

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Mhatamaitic

TUAIRISC

Ainm na scoile / School name	Coláiste Chomáin
Seoladh na scoile / School address	Ros Dumhach Béal an Átha Contae Mhaigh Eo
Uimhir rolla / Roll number	72140V

Dáta na Cigireachta: 07-05-2019



This report is written in Irish. An English translation of the report is provided at the end of the report.

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

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 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; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

COSAINT 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.
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 CIGIREACTHA

Dáta na cigireachta	07 Bealtaine 2019
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus príomhbhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnóireacht ar theagasc agus ar fhoghlaim le linn 5 tréimhse ranga• Scrúdú ar obair scoláirí• Aiseolas don phríomhoide agus do bhall foirne ábhartha

Comhthéacs na scoile

Iar-bhunscoil comhoideachais is ea Coláiste Chomáin atá lonnaithe i nGaeltacht Iorrais in iarthuaisceart Mhaigh Eo. Is í an t-aon iar-bhunscoil lán-Ghaelach sa cheantar agus tá triúr scoláire is caoga ar an rolla faoi láthair. Cuirtear Gairmchlár na hArdeistiméireachta (LCVP) agus clár roghnach Idirbhliana (TY) ar fáil chomh maith le clár don Ardeistiméireacht agus don tSraith Shóisearach. Glacann an scoil páirt sa tionscnamh um Chomhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS) agus feidhmíonn sí faoi choimirce Bhord Oiliúna agus Oideachais Mhaigh Eo, Shligigh agus Liatroma (MSLETB).

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Cinntí

- Bhí cáilíocht an teagaisc go maith ar an iomlán; bhí raon ann ó chleachtas an-mhaith go cleachtas measartha thar na ceachtanna a breathnaíodh.
- Bhí cáilíocht na foghlama go maith ar an iomlán; bhí scóip ann do na scoláirí rannpháirtíocht níos gníomhaí a bheith acu le hábhar an cheachta i bhformhór na gceachtanna.
- Bhí cáilíocht an mheasúnaithe measartha ar an iomlán le gníomhú de dhíth chun feabhas a chur ar úsáid an mheasúnaithe chun foghlama.
- Tá soláthar ábhair agus tacaíocht scoile uile don ábhar go maith; tá gá le hathbhreithniú ar an gcleachtas reatha ina socraítear leibhéal ón gcéad bhliain ar aghaidh.
- Bhí ardchaighdeán ar phleanáil agus ullmhúchán ar an iomlán.

Moltaí

- Ba chóir tascanna agus modheolaíochtaí a chur san áireamh sna ceachtanna go léir lena chinntiú go mbíonn rannpháirtíocht níos gníomhaí agus níos fiúntaí ag na scoláirí le hábhar an cheachta.
- Ní mór raon na straitéisí measúnaithe a úsáidtear chun tacú le riachtanais foghlama a leathnú agus ba chóir go n-áireoidís deiseanna fiúntacha do scoláirí scileanna piarmheasúnaithe agus féinmheasúnaithe a fhorbairt.
- Ba chóir athmhachnamh a dhéanamh ar an gcleachtas ina ndéantar ranganna a roinnt ina sruthanna ón gcéad bhliain ar aghaidh, agus suíomhanna cumais mheasctha a choinneáil chomh fada agus is féidir.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc go maith ar an iomlán. Bhí sé an-mhaith i gceacht amháin, measartha i gceacht amháin agus go maith sna ceachtanna eile. Áit a raibh an cleachtas ab fhearr ann, bhí ionchais do chumas agus eolas na scoláirí ard mar is cuí agus bhí fócas soiléir ag an gceacht a bhí dírithe ar fhoghlaim na scoláirí. Bhí scóip ann le feabhas a dhéanamh i roinnt ceachtanna ina raibh na scoláirí róspeách ar an múinteoir agus níor baineadh leas a dhóthain as deiseanna chun obair go comhoibríoch.
- Léirigh na múinteoirí leibhéal arda saineolais, agus díograis don Mhatamaitic. Bhí úsáid á bhaint as naisc le réimsí ábhair eile agus samplaí ón bhfíorshaol chun na topaicí a bhí á múineadh a threisiú. Glacann na scoláirí páirt i roinnt imeachtaí réigiúnacha agus náisiúnta agus tapaítear deiseanna rialta chun a gcuid eolais faoin Matamaitic a nascadh le réimsí ábhair eile. Tá próifíl ard ag an Matamaitic sa scoil.
- Bhí cáilíocht na foghlama go maith ar an iomlán. Cuireadh timpeallachtaí foghlama i láthair go maith, le meascán de phóstaeir ábhartha agus obair thionscadail na scoláirí. Chuidigh leagan amach na suíochán leis an obair chomhoibríoch i bhformhór na gceachtanna. Bhí an caidreamh idir na múinteoirí agus na scoláirí an-mhaith.
- Mhol na scoláirí freagraí go fonnmhar i bhformhór na gceachtanna agus bhí siad sásta obair lena chéile nuair a tugadh an deis dóibh é sin a dhéanamh. Bhí scóip ann do na scoláirí rannpháirtíocht níos gníomhaí agus níos fiúntaí a bheith acu le hábhar an cheachta i bhformhór na gceachtanna, agus le tacaíocht ó phiaraí a úsáid níos mó chun feabhas a chur ar na heispéiris foghlama.
- Rinneadh monatóireacht rialta ar chóipleabhair i bhformhór na gceachtanna. I roinnt cásanna, áfach, bhí an próiseas ceartúcháin doiléir toisc go raibh inisealacha na múinteoirí le feiceáil taobh le hobair nach raibh ceartaithe. Ba chóir cleachtais i dtaca le monatóireacht níos éifeachtaí a chomhaontú agus a chur i bhfeidhm. Moltar freisin go socrófaí caighdeán d'obair na scoláirí toisc go raibh éagsúlachtaí ollmhóra cáilíochta sa chaoi inar chuir na scoláirí obair i láthair agus inar choinnigh siad a gcóipleabhair.
- Bhí cáilíocht an mheasúnaithe measartha ar an iomlán. Is éard a bhí sna nótaí tráchta sna cóipleabhair na dearbhú ginearálta ag múinteoirí le treoir chun feabhsaithe ó am go ham. Tá gníomhú de dhíth chun feabhas a chur ar cháilíocht an aiseolais fhoirmithigh scríofa d'fhonn a bhfuil á dhéanamh go maith a dhearbhu agus treoir a thabhairt chun feabhsaithe. Ba chóir do roinn na Matamaitice leathnú agus feabhsú a dhéanamh ar na modhanna measúnaithe chun foghlama a úsáidtear agus ba chóir go n-áireodh sé seo deiseanna chun scileanna piarmheasúnaithe agus féinmheasúnaithe na scoláirí a fhorbairt.
- Bhain na múinteoirí úsáid as raon de straitéisí ceistithe. Don chuid is mó, ceisteanna ísealoird a bhí ann agus, roinnt uaireanta, níor déileáladh i gceart le freagraí míchearta ó scoláirí. Ba chóir do na múinteoirí Matamaitice díriú ar fheabhas a chur ar an gcaoi ina mbaintear úsáid as ceistiú chun eolas roimh ré a aithint, chun tuiscint a sheiceáil agus chun deiseanna a thabhairt do na scoláirí a bhfreagraí a mhíniú agus a chosaint.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar ábhair agus tacaíocht scoile uile don Mhatamaitic go maith. Caitear go fabhrach le hiarratais ar bith ar acmhainní breise chun feabhas a chur ar theagasc agus foghlaim, agus tacaítear le deiseanna do scoláirí bheith páirteach in imeachtaí ábhartha seach-churaclaim.
- Tá áiseanna maithe digiteacha ar fáil agus baineadh úsáid astú go héifeachtach i bhformhór na gceachtanna. Tá fócas scoile uile ar fhorbairt bhreise ar scileanna digiteacha na scoláirí agus na múinteoirí, agus moltar an obair seo.
- Tá an soláthar amchláir ag teacht le riachtanais an churaclaim agus scaiptear ceachtanna amach ar fud na seachtaine chun teagmháil rialta leis an ábhar a chinntiú. Ba chóir athbhreithniú a dhéanamh ar an gcleachtas ina ndéantar rang-ghrúpaí a roinnt ina sruthanna gnáthleibhéil agus ardleibhéil ón gcéad bhliain ar aghaidh, agus ranganna cumais mheasctha a bheith ann ina ionad sin.
- Ní mór feabhsú suntasach a dhéanamh ar an bpolasaí measúnaithe scoile uile. Ba chóir tacú le hiarrachtaí roinn na Matamaitice feabhas a chur ar cháilíocht an mheasúnaithe le polasaí measúnaithe scoile uile atá cothrom le dáta agus a áiríonn raon cuimsitheach de mhodhanna measúnaithe foirmitheacha agus suimitheacha.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí pleanáil agus ullmhúchán ar ardchaighdeán ar an iomlán. I bhformhór na gceachtanna, rinneadh tascanna a phleanáil agus acmhainní a ullmhú chun feabhas a chur ar eispéiris foghlama na scoláirí. Áit a raibh scóip chun feabhsaithe, bhíothas ag brath an-iomarca ar cheisteanna de chineál téacsleabhair a chríochnú mar phríomh-mhodheolaíocht. Bhí an cháilíocht pleanála is fearr ann nuair a bhí fócas foghlama soiléir ann agus nuair a ullmhaíodh tascanna agus modheolaíochtaí dá réir.
- Comhoibríonn na múinteoirí Matamaitice go neamhfhoirmiúil ar bhonn rialta agus bíonn cruinnithe foirmiúla roinne acu gach téarma. Moltar go gcomhaontódh na múinteoirí Matamaitice ar réimsí fócais chun feabhsaithe, ar a ndéanfar athbhreithniú agus leasú de réir mar is gá. Ba chóir do spriocanna feabhsaithe díriú ar rannpháirtíocht agus gnóthachtáil ag an ardleibhéal chomh maith leis an raon de straitéisí teagaisc, foghlama agus measúnaithe a chuirtear san áireamh sna ceachtanna.
- Bíonn scoláirí na hIdirbhliana páirteach i roinnt imeachtaí a bhaineann leis an Matamaitic, idir imeachtaí sa scoil agus lasmuigh, rud atá an-inmholta. Bíonn ról lárnach ag scoláirí na hIdirbhliana i raon d'imeachtaí a phleanáil agus a chur i gcrích do 'Sheachtain na Matamaitice'. Tá scóip ann lena chinntiú go bhfuil an soláthar ar an iomlán fiúntach agus comhtháite agus go leagtar critéir síos don chaoi ina ndéanfar dul chun cinn a mheas. Moltar go múinfear scoláirí na hIdirbhliana i suíomhanna cumais mheasctha.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an bpríomhoide tánaisteach 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 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	Coláiste Chomáin
Seoladh na scoile / School address	Rosspport Ballina County Mayo
Uimhir rolla / Roll number	72140V

Date of Inspection: 07-05-2019



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

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 on the findings and recommendations of the report; the board chose to accept the report without response.

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

Date of inspection	07 May 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

Coláiste Chomáin is a co-educational, post-primary school located in the Erris Gaeltacht in north-west Mayo. It is the only all-Irish post-primary school in the area and has fifty-three students enrolled currently. It offers the Leaving Certificate Vocational Programme (LCVP) and an optional Transition Year (TY) programme as well as the Leaving Certificate and junior cycle programmes. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) initiative and operates under the auspices of Mayo, Sligo and Leitrim Education and Training Board (MSLETB).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching was good overall; this ranged from instances of very good to fair practice across the lessons observed.
- The overall quality of learning was good; there was scope for students to have more active engagement with the lesson content in the majority of lessons.
- The quality of assessment was fair overall with action required to improve the use of assessment for learning.
- Subject provision and whole-school support for the subject are good; the current practice of setting levels from first year onwards needs review.
- Planning and preparation were of a high standard overall.

Recommendations

- Tasks and methodologies to ensure students have more active and purposeful engagement with lesson content should be incorporated into all lessons.
- The range of assessment strategies used to support learning needs to be broadened and should include meaningful opportunities for students to develop peer and self-assessment skills.
- The practice of streaming classes from first year should be reconsidered in favour of mixed-ability settings for as long as possible.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching was good overall. It was very good in one lesson, fair in one lesson and good in the remaining lessons. Where practice was best, expectations for students' ability and knowledge were suitably high and the lesson had a clear, student-centred learning focus. There was scope to improve in some lessons where students were overly dependent on the teacher and opportunities for students to work collaboratively were not adequately exploited.
- The teachers demonstrated high levels of expertise in, and enthusiasm for, Mathematics. Links with other subject areas and real-life examples were used to reinforce the topics being taught. Students partake in a number of regional and national events and regular opportunities are taken to relate their knowledge of Mathematics to other subject areas. Mathematics enjoys a high profile in the school.
- The overall quality of learning was good. Learning environments were well presented with a combination of relevant posters and students' project work. Seating arrangements were conducive to collaborative work in the majority of lessons. Rapport between teachers and students was very good.
- Students offered solutions readily in most lessons and were willing to work together when afforded the opportunity to do so. There was scope for students to have more active and purposeful engagement with the lesson content in the majority of lessons, and for peer support to be further utilised to enhance the learning experiences.
- Copies were monitored regularly in the majority of lessons. However, in some instances, the correction process was unclear as teachers' initials were evident alongside uncorrected work. Practices around more effective monitoring should be agreed and implemented. It is also recommended that standards be set for students' work as there was a huge variation in the quality of how students presented work and maintained their copies.
- The quality of assessment was fair overall. Comments in copies consisted of some general affirmation by teachers with occasional direction for improvement. Action is required to improve the quality of written formative feedback to affirm what is being done well and to guide for improvement. The mathematics department should expand and improve the modes of assessment for learning used and this should include opportunities to develop students' peer and self-assessment skills.
- A range of questioning strategies was used by teachers. Questions were mainly lower-order and, on a few occasions, incorrect answers from students were not addressed appropriately. The mathematics teachers should focus on improving how questioning is used to help identify prior knowledge, to check for understanding and to provide opportunities for students to explain and justify their solutions.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole-school support for Mathematics is good. Any requests made for additional resources to enhance teaching and learning are met favourably, and opportunities for students to be involved in relevant extra-curricular events are supported.
- Good digital facilities are available and were used effectively in the majority of lessons. There is a whole-school focus on further developing students' and teachers' digital skills and this work is commended.
- Timetabling provision is in line with curriculum requirements and lessons are spread across the week to ensure regular contact with the subject. The practice of streaming class groups into ordinary and higher level from first year should be reviewed in favour of mixed-ability classes.
- The whole-school assessment policy is in need of significant improvement. The mathematics department's efforts to improve the quality of assessment should be supported by a whole-school assessment policy which is up-to-date and which includes a comprehensive range of formative and summative assessment modes.

3. PLANNING AND PREPARATION

- Planning and preparation were of a high standard overall. In the majority of lessons, tasks were planned and resources prepared to enhance students' learning experiences. Where there was scope to improve, there was an over-reliance on completing text-book type questions as the main methodology. The quality of planning was best where lessons had a clear learning focus and tasks and methodologies were prepared accordingly.
- The mathematics teachers collaborate informally on a regular basis and have formal department meetings each term. It is recommended that the mathematics teachers agree on focus areas for improvement which are reviewed and modified when necessary. Improvement targets should focus on higher-level uptake and attainment as well as the range of teaching, learning and assessment strategies incorporated into lessons.
- TY students are involved in a number of events relating to Mathematics, both in-school and externally, which is highly commendable. TY students have a key role in planning and executing a range of activities for 'Maths Week'. There is scope to ensure that provision overall is purposeful and cohesive and that criteria are set for how progress will be assessed. It is recommended that TY students are taught in mixed-ability settings.

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;