An Roinn Oideachais
Department of Education

Cigireacht Ábhair: Fraincis
Tuairisc

TUAIRISC

Ainm na scoile/School name	Coláiste Mhuire
Seoladh na scoile/School address	Bóthar Rath Tó Cabrach Baile Átha Cliath 7
Uimhir rolla/Roll number	60450U
Dáta na cigireachta/ Date of evaluation	22-11-2023

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

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 siad 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, do mhúinteoirí, do thuismitheoirí agus do dhaltaí/scoláirí.

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

Cigireacht Ábhair

Dáta na cigireachta	22-11-2023
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide, an príomhoide tánaisteach agus na múinteoirí Fraincise • Caidreamh le scoláirí, fócasghrúpaí san áireamh	• Breathnú ar theagasc agus foghlaim le linn ceithre thréimhse ranga • Scrúdú ar obair na scoláirí • Aiseolas don phríomhoide, don phríomhoide tánaisteach agus do na múinteoirí Fraincise

Comhthéacs na scoile

Meánscoil dheonach mheasctha lán-Ghaeilge í Coláiste Mhuire atá faoi choimirce Iontaobhas Scoileanna Éamainn Rís. Tá 256 scoláire cláraithe sa scoil faoi láthair. Cuireann an scoil an tSraith Shóisearach, clár na hIdirbhliana agus an Ardteistiméireacht bhunaithe ar fáil. Tá an scoil páirteach sa chlár Comhionannas Deiseanna a Sheachadadh i Scoileanna (DEIS).
Tá sé de rogha ag scoláirí staidéar a dhéanamh ar Fhraincis nó ar Ghearmáinis go dtí scrúdú na hArdteistiméireachta.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith i leath de na ceachtanna a breathnaíodh, agus ba ghá na ceachtanna eile a fheabhsú.
- Tugadh faoi deara go raibh iompraíocht na scoláirí go han-mhaith le linn na cigireachta; bhí na hidirghníomhaíochtaí i measc na scoláirí agus idir na scoláirí agus na múinteoirí ómósach, dearfach agus fabhrach don fholláine.
- Bhí ceannairí scoile gníomhach maidir le cultúr muiníne agus comh-mheas a chothú, agus chothaigh siad timpeallacht scoile dearfach a chuir teagasc, foghlaim agus folláine éifeachtach chun cinn.
- Bhí cáilíocht an tsoláthair ábhair agus na tacaíochta scoile uile an-mhaith; bhí an bhainistíocht shinsearach an-tacúil i leith foghlaim teangacha sa scoil.
- Bhí cáilíocht phleanáil na roinne ábhair sásúil; bhí pleanáil aonair agus ullmhúchán do na ceachtanna a breathnaíodh sa raon idir maith agus sásúil.

Moltaí

- Chun an timpeallacht foghlama a bharrfheabhsú agus na torthaí foghlaimeora ar an iomlán a fheabhsú, ba cheart do mhúinteoirí an Fhraincis a úsáid mar phríomhtheanga an teagaisc agus na cumarsáide sna ceachtanna.
- Chun muinín agus cumas na scoláirí sa litearthacht ó bhéal a fhorbairt, ba chóir go gcuirfeadh múinteoirí deiseanna ar fáil do scoláirí chun labhairt le chéile i bhFraincis sna ceachtanna.
- Ba chóir don bhainistíocht shinsearach Foireann Foghlama Digiteach a bhunú ar mhaithe le straitéisí a fhorbairt chun an fhoghlaim dhigiteach a chomhtháthú sna ceachtanna; ba chóir do mhúinteoirí na straitéisí seo a úsáid chun foghlaim sa bhFraincis a chur chun cinn go cruthaitheach.
- Ba chóir don roinn Nuatheangacha Iasachta (NTI) plean ábhair gníomhach a fhorbairt go comhoibríoch chun tacú le teagasc agus foghlaim; ba chóir go mbeadh straitéisí chun príomhscileanna na sraithe sóisearaí agus scileanna teanga NTI a chomhtháthú sna ceachtanna mar chuid de seo.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe sna ceachtanna a breathnaíodh sa raon idir maith agus sásúil.
- I gceacht amháin, labhair an múinteoir i bhFraincis den chuid ba mhó; ba chóir an dea-chleachtas seo a leathnú chuig na ceachtanna go léir. Chun tacú le comhtháthú na Fraincise sa seomra ranga, ba chóir do mhúinteoirí na hacmhainní a sholáthraíonn Tionscnamh na dTeangacha Iar-Bhunscoile a fhiosrú.
- I gceacht amháin, breathnaíodh cleachtas an-mhaith áit a raibh scoláirí gafa i ngníomhaíocht ó bhéal ina raibh orthu ceisteanna a chur ar a chéile agus iad a fhreagairt i bhFraincis. Ní raibh deis ag na scoláirí labhairt lena chéile i bhFraincis sna ceachtanna eile. Dúirt na scoláirí sa ghrúpa fócais gur mhaith leo stór focal breise a fhoghlaim ionas go mbeadh ar a gcumas cumarsáid a dhéanamh i bhFraincis agus níos mó deiseanna a bheith acu labhairt le chéile i bhFraincis. Nuair a bhí siad ag caint leis an gcigire, bhí deacracht ag go leor scoláirí cumarsáid a dhéanamh i bhFraincis ag leibhéal a bhí oiriúnach dá gcéim foghlama. Chun cumas agus muinín na scoláirí sa sprioctheanga a fheabhsú, ba chóir do mhúinteoirí obair i mbeirteanna nó i ngrúpaí a bheith mar chuid de na ceachtanna atá deartha go sonrach chun deiseanna a thabhairt do scoláirí labhairt le chéile i bhFraincis faoin topaic atá á staidéir acu.
- Sna ceachtanna ba rathúla, glacadh cur chuige comhtháite maidir le foghlaim teanga, inar bhreathnaigh scoláirí ar fhíseáin ina raibh scileanna cluastuisceana á gcleachtadh, agus deis acu freisin scileanna scríbhneoireachta agus cainte a chleachtadh. I gceachtanna eile, chaith scoláirí formhór a gcuid ama ag scríobh. Thuairiscigh na scoláirí sa ghrúpa fócais gur dhírigh go leor ceachtanna ar scil amháin seachas ar mheascán scileanna. Ba chóir do mhúinteoirí cur chuige comhtháite a ghlacadh maidir le teagasc na scileanna éagsúla teanga sna ceachtanna go léir.
- Le linn na cigireachta, bhí an dá cheacht sa tsraith shóisearach a breathnaíodh dírithe ar mhúineadh na gramadaí astu féin; ní maith an cleachtas é seo. Níor léir snáitheanna NTI na sraithe sóisearaí, cumas cumarsáide, feasacht teanga, eolas soch-chultúrtha agus feasacht idirchultúrtha sna ceachtanna seo. Rinneadh torthaí agus eispéiris na bhfoghlaimeoirí a bharrfheabhsú trí na snáitheanna NTI a chomhtháthú go cumarsáideach i dteagasc na gramadaí. Ba chóir do mhúinteoirí tús áite a thabhairt do seo nuair a bhíonn ceachtanna Fraincise á bpleanáil agus á dteagasc acu.

2. Soláthar ábhair agus tacaíocht scoile uile

- Bhí an soláthar don ábhar agus tacaíocht na scoile uile do theangacha an-mhaith. Bhí an bhainistíocht shinsearach an-tacúil i leith foghlaim teangacha sa scoil.
- Spreag agus thacaigh an bord bainistíochta agus an fhoireann shinsearach bainistíochta go gníomhach le forbairt ghairmiúil múinteoirí de réir riachtanais aitheanta na scoile. Roinn na múinteoirí a bhain leas as an tacaíocht seo a gcuid foghlama le comhghleacaithe; is cleachtas an-mhaith é seo.
- Bhí leithdháileadh na múinteoirí sár-éifeachtach agus bhí riachtanais an chláir ama do NTI á gcomhlíonadh ag an scoil. Bhí cruinnithe Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair (AFMÁ) ag tarlú, mar ba chuí.
- Bhí an príomhoide, an príomhoide tánaisteach, agus ceannairí scoile eile gníomhach maidir le cultúr muiníne agus comh-mheasa a chothú, agus chothaigh siad timpeallacht dhearfach scoile a chuir teagasc, foghlaim agus folláine éifeachtach chun cinn.
- Bhí ardán foghlama comhoibríoch bunaithe ag an scoil. Thuairiscigh na scoláirí gur bhain siad leas as seo, toisc gur chuir sé ar a gcumas acmhainní ceachtanna a rochtain lasmuigh d'am ranga.

- Rinne an bord agus an bhainistíocht shinsearach an foirgneamh agus fearann na scoile a chothabháil ar ardchaighdeán. Chinntigh siad ardchaighdeán soláthair agus cothabhála áiseanna agus trealaimh teagaisc, lena n-áiríodh iad siúd a bhain le foghlaim dhigiteach, chun a mbarrfheabhsú a éascú. Rinne an bord gach iarracht a chinntiú go raibh rochtain chothrom ag na scoláirí ar na hacmhainní a cuireadh ar fáil.
- Bhí fáil ag scoláirí uile na scoile ar ghléasanna digiteacha foghlama. Áit ar úsáideadh iad seo sna ceachtanna a breathnaíodh, ba mar théacsleabhar leictreonach a bhí siad in úsáid. Thuairiscigh na scoláirí sa ghrúpa fócais gur úsáideadh na gléasanna go príomha chun foclóirí ar líne a rochtain nó mar théacsleabhar leictreonach. Ba chóir don bhainistíocht shinsearach Foireann Foghlama Digiteach a bhunú ar mhaithe le straitéisí a fhorbairt chun an fhoghlaim dhigiteach a chomhtháthú sna ceachtanna; ba chóir do mhúinteoirí na straitéisí seo a úsáid chun foghlaim sa bhFraincis a chur chun cinn go cruthaitheach. Ba cheart don bhainistíocht shinsearach Foireann Foghlama Digiteach a bhunú chun straitéisí a fhorbairt ar mhaithe leis an *Straitéis Dhigiteach do Scoileanna go dtí 2027* a chur i bhfeidhm, agus straitéisí chun foghlaim dhigiteach a chomhtháthú i gceachtanna. Ba chóir do mhúinteoirí na straitéisí seo a fhí isteach i bplean an ábhair go comhoibríoch chun tionchar na n-acmhainní seo sna ceachtanna a uasmhéadú.

3. Pleanáil agus ullmhúchán

- Thuairiscigh múinteoirí nach raibh cruinnithe acu go rialta mar roinn. Luaigh siad gur chomhoibrigh siad agus gur roinn siad acmhainní ó am go chéile. Moltar fillteán pleanála agus acmhainní NTI comhroinnte a chruthú ar ardán foghlama na scoile chun cleachtais chomhoibríocha a chur chun cinn.
- Bhí plean bunúsach ábhair forbartha don Fhraincis ag am na cigireachta; bhí na scéimeanna oibre treoraithe ag na téacsleabhair, áfach, agus ba iad ábhair na gcaibidlí a cuimsíodh iontu. Ní mór dul chun cinn a dhéanamh leis seo anois. Ba chóir do mhúinteoirí NTI aonaid foghlama bunaithe ar thorthaí foghlama a fhorbairt go comhoibríoch, agus é mar chuspóir freagairt do chomhthéacs na scoile. Ba chóir go n-áireofaí iontu scéimeanna oibre a bhfuil teorainn ama leo agus ba chóir gur doiciméid bheo iad, agus é mar chuspóir acu tacú leis an teagasc agus leis an bhfoghlaim. Ba chóir go n-áireofaí sna pleananna straitéisí chun príomhscileanna na sraithe sóisearaí agus scileanna NTI a chomhtháthú sna ceachtanna. Go hidéalach, ba chóir go mbeadh pleanáil don phlé ar imeachtaí scoile uile sna seomraí ranga san áireamh sna scéimeanna oibre NTI.
- Ag am na meastóireachta, ní raibh tionscnaimh scoile uile ar nós spriocanna DEIS comhtháite sa phlean NTI. Ba chóir do mhúinteoirí machnamh a dhéanamh ar an gcaoi a bhféadfaí tionscnaimh teagaisc agus foghlama scoile uile a chur i bhfeidhm i gcomhthéacs NTI.
- Rinne múinteoir amháin machnamh neamhfhoirmiúil ar cheachtanna chun an phleanáil a bhí le teacht a threorú. Ba chóir an dea-chleachtas seo a chur ar bhonn foirmiúil trí nóta de na machnaimh seo a bhreacadh síos i bplean an ábhair. Ba cheart na machnaimh seo a úsáid ansin mar bhonn eolais don phleanáil amach anseo.
- Bhí an phleanáil aonair do na ceachtanna a breathnaíodh sa raon idir sásúil agus maith. Rinne na múinteoirí go léir acmhainní a phleanáil roimh ré. Sna ceachtanna éifeachtacha, bhí sé mar chuspóir ag na hacmhainní tacú leis an bhfoghlaim agus í a chur chun cinn. Ba chóir an dea-chleachtas seo a leathnú chuig na ceachtanna go léir. Ba chóir do mhúinteoirí machnamh a dhéanamh ar an bhfoghlaim agus ar an bhforbairt scileanna atá beartaithe do scoláirí nuair a bhíonn ceachtanna á bpleanáil acu. Chuir na múinteoirí Measúnuithe Rangbhunaithe i bhfeidhm sa tsraith shóisearach, ach níor léiríodh an phleanáil seo sna pleananna. Ghlac múinteoirí páirt i gcruinnithe AFMÁ.

- Ba mhaith an rud é gur chaith múinteoirí tréimhsí fada sa Fhrainc mar chuid dá bhforbairt ghairmiúil leanúnach. Ba cheart leas iomlán a bhaint as an saineolas seo sna ceachtanna trí úsáid a bhaint as an bhFraincis mar phríomhtheanga na cumarsáide.

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

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

An Roinn Oideachais
Department of Education

Subject Inspection: French
Report

REPORT

Ainm na scoile/School name	Coláiste Mhuire
Seoladh na scoile/School address	Bothar Rath Tó Cabrach Baile Átha Cliath 7
Uimhir rolla/Roll number	60450U
Dáta na cigireachta/ Date of evaluation	22-11-2023

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 French 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; a response was not received from the board.

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

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>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.</td><td>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.</td></tr>
</table>

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

Subject inspection

Date of inspection	22-11-2023
Inspection activities undertaken • Review of relevant documents • Discussion with principal, deputy principal and French teachers • Interaction with students, including a focus group	• Observation of teaching and learning during four lessons • Examination of students' work • Feedback to principal deputy principal and French teachers

School context

Coláiste Mhuire is an Irish-medium mixed voluntary secondary school under the auspices of the Edmund Rice Schools' Trust. There is a current enrolment of 256 students. The school offers the Junior Cycle, the Transition Year programme and the established Leaving Certificate. The school participates in the DEIS (Delivering Equality of opportunity in Schools) programme. Students have the option of studying either French or German up to the Leaving Certificate examination.

Summary of main findings and recommendations:

Findings

- The quality of teaching, learning and assessment was good in half of the lessons observed, with improvement needed in the other lessons.
- Student behaviour was observed to be very good throughout the inspection; interactions among students and between students and teachers were respectful, positive, and conducive to wellbeing.
- School leaders actively cultivated a culture of mutual trust and respect, and nurtured a positive school environment that promoted effective teaching, learning and wellbeing.
- The quality of subject provision and whole-school support was very good; senior management was very supportive of language learning in the school.
- The quality of subject department planning was satisfactory; individual planning and preparation for the lessons observed ranged from good to satisfactory.

Recommendations

- In order to optimise the learning environment and improve learner outcomes overall, teachers should use French as the main language of instruction and communication in lessons.
- To develop student confidence and competence in oral literacy, teachers should include opportunities for students to talk to each other in French in lessons.
- Senior management should establish a Digital Learning Team to develop strategies for integrating digital learning into lessons; teachers should use these strategies to creatively progress learning in French.
- The Modern Foreign Language (MFL) department should collaboratively develop an active subject plan designed to support teaching and learning; this should include strategies for integrating junior cycle key skills and MFL language skills into lessons.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The quality of teaching, learning and assessment in the lessons observed ranged from good to satisfactory.
- In one lesson, the teacher spoke mainly in French; this good practice should be extended to all lessons. To support the integration of French in the classroom, teachers should explore resources provided by the Post-Primary Languages Initiative.
- In one lesson, very good practice was observed where students engaged in an oral activity that required them to ask each other questions and answer them in French. Students did not have the opportunity to talk to each other in French in the other lessons. Students in the focus group said that they would like to learn more vocabulary to be able to communicate in French and have more opportunities to speak together in French. When conversing with the inspector, many students had difficulty communicating in French at a level appropriate to their stage of learning. To improve students' competence and confidence in the target language, teachers should include pair or group work in lessons that is specifically designed to give students opportunities to speak to each other in French about the topic being studied.
- In the more successful lessons, an integrated approach to language learning was taken, where students watched videos practising listening comprehension skills, while also having the opportunity to practise writing and speaking skills. In other lessons, students spent most of their time writing. Students in the focus group reported that many lessons focussed on a single skill rather than a mix of skills. Teachers should adopt an integrated approach to teaching the different language skills in all lessons.
- During the inspection, the two junior cycle lessons observed were dedicated to teaching grammar in isolation; this is not good practice. The junior cycle MFL strands of communicative competence, language awareness, and socio-cultural knowledge and intercultural awareness, were not evident in these lessons. Learner outcomes and experiences were optimised by integrating the MFL strands and teaching grammar in a communicative context. Teachers should prioritise this when planning and teaching French lessons.

2. Subject provision and whole-school support

.

- Subject provision and whole-school support for languages was very good. The senior management team was very supportive of language learning in the school.
- The board of management and the senior management team actively encouraged and supported teacher professional development in line with the identified needs of the school. Teachers who availed of this support shared their learning with colleagues; this is very good practice.
- Deployment of teachers was highly effective and the timetabling requirements for MFL were being met by the school. Subject Learning and Assessment Review (SLAR) meetings were taking place, as appropriate.
- The principal, deputy principal, and other school leaders actively cultivated a culture of mutual trust and respect, and nurtured a positive school environment that promoted effective teaching, learning, and wellbeing.
- The school had established a collaborative learning platform. Students reported that they benefited from this, as it enabled them to access lesson resources outside of class time.
- The board and senior management maintained the building and grounds to a very high standard. They ensured the provision and maintenance of teaching aids and equipment, including those relating to digital learning, to a very high standard to enable their optimal use. The board strove to ensure that students had equitable access to the resources provided.

- All students in the school had access to digital learning devices. Where these were used in the lessons observed, it was as an electronic textbook. Students in the focus group reported that devices were primarily used to access online dictionaries or as an electronic textbook. Senior management should establish a Digital Learning Team to develop strategies for implementing the *Digital Strategy for Schools to 2027*, and strategies for integrating digital learning into lessons. Teachers should collaboratively incorporate these strategies to the subject plan to maximise the impact of these resources in lessons.

3. Planning and preparation

- Teachers reported that they did not meet regularly as a department. Teachers reported that they occasionally collaborated and shared resources. It is suggested that a shared MFL planning and resources folder be created on the school's learning platform to progress collaborative practices.
- A basic French subject plan had been developed at the time of the inspection; however, schemes of work were textbook-led and consisted of detailing chapter contents. This now needs to be progressed. MFL teachers should collaboratively develop units of learning based on learning outcomes, designed to respond to the school context. These should include time-bound schemes of work and should be living documents, designed to support teaching and learning. Plans should include strategies for integrating junior cycle key skills and MFL skills into lessons. Ideally, schemes of work should include planning for discussing whole-school events in the MFL classrooms.
- At the time of the evaluation, whole-school initiatives such as DEIS targets, were not integrated into the MFL plan. Teachers should consider how whole-school teaching and learning initiatives could be implemented in an MFL context.
- One teacher informally reflected on lessons to inform future planning. This very good practice should be formalised by making a note of these reflections in the subject plan. These reflections should then be used to inform future planning.
- Individual planning for the lessons observed ranged from satisfactory to good. All teachers planned resources in advance. In the effective lessons, resources were designed to support and progress learning. This good practice should be extended to all lessons. Teachers should consider the intended learning and skills development of students when planning lessons.
- Teachers implemented Classroom-based Assessments at junior cycle, however this planning was not reflected in the plans. Teachers participated in SLAR meetings.
- It is good that as part of their continuing professional development, teachers had spent extensive periods of time in France. This expertise should be fully exploited in lessons by using French as the main language of communication.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and French 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;