheag í, tá cumarsáid rialta neamhfhoirmeálta idir na múinteoirí matamaitice; duine acu atá sa scoil le roinnt blianta agus an duine eile atá i ndiaidh teacht ar an fhoireann ar na mallaibh. Moltar áfach, go mbunófar roinn matamaitice agus go réachtálfar cruinnithe foirmiúla agus taifead scríofa déanta orthu. Má tá an roinn curtha ar bhonn foirmiúil, cuideoidh sé cinntiú a dhéanamh de go leanfar agus go bhforbrófar ardchaighdeán teagasc agus foghlama trí phlé, modheolaíochtaí a roinnt, planáil ghníomhach agus athbhreithniú don mheasúnú agus do

chleachtas ranga. Cleachtas maith atá ann sealáocht a dhéanamh ar ról an chomhordaitheora ábhair.

- Tá forbairt ghairmiúil leanúnach (CPD) an-tabhachtach ag múinteoirí matamaitice agus ag bainistíocht scoile agus déantar freastal ar imeachtaí cuí a éascú. Tugtar deiseanna do dhaltáí go rialta páirt a ghlacadh i gcomórtais agus i ngníomhaíochtaí bainte le matamaitic; cuidíonn sé seo le próifíl ard don ábhar a chinntiú sa scoil.
- Tá soláthar maith amchláir don Mhatamaitic. Cuidíonn réimse acmhainní praiticiúla agus áiseanna TFC atá curtha ar fáil le tacaíocht a thabhairt do chleachtas seomra ranga agus lena athrú.
- Cinntíonn dea-chaidreamh oibre le bunscoileanna friothálacha, chomh maith le scrúduithe caighdeánacha sa chéadbhliain, go n-aithnítear cumas agus deacrachtaí daltaí go luath. Cuidíonn a leithéid de ghníomhaíocht leis an scoil straitéisí tacaíochta cuí a chur ar bun. Úsáidtear tuairiscí scoile agus dialann na scoile chun comhfhreagras a dhéanamh le tuismitheoirí go rialta chun iad a choinneáil ar an eolas faoi dhul chun cinn.

3. ÉIFEACTH PLEANÁLA SCOILE, FMS SAN ÁIREAMH, I GCUR CHUN CINN FOGHLAMA DALTAÍ.

- Ní raibh doiciméid measúnaithe scoile-uile agus doiciméid féin-mheasúnaithe ar fáil don chigireacht; is ceist í seo gur cheart tús áite a thabhairt di agus ní mór don bhord bainistíochta tabhairt faoi. Bhí caighdeán an phlean matamaitice maith áfach. Tá an phlean á nuashonrú faoi láthair le straitéisí níos leithne a chur san áireamh atá ceangailte le spriocanna foghlama agus modhanna measúnaithe. Cé nach bhfuil TY ach tugtha isteach le déanaí, tá plean TY ar chaighdeán an-ard don mhatamaitic ina mbeidh tairbhí leathan, iomlánaíoch agus suimiúil ag na daltaí sa mhatamaitic.
- Le blianta beaga anuas, tá tús curtha ag na múinteoirí Matamaitice le straitéisí chun daltaí a spreagadh fanacht ag ardleibhéal sa tsraith shóisearach. Tá sé cruthaithe go bhfuil sé seo rathúil agus tá sé beartaithe leanúint leis na straitéisí agus tacaíocht agus spreagadh a thabhairt le go mbeidh sraith shinsearach mar rogha ag líon mór daltaí fosta.

Ag deireadh na meastóireachta, pléadh dréachtchinní agus dréachtmholtáí na meastóireachta seo leis an mhúinteoir i gceannas agus leis na múinteoirí ábhair.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltimid go fonnmhar roimh an tuairisc ar an gcigireacht mata a bhí againn ar an 15ú Meán Fomhair 2016. Admhaíonn agus athnaíonn an bórd an sár-obiar leanúnach sa scoil ó thaobh na matamataice de agus táthar sásta go bhfuil an obair seo doiciméadaithe sa tuairisc. Tugtar suntas don dea-thuairisc, go háirithe faoin mhúineadh agus faoin bhfoghlaim. Cuireann an tuairisc seo dea-obair an mhuinteora in iúl agus cuidíonn sé chomh maith an fhoireann uilig a spreagadh chun cinntiú go mbíonn teagasc agus foghlaim an-éifeachtach i gCCE. Is breá an rud é aitheantas a fháil ar shaothar atá a dhéanamh go dian dúthachtach. Fáiltimid roimhe go raibh aitheantas tógtha nach raibh an dara múinteoir mata ach úr sa scoil ag am na cigireachta agus roinn mata a dtogáil ag an am.

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 an Bord faoi láthair ag obair ar phlean le dul i ngleic leis na moltaí le cinntiú go gcuirfear i bhfeidhm iad in achar reasúnta ama. Idir an dá linn, tá na moltaí thíos anois curtha i bhfeidhm ó a bhí an chigireachta againn.

1. Tá Roinn Mata faoi lán sheol anois le cruinnithe oifigiúla a reachtáil go rialta. Tá siad anois ar amhclár oifigiúla na scoile i leith pleanáil ábhair agus bíonn miontuairiscí a ghlacadh ag na cruinnithe seo mar a mholadh. Tá sé i gceist go mbeidh ceann na roinne a mhalartú go bliantúil.
2. Tugadh aitheantas go raibh pleanáil ábhair á nuashonrú faoi láthair sa scoil agus mar chuid de sin tá pleanáil anois ar bun ar mhodhanna le ceachtanna a difreáil agus le dúshlán a chur ar dhaltá níos cumasaí.
3. Tá na doiciméid measúnaithe scoile-uile agus féin-mheasúnaith ar fáil anois.

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 Mathematics

School name	Gaelcholáiste Chineál Eoghain
School address	Tullyarvan Mill Buncrana County Donegal
Roll number	76107U



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 Mathematics 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(s) of inspection	15-09-2016
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

Gaelcholáiste Chineál Eoghain is a multi-denominational, co-educational secondary school operating through the medium of Irish under the auspices of the Donegal Education and Training Board. It has a current enrolment of thirty-nine students. As well as the Junior Certificate and Leaving Certificate, it also offers a recently introduced Transition Year (TY) programme.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall quality of teaching and learning was very good.
- A variety of teaching methodologies and assessment practices was used.
- Mathematics provision is well supported by school management.
- Subject planning is being updated currently to include a wider range of methodologies to help ensure that learning intentions are achieved.
- The school is in the process of forming a mathematics department.

RECOMMENDATIONS

- It is recommended that a mathematics department be formed without delay and whole-school planning time should allow for regular documented meetings.
- Planning for differentiation in lessons should include techniques to challenge the more able students.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The overall quality of teaching was very good. A high standard of insightful, individual planning was evident for the lessons observed. Students worked on sequences of learning tasks and activities suitable for the specific learning intentions of the lessons. The activities were a mixture of sourced material and teacher-generated or modified material. Learning opportunities that arose from questions raised by the students or links they discovered were fully utilised. Learning intentions were shared at the start of each lesson and recapitulated before lessons finished. It is recommended that the recapitulation be student-led where

appropriate; this provides opportunities for improving oral literacy and competency in using mathematical language.

- A sample of students' copybooks and homework journals indicated that homework is assigned and monitored regularly. Good use of formative feedback was seen in some copybooks; students were praised and given direction on how to improve. In one lesson, peer assessment was used effectively for correction of homework. In so doing, students collaborated in pairs to assess the homework tasks and a whole-class discussion on issues raised was ably facilitated. It is recommended that students be encouraged to take written note of corrections as well as discuss any issues which arise. Well-maintained, tidy copybooks with formative feedback and written corrections can be valuable revision documents and a good method of monitoring progress.
- The overall quality of learning is very good. Relationships and interactions helped create co-operative, affirming and productive learning environments where students engaged well with the lesson tasks. Many students asked questions, made suggestions and were willing to risk incorrect responses. Various questioning strategies were used well to support and scaffold learning as well as to assess progress. The physical learning environments were clean, bright and welcoming, incorporating displays of relevant posters and students' work. It is recommended that students have more opportunities to explain and present to each other so as to further develop their learning opportunities. Lesson planning should ensure that the more able students are suitably challenged with differentiated tasks and strategies.
- Information and communication technology (ICT) was used well in all lessons to support teaching and learning. Its use contributed significantly to student engagement and appropriate lesson pace. Further student engagement with ICT is recommended to expand learning opportunities and facilitate more self-directed engagement with Mathematics. ICT can be a valuable resource to differentiate tasks, particularly to ensure the more able students are suitably challenged.
- All lessons were conducted through the medium of Irish. As appropriate, there is a strong commitment to preserve the ethos of Irish in the mathematics classrooms. Displays were in Irish and an examination of a sample of copybooks showed an expectation for all work to be done through the medium of Irish. All students were supported appropriately if they had difficulty with a word or phrase.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The mathematics teachers work well together and collaborate to ensure the overall provision is of a high quality. As the school is small, there is regular informal communication between the mathematics teachers; one of whom has been in the school a number of years and the other has recently joined the staff. However, it is recommended that a mathematics department be formed and that formal, documented meetings take place. Formalising the department will help ensure the high quality of teaching and learning continues and develops through discussion, sharing methodologies, action planning and review for both assessment and in-class practices. It is good practice to rotate the role of subject co-ordinator.
- The mathematics teachers and school management place a high value on continuing professional development (CPD) and attendance at relevant events is facilitated. Students are afforded regular opportunities to participate in competitions and activities related to Mathematics; this helps to ensure a high profile for the subject in the school.
- There is good timetable provision for Mathematics. A range of hands-on resources and available ICT facilities help support and vary classroom practice.

- A good working relationship with feeder primary schools, as well as standardised testing in first year, ensures that students' abilities and difficulties are recognised early. Such activity assists the school to put appropriate support strategies in place. School reports and the school journal are used to correspond regularly with parents to keep them informed of progress.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

- Whole-school and school self-evaluation documents were not available for inspection; this is a priority matter that must be addressed by the board of management. However, the quality of the mathematics plan is good. It is being updated currently to include a wider range of methodologies linked to learning intentions and modes of assessment. Although TY has been introduced only recently, there is a very high-quality TY plan for Mathematics where students will have a broad, holistic and interesting experience of Mathematics.
- In recent years, the Mathematics teachers have initiated strategies to encourage students to remain at higher level in the junior cycle. This has proven to be successful and the intention is to continue with the strategies and to support and encourage a high level of uptake for the senior cycle also.

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

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

We welcome the report from the mathematics inspection which took place on 15 September 2016. The board acknowledges the continuous excellent work with regard to Mathematics and is happy that it is documented in the report. The board is pleased with the excellent report, especially with regard to teaching and learning. The report acknowledges the good work of the teachers and this helps to motivate the whole staff to ensure there is very effective teaching and learning in CCE. It is good to get recognition for the dedicated, conscientious work being done. We welcome the recognition given to the fact that the second mathematics teacher was new to the school at the time of the inspection and that the mathematics department was in development.

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 is currently working on a plan to implement the recommendations within a reasonable timeframe. In the meantime, the recommendations listed below have been implemented since the inspection.

1. The mathematics department is fully operational with official meetings held regularly. They are now on the official school timetable for subject planning and minutes are taken at these meetings as recommended. It is intended that the role of head of department will be rotated annually.
2. Recognition was given to the fact that subject planning was being newly developed at the time and part of that ongoing planning is to differentiate lessons and to challenge more-able students.
3. Whole-school and self-evaluation documents are now available.

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. Overall, learners have access to a basic level of provision. 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;