

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Mhatamaitic

TUAIRISC

Ainm na scoile / School name	Scoil Phobail Mhic Dara
Seoladh na scoile / School address	Carna Contae na Gaillimhe
Uimhir rolla / Roll number	91411K

Dáta na Cigireachta: 21-03-2019



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

CIGIREACHT ÁBHAIR

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 sa Mhatamaitic 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.

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.

COSAINT LEANAÍ

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

CIGIREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dátaí na Cigireachta	20 agus 21 Márta 2019
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaPlé leis an bpríomhoide agus le príomhbhaill foirneCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar mhúinteoireacht agus foghlaim le linn cúig thréimhse rangaScrúdú ar obair na scoláiríAiseolas don phríomhoide agus don fhoireann ábhartha

Comhthéacs na Scoile

Iarbhunscoil chomhoideachais atá suite i gCarna i nGaeltacht Chonamara is ea Scoil Phobail Mhic Dara. Tá an scoil rannpháirteach sa tionscnaimh um Chomhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS) agus ag tráth na cigireachta bhí 86 scoláire ar an rolla. Glacann gach scoláire sa tsraith shóisearach páirt i gClár an Teastais Shóisearaigh. Ag an leibhéal sinsearach tairgeann an scoil clár Idirbhliana éigeantach, an Ardeistiméireacht agus Gairmchlár na hArdeistiméireachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Torthaí

- Bhí cáilíocht an teagaisc a breathnaíodh go maith ar an iomlán; áiríodh air seo cleachtas eiseamláireach i gceacht amháin agus an-chuid scóipe chun feabhais i gceacht eile.
- Bhí cáilíocht na foghlama go maith ar an iomlán; áiríodh air seo foghlaim den scoth chomh maith le foghlaim mhí-shásúil.
- Ar an iomlán, bhí caighdeán na measúnachta sásúil ach tá scóip ann chun cleachtais mheasúnachta fhoirmitheacha a fhorbairt chun tacú le foghlaim.
- Tá soláthar ábhair agus tacaíocht scoile uile don Mhatamaitic go maith; tá gá le hathbhreithniú ar an gcleachtas atá ann faoi láthair ón chéad bhliain ar aghaidh maidir le mionghrúpaí cumais.
- Bhí pleanáil agus ullmhú go maith ar an iomlán. Bhí ardleibhéal chomhoibrithe le feiceáil i measc roinnt bhall den roinn.
- Níl fócas clár matamaitice na hIdirbhliana soiléir a dhóthain agus tá easpa comhsheasmhachta ina chur chuige.

Moltaí

- Ba chóir tosaíocht a dhéanamh d'fheabhas a chur ar straitéisí measúnachta chun tacú le foghlaim tuilleadh agus ba chóir scileanna measúnachta comhscoláire agus féinmheasúnacht i measc na scoláirí a chur chun cinn mar chuid den mbeart seo.

- Ba chóir athbhreithniú a dhéanamh ar úsáid acmhainní chun tacú le scoláirí ag a bhfuil riachtanais speisialta d'fhonn a chinntiú go bhfuil an soláthar de réir ciorcláin 14/2017.
- Ba chóir athmhachnamh a dhéanamh ar chleachtas sruthú ranganna ón chéad bhliain agus suímh chumais mheasctha a bheith ann chomh fada agus is féidir.
- Ba chóir athbhreithniú a dhéanamh ar sholáthar Matamaitice don Idirbhliain agus ba chóir plean cuimsitheach a chur i bhfeidhm d'fhonn a chinntiú go bhfuil eispéireas taitneamhach fiúntach ag na scoláirí i ndáil leis an ábhar.
- Trí fhorbairtí ar an roinn ábhair amach anseo ba chóir comhar fiúntach a éascú i measc na múinteoirí matamaitice agus doiciméad cuimsitheach a úsáidfear mar bhonn eolais le haghaidh pleanáil aonair a bheith mar thoradh orthu.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNACHT

- Bhí cáilíocht an teagaisc a breathnaíodh go maith ar an iomlán; áiríodh air seo cleachtas eiseamláireach i gceacht amháin agus an-chuid scóipe chun feabhais i gceacht eile. Bhí an cháilíocht go maith nó sásúil sna ceachtanna eile.
- Bhí pleanáil mhaith déanta ar gach ceacht nach mór, agus bhí réimse acmhainní ullmhaithe nó foinsithe ag na múinteoirí. I gcásanna áirithe, bhí scóip chun na hacmhainní a úsáid chun rannpháirtíocht na scoláirí a dhéanamh níos fiúntaí agus chun an fhoghlaim a threisiú. Léirigh formhór na múinteoirí ardleibhéal dúthrachta, eolas an-mhaith ar an ábhar agus spéis i gceachtanna fiúntacha dea-ullmhaithe a sholáthar dá gcuid scoláirí.
- D'ainneoin an méid bheag scoláirí atá sna ranganna bhí a lán ceachtanna dírithe an iomarca ar an múinteoir. I bhformhór na gceachtanna, bhí scóip chun tuilleadh deiseanna a sholáthar do na scoláirí tabhairt go fiúntach faoi ábhar ceachta agus freagracht a chothú as an obair idir lámha.
- Bhí cáilíocht an teagaisc eiseamláireach i gceacht amháin inar chuir an múinteoir ar chumas na scoláirí comhoibriú i ngrúpaí. Bhí difreáil iomchuí déanta ar an obair a tugadh do na scoláirí agus baineadh úsáid éifeachtach as ceistiú chun smaointe a spreagadh, chun tuiscint a sheiceáil, rannpháirteacht gach duine a chinntiú agus chun cur le forbairt na scoláirí cumasacha.
- Bhí cáilíocht na foghlama go maith ar an iomlán; áiríodh air seo foghlaim ar ardcháilíocht chomh maith le foghlaim mhí-shásúil. Sna cásanna a raibh foghlaim ar ardcháilíocht i gceist bhí na scoláirí ag obair i ngrúpaí ar thasc ina raibh orthu fadhbanna a réiteach agus smaoineamh go criticiúil. Bhíothas ag díriú ar réamheolas a leabú agus a úsáid agus ar mhuinín a fhorbairt a chuirfeadh ar chumas na scoláirí déileáil le fadhbanna a d'éascair gan choinne agus eolas ó réimsí foghlama eile a aistriú. Le linn an cheachta, bhí na scoláirí uile rannpháirteach go gníomhach sa tasc agus bhí gnéithe den rath agus na ndúshlán acu. Ba chóir do roinn na matamaitice iarracht a dhéanamh ar eispéiris ardcháilíochta cosúil leo seo a sholáthar do scoláirí i ngach ceacht.
- Bhí caighdeán na measúnachta sásúil ar an iomlán. I ndá cheacht, ní raibh aon fhianaise go raibh monatóireacht rialta á déanamh ar obair na scoláirí. Cailleadh deiseanna i bhformhór na gceachtanna a chur ar chumas na scoláirí a gcuid oibre a chur i gcomparáid agus a mheas le hobair a gcomhscoláirí. Sonraíodh dea-chleachtas nuair a fuair na scoláirí aiseolas i scríbhinn

chun rudaí a bhí á ndéanamh go maith acu a dheimhniú agus chun iad a threorú chun feabhas a bhaint amach. I gceacht amháin breathnaíodh ceistiú an-éifeachtach a spreag na scoláirí chun machnamh a dhéanamh ar a gcuid foghlama féin agus chuir sé ar chumas an mhúinteora seiceáil a dhéanamh ar dhul chun cinn. Tráth na cigireachta ní raibh obair a bhí déanta ag scoláirí na hIdirbhliana ar fáil le haghaidh cigireachta. Ba chóir díriú, mar réimse feabhais, ar straitéisí measúnachta lena n-áirítear féinmheasúnú agus measúnú piara chun tacú tuilleadh le foghlaim. Lena chois sin, ba chóir don roinn iarracht a dhéanamh ar tuilleadh comhsheasmhachta a chur i bhfeidhm i dtaobh le obair fhiúntach monatóireachta.

2. SOLÁTHAR ÁBHAR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar ábhair agus tacaíocht scoile uile don Mhatamaitic go maith. Tá an bhainistíocht sásta íoc as ballraíocht de líonraí proifisiúnta agus freastalaítear ar iarratais ar acmhainní breise más féidir. Tá teicneolaíocht dhigiteach i ngach seomra ranga agus le linn an mheasúnaithe bhí úsáid á baint aisti chun tacú le teagasc agus foghlaim i bhformhór na gceachtanna.
- Tá amchlárú don Mhatamaitic ag teacht leis na moltaí agus tá na ceachtanna dáilte thar an tseachtain chun teagmháil rialta leis an ábhar a chinntiú.
- Tacaítear le scoláirí ar dheacair leo an Mhatamaitic i gclub obair bhaile iar-scoile. Tuairiscíodh go n-úsáidtear acmhainní Riachtanais Speisialta Oideachais chun grúpaí beaga ranga a dhéanamh, a roinntear de réir gnáthleibhéil agus ardleibhéil. Ba chóir athbhreithniú a dhéanamh ar an gcleachtas seo d'fhonn a chinntiú go bhfuil an soláthar de réir ciorcláin 14/2017. Ba chóir gach iarracht a dhéanamh d'fhonn suímh chumais mheasctha a chinntiú chomh fada agus is féidir agus baineann sé seo go háirithe leis an scoil seo toisc go bhfuil líon beag scoláirí inti. Ba chóir cuimhneamh ar theagasc foirne, dea-pleanáilte, mar shlí chun tacaíocht bhreise a chur ar fáil do scoláirí ag a bhfuil deacrachtaí acu .
- Ba chóir don bhainistíocht a cuid maoirseachta a threisiú d'fhonn a chinntiú go bhfuil eispéireas foghlama na scoláirí dearfach, fiúntach agus spreagúil. Is tábhachtach an rud é ionchais arda a bheith ann maidir le glacadh agus gnóthachtáil sa Mhatamaitic, go háirithe sa tsraith shóisearach, mar imríonn sé seo tionchar ar roghanna agus féidearthachtaí sa tsraith shinsearach.

3. PLEANÁIL AGUS ULLMHÚ

- Bhí pleanáil agus ullmhú go maith ar an iomlán. Reáchtáiltear cruinnithe foirmiúla uair amháin in aghaidh an téarma agus moltar an plean uainíocht a dhéanamh ar ról an chomhordaitheora. Bíonn comhar neamhfhoirmiúil ar siúl go rialta i measc roinnt múinteoirí.
- Tá plean roinn ábhair cuimsitheach ann lena n-áirítear scéimeanna oibre do gach bliainghrúpa. Ba léir áfach, nach raibh aon úsáid shuntasach á baint as an bplean mar bhonn eolais do phleanáil múinteoirí aonair. Ba chóir do na múinteoirí matamaitice comhoibriú níos mó chun dea-chleachtais a roinnt, níos mó comhsheasmhachta a éascú i gcáilíocht an teagaisc agus na foghlama agus chun plean úsáideach a fhorbairt.
- Ní mór athbhreithniú a dhéanamh ar an bpleanáil do Mhatamaitic do scoláirí na hIdirbhliana. Ba chóir plean na hIdirbhliana don Mhatamaitic a fhorbairt chun a chinntiú go bhfuil eispéireas fiúntach, taitneamhach den Mhatamaitic ag na scoláirí agus ba chóir mionsonraí a ghlacadh

san áireamh faoin tslí ina ndéanfar dul chun cinn a mheas. Tá scoláirí na hIdirbhliana roinnte ina ngrúpaí cumais faoi láthair: ba chóir iarracht ar leith a dhéanamh chun suímh chumais mheasctha a éascú don Idirbhliain.

Ag deireadh na meastóireachta, pléadh na dréacht-thorthaí agus na dréacht-mholtaí a eascraíonn as an méastóireacht seo leis an bpríomh-oide, an leas-phríomhoide agus na múinteoirí ábhair.

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 as an deá chleachtas atá aitheanta agus as na moltaí chun feabhais atá foilsithe sa tuairisc seo.

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

Glacann Bord Bainistíochta Scoil Phobail Mhic Dara go ndéanfar chuile iarracht na moltaí atá luaite sa tuairisc seo a chur i bhfeidhm. Tá an Bord an sásta gur fhacthas teagasc eiseamláireach sa scoil agus gur féidir tógáil ar seo agus an cleachtas seo a leathnú trí phobal na scoile. Tá an Bord ag féachaint ar na deiseanna agus féidearthachtaí atá ann ó thaobh soláthair an ábhar ag tógáil san áireamh na riachtanais atá ag scoláirí.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

Leibhéal	Cur-síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeáin 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 ansuntasacha; thar barr.
Go maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann;

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Department of Education and Skills

Subject Inspection in Mathematics

REPORT

Ainm na scoile / School name	Scoil Phobail Mhic Dara
Seoladh na scoile / School address	Carna Contae na Gaillimhe
Uimhir rolla / Roll number	91411K

Date of Inspection: 21-03-2019



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agus Scileanna**
Department of
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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. Teaching, learning and assessment
5. Subject provision and whole-school support
6. Planning and preparation

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

The board of management 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.

CHILD PROTECTION

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

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	20 and 21 March 2019
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 five class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Scoil Phobail Mhic Dara is a co-educational post-primary school located in Carna in the Connemara Gaeltacht. The school participates in Delivering Equality of Opportunity in Schools (DEIS) initiative and at the time of the inspection had 86 students enrolled. All students in junior cycle partake in the Junior Certificate School Programme (JCSP). At senior level, the school offers a compulsory Transition Year programme (TY), the Leaving Certificate, and the Leaving Certificate Vocational Programme (LCVP).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of observed teaching was good; this included exemplary practice in one lesson and significant scope for improvement in another.
- The overall quality of learning was good; this ranged from exceptionally high to unsatisfactory.
- Overall, the standard of assessment was satisfactory with scope to develop formative assessment practices to support learning.
- Subject provision and whole-school support for Mathematics are good; the current practice from first year onwards with regard to small ability groups needs review.
- Planning and preparation were good overall with high levels of informal collaboration among a number of department members evident.
- The TY mathematics programme does not have a sufficiently clear focus or consistent approach.

Recommendations

- Assessment strategies to further support learning should be a priority area for improvement and include the development of peer and self-assessment skills among students.
- The use of resources to support students with special educational needs (SEN) should be reviewed to ensure provision aligns with circular 14/2017.

- The practice of streaming classes from first year should be reconsidered in favour of mixedability settings for as long as possible.
- The TY provision for Mathematics should be reviewed and a comprehensive plan put in place to ensure students have an enjoyable, purposeful experience in respect of the subject.
- Future developments to the subject department plan should facilitate purposeful collaboration among the mathematics teachers and result in a comprehensive document to inform individual planning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of observed teaching was good; this included exemplary practices in one lesson and significant scope for improvement in one other while the quality was good or satisfactory in the remaining lessons.
- Almost all lessons were well planned and a range of resources was prepared or sourced by teachers. In some instances, there was scope to use the resources to include students more purposefully and to consolidate learning. The majority of teachers demonstrated high levels of diligence, very good subject knowledge and an interest in providing purposeful and wellplanned lessons for their students.
- Despite the small class sizes, many lessons were overly teacher-centred. There was scope in the majority of lessons to provide more opportunities for students to engage purposefully with the lesson content and develop a sense of ownership of the work underway.
- The quality of teaching was exemplary in one lesson where the teacher facilitated students to work collaboratively in groups. The task set for the students was differentiated suitably and questioning was used effectively to prompt thought, to check for understanding, to include everyone and to extend the more able students.
- The overall quality of learning was good; this ranged from exceptionally high to unsatisfactory. Where learning was exceptionally high, students worked in groups on a task requiring them to problem solve and think critically. The focus was on embedding and using prior knowledge, and on developing confidence to be able to deal with unseen problems and transfer knowledge from other areas of learning. During this lesson, all students were engaged actively with the task and enjoyed elements of success and challenge. The mathematics department should strive to provide similar quality experiences for students in all lessons.
- Overall, the standard of assessment was satisfactory. In two lessons, there was no evidence that students' work was monitored regularly. There were missed opportunities in the majority of lessons to facilitate students comparing and assessing their work with peers. Good practice was noted where students received written feedback to affirm what was being done well and to guide for improvements. In one lesson, effective questioning was observed which prompted students to reflect on their own learning as well as allowing the teacher to check progress. At the time of the inspection, no work that had been completed by the TY students was available

for inspection. Assessment strategies, including peer and self-assessment, to further support learning should be a focus area for improvement and the department should strive for more consistency around monitoring work purposefully.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole-school support for Mathematics are good. Management is willing to pay for membership of professional networks and requests for additional resources are met favourably, where possible. All classrooms are equipped with digital technology and, during the evaluation, this was used to support teaching and learning in the majority of lessons.
- Timetabling provision for Mathematics is in line with recommendations and lessons are spread across the week to ensure regular contact with the subject.
- Students experiencing difficulty with Mathematics are supported in an after-school homework club. It was reported that SEN resources are used to create small class groups which are split into ordinary and higher level. This practice should be reviewed to ensure provision is in line with circular 14/2017. Every effort should be made to facilitate mixedability settings for as long as possible and this is particularly pertinent in this school as student numbers are low. Well-planned team-teaching should be considered as a means of providing additional support for students experiencing difficulties.
- Management should strengthen its oversight role to ensure students' learning experiences are positive, productive and engaging. It is important to set suitably high expectations for uptake and attainment in Mathematics, particularly for junior cycle, as this impacts on choices and possibilities for senior cycle.

3. PLANNING AND PREPARATION

- Planning and preparation were good overall. Formal meetings happen once per term and the plan to rotate the role of co-ordinator is commended. There is regular informal collaboration among some teachers.
- There is a comprehensive subject department plan including schemes of work for each year group. However, it was clear that the plan was not used meaningfully to inform teachers' individual lesson planning. The mathematics teachers should collaborate further in order to share good practices, facilitate greater consistency in the quality of teaching and learning, and develop a useful plan.
- Planning for Mathematics for TY students' needs to be reviewed. The TY plan for Mathematics should be developed to ensure students have a purposeful and enjoyable experience of Mathematics and include details of how progress will be assessed. TY students are divided into ability groups currently: particular effort should be made to facilitate mixedability settings for TY.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board welcomes the acknowledgement of the good practices observed and the recommendations for improvement which are published in the report.

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 of Scoil Phobail Mhic Dara accepts that every effort will be made to implement the recommendations made in the report. The board is very happy that exemplary teaching was observed in the school and that this can be built upon and extended throughout the school community. The board is looking at the opportunities and possibilities which exist for subject provision while taking into account the needs of the students.

[Translation of text provided by the board of management]

THE INSPECTORATE'S QUALITY CONTINUUM

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

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated wholeschool 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;