An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Ábhair sa Ghaeilge

TUAIRISC

Ainm na scoile / School name	Coláiste Phobal Ros Cré
Seoladh na scoile / School address	Ros Cré Co Thiobraid Árann
Uimhir rolla / Roll number	76069P

Dáta na Cigireachta: 30-01-2018

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.

CAD IS MEASTÓIREACHT ÁBHAIR ANN?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc sa Ghaeilge faoi na ceannteidil seo a leanas:

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

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

CIGIREACHT ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dátaí na cigireachta	29 agus 30-01-2018
Gníomhaíochtaí na cigireachta • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide agus le príomhbhaill foirne • Caidreamh le scoláirí	• Breathnú ar theagasc agus foghlaim le linn 6 thréimhse ranga • Scrúdú ar obair na scoláirí • Aiseolas don phríomhoide agus don fhoireann ábhartha

Comhthéacs na scoile

Iar-bhunscoil chomhoideachais is ea Coláiste Phobal Ros Cré; tá 576 scoláire ar na rollaí faoi láthair. Tá na cláir go léir ar churaclam na scoile, an Idirbhliain mar chlár roghnach san áireamh. Tá díolúine ón nGaeilge de réir fhorálacha Imlitir M10/94 ag deich faoin gcéad de mhóriomlán na scoláirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- I gcás leath de na ceachtanna áiríodh na modheolaíochtaí teagaisc a bheith go maith nó go han-mhaith agus bhí na cleachtais mhúinteoireachta ag leibhéal sásúil nó measartha sa leath eile.
- Bhí eispéireas na foghlama go han-mhaith nó go maith i leath de na ceachtanna; ní raibh an rath céanna ar an bhfoghlaim sa leath eile ach bhí fianaise ann go raibh luí rómhór leis an aistriúchán comhuaineach go Béarla mar chuid d'eispéireas na scoláirí ar fhoghlaim na Gaeilge.
- Ní raibh na córais atá in úsáid ag roinn na Gaeilge don mheasúnú thar an leibhéal sásúil.
- Tá soláthar maith á dhéanamh do mhúineadh agus d'fhoghlaim na Gaeilge sa scoil.
- Tá dul chun cinn maith déanta ag an roinn i bpróiseas na pleanála don ábhar.

Moltaí

- Moltar úsáid níos leithne a bhaint as cuir chuige a éilíonn comhoibriú san fhoghlaim ó na scoláirí, as acmhainní TFC a thacaíonn leis an bhfoghlaim agus as cleachtas na difreála.
- Bheadh sé tairbheach réimse níos leithne modhanna measúnaithe, ar an bhfoghlaim agus chun foghlama, a bheith mar chuid d'eispéireas foghlama na scoláirí sna ceachtanna agus na scileanna teanga ar fad a bheith cuimsithe sna modhanna seo.
- Is den riachtanas é don roinn ceist úsáid an aistriúcháin a phlé ar mhaithe le straitéisí a aontú chun an cleachtas mar atá a mhaolú.
- B'fhiú go mór critéir ratha a cheapadh mar chuid de phlean gníomhaíochta na roinne chun dul chun cinn sna réimsí aitheanta a bhaint amach.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Áiríodh na modheolaíochtaí teagaisc a bheith ar cháilíocht a bhí go maith nó go han-mhaith i leath de na ceachtanna agus ba sa réimse idir an leibhéal sásúil agus measartha a bhí na modheolaíochtaí a úsáideadh sna ceachtanna eile.
- Bhí an-aird ar an bpleanáil ghearrthréimhseach sa leath ab fhearr de na ceachtanna; bhí difreáil déanta ar na hintinní foghlama, bhí na tascanna foghlama curtha in oiriúint do na rang-ghrúpaí agus do raon na stíleanna foghlama. Bhí luas bríomhar agus ord forásach i gcur i láthair ábhair na gceachtanna agus bhí ionchais arda iontu don fhoghlaim.
- Bhí scóip chun feabhais ar an leath eile díobh agus moltar níos mó machnaimh a dhéanamh agus an phleanáil ghearrthréimhseach idir lámha chun freastal ar réimse iomlán cumas na scolaírí.
- I gcás leath de na ceachtanna bhí eispéireas foghlama na scoláirí go han-mhaith nó go maith agus ní raibh an rath céanna ar an bhfoghlaim sa leath eile.
- Cruthaíodh deiseanna go leor do na scoláirí a bheith gníomhach ina gcuid foghlama; deiseanna a d'éiligh ar na scoláirí a bheith ag idirghníomhú lena chéile. Rinne na múinteoirí ullmhúchán leis na scoláirí don obair thascbhunaithe ar bhain cáilíocht mhaith leis agus cuireadh tacaíochtaí inranga ar fáil do scoláirí ar leith.
- Tugadh faoi achoimre ar a raibh foghlamtha leis na scoláirí mar chlabhsúr ar leath de na ceachtanna. Moltar leas níos forleithne a bhaint as cur chuige dá macasamhail.
- Sa leath eile de na ceachtanna a bhí sa raon idir sásúil agus measartha, níor sainíodh na spriocanna foghlama i bhfoirm ráitis 'is féidir liom' ná ní raibh idirdhealú déanta ar an bhfoghlaim inmhianaithe de réir cumais. Cuireadh ábhair na gceachtanna i láthair na scoláirí gan seisiún tobsmaointeoireachta ábhartha a dhéanamh leo i dtosach báire.
- Bhí bileoga oibre nó acmhainní teicneolaíocht faisnéise agus cumarsáide (TFC) féindeartha ag formhór na múinteoirí, chuir na hacmhainní tacúla seo le rath na foghlama ar bhealach fiúntach i gcás leath de na ceachtanna.
- Thacaigh an réimse maith straitéisí ceistiúcháin leis an bhfoghlaim i bhformhór na gceachtanna. I gceacht amháin, tugadh suntas don bhealach inar spreag an múinteoir trí mheán an cheistiúcháin na scoláirí chun teacht ar a dtuiscint féin ar phíosa filíochta.
- I gcás mhionlach suntasach eile de na ceachtanna ba cheisteanna íseal oird nach raibh dírithe ar scoláire ar leith ba mhó a bhí in úsáid. Guth na scoláirí ab inniúla sa teanga a bhí le cloisteáil.
- Ba í an Ghaeilge a bhí in úsáid ag na múinteoirí do gach idirghníomhaíocht ranga agus ba léir i dtromlach na gceachtanna go raibh taithí ag na scoláirí ar an dea-chleachtas seo.
- Bhí luí rómhór le modh an aistriúcháin ar fhormhór mór na gcóipleabhar, na n-irisleabhar agus na dtéacsleabhar a breithníodh. B'fhiú go mór don roinn plé a dhéanamh ar an gcleachtas seo i dteagasc agus i bhfoghlaim na Gaeilge chun straitéisí a aontú chun an cleachtas mar atá a mhaolú.
- Díríodh aird na scoláirí ar mhórphointí gramadaí agus canúna i gcomhthéacs cumarsáideach an phíosa le linn formhór na gceachtanna.

- Ar mhaithe le féinfheasacht na scoláirí a threisiú mar fhoghlaimeoirí teanga, moltar straitéisí foghlama foclóra a mhúineadh go follasach ar bhonn rialta sna ceachtanna Gaeilge go léir ionas gur féidir leis na scoláirí cur lena stór focal pearsanta ar bhonn níos éifeachtaí.
- Ar an iomlán, bhain cáilíocht shásúil leis na nósanna imeachta a bhí forbartha ag roinn na Gaeilge don mheasúnú. I gcás leath de na ceachtanna, ba theoranta méid na fianaise a bhí sna cóipleabhair ar mhonatóireacht seachas corr tic.
- Is é cuid an aiseolais fhoirmithigh de chleachtas na roinne an ghné is mó ina bhfuil gá le forbairt. B'fhiú go mór don roinn plé a dhéanamh ar na hionchais atá acu maidir le haiseolas foirmitheach i bhfoirm scríbhinn a sholáthar do na bliainghrúpaí difriúla agus cur chuige a aontú dá réir.
- Ba chóir measúnú ar inniúlacht na scoláirí sa teanga labhartha a chur san áireamh do gach bliainghrúpa sna córais mheasúnaithe.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar maith á dhéanamh do mhúineadh agus d'fhoghlaim na Gaeilge sa scoil.
- Is céimithe le Gaeilge iad na múinteoirí go léir atá ag múineadh na Gaeilge sa scoil agus tá taithí ag a bhformhór mór ar mhúineadh ag an dá thimthriall agus ag na leibhéil scrúdaithe difriúla. Tá sé le moladh gur ghlac foireann na Gaeilge páirt in oiliúint ghairmiúil leanúnach (OGL) ag leibhéil éagsúla, cúrsaí inseirbhíse faoi chur i bhfeidhm an Chreata don tSraith Shóisearach san áireamh.
- Cuirtear réimse maith de ghníomhaíochtaí comhchuraclaim agus seach-churaclaim ar fáil, idir thionscadail inscoile agus chomórtais agus imeachtaí lasmuigh den scoil. Tá sé le moladh go bhfuil béim ar leith ar na naisc idir an ceol agus an teanga.
- Déanann roinn na Gaeilge anailís ar thorthaí Gaeilge scrúdú na hArdteistiméireachta. Moltar torthaí scrúdú Gaeilge an Teastais Shóisearaigh a chur san áireamh san anailís seo chomh maith. B'fhiú tátail a bhaint as an eolas sin agus é a bheith mar cheann de na bunfhoinsí a threoraíonn próiseas na pleanála don teanga.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tríd is tríd, bhain cáilíocht mhaith leis na pleananna curaclaim.
- Bhí cleachtais eagsúla ann don mheasúnú sna pleananna, b'iad na cuir chuige ab fhearr na cinn a thug aitheantas don mheasúnú ar an bhfoghlaim agus don mheasúnú chun foghlama agus do na scileanna teanga go léir. Moltar straitéisí a cheapadh chun na cuir chuige measúnaithe seo a chur i bhfeidhm mar shnáithe comónta sna ceachtanna.
- Chun breis forbartha a dhéanamh ar na pleananna curaclaim trí chéile moltar na hacmhainní TFC atá ar fáil chun tacú le teagasc agus le foghlaim na Gaeilge a shonrú iontu ar bhealach níos iomláine.
- Tá plean gníomhaíochta deartha ag an roinn bunaithe ar na tosaíochtaí atá aitheanta acu do mhodheolaóchtaí teagaisc agus foghlama. B'fhiú go mór anois critéir ratha a cheapadh mar threoir chun dul chun cinn sna réimsí aitheanta a bhaint amach.

4. CAOMHNÚ LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí.

1. Is eol do phríomhoide na scoile gur tháinig nósanna imeachta athbhreithnithe i bhfeidhm ar 11 Nollaig 2017 maidir le caomhnú leanaí do bhunscoileanna agus iar-bhunscoileana. Tugadh deimhniú go bhfuil socruithe déanta chun tosú ar chur i bhfeidhm na nósanna imeachta seo.
2. Ag am na meastóireachta bhí ainm an teagmhálaí ainmnithe le haghaidh ceisteanna caomhnaithe leanaí ar taispeáint go feiceálach i limistéar fáiltithe na scoile.
3. Tá polasaí caomhnaithe leanaí ag an scoil.
4. Is eol do gach múinteoir gur duine faoi shainordú é/í agus tá gach múinteoir feasach ar a c(h)uid freagrachtaí maidir leis seo.

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

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

We note the following observations:

- There is good provision made for the subject on the school curriculum.
- Staff actively participate in professional development.
- Quality of planning for the subject is good.
- The subject is supported and promoted though a range of co-curricular and extra-curricular activities.
- Learning is enhanced through the use of ICT resources, active learning experiences, effective questioning strategies and differentiation.
- Teachers used the target language for all class interactions and high expectations for learning were evident.

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

As a follow up to the subject inspection report, Coláiste Phobal Ros Cré will continue to promote a student-centred learning environment that is in line with best practice around teaching, learning and assessment.
The school management in conjunction with the Irish Department will work to address the recommendations in the coming year.

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 agus Scileanna

Department of Education and Skills

Subject Inspection in Irish

REPORT

Ainm na scoile / School name	Coláiste Phobal Ros Cré
Seoladh na scoile / School address	Roscrea Co Tipperary
Uimhir rolla / Roll number	76069P

Date of Inspection: 30-01-2018

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

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.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	29 and 30-01-2018
Inspection activities undertaken • Revision of relevant documents • Discussion with principal and with main staff members • Relationship with students	• Observation of teaching and learning during 6 class periods • Examination of students' work • Feedback to principal and relevant staff

School context

Coláiste Phobal Ros Cré is a post-primary, coeducational school; there are 576 students on the roll at present. All programmes are provided in the school curriculum, including the Transition Year (TY) as an optional programme. Ten percent of the total number students are exempt from Irish according to provisions of Circular M10/94.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- In the case of half of the lessons, teaching methodologies were good or very good and teaching practice was of a satisfactory or fair level in the remaining half.
- The learning experience was very good or good in half of the lessons; learning was not as successful in the other half and there was evidence that there was an over-relianace on simultaneous translation to English as part of student's learning experiences of Irish.
- Satisfactory assessment procedures are employed by the Irish department.
- There is good provision being made for the teaching and learning of Irish in the school.
- The department has made good progress in the planning process for the subject.

Recommendations

- It is recommended that extended use be made of collaborative learning, of ICT resources and of differentiated practices.
- It would be beneficial to develop a broader range of assessment methods; of learning and for learning, and that all language skills be included in these methods.
- It is necessary for the department to discuss the issue of the use of translation in order to agree strategies to decrease the current practice.
- It is strongly advised to develop success criteria as part of the department's action plan to achieve progress in the recognised areas.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Teaching methodologies were considered good or very good quality in half of the lessons, and methodologies used in the other lessons ranged from a satisfactory to fair level.
- There was much focus on short-term planning in the better half of lessons; learning intentions were differentiated, learning tasks were customised for class groups and for the range of learning styles. There was a purposeful pace and developmental order in the presentation of lesson content and high expectations for learning characterised these lessons.
- There was scope for improvement in the other half of lessons and more reflection is recommended when short term planning is being carried out so as to plan for the inclusion of the full range of students' ability.
- In the case of half of the lessons the learning experience of students was very good or good and learning was not as successful in the other half of lessons observed.
- Many opportunities were created for students to be active in their learning; opportunities which required students to interact with each other. Teachers prepared students for the task-based work which was of good quality and in-class supports were provided for certain students.
- As the end of half of lessons, teachers facilitated a summary of the learning achieved during the lesson periods with the students. It is recommended that such an approach be used more widely.
- In the lessons which were of satisfactory or fair level; the learning intentions were not detailed in 'can do' statements and the desired learning was not differentiated according to ability. The content of the lessons was presented to students without initilally carrying out a relevant brainstorming session with students.
- Most teachers used self-designed worksheets or had accessed information and communications technology (ICT) resources, these supportive materials enhanced learning considerably in the case of half of the lessons.
- A good range of questioning strategies supported learning in most lessons. In one lesson, the teacher encouraged students through the medium of questioning to come to their own understanding of a poem.
- In a significant minority of lessons most of the questions employed were lower order and were not directed at any specific student. As a result, the students most proficient in the language were the dominant voices.
- Teachers used the target language for all class interactions and it was evident in most lessons that the students had experience of this good practice.
- There was an over-reliance on the translational method in most copy books, folders and textbooks reviewed. The department are strongly advised to discuss this practice in the teaching and learning of Irish so as to agree strategies to reduce the current practice.
- Students' attention was directed to the main grammatical and dialectal points in a communicative context of the text during most lessons.
- To strengthen the students' self-awareness as language learners, it is advised to explicitly teach vocabulary learning strategies on a regular basis in all Irish lessons so that students can add to their personal vocabulary in a more effective manner.
- Overall, the quality of assessment procedures developed by the Irish department was satisfactory. In the case of half of the lessons, the amount of evidence indicating that student work was being monitored was limited to an occasional tick.
- Formative feedback is the aspect of the department's practice which requires most development. The department is strongly advised to discuss the expectations which they have

regarding the provision of written formative feedback to the various year groups and agree an approach accordingly.
- Assessment of students' competence in spoken language should be included for every year group in the assessment practices.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- There is good provision being made for the teaching and learning of Irish in the school.
- All teachers who are teaching Irish in the school are graduates of Irish and most of them have experience of teaching in both cycles and at different examination levels. It is commendable that the Irish teaching staff have participated in continual professional development (CPD), including in-service courses regarding the implementation of the Framework for Junior cycle.
- A good range of cocurricular and extra-curricular activities is provided, both in-school projects and activities outside of school. It is commendable that specific emphasis is placed on the link between Music and Irish.
- The Irish department analyse outcomes in Leaving Certificate examinations for Irish. It is advised that the examination results of the Junior Certificate be included in this analysis. Conclusions should be drawn from this information and be used as one of the main sources to guide the subject planning process.

3. PLANNING AND PREPARATION

- Overall, the quality of curricular plans for Irish was good.
- Plans contained various practices for assessment; the best approaches included both assessment of learning and assessment for learning and incorporated all language skills. It is advised that strategies be devised to implement these assessments practices as common strands in all lessons.
- To further develop all curricular plans; it is recommended the ICT resources which are available to support teaching and learning of Irish are detailed in the curricular plans in a more comprehensive manner.
- The department have developed an action plan based on priorities they have identified for teaching and learning of Irish. It is strongly recommended that success criteria be devised to guide the implementation of progress in the recognised areas.

4. CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. At the time of inspection, the name of the designated liaison person for child protection matters was prominently displayed in the school's reception area.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

The draft findings and recommendations arising out of this evaluation were discussed with the principal and subject teachers at the conclusion of the evaluation. 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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

We note the following observations:

- There is good provision made for the subject on the school curriculum.
- Staff actively participate in professional development.
- Quality of planning for the subject is good.
- The subject is supported and promoted though a range of co-curricular and extra-curricular activities.
- Learning is enhanced through the use of ICT resources, active learning experiences, effective questioning strategies and differentiation.
- Teachers used the target language for all class interactions and high expectations for learning were evident.

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 follow up to the subject inspection report, Coláiste Phobal Ros Cré will continue to promote a student-centred learning environment that is in line with best practice around teaching, learning and assessment.
The school management in conjunction with the Irish Department will work to address the recommendations in the coming year.

THE INSPECTORATE QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the of quality the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	***Very good*** applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is ***outstanding*** and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	***Good*** applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a *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;