

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Curaclaim
Gaeilge

TUAIRISC

Ainm na scoile	Rathfarnham Educate Together
Seoladh na scoile	Loreto Avenue Rathfarnham Dublin 14
Uimhir rolla	19945Q

Dáta na cigireachta: 28-11-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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.

MEASTÓIREACHT CURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i *gCuraclam na Bunscoile* (1999). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

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.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire (na cigirí) meastóireacht ar fhoghlaim agus ar theagasc i nGaeilge faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide 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.

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 / sa limistéar fáiltithe.
2. 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.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

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

Meastóireacht Curaclaim

Dáta na cigireachta	28-11-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide agus do na múinteoirí
<ul style="list-style-type: none">Plé leis an bpríomhoide agus leis na múinteoiríAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí	

COMHTHÉACS NA SCOILE

Tá an scoil seo, atá faoi phátrúnacht Ag Foghlaim Le Cheile, suite i Ráth Fearnáin, Baile Átha Cliath 14. Ag am na cigearachta, bhí ochtar oidí i mbun ranganna príomhshrutha sa scoil agus cúigear mhúinteoirí oideachais speisialta, duine amháin acu a roghnaítear araon le scoil eile. Claraítear buachaillí agus cailíní ó naíonáin shóisearacha go dtí rang a sé; tá 220 daltaí cláraithe sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá atmaisféir an-dhearfach agus tacúil sa scoil i leith na Gaeilge; déanann an fhoireann sár iarracht Gaeilge a labhairt go rialta i rith an lae agus tá suim ag an fhoireann feabhas a chur ar a gcuid Gaeilge féin.
- Tá cáilíocht foghlama na ndaltaí ar chaighdeán maith ar an iomlán, le caighdeán an-mhaith i rionnt suíomhanna ó thaobh teanga ó bhéal de; tugtar faoi deara gnóthachtáil maith i bhfoghlaim na ndaltaí thar na ranganna.
- Tá cáilíocht teagasc sa Ghaeilge go maith ar an iomlán, le sár-chleachtas soiléir i rionnt suíomhanna.
- Tá cáilíocht éispéiris na bhfoghlaimoírí go maith; tá scóip ann réimse níos leithne d'ábhar leitheoireachta agus d'foghlaím digiteacha chur ar fáil do na daltaí.
- Tá pleanáil aonair na múinteoirí go maith ach tá deis ann feabhas a chur ar phleanáil don scríbhneoireacht sna seanreáí éagsúla agus ar phleanáil don mheasúnú ar bhonn uile scoile.
- Tá an scoil ag baint úsáid maith as an bpróiseas Féin-Mheastóireachta Scoile chun forbairt a dhéanamh ar eispéiris agus torthaí na ndaltaí sa Ghaeilge.

MOLTAÍ

- Mar chuid den FMS tá deis ann an sár-chleachtas a scaipeadh ar bhonn uile-scoile agus athbhreithniú a dhéanamh ar an bplean uile-scoile chun treoir a thabhairt do na múinteoirí don ábhar, don fhoghlaim agus don teagasc sa Ghaeilge.
- Ba chóir deiseanna córasacha a chur ar fáil do na daltaí d'ábhar leitheoireachta níos leithne agus d'foghlaím digiteacha a úsáid.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán le caighdeán an-mhaith i rionnt suíomhanna ó thaobh teanga ó bhéal de. Bhí suim agus inspreagadh tréan i leith foghlaim na Gaeilge infheicthe sna daltaí. Ag cruinniú le fócas-ghrúpa daltaí leis na cigirí, léirigh siad meon an-dhearfach i leith na Gaeilge. Tá fóclóir breá leathan ar eolas ag na daltaí agus is léir go bhfuil gnóthachtáil san fhoghlam ó leibhéal ranga go leibhéal ranga. Cé go bhfuil fonn láidir cainte ag na daltaí go léir, tá scóip ann chun cinnitiú go bhfuil siad go léir in ann abairtí iomlána a struchtúró i gceart.
- Le linn na cigireachta, bhí formhór na ndaltaí in ann treoracha an mhúinteora a leanúint. Léirigh an chuid is mó de na daltaí tuiscint mhaith ar cheisteanna a cuireadh orthu. Bhí roinnt mhaith acu in ann ceisteanna a chur, freagraí cuí a thabhairt agus úsáid an-éifeachtacht a bhaint as an timpeallacht chun dul i gcuimhne ar a gcuid bhfoghlaim. Bhí na daltaí in ann roinnt rann, dánta agus amhráin a aithris go muiníneach.
- I bhfoghlaim na leitheoireachta, bhí taithí ag na daltaí a bheith ag léamh ós árd go rialta agus léirigh siad tuiscint ar an ábhar leitheoireachta a cuireadh ós a gcómhair. Bhí dul chun cinn maith déanta ag daltaí i roinnt ranganna maidir le foclóir léitheoireachta agus aithint focal. Moltar réimse níos léithne d'ábhar leitheoireachta a cur ar fáil do na daltaí ar bhonn uile-scoile ionas go mbeidh deis acu téacsanna i réimse seanraí a léamh. Mar aon leis sin, ba chóir monotóireacht chórasach a dhéanamh ar leitheoireacht na ndaltaí chun cinntiú go bhfuil tathaí leathan leitheoireachta ag gach dalta.
- Faigheann na daltaí deiseanna scríobhneoireachta rialta . I roinnt suíomhanna, bíonn deisanna ag na daltaí scríobhneoireacht de seanraí éagsúla a bhaint amach. Ba chóir macnamh cuí a dhéanamh ar níos mó scríobhneoireacht sna seanraí éagsúla agus níos mó deiseanna scríobhneoireacht phearsanta a bhaint amach.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

- Tá cáilíocht éispéiris na bhfoghlaimeoirí go maith. Baintear úsáid as raon leathan de mhodhanna múinte chun ceachtanna a mhúineadh, acmhainní cuí, obair beirte, ról-imirt le tacú cuí, amhráin, dánta, cluichí teanga agus drámaíocht san áireamh. Baineann na daltaí taitneamh agus inspreagadh óna himeachtaí éagsúla. Is léir ó na daltaí sa fócas-ghrúpa gur mhaith leo níos mo cluichí agus drámaíocht a dhéanamh; chomh maith le sin ba mhaith leo úsáid a bhaint as TFC ina bhfoghlaim sa ghaeilge agus turasanna le béim ar Ghaeilge a eagrú.
- Tá caighdeán na múinteoireachta go maith ar an iomlán le sár-chleachtas follasach i rionnt suíomhanna. Sna suíomhanna ina sonraíodh sár-chleachtas, bhí an sprioc theanga luaite sa phleanáil agus sa timpeallacht, abairtí iomlána agus ceisteanna san áireamh. Ina theannta, sin bhí ionchas cuí ag an múinteoir do na daltaí agus tugadh neart deiseanna do na daltaí teanga nua a shealbhu agus a chleachtadh; bhí na trí treimsí den chumarsáid (réamhchumarsáid, cumarsáid, iarchumarsáid) soiléir le linn na múinteoireachta. I roinnt suíomhanna, sonraítear an bhéim ar thaca éagsúla a thabhairt do na daltaí abairtí iomlána a bhaint amach. Moltar an dea-chleachtas sin a scaipeadh a bhonn uile-scoile.
- Sna ceachtanna go léir a breathnaíodh, bhí cuspóirí agus struchtúr cinnte ag gabháil leo. Bhí luas breá ag baint leis na ceachtanna agus chuir na múinteoirí raon leathan de cheisteanna ar

raon leathan de dhaltáí. Sonraíodh caighdeán an-mhaith i scileanna bainistíochta ranga na múinteoirí.

- Léirigh formhór na múinteoirí inniúlacht maith ina gcuid Gaeilge féin. Bhí siad ag múnlú deasúsáid na teanga trí foclóir leathan, foghraíocht maith agus usáid na Gaeilge go sheasmhachach don teagasc agus don bhainistíocht.
- Tá cáilíocht an mheasúnaithe go maith i roinnt suíomhanna. Baintear úsáid as breathnóireacht agus trialacha oide-dheartha chun gnóthachtáil na ndaltaí a mheas sa Ghaeilge. Moltar seiceáil rialta a dhéanamh le linn gach ceacht an bhfuil an sprioc theanga foghlamtha ag na daltaí go léir; ba chóir breathneoireacht spriocdhírthe a dhéanamh nuair atá imeachtaí teanga ar siúl ag na daltaí, córaithris, cluichí teanga agus obair beirte san áireamh.

3. ÉIFEACTH PHLEANÁIL SCOILE, FÉINMHEASTÓIREACTH SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

- Déanann na múinteoirí pleanáil aonair éifeachtach do cheachtanna Gaeilge ach tá gá nasc níos láidre a bheith ann idir an plean-uile scoile don Ghaeilge agus pleanáil aonair na múinteoirí.
- Tá an scoil ag baint usáid maith as an bpróiseas Féin-Mheastóireachta Scoile chun forbairt a dhéanamh ar eispéiris agus torthaí na ndaltaí sa Ghaeilge.
- Moltar níos mo treoir a thabhairt do na múinteoirí sa phlean don ábhar, don fhoghlam agus don teagasc sa Ghaeilge. Mar aon leis sin, ba chóir creatlach do scileanna scríbhneoireachta na ndaltaí a chur ar fáil agus troir ó thaobh maesúnú a chur san áireamh sa phlean.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann An Bord Bainistíochta, an príomh oide agus foireann na scoile fáilte roimh an tuairisc seo agus tá siad thar a bheith sásta gur tugadh aitheantais don atmaisféar dearfach agus tacúil sa scoil i leith na Gaeilge. Cheapamar gur taithí fiúntach don scoil a bhí sa CEM. Spreagfaidh an CEM agus ár bpróiseas féin-mheastóireachta scoile an fhoireann go léir chun comhoibriú chun taithí foghlama agus torthaí foghlama ár ndaltaí sa Ghaeilge a fheabhsú. Táimid lán sasta leis an aiseolas dearfach a fuairamar sa tuairisc agus tá na moltaí go léir tugtha faoi deara againn.

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

De bharr Curaclam nua Teanga na Bunscoile, an tuairisc Meastóireacht Curaclaim seo agus ár bpróiseas féin-mheastóireachta scoile, beimid ag déanamh athbhreithniú ar-ár bplean uile scoile don Ghaeilge i mbliana. Tá sé ar intinn again na moltaí ón dtuairisc seo agus an dea-chleachtas follasach a luaitear sa phróiseas meastóireachta a chur san áireamh sa phlean nua. Cuid den dea-chleachtas atá i gceist ná neart deiseanna a thabhairt do na daltaí teanga nua a shealbhú agus a chleachtadh, béim ar thaca éagsúla a thabhairt do na daltaí abairtí iomlána a bhaint amach agus seiceáil rialta a dheánadh le linn gach ceacht chun a bheith cinnte go bhfuil an spriochtheanga foghlamtha ag na páistí go léir. Bainfear usáid as cleachtas píaraí agus múnlú ceachtanna chun an dea-chleachtas a scaipeadh ar bhonn uile scoile.

Tá ár bpróiseas féin-mheastóireachta scoile dírithe ar na seánraí éagsúla scríbhneoireachta agus beidh nasc láidir idir an phlean uile scoile agus pleanáil, múinteoireacht agus measúnú gach múinteoir. Cuirfimid béim faoi leith ar dhá sheánra gach bliain ionas go mbeidh cleachtadh ag gach dalta ar na seánraí go léir roimh rang a sé. Tá sé ar intinn againn tosú le scríbhneoireacht ghnásúil agus athinsint i mbliana. Beidh creatlach do scileanna scríbhneoireachta agus treoir ó thaobh measúnú sa phlean nua.

Tá sé tugtha faoi deara againn cheana féin go gcaithfimid raon níos leithne d'abhár leitheoireachta a chur ar fáil do na daltaí chun an próiseas-scríbhneoireachta a eascú. Tá na leabhair Gaeilge a bhí againn sa leabharlann scaipthe go dtí na seomraí ranga ionas go mbeidh na daltaí agus na múinteoirí in ann usáid a bhaint astu go rialta.

I dteannta sin, ceannófar ábhar leitheoireachta forlíontach agus leanfaimid ar aghaidh ag baint usáid as acmhainní FCÁT mar <https://padlet.com/CLIL2019>.

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 easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnamh 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 easnamh 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**

**Curriculum Evaluation
Irish**

REPORT

School Name	Rathfarnham Educate Together
School Address	Loreto Avenue Rathfarnham Dublin 14
Roll No.	19945Q

Date of Inspection: 28-11-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

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.

HOW TO READ THIS REPORT

During this inspection, the inspector(s) evaluated learning and teaching in Irish under the following headings:

4. Quality of pupils' learning
5. Supporting pupils' learning through learner experiences and teachers' practice
6. The effectiveness of school planning, including SSE, in progressing pupils' learning

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.

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.

Curriculum Evaluation

Date of Inspection	28-11-2018
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

CONTEXT

Rathfarnham Educate Together National School, which is under the patronage of Educate Together, is located in Rathfarnham, Dublin 14. At the time of the inspection, there were eight teachers teaching mainstream classes in the school and there were five special education teachers, one of them shared with another school. Boys and girls from junior infants to sixth class are registered; there are 220 pupils enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- There is a positive, supportive atmosphere in the school in relation to Irish; staff make a great effort to speak Irish regularly during the day and they have an interest in improving their own Irish language skills.
- The quality of pupil's learning is of a good standard overall. The standard is very good in some settings from a spoken language point of view; good progress in learning is noted in pupil's learning across classes.
- Overall, the quality of teaching in Irish is good; in some settings excellent practice was evident.
- The quality of learners' experience is good; scope exists for providing a wider range of reading material and digital learning experiences to pupils.
- Teacher's individual planning is of a good quality but scope exists to improve planning for writing in the various genres and planning for assessment on a whole-school basis.
- The school makes good use of the School Self-assessment process to develop pupils' experience and learning outcomes in Irish.

RECOMMENDATIONS

- As part of SSE, there is an opportunity to extend excellent practice on a whole-school basis and review the whole-school plan to give direction to the teachers about teaching and learning in Irish.
- Systematic opportunities should be provided for pupils to access a wider range of reading material and digital learning in Irish.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- Overall the quality of pupils' learning is good with a very good standard of oral language evident in some settings. Pupils demonstrated high levels of interest and motivation towards learning Irish. During the focus group meeting pupils demonstrated a very positive attitude towards Irish. Pupils have a wide vocabulary and it is evident that progression is taking place in their learning from one class level to the next. Even though all the pupils are motivated to speak in Irish there is room for ensuring pupils are supported to structure full sentences appropriately.
- During the inspection, the majority of the pupils were able to follow teacher's instructions. The majority of pupils showed a good understanding of the questions they were asked. A good number of pupils were able to ask questions, give appropriate answers and make very effective use of the environment to help them remember what they learned. The pupils were able to recite a variety verses rhymes, poems and sing songs with confidence.
- In the learning of reading, pupils were given regular opportunities to read aloud; pupils also showed that they understood the reading material presented to them. In some classes pupils had made good progress in reading vocabulary and word recognition. It is recommended that a wider range of reading material be made available to the pupils on a whole-school basis so that pupils can read texts in a range of genres. In addition, there should be systematic monitoring of the pupils' reading to ensure that each pupil gets a wide reading experience.
- The pupils are given regular opportunities to write in Irish. In some settings, the pupils have opportunities to develop writing skills in various genres. Consideration should be given to facilitate pupils' writing in the various genres alongside opportunities for personal writing on a whole school basis.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

- The quality of learners' experience in Irish is good. A wide range of teaching methods is used; these include use of appropriate resources, working in pairs, role play with appropriate support, songs, poems, language games and drama. The pupils enjoy and are motivated by the various activities. It is evident from the pupils in the focus group that they would like to do more games and drama; in addition, pupils would like to make use of ICT in their learning of Irish and to take part in trips that use Irish.
- The standard of teaching is good overall; in some settings excellent practice was evident. Where excellent practice was noted, the target language was specified in planning and displayed in the environment. The target language included full sentences and questions. Along with this, the teacher had appropriate expectations from the pupils and the pupils were given plenty of opportunities to acquire the new language and to practice it; the three periods of conversation (pre-conversation, conversation and after-conversation) were evident during teaching. In some settings it was noted that pupils are provided with the appropriate support to formulate full sentences. It is recommended that this good practice be implemented on a whole-school basis.
- All lessons observed were accompanied by specific learning outcomes and defined structure. The lessons were well paced and teachers asked a wide range of pupils a variety of questions. A very good standard of class management was noted in all settings.

- Most teachers demonstrated good competence in Irish. Teachers modelled good language' used a wide vocabulary and good pronunciation; Irish was used consistently for teaching and classroom management.
- The quality of assessment is good in some settings. Observation and teacher-designed testing is used to assess pupils' achievement in Irish. It is recommended to check regularly during lessons whether each pupil has acquired the target language. Targeted observation should be used during choral repetition, language games, pair work and group work to monitor target language.

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

- The teachers' individual planning for the Irish lessons is effective but there is need for a stronger link between the whole-school plan for Irish and the teachers' individual planning.
- The school makes good use of the School Self-assessment process to develop pupils' experience and outcomes in Irish.
- It is recommended that further direction for teaching and learning be provided in the whole-school plan for Irish. A framework for pupils' writing skills should be provided and direction regarding assessment should be included in the plan.

Appendix

TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management, the principal and the staff of the school welcome this report and are very pleased that the positive and supportive atmosphere towards Irish in the school has been acknowledged. We thought the Curriculum Evaluation in Irish was a worthwhile experience for the school. The inspection along with School Self-Evaluation has motivated the staff to collaborate to improve learning experiences and learning outcomes in Irish for our pupils. We are very satisfied with the positive feedback received in the report and all recommendations in the report have been noted.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

As a result of the Primary Language Curriculum, the Curriculum Evaluation Report and School Self-Evaluation, the school will be undertaking a review of the whole-school plan for Irish. The school intends to include the recommendations from the report, along with existing good practice affirmed during the evaluation, in the whole-school plan for Irish. This good practice noted during the evaluation, includes further opportunities for pupils to acquire and practice new language, support for pupils to construct full sentences, and regular monitoring during lessons to ensure the target language has been learned by the pupils. Pair work and lesson modelling will be used to ensure this good practice is implemented on a whole-school basis.

School Self-Evaluation is focused on writing genre. Stronger links will be established between the whole-school plan for Irish and the planning, teaching and assessment carried out by individual teachers. Emphasis will be placed on two writing genre each year in order to ensure all pupils will experience each genre before the end of sixth class. The school intends to begin with procedural and recount writing this year. A skill framework for writing and direction for assessment will be included in the revised whole-school plan for Irish.

It had been previously noted by the school that a wider variety of reading material should be made available to pupils to aid the writing process. The Irish reading books from the school library have been dispersed throughout the classrooms to ensure regular use by both teachers and pupils. In addition, supplementary reading material has been purchased and continued use will be made of digital learning resources.

(This is a translation of the school response submitted 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 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 very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of 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 very good 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;