

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar Mhatamaitic

TUAIRISC

Ainm na scoile	Pobalscoil Ghaoth Dobhair
Seoladh na scoile	Na Doirí Beaga, Leitir Ceanainn, Contae Dhún na nGall
Uimhir rolla	91409A

Dáta na cigireachta: 14-09-2016



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

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

Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Mhatamaitic

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta(i) na cigireachta	13 agus 14-09-2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an bpríomhoide agus le príomhbhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus ar fhoghlaim le linn tréimhse seacht rang• Athbhreithniú ar obair na scoláirí• Aiseolas don phríomhoide agus do bhaill foirne ábhartha

COMHTHÉACS NA SCOILE

Is meánscoil Ghaeilge í Pobalscoil Ghaoth Dobhair atá lonnaithe i nGaeltacht Dhún na nGall agus a fheidhmíonn faoi choimirce Easpag Ráth Bhoth. Is scoil chomhoideachais í ina bhfuil 399 scoláire ar an rolla faoi láthair. Chomh maith leis an Teastas Sóisearach agus an Ardteistiméireacht, cuireann an scoil an Ardteistiméireacht Fheidhmeach (ATF), Idirbhliain (TY) roghnach agus Gairmchlár na hArdteistiméireachta (GCAT) ar fáil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí cáilíocht an teagaisc agus na foghlama go maith nó an-mhaith sa chuid is mó de na ceachtanna. Baineadh úsáid as éagsúlacht modheolaíochtaí agus acmhainní a roghnaíodh go cúramach sna ceachtanna sin, chun tacú le foghlaim na scoláirí.
- Gaeilge a úsáideadh mar mhodh teagaisc agus caidrimh sa chuid is mó de na ceachtanna a breathnaíodh; d'fhéadfaí cúrsaí a fheabhsú, maidir leis sin, i roinnt de na ceachtanna.
- Tugadh obair bhaile go rialta agus rinneadh monatóireacht ar a cur i gcrích. Níor baineadh an leas foghlama ab fhéidir agus ab fhéidir as ceartúcháin sa chuid is mó de na ceachtanna.
- Tá acmhainní maithe ag roinnt na matamaitice agus tá teicneolaíocht faisnéise agus cumarsáide (TFC) sna seomraí ranga. Níor thapaigh roinnt de na múinteoirí deiseanna maithe de bharr nár bhain siad leas as TFC sna ceachtanna a breathnaíodh.
- Tugann an bord bainistíochta agus an bhainistíocht shinsearach tacaíocht an-mhaith do na múinteoirí ó thaobh páirt a ghlacadh i bhforbairt ghairmiúil leanúnach (CPD).

MOLTAÍ

- Tá gá, i gcásanna áirithe, lena chinntiú go mbeidh ionchais níos airde ann i ndáil le foghlaim sa mhatamaitic; ba cheart na hionchais sin a chur in iúl do na scoláirí. Ba cheart cabhrú leis na scoláirí gnóthú ag an leibhéal is airde is féidir.
- Ba cheart do roinnt na matamaitice feabhas a chur ar cháilíocht an obair bhaile agus ar na cleachtais cheartúcháin.
- Ba cheart do phleanáil sa roinnt féachaint le rannpháirtíocht na scoláirí ina gcuid foghlama féin a mhéadú, trí ghníomhaíochtaí spriocdhírthe d'fhoghlaim aonair, i mbeirteanna agus i ngrúpaí.
- Ba cheart do gach múinteoir leas a bhaint as na háiseanna TFC atá ar fáil chun an fhoghlaim a fheabhsú agus chun tacú léi.

- Moltar go gcuirfí beartas na Gaeilge i bhfeidhm go seasmhach i gceachtanna matamaitice; ba cheart straitéisí a úsáid chun cumas teanga na scoláirí a shaibhriú ionas go mbeidh gach duine acu in ann páirt iomlán a ghlacadh sna ceachtanna.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM AGUS TEAGASC

- Bhí cáilíocht an teagaisc agus na foghlama go maith nó go han-mhaith sa chuid is mó de na ceachtanna a breathnaíodh. Chonacthas cleachtas eiseamláireach i gceacht amháin. Sa cheacht sin, ghníomhaigh an múinteoir mar éascaitheoir cumasach fad a d'fhoghlaim na scoláirí go comhoibríoch, agus iad ag obair ar thascanna a pleanáladh go cúramach. Roinneadh na scoláirí i ngrúpaí áirithe chun ardleibhéal rannpháirtíochta agus piar-thacaíocht do gach duine acu a chinntiú. Leagadh amach tascanna difriúla do gach grúpa, agus bhí gach ceann acu roghanaithe go cúramach, tráthúil agus ag baint le hábhair spéise na scoláirí. Rinneadh éascaíocht chumasach ar thuiscint coincheapanna a fhorbairt. Mar gheall gur éirigh go maith leis an gcur chuige sin, moltar do gach múinteoir machnamh a dhéanamh ar an gcaoi a leagann siad amach a gcuid ceachtanna chun foghlaim chuspóireach agus dhúshlánach a chinntiú do gach scoláire.
- Chonacthas modheolaíochtaí éagsúla teagaisc, ar éirigh go maith leo, le linn na cigireachta. Sna cásanna is fearr inar éirigh leis na modheolaíochtaí, d'éascaigh siad d'fhoghlaiméirí a bheith ag obair go neamhspleách go comhoibríoch agus le cuspóir soiléir. I roinnt cásanna, d'fhéadfadh fócas níos soiléire leas a bhaint as na gníomhaíochtaí foghlama. Ba cheart do mhúinteoirí machnamh a dhéanamh ar éifeachtacht na modheolaíochtaí a úsáideann siad, ar leibhéal rannpháirtíochta gach scoláire, agus ar oiread na gcuspóirí foghlama a bhí beartaithe acu ar éirigh leo á gcur i gcrích. Ba cheart smaoineamh ar chuspóirí foghlama a úsáid, agus iad a chur in iúl go soiléir ag tús na gceachtanna, mar bhealach amháin chun fócas níos fearr a dhíriú ar na ceachtanna.
- Tá an cleachtas measúnaithe sásúil, i nginearálta. Tríd is tríd, baineadh úsáid mhaith as ceisteanna ón múinteoir chun measúnú a dhéanamh agus chun tacú leis an bhfoghlaim sna ranganna, agus i gceartúchán obair bhaile. D'fhéadfaí feabhas a chur ar an úsáid a mbaintear as ceistiú oscailte i roinnt cásanna. Níor facthas fianaise ar aiseolas múnlaiteach ach amháin i gcóipleabhair aon cheacht ranga amháin; ba cheart do gach duine i roinn na matamaitice an dea-chleachtas seo a úsáid. Cé go ndéantar monatóireacht ar chur i gcrích an obair bhaile, tá scóp ann chun feabhas a chur ar cháilíocht an chur i gcrích agus ar chleachtais cheartúcháin. Moltar cuid d'am cruinnithe na roinne a úsáid chun cleachtais mheasúnaithe agus cúrsaí obair bhaile a roinnt, a athbhreithniú agus a fheabhsú. Ba cheart cleachtais mheasúnaithe uile-scoile a athbhreithniú agus beartas comhaontaithe a leagan amach chun tacú le measúnú ag leibhéal na roinne.
- Tá na seomraí ranga feistithe go maith le trealamh TFC. Sa chás gur baineadh úsáid mhaith as na háiseanna TFC, bhí na scoláirí rannpháirteach go maith ina gcuid foghlama. Baineadh úsáid mhaith as am agus bhí na háiseanna tacaíochta foghlama comh aimseartha agus ábhartha do chohórt an ranga. Bheadh an fhoghlaim i gceacht amháin i bhfad níos fearr, ó thaobh luas an cheachta agus ó thaobh leibhéal suime a d'fhéadfadh bheith ag na scoláirí, dá mbainfí úsáid as na háiseanna TFC a bhí ar fáil. I gceachtanna eile inar úsáideadh TFC, níor tapaíodh roinnt deiseanna chun rannpháirtíocht na scoláirí a mhéadú sa gceacht. Ba cheart do na múinteoirí go léir úsáid a bhaint as na háiseanna TFC atá ar fáil chun tacú agus cur leis an bhfoghlaim.

- Bhí caidreamh maith idir na múinteoirí agus na scoláirí agus ba mheasúil i gcónaí an caidreamh a bhí eatarthu. Taispeánadh póstaí agus obair ábhartha na scoláirí sna seomraí ranga, rud a chabhraigh le timpeallachtaí dearfacha foghlama a chruthú. Moltar aird a thabhairt ar úsáid na Gaeilge i dtaispeántais.
- Ba í an Ghaeilge an teanga teagaisc do gach ceacht, mar ab iomchuí. I seomraí ranga inar glacadh leis go n-úsáidfeá an Ghaeilge don chaidreamh go léir le scoláirí, níor léirigh na scoláirí deacracht ar bith ina n-obair bhaile ná ina n-obair ranga trí mheán na Gaeilge. Sna ceachtanna ina raibh rogha bileoga oibre a bhí aistriú go Béarla a úsáid, agus inar glacadh le Béarla sna cóipleabhair, roghnaigh go leor scoláirí oibriú trí mheán an Bhéarla. Moltar don roinn straitéisí a chomhaonú, agus iad a chur i bhfeidhm go leanúnach, chun stádas na Gaeilge a choimeád agus a chosaint, fad a thacaítear don fhoghlaim, ag teacht le treoirlínte beartais na scoile uile.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá tacaíocht mhaith ag an scoil uile don Mhatamaitic. Déantar foráil chuí don ábhar i ngach clár curaclaim ábhartha. Tá acmhainní maithe ag roinn na Matamaitice agus tá áit ainmnithe ina stóráiltear acmhainní nithiúla.
- Eascaíonn an bhainistíocht shinsearach pleanáil na roinne. Ar bhonn sealaíochta a líontar ról an chomhordaitheora ábhair. Déantar doiciméadúchán cuí le haghaidh gach cruinniú roinne, a thionóltar gach téarma.
- Tugann an bhainistíocht shinsearach agus an bord bainistíochta tacaíocht an-mhaith do na múinteoirí tabhairt faoin fhorbairt ghairmiúil leanúnach (CPD). Tá roinn na Matamaitice le moladh as a cur chuige réamhghníomhach maidir le CPD. Tá cúigear ag gabháil den Diplóma Gairmiúil sa Mhatamaitic a chuireann Ollscoil Luimnigh ar fáil.

3. ÉIFEACHTACHT NA PLEANÁLA SCOILE, LENA NÁIRÍTEAR SSE, MAIDIR LE FOGHLAIM NA SCOLÁIRÍ A CHUR CHUN CINN

- Tá cáilíocht fhoriomlán na rannpháirtíochta le tionscnaimh feabhsaithe na scoile uile don Mhatamaitic sásúil. Tá beartais don scoil uile san áireamh i bplean forbartha an ábhair. Ba cheart cur i bhfeidhm na straitéisí atá san áireamh a fhorbairt ar bhealach níos comhoibrithigh agus níos comhleanúnaí. Chabhródh pleanáil chomhoibritheach lena chinntiú go roinntear dea-chleachtas i measc na múinteoirí agus go bhfuil an soláthar foriomlán comhleanúnach. Cé go bhfuil topaicí atá le clúdach liostaithe sa phlean, bheadh sé an-áisiúil do na múinteoirí dá leathnófaí na topaicí sin trí rúin foghlama mhionsonraithe, agus iad nasctha le hacmhainní agus modheolaíochtaí ábhartha, a chur leo.
- Moltar go ndéanfaidh múinteoirí pleanáil mhachnamhach chun rannpháirtíocht na scoláirí ina gcuid foghlama féin a uasmhéadú, trí ghníomhaíochtaí spriocdhírithé d'fhoghlaiméoirí aonair, i mbeirteanna agus i ngrúpaí. Chuirfeadh tuilleadh deiseanna chun a gcuid oibre a chur i láthair, a mhíniú agus a chosaint, go mór lena dtaithe foghlama agus chuirfeadh sé deiseanna ar fáil chun a gcuid litearthacht chainte a fheabhsú.
- Cé nach bhfuil beartas measúnaithe don scoil uile i bhfeidhm, baineann roinn na matamaitice úsáid as tástálacha comhchoiteanna le haghaidh scrúdaithe inmheánacha. Tugtar moladh don chleachtas seo agus ba cheart é a úsáid, chomh maith le hanailís mhionsonraithe ar thorthaí na scrúduithe teastais, mar fháisnéis do phlean gnímh a chinnteoidh go mbeidh na scoláirí ag obair ag an leibhéal is airde de réir a gcumais.

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

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 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 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	Pobalscoil Ghaoth Dobhair
School address	Derrybeg Letterkenny County Donegal
Roll number	91409A



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:

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.

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.

Subject Inspection

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date(s) of inspection	13 and 14-09-2016
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 seven class periods• Examination of students' work• Feedback to principal and relevant staff

SCHOOL CONTEXT

Pobalscoil Ghaoth Dobhair is an Irish-medium secondary school situated in the Donegal Gaeltacht operating under the auspices of The Bishop of Raphoe. It is a co-educational school with a current enrolment of 399 students. As well as the Junior Certificate and Leaving Certificate, the school offers the Leaving Certificate Applied (LCA), an optional Transition Year (TY) programme and the Leaving Certificate Vocational Programme (LCVP).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- In most lessons, the quality of teaching and learning was good or very good; therein, a variety of methodologies and carefully chosen resources were used well to support student learning.
- Irish was the medium of instruction and engagement in most observed lessons; in some lessons, there was room for improvement in this regard.
- Homework was assigned regularly and its completion was monitored; full learning potential from corrections was not achieved in the majority of lessons.
- The mathematics department is well resourced and classrooms are equipped with information and communication technology (ICT); some teachers missed valuable opportunities by not using ICT gainfully during observed lessons.
- The board of management and senior management are very supportive of teachers' involvement in continuing professional development (CPD).

RECOMMENDATIONS

- There is need, in some instances, to ensure higher expectations in respect of mathematics learning; these expectations should be communicated to students who should be facilitated to achieve at the highest level possible.
- The mathematics department should improve homework quality and correction practices.
- Department planning should look at increasing students' involvement in their own learning with targeted individual, pair and group activities.
- All teachers should engage with available ICT facilities to enhance and better support learning.
- It is recommended that the Irish-language policy be implemented consistently in mathematics lessons; strategies should be employed to systematically enrich the language ability of students so that all can participate fully during lessons.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching was good or very good in most observed lessons. Exemplary practice was seen in one lesson. In this lesson, the teacher acted as an able facilitator while students learned collaboratively, working through carefully planned tasks. Students were grouped purposefully to ensure high levels of engagement and peer support for all. Different tasks were set for each group, all carefully chosen, topical and relating to the students' interests and the development of conceptual understanding was facilitated skilfully. Seeing the success of such an approach, it is advised that all teachers reflect on how they design their lessons to ensure purposeful and challenging learning for all students.
- A variety of successful teaching methodologies was observed during the inspection. Where methodologies worked best, they facilitated learners to work independently and collaboratively with a clear purpose. In some cases, the learning activities would have benefitted from a clearer focus. Teachers should reflect on the effectiveness of the methodologies they use, on the levels of engagement of each student, and determine to what extent learning intentions were achieved. The use of learning intentions, clearly outlined at the start of lessons, should be considered as one means of bringing better focus to lessons.
- Overall assessment practice is satisfactory. In the main, teacher questioning was used well to assess and support learning, both in-class and for homework correction; there is room for improvement in the use of open questioning in some cases. Evidence of formative feedback was seen in the copybooks of only one class group; this good practice should be extended across the mathematics team. Although the completion of homework is monitored, there is scope to improve on the quality of its completion and on correction practices. Using some of the department meeting time to share, review and improve homework and assessment practices is recommended. Whole-school assessment practices should be reviewed and an agreed policy drawn up to support assessment at department level.
- Classrooms are well equipped with ICT. Where ICT facilities were used well, students were engaged in their learning, time was used effectively and supportive, learning resources were up-to-date and relevant to the class cohort. The learning in one lesson would have been greatly enhanced, in terms of pace and potential interest for students, had the available ICT resources been used. In other lessons, where ICT was used, there were some missed opportunities for greater involvement of students. All teachers should engage with the available ICT facilities to enhance and better support learning.
- Good rapport among students and teachers was evident and all interactions were respectful. Displays of relevant posters and students' work in the classrooms helped create positive learning environments. Further attention to the use of Irish in displays is advised.
- Appropriately, the language of instruction for all lessons was Irish. In classrooms where there was an expectation that Irish would be used for all student engagement, students demonstrated no particular difficulty working through the medium of Irish for both homework and in-class work. In lessons where translated versions of worksheets were an option and English was accepted in copybooks, many students opted to work through the medium of English. It is recommended that the department agree on, and consistently implement, strategies to maintain and safeguard the status of Irish while supporting learning, in line with whole-school policy guidelines.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole school support for Mathematics is good. Appropriate provision is made for the subject in all relevant curricular programmes. The mathematics department is well resourced and there is a designated area where hands-on resources are stored.
- Department planning is facilitated by senior management. The role of subject coordinator is filled on a rotational basis. Department meetings, which take place each term, are appropriately documented.
- Senior management and the board of management are very supportive of teachers' engagement with CPD. The mathematics department is to be commended for its proactive approach to CPD with five members undertaking the Professional Diploma in Mathematics for Teaching offered by the University of Limerick.

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

- The overall quality of engagement with whole-school improvement initiatives for Mathematics is satisfactory. Whole-school policies are included in the subject department plan. The implementation of included strategies should be developed in a more collaborative and consistent manner. Collaborative planning would help to ensure that good practice is shared amongst teachers and that the overall provision is consistent. While topics to be covered are listed in the plan, it would be most useful for teachers if these topics were elaborated by detailed learning intentions linked to relevant resources and methodologies.
- It is recommended that teachers plan reflectively to increase student involvement in their own learning with targeted individual, pair and group activities. Greater opportunities for students to present, explain and justify their work will add to their learning experiences as well as provide opportunities to improve oral literacy.
- Although there is no whole-school assessment policy, the mathematics department uses common tests for house exams. This practice is commendable and together with detailed analysis of certificate examination results should be used to inform an action plan that ensures students are working at the highest level for which they are able.

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 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;