An Roinn Oideachais
Department of Education

Cigireacht Ábhair: Gaeilge
Tuairisc

TUAIRISC

Ainm na scoile/School name	Meánscoil na mBráithre Críostaí
Seoladh na scoile/School address	Baile Mhistéala Co Chorcaí
Uimhir rolla/Roll number	62420V
Dáta na cigireachta/ Date of evaluation	29-09-2022
Dáta eisiúna na tuairisce/Date of issue of report	26-05-2023

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 fhoghlaim agus ar theagasc na Gaeilge 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:	
Cosaint Leanaí	***Frithbhulaíocht***
1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. 2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 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.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil a shásaíonn na *Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013),* agus athbhreithnítear an polasaí seo go bliantúil. 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 *Gnásanna*) ó cuireadh an tuairisc roimhe sin ar fáil don bhord. 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.

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Cigireacht Ábhair

Dáta na cigireachta	28 & 29 Meán Fómhair 2022
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide agus le príomhbhaill foirne • Idirghníomhú le scoláirí	• Breathnú ar theagasc agus foghlaim le linn 4 tréimhse ranga • Athbhreithniú ar obair na scoláirí • Aiseolas don phríomhoide agus do na múinteoirí Gaeilge

Comhthéacs na scoile

Is scoil do bhuachaillí í Meánscoil na mBráithre Críostaí a fheidhmíonn faoi choimirce ERST. Is croí-ábhar í an Ghaeilge ar churaclam na scoile mar atá an tSraith Shóisearach, an Idirbhliain, an Ardteistiméireacht bhunaithe, Gairmchlár na hArdteistiméireachta agus an Ardteist Fheidhmeach. Ceathrar múinteoirí a bhí ag gabháil do theagasc na Gaeilge aimsir na cigireachta. 387 scoláire atá cláraithe don scoilbhliain reatha. Tá díolúine ó staidéar na Gaeilge ag 12% den díorma iomlán scoláirí.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe an-mhaith ar an iomlán le suntas tugtha do chleachtas a bhí eiseamláireach i gcásanna áirithe.
- Bhí úsáid na Gaeilge i dtreis le linn na gceachtanna uile agus ba léir go raibh taithí ag scoláirí ar an dea-cheachtas seo.
- Léirigh na scoláirí féinspreagthacht i leith na foghlama: thug siad faoi ghníomhaíochtaí na gceachtanna le diongbháilteacht, chruthaigh siad naisc le réamheolas, ghlac siad leis an dúshlán, agus léirigh siad sásamh lena ndul chun cinn.
- Rinneadh bainistiú an-éifeachtach ar ghníomhaíochtaí comhfhoghlama le linn mórán ranganna.
- Déantar soláthar an-mhaith ag leibhéal na bainistíochta don Ghaeilge mar ábhar.
- Bhí cáilíocht na pleanála agus ullmhúcháin don Ghaeilge an-mhaith.

Moltaí

- Is ar mhaithe le leibhéal inniúlachta a gcuid scoláirí a thabhairt céim eile chun cinn a moladh do mhúinteoirí áirithe múnlaí cainte ábhartha a mhúineadh go follasach agus a n-ionramháil a fhí isteach i ngníomhaíochtaí an cheachta.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe an-mhaith ar an iomlán.
- Bhí úsáid na Gaeilge i dtreis le linn na gceachtanna uile. Tugadh suntas faoi leith don gcúram a rinneadh i gcás amháin do chothú deasghnátha agus teanga na hidirghníomhaíochta, cleachtas a bhí thar a bheith tráthúil do thús na scoilbhliana. Ba mhinic a bhí an caighdeán teanga ag leibhéal a chuir dúshlan cuí san fhoghlaim. Ba cheart go mbeadh sé mar sprioc sna rang-ghrúpaí uile go dtógfadh scoláirí ar an leibhéal inniúlachta atá acu, bíodh leathnú foclóra, cruinnúsaid na Gaeilge nó saibhreas teanga i gceist.
- Bhí go leor gnéithe den chleachtas i leath de na ceachtanna a breathnaíodh a bhí thar barr ar fad. Sna cásanna seo, músclaíodh na scoláirí go leanúnach chun deiseanna úsáidte teanga a thapú agus, ag deireadh na gceachtanna, bhí dul chun cinn déanta a tháinig le leibhéal inniúlachta na scoláirí.
- Léirigh na scoláirí féinspreagthacht i leith na foghlama agus thug siad faoi ghníomhaíochtaí le diongbháilteacht. Cur chuige scoláire-lárnach a bhí i bhfeidhm go minic agus thuig na scoláirí go rabhthas ag súil leis go nglacfaidís freagracht as a gcuid foghlama féin. Cé go raibh ábhar an cheachta téagartha go maith amanta, ghlac scoláirí leis an dúshlán agus léirigh siad sásamh leis an dul chun cinn a rinne siad.
- B'fhearr go mór an cleachtas nuair a cinntíodh cothromaíocht sa chleachtadh a rinne scoláirí ar na cúig mhórscil teanga. Meabhraíodh do mhúinteoirí áirithe a bheith airdeallach don phríomhchuspóir cumarsáide a ghabh le tasc agus a chinntiú nár thainig an scríobh trasna ar an bhforbairt a bhí beartaithe ar scil eile.
- Den chuid ba mhó, d'eascair na gníomhaíochtaí foghlama éagsúla as ionramháil a bhí á dhéanamh ar théama. Bhí rath ar an gcur chuige comhtháite seo de bharr go ndearnadh treisiú ar an bhfoclóir agus ar na múnlaí cainte cuí. Moladh i gcásanna áirithe na múnlaí cainte ábhartha a mhúineadh go follasach agus a n-ionramháil a fhí isteach sna gníomhaíochtaí.
- Údar suntais i rang amháin ab ea an ionramháil a rinneadh ar théacs litríochta agus an chaoi a ndearna scoláirí ionannú le cás an fhile.
- Baineadh leas forleathan éifeachtach as teicneolaíochtaí digiteacha. Ba mhór an chabhair an t-ábhar dílis chun spéis scoláirí a spreagadh agus chun a gcuid feasachta i leith na Gaeilge mar theanga pobail nua-aimseartha a chothú.
- Is iomaí uair a thagair scoláirí d'ábhar a bhí ar taispeáint i dtimpeallacht an tseomra nó d'eolas a bhí breactha síos acu cheana. Tugadh suntas dá gcumas chun na naisc seo a aithint as a stuaim féin nó mar thoradh ar chomhoibriú le scoláire eile.
- B'údar suntais an fhuascailt a mhothaigh cuid de na scoláirí, go háirithe iad siúd a raibh riachtanais bhreise acu, mar thoradh ar an tacaíocht agus aiseolas a fuair siad óna chéile agus ón mhúinteoir.
- Baineadh leas as raon leathan de mhodhanna measúnaithe, bíodh an múinteoir nó an scoláire ag tabhairt breithiúnais ar cháilíocht na hoibre. B'fhearr an cleachtas nuair a bhí an breithiúnas treoraithe ag crítéir ratha.
- Cuid mhaith den am, ba léir na scoláirí a bheith cumasaithe san fhéinmhachnamh. Ba mhór an chabhair í teanga an athmhachnaimh a bheith sealbhaithe acu.
- Bhí an t-ullmhúchán a rinneadh do na ceachtanna a breathnaíodh an-chuimsitheach. Bhí míreanna éagsúla na gceachtanna ag freagairt go soiléir d' intinní foghlama na gceachtanna. Tugadh ardmholadh don chleachtas nuair a dearadh gníomhaíochtaí ar shlí a chinntigh dóthain téagair le go dtógfaí scoláirí céim eile ar aghaidh ar a dturas sealbhaithe.

2. Soláthar ábhair agus tacaíocht scoile uile

- Déantar soláthar an-mhaith ag leibhéal na bainistíochta don Ghaeilge mar ábhar.
- Bhí tiomantacht cheannairí na scoile, múinteoirí Gaeilge ina measc, don nuálaíocht agus don bhfeabhsúchán oideolaíoch le sonrú go láidir agus go háirithe sa chomhsheasmhacht a bhí le sonrú in eispéireas foghlama na scoláirí thar na ceachtanna ar fad a breathnaíodh: bhain seo go háirithe le húsáid intinní foghlama, cothú scileanna féinmhachnaimh an scoláire, dea-bhainistiú ar thascanna comhfhoghlama agus comhtháthú teicneolaíochtaí digiteachta, lenar áiríodh foclóirí ar líne in úsáid go saoráideach ag scoláirí.
- Éascaíoidh freastal múinteoirí ar ócaidí um fhorbairt ghairmiúil go háirithe iad siúd a raibh dlúthbhaint acu le riachtanais a bhí aitheanta mar chuid den bhféinmheastóireacht scoile. Ba mhaith an ní é go raibh freastal déanta ag múinteoirí ar na cnuaslaethanta de chuid na Sraithe Shóisearaí do Mhúinteoirí (SSM).
- Bhí slite éagsúla á bhfiosrú chun scoláirí a bhfuil leibhéil ísle inniúlachta acu a chumasú. Aimsir na cigireachta bhí saintacaíocht á tabhairt do ghrúpa sóisearach tráth a raibh na gnáth-ranganna Gaeilge ar siúl. Moltar nach mbeadh san idirghabháil seo ach socrú sealadach chun díriú ar shainriachtanais faoi leith. Ina theannta seo, moltar go dtapófaí deiseanna ar rannpháirtíocht na scoláirí seo i ngníomhaíochtaí comhfhoghlama leis an rang-ghrúpa ina iomláine a éascú.

3. Pleanáil agus ullmhúchán

- Bhí cáilíocht na pleanála agus ullmhúcháin don Ghaeilge an-mhaith.
- Léargas ar an gcomhoibriú gairmiúil idir na múinteoirí Gaeilge ab ea scéimeanna na mbliainghrúpaí éagsúla a forbraíodh go comhoibritheach chomh maith leis an rogha leathan acmhainní a bhí ar fáil ar ardán digiteach na roinne. Moltar go n-áireofaí aiseolas ó scoláirí mar chuid den athbhreithniú a dhéanfar amach anseo ar éifeacht na foghlama.
- Tá ardmholadh ag dul do roinn na Gaeilge as an gcaoi a bhfreagraítear ag leibhéal an ranga do thosaíochtaí atá aitheanta ag leibhéal scoile uile. Threiseofaí an fhéinmheastóireacht ag leibhéal roinne dá bpléifí ag cruinnithe na cuir chuige is éifeachtaí chun na cleachtais ranga atá á gcur chun cinn ag leibhéal scoile uile a oiriúnú don suíomh ina mbíonn an Ghaeilge á foghlaim.

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

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 shárchaighdeáin 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 láidreachtai 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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

The Board is delighted to see the very high standards of teaching, learning and assessment, subject provision and planning acknowledged in this report. The school is blessed to have such an excellent Irish subject department, and the teachers are committed to continuing their ongoing collaboration and mutual support for the benefit of our students.

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

(Folamh)

An Roinn Oideachais
Department of Education

Subject Inspection: Irish
Report

REPORT

Ainm na scoile/School name	Christian Brothers Secondary School
Seoladh na scoile/School address	Mitchelstown Co Cork
Uimhir rolla/Roll number	62420V
Dáta na cigireachta/ Date of evaluation	29-09-2022
Dáta eisiúna na tuairisce/Date of issue of report	26-05-2023

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

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(s) evaluated learning and teaching 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 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.

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:

Child Protection	***Anti-bullying***
4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. 5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment. 6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.	1. The school has developed an anti-bullying policy that meets the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)* and this policy is reviewed annually. 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 *Procedures*) since the previous report to the board. 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.

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

Subject inspection

Date of inspection	28 & 29 September 2022
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students	• Observation of teaching and learning during 4 lesson periods • Review of students' work • Feedback to principal and Irish teachers

School context

Christian Brothers Secondary School is a boys' school operating under the aegis of ERST. Irish is a core subject of the school curriculum, which includesJunior Cycle, Transition Year, the established Leaving Certificate, the Leaving Certifiacte Vocational Programme and Leaving Certificate Applied. There were four teachers of Irish at the time of inspection. 387 students were enrolled for the school year. 12% of the total student cohort had been granted exemptions from the study of Irish.

Summary of main findings and recommendations:

Findings

The quality of teaching, learning and assessment was very good overall with exemplary practice noted in some cases.

- The use of Irish was to the fore during all lessons and it was clear that students were accustomed to this best practice.
- Students demonstrated self-motivation in relation to learning: they undertook the lessons' activities with diligience, created connections with previous knowledge, embraced challenge, and demonstrated satisfaction with their progress.
- Collaborative learning activities were managed very effectively during many classes.
- Very good provision is made at management level for Irish as a subject.
- The quality of planning and preparation for Irish was very good.

Recommendations

- In the interest of further progressing the level of proficiency of their students some teachers were encouraged to explicitly teach relevant language structures and to integrate their use into the lesson activities.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The quality of teaching, learning and assessment was very good overall.
- The use of Irish was to the fore during all lessons. Of particular note was the care taken in one case to fostering good routines as well as the language of interaction, which was very timely atthe start of the school year. The standard of language used was often at a level that provided an appropriate learning challenge. The goal of all class-groups should be for students to raise their level of competence, whether it involves the expansion of vocabulary enhanced accuracy or enriching language.
- There were many aspects of practice in half of the lessons observed that were excellent. In these cases, the students were continuously enabled to avail of opportunities to use the language and, at the end of lessons, progress had been made in accordance with students' level of competence.
- Students demonstrated self-motivation for learning and engaged in activities with diligience. A student-centred approach was often in place and students understood that they were expected to take responsibility for their own learning. While the content of lessons was quite robust at times, students accepted the challenge and showed satisfaction with the progress they made.
- Practice was best when there wasbalance across of the use of five major language skills in tasks completed by students. Some teachers were asked to be mindful of the primary communicative objective of a task and to ensure that writing did not encroach on the planned development of another skill.
- For the most part, the various learning activities stemmed from a theme that was being explored. This integrated approach was successful as the vocabulary and appropriate phrases were consolidated. It was recommended in some cases to teach the relevant phrases explicitly and to work their use into the activities.
- The exploration of a literary text in a way that enabled students tp identify with the poet's cirucmstances was noteworthy in one class.
- Digital technologies were widely and effectively used. Authentic material was very helpful to stimulate students' interest and to foster their awareness of Irish as a modern living language.
- Students often referred to material on display in the room or to information that they had already noted. Their ability to indepedntly or collaboratively recognised these links was noteworthy.
- The sense of accomplishment felt by some of the students, especially those with additional needs as result of the support and feedback they received from each other and from the teacher, was particularly a significasnt point of strength.
- A wide range of assessment methods was used, whether the teacher or student was judging the quality of work. Best practice was when the judgement was guided by success criteria.
- Much of the time, students were clearly enabled in self-reflection. Their acquisition of the language of reflection assisted greatly.
- Preparation for the lessons observed was very comprehensive. The various elememts of lessons clearly reflected the learning intentions of the lessons. Practice was highly commended when activities were designed with sufiicient challenged to ensure students took a further step on their acquisition journey.

2. Subject provision and whole school support

- Very good provision is made at management level for Irish as a subject.
- The commitment of school leaders, including teachers of Irish, to innovation and pedagogical improvement was very evident, particularly in the consistency of students' learning experience across all lessons observed: this was most evident in the use of learning intentions, the fostering of students' self-reflection skills, good management of

collaborative tasks and the integration of digital technologies, including on-line dictionaries which students used with ease.

- Teachers' attendance at professional development events was facilitated, especially those which were closely associated with needs identified as part of school self-evaluation. It was also good that teachers had attended the Junior Cycle for Teachers (JCT) cluster days.
- Various ways in which students with lower ability levels could be best enabled to develop their competence were being explored. At the time of the inspection, a junior group were given targeted support at a time when their mainstream Irish lessons were taking place. It is recommended that this intervention should only be a temporary arrangement to address specific needs. In addition, it is recommended that opportunities for these students to participate in joint learning activities with their class group be facilitated.

3. Planning and preparation

- The quality of planning and preparation for Irish was very good.
- The schemes collaboratively developed for various year groups and the wide range of resources available on the department's digital platform provided an insight into professional collaboration between Irish teachers. It is recommended that feedback from students be included as part of future reflections of the effect of learning.
- The Irish department is highly commended for how actions at class level respond to priority areas identified at whole-school level. Self-evaluation at departmental level would be enhanced if the most effective way to adapt practices being advocated whole-school level to the setting in which Irish is being learned were discussed at meetings.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and Irish 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 quality of 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 *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;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board is delighted to see the very high standards of teaching, learning and assessment, subject provision and planning acknowledged in this report. The school is blessed to have such an excellent Irish subject department, and the teachers are committed to continuing their ongoing collaboration and mutual support for the benefit of our students.

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

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