An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Ábhair san Eolaíocht agus sa Cheimic

TUAIRISC

Ainm na scoile / School name	Gaelcholáiste Mhuire
Seoladh na scoile / School address	An Mhainistir Thuaidh Corcaigh
Uimhir rolla / Roll number	62531H

Dáta na Cigireachta: 02-05-2019

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 san Eolaíocht agus sa Cheimic 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.

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.

COSAINT LEANAÍ

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.

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

CIGIREACHT ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGIREACHTA

Dátaí na cigireachta	30-04 agus 02-05-2019
Gníomhaíochtaí na cigireachta • Athbhreithniú ar cháipeisí ábhartha • Plé leis an bpríomhoide agus príomhbhaill foirne • Caidreamh le scoláirí	• Breathnóireacht ar theagasc agus foghlaim le linn ocht dtréimhse ranga • Scrúdú ar obair scoláirí • Aiseolas don phríomhoide agus do bhaill foirne ábhartha

Comhthéacs na scoile

Meánscoil dheonach, chomhoideachais ar an taobh ó thuaidh de Chathair Chorcaí is ea Gaelcholáiste Mhuire, a chuireann oideachas ar fáil trí mheán na Gaeilge. Feidhmíonn sí faoi choimirce Iontaobhas Scoileanna Éamainn Rís. Faoi láthair, tá 559 ar rolla na scoile. Cuirtear Clár na Sraithe Sóisearaí, Idirbhliain (TY) roghnach, an Ardteistiméireacht bhunaithe agus Gairmchlár na hArdteistiméireachta (LCVP) ar fáil do na scoláirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Ar an iomlán, breathnaíodh teagasc agus foghlaim ar cháilíocht mhaith i gceachtanna Eolaíochta. I roinnt cásanna, breathnaíodh cleachtas an-mhaith.
- I roinnt ceachtanna, baineadh úsáid an-éifeachtach as modheolaíochtaí amhail teagasc difreálach agus an cur chuige imscrúdaithe i dtaca le teagasc na hEolaíochta chun feabhas a chur ar fhoghlaim na scoláirí, cé go raibh scóip ann d'fhorbairt i gcásanna eile.
- Bhí roinnt fianaise ann d'úsáid na tráchtaireachta foirmithí in obair scríofa na scoláirí; tá scóip ann chun a húsáid a leathnú d'fhonn tacú níos mó le foghlaim na scoláirí.
- Is inmholta an rud é go bhfuil meastóireacht déanta ag an scoil ar a cleachtais reatha i dtaca le measúnú dheireadh an téarma ag deireadh na dara bliana agus go bhfuil sé ar intinn acu úsáid a bhaint as na measúnaithe rangbhunaithe (CBA) mar thráscaire ar fhoghlaim scoláirí.
- Tá soláthar ábhair agus tacaíocht scoile uile, lena n-áirítear acmhainní agus áiseanna, an-mhaith; tá obair de dhíth i dtaca le ráiteas sláinte agus sábháilteachta na scoile.
- Tá cáilíocht na pleanála sa roinn ábhair an-mhaith.

Moltaí

- Ba chóir úsáid an chuir chuige imscrúdaithe chun an Eolaíocht a theagasc agus úsáid intinní foghlama agus modheolaíochtaí difreálacha a leathnú ar fud na roinne.
- Ba chóir tráchtaireacht fhoirmitheach scríofa do scoláirí a sholáthar níos mó ar fud na roinne ábhair.
- Tá athbhreithniú bliantúil ar an ráiteas sláinte agus sábhailteachta de dhíth.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM AGUS MEASÚNÚ

- Breathnaíodh teagasc agus foghlaim ar cháilíocht mhaith i gceachtanna Eolaíochta: i roinnt cásanna, breathnaíodh cleachtas an-mhaith.
- Roinneadh intinní foghlama leis na scoláirí. Thug an dea-chleachtas seo fócas agus struchtúr don cheacht agus shoiléirigh sé an fhoghlaim a bhí beartaithe do na scoláirí. I gcásanna ina raibh úsáid na n-intinní an-éifeachtach, bhain na múinteoirí úsáid astu chun an fhoghlaim a chur chun cinn agus a dhearbhú. Uaireanta, moladh go ndéanfaí na hintinní foghlama a dhifreáil d'fhonn dúshlán a dhóthain a sholáthar do na scoláirí níos cumasaí.
- Ar an iomlán, baineadh úsáid mhaith as raon mhodheolaíochtaí teagaisc chun feabhas a chur ar an bhfoghlaim.
- Baineadh úsáid an-éifeachtach as teicneolaíocht faisnéise agus cumarsáide (TFC) agus cláir bhána chun íomhánna a sholáthar agus chun léiriú a thabhairt ar phríomhphointí na gcoincheap eolaíochta a bhí faoi chaibidil. I gceacht amháin, úsáideadh gearrthóg físe go han-rathúil chun topaic a chur i láthair. Cuireadh ceisteanna ar na scoláirí roimh ré, agus bhí orthu iad a fhreagairt go comhoibríoch i ngrúpaí beaga ag baint úsáid as eolas a fuair siad ón bhfíseán.
- Bhí obair phraiticiúil an-eagraithe agus tacaíodh leis na scoláirí ina gcuid oibre de réir mar a bhog a múinteoirí thart sa tsaotharlann.
- Rinneadh monatóireacht ar dhul chun cinn na scoláirí trí cheistiú éifeachtach sa rang agus freisin trí mheasúnaithe suimitheacha. Moladh go mbainfí úsáid as straitéisí amhail smaoineamh, péireáil, comhroinnt nuair a bhí ceisteanna á gcur i roinnt cásanna d'fhonn na scoláirí go léir a mhealladh le páirt a ghlacadh go gníomhach.
- I roinnt ceachtanna, moladh go mbeadh úsáid leathnaithe ann den chur chuige imscrúdaithe chun an Eolaíocht a theagasc agus moladh go gcuirfí modheolaíochtaí difreálacha san áireamh.
- Bhí na scoláirí go léir, beagnach, aireach agus ghlac siad páirt go maith i bpróiseas na foghlama. Cuireadh fáilte roimh dhearthaí na scoláirí sna ceachtanna.
- Bhí bainistíocht ranga an-mhaith ar an iomlán agus bhí atmaisféar taitneamhach dearfach i réim. Bhí caidreamh an-mhaith ann idir na múinteoirí agus na scoláirí, agus bhí caidreamh bunaithe ar mhothúchán cóimheasa.
- Bhí fianaise mhaith ar an bhfoghlaim ó tharla go raibh ar chumas na scoláirí i gcoitinne freagraí a thabhairt ar cheisteanna a cuireadh orthu i rith na gceachtanna. Léiríodh a scileanna agus a n-inniúlachtaí trína gcumas leis na tascanna praiticiúla a chur i gcrích.
- Tugadh obair bhaile sna ceachtanna a breathnaíodh, rud a thug deis do na scoláirí a bhfoghlaim a dhaingniú. Bhí fianaise ann gur úsáideadh roinnt tráchtaireachta foirmithí in obair scríofa na scoláirí. Ba chóir an cleachtas seo a úsáid níos forleithne ar fud na roinne ábhair.
- D'fhonn cuidiú le scoláirí a scileanna scríofa tuairisce a fhorbairt, ba chóir don roinn Eolaíochta machnamh a dhéanamh ar chóipleabhar ar leith a úsáid d'obair thurgnamhach.
- Is dearfach an rud é go mbaintear úsáid as raon de chleachtais measúnaithe chun foghlaim na scoláirí a dhearbhú. Tá meastóireacht déanta ag an scoil ar a cleachtais reatha i dtaca le measúnú dheireadh an téarma ag deireadh na dara bliana agus tá sé ar intinn acu na measúnuithe rangbhunaithe (CBAnna) a úsáid mar mheasúnú dheireadh na bliana. An-dea-chleachtas is ea é seo agus tá sé ag teacht hImlitir 0079/2018 ón Roinn.
- I gCeimic na hIdirbhliana, baintear úsáid as ríomhphunann, scrúdú praiticiúil agus scrúdú scríofa chun an marc measúnaithe deiridh a ríomh. Tá sé seo an-mhaith toisc go gcuidíonn cur chuige dá leithéid le measúnú ar raon scileanna. Ar leibhéal na scoile uile, tugtar

creidiúint san Idirbhliain as rannpháirtíocht in imeachtaí comhchuraclaim agus seach-churaclaim. Moltar é seo.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar ábhair agus tacaíocht scoile uile an-mhaith. Croí-ábhar is ea an Eolaíocht sa tSraith Shóisearach agus san Idirbhliain. Cuirtear Ceimic, Fisic, Bitheolaíocht agus Ríomheolaíocht ar fáil mar ábhair roghnacha don Ardteistiméireacht.
- San Idirbhliain, eagraíonn an scoil córas samplála ábhair do na hábhair roghnacha ar feadh leath den scoilbhliain, agus ina dhiaidh sin roghnaíonn na scoláirí na hábhair a dtabharfaidh siad fúthu, b'fhéidir, don Ardteistiméireacht. Roimh dhul isteach sa chúigiú bliain, is ansin a roghnaíonn na scoláirí a n-ábhair don Ardteistiméireacht, ar deireadh. Ag an dá am seo, bunaítear bloic na roghanna bunaithe ar rogha na scoláirí. Cuidíonn an cleachtas an-mhaith seo leis na scoláirí roghanna ábhair oilte a dhéanamh.
- Cuidíonn amchlárú an-mhaith le seachadadh éifeachtach na nEolaíochtaí, agus bíonn raon maith de cheachtanna ag na rang-ghrúpaí go léir ar fud na seachtaine.
- Tá áiseanna do theagasc na hEolaíochta an-mhaith. Tá trí shaotharlann ag an scoil atá spreagúil don tsúil agus ina bhfuil acmhainní maithe; cuidíonn taispeántais de thionscnaimh na scoláirí agus obair eile leis an timpeallacht foghlama dearfach seo.
- Tá cur chuige an-mhaith i dtaca le sláinte agus sábháilteacht le sonrú sa roinn Eolaíochta. Tá trealamh sábháilteachta ardchaighdeáin i láthair sna saotharlanna agus sna háiteanna ullmhúcháin, agus déantar ceimiceáin a stóráil de réir treoirlínte na Roinne. Ach tá gá le hathbhreithniú bliantúil ar an ráiteas sláinte agus sábháilteachta.
- Tá leibhéal ard de sholáthar TFC ag an scoil, a thacaíonn leis an teagasc agus foghlaim. Tá teilgeoirí sonraí agus ríomhairí ar fáil sna saotharlanna. Tá ríomhairí glúine ar fáil freisin.
- Glacann na múinteoirí Eolaíochta páirt go gníomhach in imeachtaí forbartha gairmiúla leanúnaí. Tá sé seo an-mhaith.
- Rud is inmholta, tugtar deiseanna do na scoláirí páirt a ghlacadh i leibhéal maith d'imeachtaí comhchuraclaim agus seach-churaclaim sna hEolaíochtaí, agus d'éirigh go maith le scoláirí i gcomórtais ar nós SciFest.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá cáilíocht na pleanála roinne ábhair an-mhaith.
- Tá obair fhiúntach déanta ag an roinn Eolaíochta chun plean Eolaíochta agus scéimeanna oibre a ghabhann leis a fhorbairt do shonrúchán Eolaíochta nua na Sraithe Sóisearaí. Rud is inmholta, tá na torthaí foghlama scrúdaithe agus, mar sin, áirítear sa phlean na hintinní foghlama do cheachtanna agus na gníomhaíochtaí atá le déanamh.
- Rud an-dearfach é go dtugtar cur síos ar na príomhscileanna sa phlean. Ag tógáil ar an obair an-mhaith atá déanta, moltar go nascfar na príomhscileanna le torthaí foghlama sonracha d'fhonn a chinntiú go mbíonn cur chuige comhtháite ann maidir leis na gnéithe sin den churaclam a theagasc. Chuideodh cur chuige dá leithéid freisin le forbairt fhócasaithe na scileanna seo.
- Rud is inmholta, príomhfhócas i gCeimic na hIdirbhliana is ea an fhorbairt bhreise ar scileanna praiticiúla na scoláirí. Tugtar an deis do scoláirí freisin staidéar a dhéanamh ar ghnéithe den Eolaíocht nach gcuirtear san áireamh sa sonrúchán agus siollabais reatha. Áirítear i measc na samplaí an staidéar ar an Dlí-Eolaíocht agus ar an Eolaíocht Spóirt. Tá sé seo an-mhaith.
- Bhí an phleanáil do cheachtanna an-mhaith ar an iomlán.

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

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil and 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 and 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*** *and* 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 and 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 and ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear ***Measartha*** áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear ***Lag*** áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an Bord roimh an deimhniú atá déanta ar an dea-chleachtas agus ar an gcleachtas an-mhaith. Go háirithe, tá an Bord sásta leis na pointí seo a leanas a cuireadh chun suntais:

1. Go raibh bainistíocht ranga an-mhaith ar an iomlán, go raibh atmaisféar taitneamhach dearfach i réim, go raibh caidreamh an-mhaith ann idir na múinteoirí agus na scoláirí agus go raibh caidreamh bunaithe ar mhothúchán cóimheasa.

2. Go raibh soláthar ábhair agus tacaíocht scoile uile an-mhaith m.sh.

    - An córas samplála ábhair do na hábhair roghnacha a chuidíonn leis na scoláirí Ardteiste roghanna ábhair oilte a dhéanamh.
    - Trí shaotharlann atá spreagúil don tsúil agus ina bhfuil acmhainní maithe ar fáil sa scoil.
    - Rannpháirtíocht ghníomhach ag na múinteoirí in imeachtaí forbartha gairmiúla leanúnaí.
    - Deiseanna do na scoláirí páirt a ghlacadh i léibhéal maith d'imeachtaí comhchuraclaim agus seach-churaclaim sna hEolaíochtaí.

3. Go bhfuil cáilíocht na pleanála sa roinn ábhair an-mhaith agus go háirithe go bhfuil obair fhiúntach déanta ag an roinn Eolaíochta chun plean Eolaíochta a fhorbairt do shonrúchán Eolaíochta nua na Sraithe Sóisearaí.

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

Déanfaidh an Bord dianfhiosrú ar na moltaí ar mhaithe len' iad a chur i bhfeidhm.

Mar chuid dár bPlean DEIS 2019/2020, leagtar béim shuntasach ar úsáid intinní foghlama agus modheolaíochtaí difreálacha sa Roinn Eolaíochta agus sna ranna ábhair eile.

Glacaimid gur chóir tráchtaireacht fhoirmitheach scríofa do scoláirí a sholáthar níos mó chun deis a thabhairt do na scoláirí a bhfoghlaim a dhaingniú ar fud na roinne.

Mar thoradh ar an moladh, táimid tosnaithe ar athbhreithniú ar an ráiteas sláinte agus sábháilteachta agus déanfaidh an Bord Bainistíochta athbhreithniú go bliantúil air.

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Subject Inspection in Science and Chemistry

REPORT

Ainm na scoile / School name	Gaelcholáiste Mhuire
Seoladh na scoile / School address	An Mhainistir Thuaidh Corcaigh
Uimhir rolla / Roll number	62531H

Date of Inspection: 02-05-2019

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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 Science and Chemistry under the following headings:

4. Teaching, learning and assessment
5. Subject provision and whole-school support
6. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

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

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	30-04 and 02-05-2019
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students	• Observation of teaching and learning during eight class periods • Examination of students' work • Feedback to principal and relevant staff

School context

Gaelcholáiste Mhuire is a co-educational, voluntary secondary school in the north side of Cork City, which provides education through the medium of Irish. It operates under the trusteeship the Edmund Rice Schools Trust. Currently, the school's enrolment is 559. The Junior Cycle Programme, an optional Transition Year (TY), the established Leaving Certificate and the Leaving Certificate Vocational Programme (LCVP) are offered to the students.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Overall, good quality teaching and learning was observed in science lessons; in some instances, very good practice was observed.
- In some lessons, methodologies such as differentiated teaching and the investigative approach to teaching Science were used very effectively to enhance student learning, although there was scope for development in other instances.
- There was some evidence of the use of formative commentary in students' written-work; there is scope to extend its use in the interest of further supporting students' learning.
- Commendably, the school has evaluated its current practices in relation to end-of-term assessment at the end of second year and intends to use the classroom-based assessments (CBAs) as an indicator of student learning.
- Subject provision and whole-school support, including resources and facilities are very good; work is required with regard to the school's health and safety statement.
- The quality of subject department planning is very good.

Recommendations

- Use of the investigative approach to teaching Science and use of differentiated learning intentions and methodologies should be extended across the department.
- Written formative commentary to students should be provided to a greater extent across the subject department.
- An annual review of the health and safety statement is required.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Good quality teaching and learning was observed in science lessons; in some instances, very good practice was observed.
- Learning intentions were shared with students. This good practice provided a focus and a structure for the lesson and clarified the planned learning for students. Where use of learning intentions was very effective, teachers used them to progress and ascertain learning. On occasion, it was advised that the learning intentions be differentiated in order to provide sufficient challenge for the more able students.
- Overall, a range of teaching methodologies was well used to enhance learning.
- Information and communications technology (ICT) and white boards were used very effectively to provide visual images and to outline the main points of the scientific concepts under consideration. In one lesson, a video clip was used very successfully to introduce a topic. Questions were put to the students in advance, which they had to collaboratively answer in small groups using information obtained from the video.
- Practical work was highly organised and students were supported in their work as their teachers moved about the laboratory.
- Student progress was monitored through effective questioning in class and also through summative assessments. The use of strategies such as think, pair, share when asking questions was recommended in some instances in order to actively engage all students.
- In some lessons, extended use of the investigative approach to teaching Science and the inclusion of differentiated methodologies were recommended.
- Almost all students were attentive and participated well in the learning process. Students' contributions to the lessons were welcomed.
- Classroom management was very good overall and a pleasant and positive atmosphere prevailed. A very good teacher-student rapport existed, and relations were grounded in a sense of mutual respect.
- There was good evidence of learning as generally students were capable of answering questions put to them during the lessons. Their skills and competencies were demonstrated by their abilities to complete the practical tasks.
- Homework was assigned in the lessons observed, thus providing an opportunity for students to consolidate their learning. There was evidence of some use of formative commentary in students' written-work. This practice should be used to a greater extent across the subject department.
- In order to assist students in developing their report writing skills, the science department should consider using a specific copybook for experimental work.
- It is positive that a range of assessment practices is used to ascertain student learning. The school has evaluated its current practices in relation to end-of-term assessment at the end of second year and intends to use the classroom-based assessments (CBAs) as the end-of-year assessment. This is very good practice and is in line with the requirements of the Department's Circular Letter 0079/2018.
- In TY Chemistry, an e-portfolio, a practical examination and a written examination contribute to the final assessment mark. This is very good as such an approach facilitates the assessment of a range of skills. At whole-school level, participation in co-curricular and extra-curricular activities is also credited in TY. This is commended.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole-school support is very good. Science is a core subject in Junior Cycle and in TY. Chemistry, Physics, Biology and Computer Science are offered as optional subjects for Leaving Certificate.
- In TY, the school operates a subject sampling system for the optional subjects for half of the school year, following which the students choose the subjects that they will possibly take for Leaving Certificate. Before entry into fifth year students finally choose their subjects for Leaving Certificate. At both these times, the option blocks are formed based on student preferences. This very good practice facilitates students in making informed subject choices.
- Very good timetabling facilitates the effective delivery of the sciences, with all class groups having a good spread of lessons throughout the week.
- Facilities for the teaching of Science are very good. The school has three well-resourced, visually stimulating laboratories; displays of students' projects and other work contribute to this positive learning environment.
- A very good approach to health and safety is evident in the science department. A high standard of safety equipment is present in the laboratories and preparation areas, and chemicals are stored in accordance with Departmental guidelines. However, an annual review of the health and safety statement is required.
- The school has a high level of ICT provision, which supports teaching and learning. Data projectors and computers are available in the laboratories. Laptop computers are also available.
- Science teachers actively engage in continuing professional development activities. This is very good.
- Commendably, students are given opportunities to participate in a good level of co-curricular and extra-curricular activities in the sciences, and students have performed well in competitions such as SciFest.

3. PLANNING AND PREPARATION

- The quality of subject department planning is very good.
- The science department has engaged purposefully in developing a science plan and corresponding schemes of work for the new Junior Cycle Science specification. Commendably, the learning outcomes have been interrogated and therefore, the plan includes the learning intentions for lessons and the activities to be undertaken.
- It is very positive that the key skills are outlined in the plan. Building on the very good work that has taken place, it is advised that the key skills be linked to specific learning outcomes to ensure an integrated approach is taken to teaching these aspects of the curriculum. Such an approach would also assist in the focused development of these skills.
- Commendably, a key focus in TY Chemistry is the further development of students' practical skills. Students are also provided with the opportunity to study aspects of science that are not included in the current specification and syllabuses. Examples include the study of Forensic Science and Sports Science. This is very good.
- Planning for lessons was very good overall.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board welcomes the affirmation of good practice and very good practice. In particular, the Board welcomes the highlighting of the following:

1. That classroom management was very good overall and a pleasant and positive atmosphere prevailed, a very good teacher-student rapport existed and relations were grounded in a sense of mutual respect.

2. That subject provision and whole school support are very good e.g.

    - subject sampling system for optional subjects allowing Leaving Certificate students to make informed subject choices.
    - three well-resourced visually stimulating laboratories available in the school.
    - active engagement of science teachers in continuing professional development.
    - provision of opportunities for students to participate in a good level of co-curricular and extra-curricular activities in the Sciences.

3. That the quality of subject department planning is very good and in particular that the Science department has engaged purposefully in developing a Science plan for the new Junior Cycle Science specification.

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

The Board will closely examine the recommendations with a view to progressing them further.

As a part of our DEIS plan 2019/2020, there is great importance given to the use of differentiated learning intentions and methodologies in the Science department and in the other subject departments.

We accept that the use of written formative commentary in consolidating students' learning needs to be provided to a greater extent across the subject department.

As a result of the recommendation, we have commenced a review of the health and safety statement and the board of management will conduct this review annually.