An Roinn Oideachais
Department of Education

Cigireacht Ábhair sa Gaeilge
Tuairisc

TUAIRISC

Ainm na scoile/School name	Coláiste Pobail Osraí
Seoladh na scoile/School address	Bóthar Urmhumhan Cill Chainnigh
Uimhir rolla/Roll number	70641K
Dáta na cigireachta/ Date of evaluation	27-04-2023
Dáta eisiúna na tuairisce/Date of issue of report	24/10/2023

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 ar chosaint leanaí.

Níor sásaíodh na riachtanais maidir le seiceál a dó de na seiceálacha frithbhulaíochta. Ina dhiaidh sin, áfach, chuir an scoil fianaise ar fáil maidir le comhlíonadh an riachtanais seo.

Cigireacht Ábhair

Dátaí na cigireachta	26 & 27 Aibreán 2023
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide, leis an bpríomhoide tánaisteach agus leis na múinteoirí Gaeilge • Idirghníomhú le scoláirí, fócasghrúpa san áireamh	• Breathnú ar theagasc agus foghlaim le linn 4 thréimhse ranga • Athbhreithniú ar obair na scoláirí • Aiseolas don phríomhoide, don phríomhoide tánaisteach agus do na múinteoirí Gaeilge

Bhain fócas na cigireachta ábhair seo le Gaeilge na Sraithe Sóisearaí amháin.

Comhthéacs na scoile

Is scoil chomhoideachais é Coláiste Pobail Osraí a fheidhmíonn trí mheán na Gaeilge. Is é Bord Oideachais agus Oiliúna Chill Chainnigh agus an Cheatharlach pátrún na scoile. Is croí-ábhar í an Ghaeilge ar churaclam na scoile mar atá an tSraith Shóisearach, an Idirbhliain atá ina chlár éigeantach agus an Ardteistiméireacht bhunaithe. Ceathrar múinteoirí a bhí ag gabháil do theagasc na Gaeilge aimsir na cigireachta. 233 scoláire a bhí rollaithe don scoilbhliain. I measc na scoileanna friothálacha atá ag an scoil, tá Gaelscoil amháin chomh maith le roinnt bhunscoileanna a fheidhmíonn trí mheán an Bhéarla.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama sásúil ar an iomlán agus bhí rath ar an bhfoghlaim nuair a shealbhaigh scoláirí gnéithe nua den teanga ag leibhéal a tháinig lena leibhéal cumais.
- Bhí saothair litríochta á n-ionramháil i bhformhór na gceachtanna a breathnaíodh agus tugadh moladh don chleachtas nuair a cruthaíodh deiseanna fónta ar fhorbairt scileanna teanga na scoláirí mar chuid den eispéireas seo.
- Bhí cáilíocht an tsoláthair a dhéantar ag leibhéal na bainistíochta don Ghaeilge mar ábhar ag leibhéal sásúil.
- D'oibrigh na múinteoirí Gaeilge go dlúth le ceannairí eile sa scoil chun deiseanna ar úsáid na Gaeilge lasmuigh den seomra ranga a chruthú do scoláirí.
- Bhí cáilíocht na pleanála agus an ullmhúcháin go maith ar an iomlán.

Moltaí

- Is mar thoradh ar an ngá a aithníodh le breis deiseanna ar úsáid na teanga a sholáthar do scoláirí le linn ceachtanna ba cheart go mbeadh feidhm chumarsáideach shoiléir ag baint leis na gníomhaíochtaí ranga ina mbíonn le ina mbíonn frásaí agus focal nua-mhúinte á n-ionramháil ag scoláirí.
- I bhfianaise an raon leathan d'inniúlachtaí teanga a bhíonn ag scoláirí a thagann isteach sa chéad bhliain, is gá gníomhú go córasach chun scileanna litearthachta Gaeilge na scoláirí a fhorbairt.
- Is ar mhaithe le folláine na scoláirí uile a chothú ar cheart deireadh a chur le scoláirí a fhaigheann tacaíocht bhreise sa Ghaeilge a aistharrac ón gCorpoideachais agus ón Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS).
- Tá gá le polasaí measúnaithe na scoile a oiriúnú do chomhthéacs measúnaithe na sraithe sóisearaí agus úsáid níos follasaí a bhaint as modhanna foirmitheacha sa mheasúnú a dhéantar ar dhul chun cinn scoláirí sa Ghaeilge le linn na gceachtanna uile.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc agus na foghlama sásúil ar an iomlán.
- Bhí éagsúlacht i gcáilíocht an chleachtais thar na ceachtanna a breathnaíodh. Bhí rath ar an bhfoghlaim sna cásanna inar sealbhaíodh gnéithe nua den teanga, inar tháinig feabhas ar scileanna cumarsáide na scoláirí chomh maith le forbairt ar a bhfeasacht teanga agus chultúrtha.
- Thug na scoláirí féin le fios, le linn fócasghrúpa, gurbh é an toradh ba mhó a bhí ar a gcuid rannpháirtíochta sa rang Gaeilge ná breis muiníne le tabhairt faoi ghnáthchomhrá i nGaeilge chomh maith le leathnú ar a stór focal agus frásaí.
- I ngach ceacht a breathnaíodh cuireadh focail agus frásaí nua i láthair na scoláirí. Bhí éagsúlacht sna modhanna a úsáideadh - íomhánna, geaitsí, míniú simplí, foclóirí ar líne - chun brí a chur in iúl. B'fhearr an cleachtas nuair a oiriúnaíodh an modh do réamheolas agus do stíl foghlama na scoláirí.
- Moladh an cleachtas nuair a léiríodh ionchais arda i dtaca le cumas scoláirí tabhairt faoi ghníomhaíochtaí. Ní i gcónaí a bhí scoláirí lánpháirteach i ngníomhaíochtaí áfach mar go raibh deacrachtaí tuisceana, nár aithníodh sarar thug siad faoin tasc, acu. Is gá, dá bhrí sin, an teanga a úsaidtear le linn tréimhsí gabhchumais agus ginchumais an cheachta a oiriúnú don éagsúlacht cumais atá sa rang-ghrúpa.
- Aithníodh gá, i dtromlach na gceachtanna, le cuir chuige a léireodh caighdeán na foghlama ar bhonn níos follasaí. Moladh, dá bhrí sin, na comharthaí a léireodh an tasc a bheith curtha i gcrích go héifeachtach a chomhaontú le scoláirí roimh ré. Tá gá i gcoitinne le leas níos forleithne a bhaint as measúnú foirmitheach a spreagfadh machnamh ar dhul chun cinn agus a threoródh cinntí na múinteoirí maidir leis an gcéad sprioc eile i bhfoghlaim na scoláirí. Is gá, ach go háirithe, leas níos géarchúisí a bhaint as an gceistiúchán agus a dheimhniú go bhfreagraíonn téagar na ceiste do chumas an scoláire.
- B'éifeachtaí an toradh a bhí ar rannpháirtíocht scoláirí in imeachtaí na gceachtanna nuair a cuireadh iad i mbun tascanna ina ndearna siad cleachtadh ar scil nó scileanna cumarsáide faoi leith (m.sh. léitheoireacht). I leath de na ceachtanna a breathnaíodh is go comhoibritheach a tugadh faoi thromlach na dtascanna.
- Bhí fiúntas faoi leith ag baint leis an monatóireacht leaúnach a rinneadh, i gcás amháin, ar rannpháirtíocht scoláirí i dtascanna mar go bhfuair siad comhairle ar conas caighdeán a gcuid oibre a fheabhsú.
- Léirigh mórán scoláirí tuiscint mhaith ar na saothair litríochta. I gceacht amháin, tugadh suntas don nasc a cruthaíodh idir ábhar an ghearrscéil agus ábhar a bhí cnuasaithe sa chartlann béaloideasa www.duchas.ie. Chuir úsaid teicneolaíochtaí digiteacha éagsúlacht agus beocht leis na gníomhaíochtaí ranga in go leor cásanna.

2. Soláthar ábhair agus tacaíocht scoile uile

- Bhí cáilíocht an tsoláthair a rinneadh ag leibhéal na bainistíochta don Ghaeilge mar ábhar sásúil.
- Bhí soláthar cuí á dhéanamh ar thráthchlár na scoile. Bhí rang breise sa tseachtain á sholáthar do scoláirí ar measadh gá a bheith acu le saintacaíocht teanga. Rinneadh iad a aistharrac ó ranganna Corpoideachais agus OSPS, cleachtas a chúngaigh deiseanna dóibh ar a bheith páirteach i gclár Folláine na scoile agus, mar sin, is gá é a stopadh. Ina theannta seo, tá gá le cur chuige níos córasaí i dtaca le dearadh na dtacaíochtaí seo agus ba cheart go mbeadh se fréamhaithe ag fócas scoile uile ar fhorbairt scileanna litearthachta na scoláirí ar fad.
- Léirigh na múinteoirí tiomantacht d'fhorbairt a gcuid scileanna gairmiúla. Bhí freastal déanta acu ar rogha maith ócáidí oiliúna, cnuaslaethanta de chuid na na Sraithe Sóisearaí

do Mhúinteoirí (SSM) san áireamh. D'aithin siad freisin an luach a bhain leis an athmhachnamh ar mhaithe lena gcleachtas a fheabhsú.

- Is beag fianaise a bhí ann go raibh leas bainte as an bhféinmheastóireacht scoile chun forbairtí ar an gcleachtas ranga a chur chun cinn ar bhonn scoile uile: thairis intinní foghlama a bheith á roinnt ag tús ceachtanna, níor aithníodh aon chleachtas teagaisc nó measúnaithe eile a bhí á chur i bhfeidhm go comhsheasmhach.
- Moltar go ndéanfaí athbheithniú ar pholasaí measúnaithe na scoile chun a chinntiú go bhfreagraíonn sé do lárnacht an mheasúnaithe fhoirmithigh thar ábhair agus gearrchúrsaí uile na Sraithe Sóisearaí.
- D'oibrigh na múinteoirí Gaeilge go dlúth le ceannairí eile sa scoil chun deiseanna ar úsáid na Gaeilge lasmuigh den seomra ranga a chruthú do scoláirí.

3. Pleanáil agus ullmhúchán

- Bhí cáilíocht na pleanála agus an ullmhúcháin go maith ar an iomlán.
- Bhí cruthaitheach agus cuimsitheacht ag baint leis na haonaid fhoghama. Léirigh na pleananna tuiscint ar na féidearthachtaí do chomhtháthú na mórscileanna teanga agus do ról na litríochta i gcothú phríomhscileanna na sraithe sóisearaí. Ba cheart tógaint ar an tús maith seo agus leas a bhaint as eolas a thagann chun cinn i ngníomhaíochtaí measúnaithe chun na chéad chéimeanna eile i bhfoghlaim na scoláirí a bheartú. B'fhiú guth níos laidre a thabhairt do scoláirí san athmhachnamh seo.
- Bhí córais agus cleachtais forbartha chun cumarsáid agus comhoibriú idir na múinteoirí Gaeilge féin agus le rannóga eile, an rannóg um Oideachas Speisialta san áireamh, a éascú. Aithníodh gá áfach le cur chuige níos iomlánaí agus níos córasaí i dtaca le forbairt scileanna litearthachta Gaeilge na scoláirí, go háirithe i gcás scoláirí a raibh leibhéal inniúlachta ní b'ísle acu.
- Thuairiscigh na múinteoirí gur chabhraigh na cruinnithe um Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair (AFMÁ) leo a gcuid tuiscintí ar comharthaí rathúlachta, mar a bhaineann le foghlaim na Gaeilge, a thabhairt chun cinn.

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an Bord Bainistíochta agus an Rannóg Gaeilge roimh an tuairisc agus tá obair ar bun cheana chun forbairt a dhéanamh ar straitéisí meastóireachta agus dearadh tascanna a chuirfeadh le foghlaim na scoláirí uile sna ranganna Gaeilge, de réir a gcumais.

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

Tá an-obair chomhoibríoch ar siúl ag an rannóg Gaeilge le fada, mar a aithníodh sa tuairisc, agus tá an rannóg tiomanta d'fhorbairt ar an gcomhoibriú seo i rith na scoilbhliana.

Tá obair leanúnach ar siúl sna cruinnithe pleanála cheana agus tá moltaí an chigire á dtógaint san áireamh agus á gcur i bhfeidhm, agus roinnfidh an rannóg an t-eolas seo le rannóga eile freisin. Lena chois sin agus ag eascairt as COVID tá straitéisí uile scoile á chur i bhfeidhm chun scafaláil a dhéanamh ar shealbhú teangan na ndaltaí.

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 in Irish
Report

REPORT

Ainm na scoile/School name	Coláiste Pobail Osraí
Seoladh na scoile/School address	Ormonde Road Kilkenny
Uimhir rolla/Roll number	70641K
Dáta na cigireachta/ Date of evaluation	27-04-2023

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 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 setting'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

<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>4. The school has developed an anti-bullying policy, which is reviewed annually, that meets the requirements of the Anti-Bullying Procedures for Primary and Post-primary Schools (2013) and this policy is reviewed annually.
5. 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 to him/her (through the template for reporting bullying which is available in the Procedures) since the previous report was made available to the board.
6. The school's anti-bullying policy is published on its website and/or is readily accessible to the board of management members, teacher, parents and pupils/students.</td></tr>
</table>

The school fulfilled the requirements in relation to each of the child protection checks.

The requirements in relation to check two of the anti-bullying checks were not fulfilled. However, the school has subsequently furnished evidence of compliance with this requirement.

Subject Inspection

Dates of inspection	26 & 27 April 2023
Inspection activities undertaken • Review of relevant documents • Discussion with the principal, deputy principal and with teachers of Irish • Interaction with students, including focus group	• Observation of teaching and learning during four class periods • Review of students' work • Feedback to principal, deputy principal and teachers of Irish

The focus of this subject inspection was on Junior Cycle Irish only

School context

Coláiste Pobail Osraí is an Irish-medium co-educational school. The school patron is Kilkenny and Carlow Education and Training Board. Irish is a core subject on the school curriculum which includes the Junior Cycle, Transition Year which is a compulsory programme and the Leaving Certificate (established). Four teachers were teaching Irish at the time of the inspection. There were 233 students enrolled for the school year. Among the feeder schools for the school, there is one all-Irish school as well as a number of English-medium primary schools.

Summary of main findings and recommendations

Findings

- The overall quality of teaching and learning was satisfactory and learning was most successful when students acquired new aspects of the language at a level that matched their ability level.
- Commendable practice was observed when meaningful opportunities were created to develop students' language skills as part of the exploration of literary texts observed in most lessons.
- The quality of provision made at management level for Irish as a subject was satisfactory.
- Irish teachers worked closely with other leaders within the school to create opportunities for students to use Irish outside the classroom.
- The quality of planning and preparation was good overall.

Recommendations

- In order to provide more opportunities for students to use the language during lessons, classroom activities should have a clear communicative function during which students use newly-taught phrases and words.
- Given the wide range of language competence across the cohort of students entering first year, there is a need for a more systematic approach to to developing students' literacy skills in Irish.
- In order that the wellbeing of all students can be developed, the practice of withdrawing students from Physical Education and Social, Personal and Health Education (SPHE) for additional support in Irish should be discontinued.
- There is a need to align the school's assessment policy with the assessment context of Junior Cycle and to make more explicit use of formative methods to assess students' progress during all lessons.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The overall quality of teaching and learning was satisfactory.
- There was variation in the quality of practice across the lessons observed. Learning was successful in cases where new aspects of language were acquired, where students' communication skills improved and where their language and cultural awareness developed.
- Students indicated, during a focus group, that the most significant outcome of their participation in Irish classes was their increased confidence when conversing through Irish as well as development of their bank of vocabulary and phrases.
- In each lesson observed students were presented with new words and phrases. A variety of methods were used - images, gestures, simple explanations, online dictionaries - to convey meaning. Practice was better when it was adapted to students' existing knowledge and learning styles.
- Students benefited when high expectations of their ability to engage in activities were conveyed. However, owing to comprehension difficulties which had not been identified before they undertook the task, students did not always engage fully in activities. It is necessary therefore, to adapt the language used during the lesson's receptive and productive periods in accordance with the varying ability levels in the class group.
- In most classes, there was a need identified for approaches that would demonstrate the standard of learning attained more explicitly. It was recommended therefore, that indicators of effective task completion be agreed with students beforehand. More generally, there is a need to make more extensive use of formative assessment as a means of encouraging reflection on progress as well as guiding teachers' decision-making with respect to the next step in students' learning. In particular, there is a need to make more discerning use of questioning to ensure that the demands of the question correspond with the student's ability level.
- The outcome of students' participation in lesson activities was more effective when they were given tasks during which they practised a particular communication skill or skills (e.g. reading). In half the lessons observed the majority of tasks were undertaken collaboratively but to varying levels of effectiveness.
- In one case, continual monitoring of students' participation in tasks proved particularly effective as they received advice on how to improve the standard of their work.
- Many students demonstrated a good understanding of literary texts. In one lesson, the link created between the theme of the short story and material collected in the folklore archive www.duchas.ie was noteworthy. In many cases, the use of digital technologies added variety and vibrancy to classroom activities.

2. Subject provision and whole school support

- The quality of provision made at management level for Irish was satisfactory.
- Adequate provision was made on the school timetable. An extra class per week was provided to those students deemed in need of targeted language support. The withdrawal of these students from PE and SPHE lessons so that they could attend these classes restricted their engagement with the school's Wellbeing programme and should, therefore, be discontinued. Furthermore, approaches to designing this support should be more systematic and informed by a whole-school focus on the development of all students' literacy skills in Irish.
- Teachers demonstrated commitment to the development of their professional skills. They had attended a good range of training events, including Junior Cycle for Teachers (JCT) cluster days. They also recognised the value of reflection in order to improve their practice.

- There was little evidence that school self-evaluation had been availed of to promote development of classroom practice on a whole-school basis: apart from the sharing of learning intentions at the beginning of lessons, there was no consistent implementation of any other teaching or assessment practice.
- It is recommended that the school's assessment policy be reviewed to ensure that it highlights the centrality of formative assessment across all subjects and short courses in the Junior Cycle.
- Irish teachers worked closely with other school leaders to create opportunities for students to use Irish outside the classroom.

3. Planning and preparation

- The overall quality of planning and preparation was good.
- The junior cycle learning units were creative and inclusive. The subject plan included provision for integrating the major language skills and the role of literature in fostering the main skills of junior cycle. This good approach should be built upon by drawing on the outcomes of assessment activities to plan the next steps in students' learning. Giving a stronger voice to students in this reflection would be worthwhile.
- Systems and practices had been developed to facilitate communication and co-operation between the Irish teachers themselves and other departments, including the Special Education department. However, a need for a more holistic and systematic approach to the development of students' literacy skills in Irish was identified, especially as it related to students with lower proficiency levels.
- Teachers reported that the Subject Learning and Assessment Review (SLAR) meetings helped them progress their understanding of indicators of success , as they relate to the learning of Irish.

At the end of the evaluation, the draft findings and the draft recommendations of this evaluation were discussed with the principal, with the deputy principal and with the teachers of Irish.

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 and the Irish subject department welcome this report and have already set to work, by way of developing assessment strategies and designing tasks, to enhance learning by all students during Irish lessons, in accordance with their ability.

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 recognised in the report, the Irish subject department have worked very well collaboratively for a long time, and the department are committed to developing this collaboration throughout the school year.
Work is ongoing at planning meetings already and the inspector's recommendations are being considered and implemented, and, the department will also share this information with other departments. Additionally, and arising from COVID, strategies are being implemented at a whole school level to scaffold students' language acquisition.

(This is a translation of the school response submitted by the board of management.)

The Inspectorate's Quality Continuum

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