

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Mhatamaitic

TUAIRISC

Ainm na scoile / School name	Gaelcholáiste An Phiarsaigh
Seoladh na scoile / School address	An Mhainistir Bóthar Na Gráinsí Ráth Fearnáin
Uimhir rolla / Roll number	68161H

Dáta na cigireachta: 16-01-2020



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

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 Mhatamaitic faoina 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINN LEANAÍ.

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú 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	15 & 16 Eanáir 2020
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus leis an bpríomhfhoireann• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus ar fhoghlaim le linn sé cheacht• Imscrúdú ar obair na scoláirí• Aischothú chuig an bpríomhoide agus chuig an bhfoireann ábhartha

Comhthéacs na scoile

Is iar-bhunscoil chomhoideachais é Gaelcholáiste an Phiarsaigh a fheidhmíonn trí mheán na Gaeilge. Tá sé suite i Ráth Fearnáin agus feidhmíonn sé faoi phátrúnacht an Fhorais Phátrúnachta. Bunaíodh é in 2014 agus faoi láthair tá 257 scoláire cláraithe ann. Chomh maith le cláir na Sraithe Sóisearaí agus na hArdteistiméireachta bunaithe, cuireann an scoil clár roghnach na hIdirbhliana ar fáil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an iomlán agus breathnaíodh roinnt cleachtas an-mhaith i roinnt ceachtanna; bheadh spriocanna foghlama níos soiléire cabhrach i gceachtanna eile chun an ceacht a mhúnlú.
- Baineadh úsáid as raon straitéisí measúnaithe go héifeachtach; tá scóip ann an úsáid a bhaintear as soláthar aiseolais fhoirmithigh scríofa ar obair na scoláirí a leathnú chun tacú leis an bhfoghlaim.
- Baineadh úsáid mhaith as teicneolaíocht dhigiteach chun tacú le pleanáil, teagasc agus foghlaim; léiríonn tromlach na scoláirí agus na múinteoirí leibhéal arda chumais chun teicneolaíocht dhigiteach a úsáid go héifeachtach.
- Bhí pleanáil cheachtanna aonair go maith ar an mórchuid agus bhí níos mó deiseanna ann chun tuiscint choincheapúil a fhorbairt i líon beag ceachtanna.
- Tacaíonn an bhainistíocht go mór le rannpháirtíocht na múinteoirí i bhforbairt ghairmiúil leanúnach (FGL) agus i rannpháirtíocht na scoláirí in imeachtaí Matamaitice.
- Díríonn an phleanáil don Idirbhliain ar raon leathan eispéireas foghlama a sholáthar do scoláirí; faoi láthair múintear na scoláirí i ranganna ar leibhéal faoi leith.

Moltaí

- Ba chóir cuspóirí foghlama soiléire dírithe ar na scoláirí a úsáid le haghaidh gach pleanáil cheachta.
- Ba chóir na dea-chleachtas ina soláthraítear aischothú foirmitheach a leathnú chuig gach ceacht.
- Ba chóir athbhreithniú a dhéanamh ar an gcleachtas reatha ina múintear scoláirí na hidirbhliana i ranganna faoi leith de réir leibhéal.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM, AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc go maith ar an iomlán sna ceachtanna a breathnaíodh, ó bheith go han-mhaith go measartha. Sna cleachtais ab fhearr, bhí na hionchais maidir le cumas agus eolas na scoláirí ard go maith agus baineadh úsáid as cuspóirí foghlama soiléire chun na ceachtanna a mhúnlú. Bhí scóip chun feabhais ann i gcásanna áirithe nuair a bhí an fócas ceachta ar an ábhar a chlúdach agus nuair nach raibh na tascanna a leagadh síos agus na hacmhainní a úsáideadh nasctha go héifeachtach le cuspóirí foghlama soiléire. Ba chóir cuspóirí foghlama soiléire dírithe ar na scoláirí a úsáid le haghaidh gach pleanáil cheachta.
- Léirigh múinteoirí leibhéil arda dhíograise sa Mhatamaitic agus léirigh siad leibhéil mhaithe eolais ar an ábhar. Mar gheall ar dheacrachtaí a bhaineann le múinteoirí matamaitice a earcú ar féidir leo obair trí mheán na Gaeilge, ní raibh beirt de na múinteoirí a breathnaíodh cáilithe chun Matamaitic a mhúineadh. Bhí an bheirt ar an gclár ama chun ranganna sa chéad bhliain a theagasc. Chinntigh a dtoilteanas tabhairt faoin dúshlán áfach, in éineacht lena suim sa Mhatamaitic, dea-scileanna oideolaíocha agus ardleibhéil tacaíochta ó chomhghleacaithe rannóg na matamaitice nár cuireadh isteach ar cháilíocht an tsoláthair. Tá sé le moladh gur léirigh an bheirt mhúinteoirí go bhfuil spéis acu breisoiliúint a dhéanamh le bheith cáilithe chun Matamaitic a mhúineadh mar aon lena réimsí saineolais eile.
- Breathnaíodh caighdeán mhaithe foghlama, ó bheith go measartha go han-mhaith. B'fhearr an fhoghlaim nuair a díródh pleanáil cheachta go soiléir ar a bhfoghlaiméofaí. Sna ceachtanna seo, d'oibrigh na scoláirí go díograiseach agus chuaigh siad i ngleic go cuspóireach le hábhar an cheachta. Bhí scóip chun feabhais ann san áit nár chuir an ceacht dúshlán na scoláirí chun cinn go leordhóthanach agus an áit a ndeachaigh an ceacht ar aghaidh gan an tuiscint a sheiceáil.
- Breathnaíodh réimse straitéisí measúnaithe le linn an mheasúnaithe. Baineadh úsáid éifeachtach as ceisteanna i go leor cásanna chun réamheolas agus leibhéil dul chun cinn a sheiceáil. Tugadh aiseolas foirmitheach i scríbhinn d'ardcháilíocht ar na cóipleabhair i gceacht amháin agus ba chóir go mbeadh an dea-chleachtas seo ina ghné rialta d'obair na scoláirí sna ceachtanna go léir, chun treoir a thabhairt don fheabhsú agus chun dea-obair na scoláirí a dhearbhu.
- Bhí comhbhá an-mhaith idir na múinteoirí agus na scoláirí, agus i measc na scoláirí freisin i ngach cás. D'oibrigh scoláirí go maith le chéile nuair a cuireadh deiseanna ar fáil. Tá scóip ann tuilleadh forbartha a dhéanamh i scileanna piarmheasúnaithe i measc scoláirí agus níos mó deiseanna a sholáthar chun foghlaim chomhoibríoch a éascú.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an soláthar ábhair agus tacaíocht na scoile uile don Mhatamaitic go han-mhaith. Múintear scoláirí i suímh chumais mheasctha sa chéad agus sa dara bliain agus déantar gach iarracht chun tacú le scoláirí agus iad a spreagadh chun fanacht ag an leibhéal is airde chomh fada agus is féidir. Is inmholta go gcaithfear dul i gcomhairle le tuismitheoirí, múinteoirí agus an scoláire sula dtig le scoláire leibhéal a athrú. Ba chóir athbhreithniú a dhéanamh ar an gcleachtas reatha maidir le ranganna Idirbhliana a theagasc i ngrúpaí ranga ar leith, d'fhonn scrúithe cumais measctha a bheith ann do gach scoláire san Idirbhliain.

- Tá an t-amchlár do Mhataimic go maith agus bíonn Matamaitic ag na scoláirí uile gach lá, ach amháin iad siúd san Idirbhliain. Bíonn sé rang ag scoláirí an chúigiú agus an séú bliain gach seachtain agus trí rang ag scoláirí san Idirbhliain. Déantar freastal fabhrach ar iarratais ar acmhainní breise chun tacú le foghlaim agus teagasc agus léirigh an bhainistíocht go n-íocfaí as ballraíocht i líonraí gairmiúla nuair a bhíonn sé iomchuí.
- Tá áiseanna digiteacha maithe ar fáil ar fud na scoile. Tá sé le moladh go sáraíonn an scoil deacrachtaí a thagann as doimhneacht na mballaí sa phríomhfhoirgneamh trí naisc idirlín gan sreang a sholáthar i ngach seomra ranga.
- Tá gléasanna soghluaiste ag na múinteoirí agus scoláirí go léir ar baineadh leibhéil áirithe úsáide astu le linn na gceachtanna. I gceacht an-mhaith, tacaíodh leis an bhfoghlaim trí úsáid éifeachtach a bhaint as léaráidí cruinne, idirghníomhacha. Baineadh úsáid as teicneolaíocht dhigiteach sa cheacht seo freisin chun aiseolas a bhailiú ó scoláirí ag deireadh an cheachta chun réimsí deacrachta a aithint. Bhí scoláirí sa cheacht seo inniúil agus muiníneach ag úsáid a gcuid gléasanna agus bhí siad sásta tacú lena chéile. I gceachtanna eile, baineadh úsáid as teicneolaíocht dhigiteach chun raon ábhar a thaispeáint lena n-áirítear réitigh le haghaidh ceartúcháin obair bhaile. I bhformhór na gceachtanna, áfach, baineadh úsáid as na gléasanna go príomha mar théacsleabhair dhigiteacha ag scoláirí. Ba chóir leas breise a bhaint as acmhainneacht na teicneolaíochta digití chun tacú le foghlaim agus forbairt scileanna i níos mó ceachtanna.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí pleanáil cheachtanna aonair go maith ar an iomlán le roinnt scóipe chun feabhais i níos lú ná leath de na ceachtanna a breathnaíodh. I bhformhór na gceachtanna, bhí na múinteoirí ullmhaithe go maith agus bhí na tascanna a leagadh síos forchémneach agus cóirithe go cuí. I gcás go raibh an phleanáil is éifeachtaí ann, bhí fócas foghlama soiléir sa cheacht, agus bhí na hacmhainní ar baineadh úsáid astu tarraingteach, úsáideach agus chuir siad le heispéiris foghlama na scoláirí.
- Bhain ardcháilíocht le pleanáil na roinne. Déantar cruinnithe foirmiúla a sceidealú ceithre nó cúig uaire sa bhliain agus coinnítear miontuairiscí go digiteach i bplean na roinne. Déantar anailís ar thorthaí scrúduithe stáit go bliantúil, agus déantar teagasc, foghlaim agus measúnú a phlé ag cruinnithe. Tá scóip ann chun na díospóireachtaí seo a úsáid chun spriocanna sonracha a leagan síos le haghaidh feabhsúcháin agus chun spriocanna feabhsúcháin scoile uile a thabhairt isteach i ngach ceacht.
- Déantar sealaíocht ar chomhordú gach dara bliain agus tá sé sin ag teacht le dea-chleachtas. Bhí comhordaitheoir na roinne lárnach i dtaca le naisc a bhunú le ranna matamaitice eile i scoileanna a fheidhmíonn trí mheán na Gaeilge. Tá sé seo le moladh go hard.

Pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an leasphríomhoide agus leis na múinteoirí ábhair ag deireadh na meastóireachta.

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
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 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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Mathematics

REPORT

Ainm na scoile / School name	Gaelcholáiste An Phiarsaigh
Seoladh na scoile / School address	An Mhainistir Bóthar Na Gráinsí Ráth Fearnáin
Uimhir rolla / Roll number	68161H

Date of Inspection: 16-01-2020



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

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	15 & 16 January 2020
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 six lessons• Examination of students' work• Feedback to principal and relevant staff

School context

Gaelcholáiste an Phiarsaigh is a co-educational post-primary school which operates through the medium of Irish. It is situated in Rathfarnham and operates under the patronage on An Foras Pátrúnachta. It was established in 2014 and currently has 257 students enrolled. As well as the established Leaving Certificate and Junior Cycle programmes, the school offers a compulsory Transition Year (TY) programme.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and learning was good overall with some very good practices observed in some lessons; others would have benefitted from having clearer learning intentions to frame the lesson.
- A range of assessment strategies was used to good effect; there is scope to extend the use of providing formative written feedback on students' work to support learning.
- Digital technology was used well to support planning, teaching and learning; the majority of students and teachers showing high levels of ability to use digital technology effectively.
- Individual lesson planning was good overall with scope to include more opportunities for developing conceptual understanding in a small number of lessons.
- Management is very supportive of teachers' engagement with continuing professional development (CPD) and students' involvement in Mathematical events.
- Planning for TY focuses on providing students with a broad range of learning experiences; currently students are taught in level specific classes.

Recommendations

- Clear, student-centred learning intentions should be used for all lesson planning.
- The good practices of providing formative written feedback should be extended to all lessons.
- The current practice of teaching TY students in level specific classes should be reviewed.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching was good in the lessons observed, ranging from very good to fair. Where practices were best, expectations for students' ability and knowledge were suitably high and clear learning intentions were used to frame the lessons. There was scope to improve in some instances where the lesson focus was on covering content and where tasks set and resources used were not effectively linked to clear learning intentions. Clear, student-centred learning intentions should be used for all lesson planning.
- Teachers demonstrated high levels of enthusiasm for Mathematics and demonstrated good levels of subject knowledge. Due to difficulties recruiting mathematics teachers who can work through the medium of Irish, two of the teachers observed were not qualified to teach Mathematics. Both were timetabled to teach first year classes. However, their willingness to undertake the challenge, combined with their interest in Mathematics, good pedagogical skills and high levels of support from the mathematics department colleagues ensured that the quality of provision was not compromised. It is commendable that both teachers have indicated an interest in upskilling to become qualified to teach Mathematics along with their other areas of subject expertise.
- Good standards of learning were observed, ranging from fair to very good. Learning was best where lesson planning focused clearly on what would be learned. In these lessons, students worked enthusiastically and engaged purposefully with lesson content. There was scope to improve where the lesson did not sufficiently challenge students and where the lesson progressed without checking for understanding.
- A range of assessment strategies was observed during the evaluation. Questioning was used effectively in many instances to check prior knowledge and levels of progress. Good quality formative written feedback was noted on the copybooks in one lesson and this good practice should become a regular feature on students' work in all lessons, both to guide for improvement and to affirm what students are doing well.
- Rapport between teachers and students, and among students, was very good in all instances. Students worked well together when opportunities were provided. There is scope to further develop the skills of peer assessment among students and to provide more opportunities to facilitate collaborative learning.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole school support for Mathematics is very good. Students are taught in mixed ability settings in first and second year and every effort is made to support and encourage students to remain at the highest level for as long as possible. It is commendable that consultation between parents, teachers and the student must take place before a student can change level. The current practice of teaching TY classes in level specific class groups should be revisited with a view to having mixed-ability settings for all TY students.
- Timetabling for Mathematics is good and all students, except those in TY, have Mathematics on a daily basis. Fifth and sixth year students have six classes each week and TY students

have three. All requests for additional resources are met favourably and management indicated it will pay for membership of professional networks where relevant.

- Good digital facilities are available across the school. It is commendable that the school overcame difficulties arising from the depth of the walls in the main building by providing wireless internet connections in each classroom.
- All teachers and students have mobile devices which were used to varying degrees in lessons. In one very good lesson, learning was supported through the effective use of accurate, interactive diagrams. Digital technology was also used in this lesson to gather feedback from students at the end of the lesson to identify areas of difficulty. Students in this lesson were competent and confident using their devices and were happy to support each other. In other lessons, digital technology was used to display a range of materials including solutions for homework correction. However, in the majority of lessons, devices were mainly used as digital textbooks by students. The potential of digital technology to support learning and skill development should be further exploited in more lessons.

3. PLANNING AND PREPARATION

- Individual lesson planning was good overall with some scope for improvement in less than half the lessons observed. In the majority of lessons, teachers were well prepared and tasks set were progressive and suitably pitched. Where planning was most effective, the lesson had a clear learning focus, and resources used were purposeful, engaging and added to the learning experiences of students.
- Departmental planning was of a high standard. Formal meetings are scheduled four or five times annually and minutes are maintained digitally in the department plan. State examinations results are analysed annually, and teaching, learning and assessment are discussed at meetings. There is scope to use these discussions to set specific targets for improvement and to incorporate whole-school improvement targets into all lessons.
- Co-ordination is rotated every two years which is in line with good practice. The department co-ordinator has been instrumental in setting up links with other mathematics departments in schools who operate through the medium of Irish. This is highly commendable.

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 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 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;