



An Roinn Oideachais  
Department of Education

# Cigireacht Ábhair sa Ghaeilge

## Tuairisc

### TUAIRISC

Ainm na scoile/School name	Pobalscoil Átha Buí
Seoladh na scoile/School address	Baile Átha Buí, Co. na Mí.
Uimhir rolla/Roll number	91517D
Dáta na cigireachta/ Date of evaluation	04-10-2022

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

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

## Cad is cigireacht 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 fhoghlaím agus ar theagasc sa Ghaeilge faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

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

## Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi

Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta:	
<b>Cosaint Leanaí</b>	<b>Frithbhulaíocht</b>
<ol style="list-style-type: none"><li>1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile.</li><li>2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas.</li><li>3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go dtuigeann said a bhfreagrachtaí mar dhaoine atá faoi shainordú.</li></ol>	<ol style="list-style-type: none"><li>1. Tá polasaí frithbhulaíochta forbartha ag an scoil a shásaíonn na <i>Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013)</i>, agus athbhreithnítear an polasaí seo go bliantúil.</li><li>2. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide tuairisc ar fáil don bhord ar a laghad uair sa téarma ar líon iomlán na gcásanna bulaíochta a tuairiscíodh (tríd an teimpléad taifeadta bulaíochta atá ar fáil sna <i>Gnásanna</i>) ó cuireadh an tuairisc roimhe sin ar fáil don bhord.</li><li>3. Tá polasaí frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, múinteoirí, tuismitheoirí agus daltaí/scoláirí.</li></ol>

Ar lá na cuairte, ní raibh cleachtas na scoile ag teacht lena n-éilítear faoi sheiceáil Frithbhulaíochta 1 thuas. Tar éis na cuairte cigireachta, rinne bord bainistíochta na scoile an Polasaí Frithbhulaíochta a athbhreithniú agus a fhaomhadh agus tá fianaise dá réir curtha ar fáil ag an scoil.

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

# Cigireacht Ábhair

Dátaí na cigireachta	3 & 4 Deireadh Fómhair 2022
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Plé leis an bpríomhoide agus le príomhbhaill foirne</li><li>Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn 5 thréimhse ranga</li><li>Athbhreithniú ar obair scoláirí</li><li>Aiseolas don phríomhoide agus don fhoireann ábhartha</li></ul>

## Comhthéacs na scoile

Iar-bhunscoil chomhoideachais is ea Pobalscoil Átha Buí le rollachán de 578 scoláire. Cuirtear na cláir seo a leanas ar fáil sa scoil: an tSraith Shóisearach, Idirbhliain (roghnach), an Ardteistiméireacht bhunaithe, Gairmchlár na hArdteistiméireachta agus an Ardteistiméireacht Fheidhmeach. Tá díolúine ó staidéar ar an nGaeilge ag 11% de na scoláirí.

## Achoimre ar na príomhchinntí agus moltaí

### Cinntí

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe sásúil ar an iomlán.
- Bhain an cleachtas ab fhearr leis na ceachtanna sin inar roinneadh intinní foghlama le scoláirí, inar comhcruthaíodh critéir ratha leo agus inar tugadh deiseanna dóibh le foghlaim nua a ionramháil agus a úsáid i gcomhthéacs.
- Déanann an bhainistíocht soláthar an-mhaith don Ghaeilge agus tugtar an-tacaíocht di.
- Bhain cáilíocht mheasartha le hobair na roinne i leith phróiseas na pleanála comhoibríche.

### Moltaí

- Is gá do mhúinteoirí Gaeilge tuilleadh deiseanna a chruthú do scoláirí chun an teanga a ionramháil i gcomhthéacs de réir a gcumas.
- Ní mór do na múinteoirí Gaeilge an dea-chleachtas a chonacthas i dtaca le straitéisí éifeachtacha ceistiúcháin agus aiseolais a leathnú.
- Ba chóir do na múinteoirí Gaeilge, chun tacú le forbairt a scileanna ceannaireachta, ról an chomhordaitheora ábhair a ghlacadh ar bhonn uainíochta.
- Is gá do roinn na Gaeilge *Sonraíocht Ghaeilge na Sraithe Sóisearaí* agus riachtanais na scoláirí a úsáid sa phleanáil mar threoir don fhoghlaim, teagasc agus don mheasúnú sa tSraith Shóisearach.

# Mionchinntí agus moltaí

## 1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc sásúil ar an iomlán. Sna ceachtanna ab fhearr, roinneadh intinní foghlama le scoláirí, comhcruthaíodh critéir ratha leo agus tugadh deiseanna dóibh foghlaim nua a ionramháil agus a úsáid i gcomhthéacs. Moltar na dea-chleachtais seo a leathnú.
- I mbeagnach leath de na ceachtanna, ba léir go raibh ionchais arda ann d'fhoghlaim na scoláirí. Ionas gur féidir leo idirghníomhú go muiníneach sa sprioctheanga, ní mór do mhúinteoirí tuilleadh deiseanna fíor-chumarsáide sa Ghaeilge a chruthú do scoláirí. B'fhiú structúir mhalartacha a chur ar a súilbh do na scoláirí ar bhonn difreáilte, le cinntiú gur féidir leo iad a chleachtadh agus a bhfeasacht teanga a fhairsingiú de réir a gcumas.
- Ba léir caidrimh mheasúla idir scoláirí agus múinteoirí sna ceachtanna ar fad.
- Bhí cáilíocht na foghlama sásúil ar an iomlán; bhí leibhéal rannpháirtíochta maith nó an-mhaith ann i ngach rang ach níor éirigh leis na scoláirí páirt fhiúntach a ghlacadh i ngnomhaíochtaí foghlama cothrom lena gcumas i dtromlach na gceachtanna. Nuair atá ceachtanna á n-ullmhú, ní mór machnamh a dhéanamh ar réamhfhoghlaim, gnóthachtáil agus eispéireas foghlama na scoláirí.
- Baineadh úsáid as tascanna idirghníomhacha sna ceachtanna ar fad. D'éirigh níos fearr leis an gcur chuige seo i gcúpla ceacht ina raibh feidhm shoiléir chumarsáideach ag baint leis na tascanna.
- Tríd is tríd, bhí cáilíocht an mheasúnaithe sásúil. Sna ceachtanna ar fad, d'úsáid múinteoirí ceisteanna chun tuiscint a sheiceáil. Tá scóip ann áfach, straitéisí ceistiúcháin a úsáid a thacaíonn leis an difreáil. Moltar scoláirí a mhealladh chun abairtí iomlána a chruthú sa Ghaeilge, de réir a gcumas, seachas focail aonair a úsáid gan comhthéacs.
- Léirigh samplaí d'obair na scoláirí éagsúlacht sna cuir chuige ó thaobh an cheartúcháin agus an aiseolais de. Sna samplaí ab éifeachtaí, tugadh aiseolas dírithe do scoláirí le treoir dóibh chun dul i ngleic le bearnaí ina gcuid foghlama agus dul chun cinn a dhéanamh. Moltar na dea-chleachtais seo a leathnú d'fhonn scoláirí a chumasú mar fhoghlaiméoirí neamhspleácha.
- Cé go mbíonn na múinteoirí ag roinnt acmhainní teagaisc, is réimse mór le forbairt an cleachtas comhoibríoch. Ba chóir do na múinteoirí Gaeilge, chun tacú le forbairt a scileanna ceannaireachta, ról an chomhordaitheora ábhair a ghlacadh ar bhonn uainíochta.

## 2. Soláthar ábhair agus tacaíocht scoile uile

- Déanann an bhainistíocht soláthar an-mhaith don Ghaeilge agus tugtar an-tacaíocht di. Tá soláthar an-mhaith ama ar fáil don ábhar ar an tráthchlár agus tá soláthar an-mhaith acmhainní ar fáil lena n-áirítear trealamh teicneolaíochta faisnéise agus cumarsáide sna seomraí ranga ar fad.
- Déantar iarrachtaí fóna taithí a thabhairt do na scoláirí ar an nGaeilge mar theanga bheo trí cheiliúradh ar Sheachtain na Gaeilge, páirt a ghlacadh i nGaeilge 24 agus cumann Gaelach na scoile.
- Cuirtear na deiseanna cuí ar fáil do mhúinteoirí chun freastal ar chúrsaí foghlama gairmiúla, oiliúint ar chur i bhfeidhm *Creat don tSraith Shóisearach* san áireamh, agus bíonn deiseanna ag múinteoirí a bheith rannpháirteach le coistí inmheánacha, agus glacadh le ról ceannaireachta sa scoil.
- Tá sé le moladh go bhfuiltear i mbun forbartha ar leabharlann na scoile. B'fhiú cur leis an soláthar d'ábhar léitheoireachta sa Ghaeilge atá ann do scoláirí.

### 3. Pleanáil agus ullmhúchán

- Tríd is tríd, bhain cáilíocht shásúil leis an réamhpleanáil agus ullmhúchán do cheachtanna aonair; bhí an cháilíocht go maith nó go han-mhaith i mbeagnach leath de na ceachtanna ach bhí scóip shuntasach chun feabhais ag roinnt leis an gcuid eile díobh.
- Ní mór níos mó úsáide a bhaint as an bhfianaise a bhailítear ó mheasúnuithe foirmitheacha le linn ceachtanna sa phleanáil chun a chinntiú go ndéanann gníomhaíochtaí foghlama forbairt ar bhonn difearáilte ar chumas na scoláirí sa Ghaeilge.
- Bhain cáilíocht mheasartha le hobair na roinne i leith phróiseas na pleanála comhoibríche. Ní mór tógáil ar an gcleachtas i dtaca leis an bpleanáil chomhoibríoch i gcás gach bliain ghrúpa ar mhaithe le leanúnachas agus forbairt sa soláthar a chinntiú agus le saineolas oideolaíoch na múinteoirí i reimsí éagsúla a roinnt.
- Is gá do roinn na Gaeilge *Sonraíocht Ghaeilge na Sraithe Sóisearaí* agus riachtanais na scoláirí a úsáid sa phleanáil mar threoir don fhoghlaim, teagasc agus don mheasúnú sa tSraith Shóisearach. Ba cheart tabhairt faoin bpleanáil le béim chuí ar fhorbairt scileanna ar bhonn comhtháite, ról na litríochta mar fhoinsé de scothúsáid na teanga, agus ról gníomhach na scoláirí i roghnú na dtéacsanna litríochta.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an bpríomhoide tánaisteach agus leis na múinteoirí ábhair.

**Aguisín**

**Freagra na scoile ar an Tuairisc**

**Arna chur isteach ag an mBord Bainistíochta**

**Cuid A: Tuairimí ar ábhar na tuairisce scoile**

Fáiltíonn an Bord Bainistíochta roimh an tuairisc seo a aithníonn an dea-obair leanúnach atá ar bun ag na múinteoirí Gaeilge sa scoil

**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**

Cruthóidh na múinteoirí Gaeilge tuilleadh deiseanna do scoláirí chun an teanga a ionramháil i gcomhthéacs de réir a gcumas agus leathnóidh said úsáid ceistiúcháin éifeachtaí agus straitéisí aiseolais. Bainfidh roinn na Gaeilge úsáid as *Sonraíocht Ghaeilge na Sraithe Sóisearaí* agus riachtanais na scoláirí chun pleanáil a dhéanamh ar fhoghlaim, teagasc agus measúnú sa tSraith Shóiséarach.

Molfaidh an Bord Bainistíochta glacadh le ról chomhordaitheora ar bhonn uainíochta.



## 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 <b>An-mhaith</b> 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 <b>thar cionn</b> 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 <b>Go maith</b> 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 <b>an-mhaith</b> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <b>Sásúil</b> 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 <b>Measartha</b> 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 <b>Lag</b> 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  
Department of Education

# Subject Inspection: Irish Report

## REPORT

Ainm na scoile/School name	Athboy Community School
Seoladh na scoile/School address	Athboy Co. Meath
Uimhir rolla/Roll number	91517D
Dáta na cigireachta/ Date of evaluation	04-10-2022

---

# What is a 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 Irish under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. 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, and the response of the board will be found in the appendix of this report.

## Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none"><li>4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li><li>5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li></ol>	<ol style="list-style-type: none"><li>1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> and this policy is reviewed annually.</li><li>2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the <i>Procedures</i>) since the previous report to the board.</li><li>3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.</li></ol>

At the time of the inspection visit, the school did not fully meet the requirements in relation to Anti-Bullying check 1 above. The board of management ratified an updated Anti-Bullying Policy following the inspection visit and the school has furnished relevant evidence in this regard.

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

---

# Subject inspection

<b>Date of inspection</b>	3 <sup>rd</sup> & 4 <sup>th</sup> October 2022
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during 5 lesson periods</li><li>• Review of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

## School context

Athboy Community School is a co-educational post-primary school with an enrolment of 578 students. The following programmes are provided in the school: Junior Cycle, Transition Year (optional), established Leaving Certificate, Leaving Certificate Vocational Programme and the Leaving Certificate Applied. 11% of students have an exemption from studying Irish.

## Summary of main findings and recommendations:

### Findings

- The quality of teaching, learning and assessment was satisfactory overall.
- Best practice applied to those lessons in which the learning intentions were shared with students, in which success criteria were co-created with them, and in which they were given opportunities to manipulate and use new learning in context.
- Management makes very good provision for Irish and it is much supported very well.
- The quality of the department's work in terms of the collaborative planning process was fair.

### Recommendations

- The teachers of Irish need to create more opportunities for students to manipulate the language in context according to their abilities.
- The Irish teachers need to extend the good practice observed in relation to effective questioning and feedback strategies.
- The teachers of Irish should adopt the role of subject coordinator on a rotating basis to support the development of their leadership skills.
- The Irish department needs to use the *Junior Cycle Specification for Irish* and the needs of students in planning as a guide for learning, teaching and assessment in the Junior Cycle.

## Detailed findings and recommendations

### 1. Teaching, learning and assessment

- The quality of teaching was satisfactory overall. In the best lessons, learning intentions were shared with students, success criteria were co-created with them, and they were given opportunities to manipulate and use new learning in context. It is recommended that these best practices be extended.
- In almost half of the lessons, it was clear that there were high expectations for students' learning. Teachers need to create more real communicative opportunities in Irish for students so that they can interact confidently in the target language. It would be worth making students aware of alternative structures on a differentiated basis to ensure they can practice them and extend their language awareness according to their abilities.
- It was evident that there were respectful relationships between students and teachers in all lessons.
- The quality of learning was satisfactory overall; there was a good or very good level of participation in all classes but, in the majority of lessons, students did not manage to participate constructively in learning activities relative to their abilities. When lessons are being prepared consideration must be given to students' prior learning, achievement and learning experience.
- Interactive tasks were used in all lessons. This approach was more successful in a small number of lessons where there was a clear communicative function pertaining to the tasks.
- The quality of assessment was largely satisfactory. In all lessons, teachers used questions to check understanding. There is scope, however, to use questioning strategies that support differentiation. It is recommended that students be encouraged to create full sentences in Irish, according to their ability, rather than using individual words without context.
- Examples of students' work indicated a divergence in approaches to correction and feedback. In the most effective examples, students were given targeted feedback with guidance on how to address gaps in their learning and make progress. It is recommended that these good practices be extended to empower students as independent learners.
- Although the teachers share teaching resources, collaborative practice is a significant area for development. The Irish language teachers should adopt the role of subject coordinator on a rotating basis to support the development of their leadership skills.

### 2. Subject provision and whole school support

- Management makes very good provision for Irish and it is supported very well. There is very good provision for the subject on the timetable and there is very good provision of resources including information and communication technology equipment in all classrooms.
- Good efforts are made to give students experience of Irish as a living language by celebrating *Seachtain na Gaeilge*, participating in *Gaeilge 24* and in the school's Irish Association.
- Teachers are provided with the appropriate opportunities to attend professional learning courses, including training on the implementation of the *Junior Cycle Framework*, and teachers have opportunities to be involved with internal committees, and to adopt a leadership role in the school.
- It is commendable that the school library is being developed. It would be worth expanding the provision of the reading material available in Irish for students.

### 3. Planning and preparation

- The quality of advance planning and preparation for individual lessons was largely satisfactory; the quality was good or very good in almost half of the lessons but there was significant scope for improvement in the remaining lessons.

- The evidence gathered from formative assessments during lessons must be used to a greater extent in planning to ensure that learning activities develop students' ability in Irish on a differentiated basis.
- The quality of the department's work in relation to the collaborative planning process was fair. The practice regarding collaborative planning needs to be progressed in the case of each year-group to ensure continuity and development in provision and to share the teachers' pedagogical expertise in different areas.
- The Irish department needs to use the *Junior Cycle Irish Specification* and the needs of the students in the planning as a guide for learning, teaching and assessment in the Junior Cycle. Planning should be undertaken with an appropriate emphasis on the integrated development of skills, the role of literature as a source of excellent use of the language, and the active role of students in selecting literary texts.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, the deputy principal, and the 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 of Management welcomes this report and its recommendations that recognise the ongoing good work of the Irish teachers in the school.

**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 teachers of Irish will create more opportunities for students to manipulate the language in context according to their abilities and increase the use of effective questioning and feedback strategies. The Irish department will use the *Specification for Junior Cycle Irish* and the needs of students in planning for learning, teaching and assessment in the Junior Cycle.

The Board of Management will recommend the adoption of a subject coordinator role on a rotating basis.



## 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 of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> 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 <i>outstanding</i> 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	<i>Good</i> 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	<i>Satisfactory</i> 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	<i>Fair</i> 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	<i>Weak</i> 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;