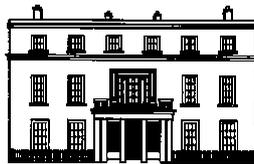


**An Roinn Oideachais agus Scileanna
Department of Education and Skills**

**Subject Inspection of Irish
Report**

**Gael-Choláiste Chill Dara
Naas, County Kildare
Roll number: 68072I**

Date of inspection: 4 October 2012



**A N R O I N N | D E P A R T M E N T O F
O I D E A C H A I S | E D U C A T I O N
A G U S S C I L E A N N A | A N D S K I L L S**

REPORT
ON
THE QUALITY OF LEARNING AND TEACHING IN IRISH

INFORMATION ON THE INSPECTION

Date of inspection	4 October 2012
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Meeting with the subject co-ordinator and the principal• Observation of teaching and learning during five class periods	<ul style="list-style-type: none">• Interaction with students• Examination of samples of students' work and of samples of their school journals• Feedback to individual teachers• Feedback to the principal and the subject teachers

MAIN FINDINGS

- The quality of teaching and learning was good or very good in all classes observed.
- The teachers set high expectations for learning and the learning targets were shared with the students.
- The assessment practices used in the school are good and assessment for learning practices are implemented.
- A very good quality department plan has been developed and the role of the department in facilitating student access to learning across the curriculum through the medium of Irish is clearly set out.

MAIN RECOMMENDATIONS

- It is recommended that practices relating to differentiation of learning, including strategies for questioning, be further developed.
 - It is recommended that the team develops practices for monitoring, review and analysis of evidence generated in the department.
-

INTRODUCTION

Gael-Choláiste Chill Dara is a voluntary co-educational secondary school operating under the trusteeship of *Foras Pátrúnachta na Scoileanna LánGhaeilge Teo*. The school was founded in 2003 and there are 193 students enrolled. Transition Year is compulsory in the school.

TEACHING AND LEARNING

- The quality of teaching and learning was good or very good in all classes observed.
- The teachers had high expectations of student learning.
- Clear learning objectives were set in each case and these were shared with the students.
- In all classes, the work was very well structured.
- The students took an active part in the learning and it was evident that they were used to working in pairs and in groups.
- The environment and atmosphere in all the classes were very positive and supportive of learning.
- It is recommended that, in a couple of cases, more time be allowed for students to share opinions and feedback on tasks orally in class, that more questions be asked by the students and that they be asked more challenging questions.
- It is recommended that, when teachers are designing tasks, they take account of the time available for the class, set a time-limit accordingly for the task and keep to that allocation of time.
- Very good use was made of technology, printed material and illustrations to stimulate interest and support the learning.
- Homework is regularly assigned and the corrections made in samples of students' written work examined indicated that the work is well organised and that assessment for learning (AfL) is implemented.
- It is recommended that differentiation of learning, including tasks assigned as homework, be developed.
- In some cases, there is scope for developing student skills in the use of the dictionary, whether electronic or hard copy, as a resource for helping the students to achieve independence as learners.
- There are good assessment practices in use in the school and account is taken of all the language skills in the process.
- Very good work has been done on linking literacy strategies to the subject content, but, in some classes, more attention could be paid to the use of such strategies.

SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The provision made for the subject on the school timetable is very good.
- There are good aids and resources available and these are utilised.
- There is a good quality homework policy in operation and it is recommended that the assessment practices and procedures be linked to it.
- A review of samples of students' written work indicated that the principles of AfL are implemented in the school. It is recommended that an account of the correction practices in use be included in the assessment and homework policy.

PLANNING AND PREPARATION

- There is a very good and open level of co-operation among the Irish teaching team.
- The department planning is of a very high quality and it is evident that there is an appropriate emphasis on the development of learning in this work.
- A comprehensive plan has been developed and the role of the department in promoting Irish as the medium through which the students learn, is clearly set out.
- Development targets have been identified and agreed. It is recommended that monitoring and review practices be further developed and that the evidence on which development targets are based be available in the planning documents.
- Very good quality planning and preparation had been done for individual lessons.
- Very good procedures are used for recording the progress of student learning.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and the subject-teachers at the conclusion of the evaluation. The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

Published April 2013.