An Roinn Oideachais agus Scileanna

Department of Education and Skills

Measúireacht Curaclaim

Matamaitic

TUAIRISC

Ainm na scoile	Gaelscoil Chaladh An Treoigh
Seoladh na scoile	Caisleán Nua Bóthar Bhaile Átha Cliath Caladh An Treoigh Contae Luimnigh
Uimhir rolla	20148U

Dáta na cigireachta: 23-05-2019

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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.

MEASTÓIREACHT CURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i g*Curaclam na Bunscoile* (1999). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne na cigirí meastóireacht ar fhoghlaim agus ar theagasc in Matamaitic faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide 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 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.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

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

Meastóireacht Curaclaim

Dátaí na cigireachta	21-05-2019-23-05-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Plé leis an bpríomhoide agus leis na múinteoirí • Athbhreithniú ar cháipéisí ábhartha • Agallamh le fócasghrúpa daltaí	• Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Aiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais í Gaelscoil Chaladh an Treoigh, lonnaithe i gcathair Luimnigh. Is scoil lánGhaeilge í a fheidhmíonn faoin bhForas Pátrúnachta. Ag am na meastóireachta bhí príomhoide gníomhach ag an scoil, cúig mhúinteoir déag i ranganna príomhshrutha agus ceathrar múinteoirí oideachais speisialta (MOS). Bhí 402 dalta ag freastal ar an scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Ar an iomlán, tá cáilíocht na foghlama sa Mhatamaitic an-mhaith.
- Tá an tumoideachas sa Ghaeilge á chur i bhfeidhm go han-éifeachtach.
- Tá cáilíocht an teagaisc go maith; sna ceachtanna a breathnaíodh bhí na straitéisí idirdhealaithe do Mhatamaitic teoranta.
- Le linn na meastóireachta, bhí an tacaíocht do dhaltaí le riachtanais speisialta oideachais (RSO) á soláthar sna seomraí tacaíochta amháin.
- Tá cáilíocht an mheasúnaithe go maith ar an iomlán; ba léir, áfach, nach raibh athbhreithniú rialta á dhéanamh mar ba chóir ar na spriocanna foghlama a bhí aitheanta do dhaltaí le RSO.
- Tá an plean scoile agus próiseas na féinmheastóireachta scoile (FMS) ar chaighdeán ard agus tá sé inmholta go bhfuil teanga na matamaitice á forbairt go céimniúil ar bhonn scoile-uile.

MOLTAÍ

- Ba chóir do gach múinteoir spriocanna agus gníomhaíochtaí foghlama a chur in oiriúint do na leibhéil éagsúla chumais sna ceachtanna matamaitice.
- Bá chóir athbhreithniú a dhéanamh ar an gcóras tacaíochta do pháistí le RSO chun a chinntiú go mbíonn tacaíocht in-ranga ar fáil nuair is cuí.
- Ba chóir athbhreithniú a dhéanamh go rialta ar dhul chun cinn i mbaint amach na spriocanna foghlama do dhaltaí le RSO.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht foghlama na ndaltaí sa Mhatamaitic an-mhaith ar an iomlán. Léirigh formhór na ndaltaí toilteanas agus tiomantas agus iad i mbun a gcuid oibre. Thuig an chuid is mó díobh na tascanna a bhí idir lámha acu. Tá an tumoideachas sa Ghaeilge á chur i bhfeidhm go han-éifeachtach sa scoil agus bhí na daltaí ábalta teanga na Matamaitice a úsáid go neamhspleách, muiníneach i gcoitinne chun an méid a bhí foghlamtha acu a chur in iúl agus a mhíniú. I ngach rang léirigh daltaí áirithe scileanna réasúnaíochta a bhi ar chaighdeán an-ard. Ar an iomlán, baineadh amach dea-thorthaí foghlama sna ceachtanna a breathnaíodh. Bhí fianaise i gcóipleabhair na ndaltaí go raibh dul chun cinn maith déanta ag formhór acu. Tá gnóthachtáil na ndaltaí i measúnuithe suimitheacha, lena n-áirítear trialacha caighdeánaithe, ar cháilíocht an-ard.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Ar an iomlán, tá eispéiris na bhfoghlaimeoirí sa Mhatamaitic ar chaighdeán maith. Bhí idirghníomhaíochtaí ómósacha léirithe le linn na gceachtanna. Sna bunranganna, baineadh úsáid éifeachtach as *Aistear: Creatchuraclam na Luath-Óige* chun coincheapa na Matamaitice a fhorbairt agus a dhaingniú trí shúgradh. Tríd an scoil, baineadh úsáid rialta as cluichí chun tuiscint ar choincheapa a fhorbairt agus a dhaingniú.

Sna ceachtanna a breathnaíodh, bhí cáilíocht an teagaisc go maith ar an iomlán. Bhí an cleachtas anmhaith i gcásanna agus sásúil i gcásanna eile. Tá sé le moladh go bhfuil forbairt chéimnithe á déanamh ar theanga na Matamaitice ar bhonn scoile-uile. Sa chleachtas a bhí ar chaighdeán an-ard, bhí na rudaí seo a leanas le sonrú: bhí struchtúr agus luas cuí ag baint leis na ceachtanna: d'eagraigh na múinteoirí gníomhaíochtaí foghlama a bhí fiúntach agus dushlánach do na daltaí agus baineadh úsáid as ceistiúchán go héifeachtach chun freagraí na ndaltaí a dhearbhú agus a leathnú. Ba chóir na dea-chleachtais seo a chur i bhfeidhm i ngach suíomh.

Bhí raon acmhainní in úsáid chun foghlaim agus daingniú na gcoincheap a éascú do na daltaí. Moltar tuilleadh úsáide a bhaint as teicneolaíocht faisnéise agus cumarsáide (TFC) san fhoghlaim. B'fhiú, níos mó samplaí d'obair na ndaltaí agus de theanga na matamaitice a thaispeáint i dtimpeallacht na scoile. Bíonn cluichí matamaitice in úsáid ag na daltaí ag am súgartha. Ba chóir úsáid níos mó a bhaint as conairí matamaitice.

Ar an iomlán, bhí cáilíocht phleanáil na múinteoirí ar chaighdeán maith. Ba chóir, áfach, cuspóirí níos soiléire a aithint. I bhformhór na gceachtanna a breathnaíodh, d'fhéadfaí níos mó a dhéanamh chun an ceacht a chur in oiriúint do na leibhéil éagsúla chumais sa rang. Ba chóir do gach múinteoir spriocanna agus gníomhaíochtaí foghlama a chur in oiriúint do na leibhéil éagsúla chumais sna ceachtanna matamaitice.

Sna ceachtanna a breathnaíodh, bhí deiseanna ag na daltaí bheith ag obair go comhoibríoch agus go gníomhach. Tuairiscíodh i bhfócasghrúpa leis na daltaí go gcabhraíonn cluichí leo chun Matamaitic a fhoghlaim agus go dtaitníonn leo bheith ag obair i mbeirteanna. Bheadh sé cabhrach dá dtabharfaí deiseanna níos rialta dóibh a smaointeoireacht mhatamaiticiúil a chur in iúl agus a phlé.

Tá cáilíocht na tacaíochta do dhaltaí le RSO sa Mhatamaitic sásúil, ar an iomlán. Le linn na meastóireachta soláthraíodh an tacaíocht seo i slí a bhí taitneamhach agus dearfach. In ainneoin seo,

bhí an tacaíocht á soláthar sna seomraí tacaíochta amháin. Bá chóir don scoil a chinntiú go mbíonn tacaíocht in-ranga á soláthar nuair is cuí. Ba chóir béim sa bhreis a chur ar an idirghabháil luath san uimhearthacht. Ullmhaítear pleananna oideachais do dhaltai le RSO sa Mhatamaitic de réir Chontanam na Tacaíochta. Ba chóir don scoil féachaint chuige go mbíonn roghnú na spriocanna foghlama agus monatóireacht orthu bunaithe ar fhianaise ó mheasúnuithe ábhartha, lena n-áirítear trialacha scagtha agus diagnóiseacha.

Tá cáilíocht an mheasúnaithe sna ranganna príomhshrutha go maith ar iomlán. Baintear úsáid as trialacha caighdeánaithe, trialacha oide-dheartha agus samplaí d'obair na ndaltaí chun dul chun cinn na ndaltaí a mheas. D'fhéadfaí scileanna féinmheastóireachta na ndaltaí a fhorbairt a thuilleadh.

3. ÉIFEACHT PHLEANÁIL SCOILE, FÉINMHEASTÓIREACHT SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

Tá an plean scoile do Mhatamaitic go maith ar an iomlán. Tá an téarmaíocht a bhaineann leis na bunchoincheapa do na leibhéil ranga eagsúla leagtha amach go soiléir sa phlean. Tugtar treoir úsáideach ann freisin maidir le conas na hoibríochtaí a mhúineadh go seasta sa scoil. Tá sé le moladh go bhfuil an t-eolas seo roinnte leis na tuismitheoirí. Tá liosta d'acmhainní luaite sa phlean agus eagraítear na hacmhainní go héifeachtach. Baintear úsáid mhaith as TFC chun áiseanna a chomhroinnt leis an bhfoireann scoile. Ba chóir treoir sa bhreis a thabhairt do na múinteoirí sa phlean maidir le húsáid chonairí matamaitice agus straitéisí do réiteach fadhbanna.

An an iomlán, tá an próiseas FMS don uimhearthacht go maith. Tá plean feabhsúcháin foilsithe ag an scoil agus tá straitéisí comhaontaithe léirithe ann. Bhí na comhpháirtithe uile páirteach sa phróiseas. Le linn na meastóireachta, bhí fianaise ann go raibh tionchar dearfach ar an bhfoghlaim ag cuid de na straitéisí atá aontaithe. Ba chóir don scoil athbhreithniú a dhéanamh ar an bplean feabhsúcháin chun a chinntiú go bhfuil na spriocanna intomhaiste.

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 roimh an Tuarascáil Mheastóireachta Curaclaim agus a dhearbhú dearfach i leith cáilíocht an teagaisc agus na foghlama sa Mhatamaitic inár scoil.

Aithníonn agus glacann an Bord Bainistíochta leis na moltaí a rinneadh sa Mheastóireacht Churaclaim agus tá siad sásta na moltaí a chur i bhfeidhm.

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 Mar thoradh ar an iniúchadh, tá na gníomhartha seo a leanas deánta sa Ghaelscoil:

- Beidh níos mó béime ar idirdhealú sna seomraí ranga agus sna cuntaisí míosúla.
- Tá struchtúr difriúil ar an gclár ama i dtaobh oideachas speisialta mar thoradh ar an meastóireacht curaclaim seo. Is tacaíochta in-ranga don chuid is mó atá á úsáid agus déanfar athbhreithniú ar an dul chun cinn ag deireadh an téarma. 'Sí an aidhm atá againn ná go mbeidh cothromaíocht idir aistarraingt agus tacaíocht ranga.
- Tá spriocanna soiléir ag na múinteoirí oideachas speisialta (MOS) maidir leis na páistí atá ar a gcláracha ama acu. Déanfar athbhreithniú ar na spriocanna foghlama ag deireadh gach bloc oibre chun measúnú comparáideach a dhéanamh.
- Córas réiteach fadhbanna á chur i bhfeidhm tríd an scoil.
- An méid teicneolaíochta atá in úsáid don Mhata a mhéadú.
- Córas uile scoile maidir le rian Mata a chur i bhfeidhm.
- Leanfar ag úsáid torthaí na sonraí measúnaithe mar chuid den phróiseas chun réimsí fócais a aithint.

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 ansuntasacha; 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

Curriculum Evaluation

Mathematics

REPORT

School name	Gaelscoil Chaladh An Treoigh
School address	Newcastle Dublin Road Castletroy County Limerick
Roll number	20148U

Date of inspection: 23-05-2019

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). 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, inspectors evaluated teaching and learning in Mathematics under the following headings:

4. Quality of pupils' learning
5. Supporting pupils' learning through learner experiences and teachers' practice
6. The effectiveness of school planning, including SSE, in progressing pupils' learning

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. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

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

Curriculum Evaluation

Dates of inspection	21-05-2019-23-05-2019
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Interview with a focus group of pupils	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to the principal and teachers

SCHOOL CONTEXT

Gaelscoil Chaladh an Treoigh is a co-educational primary school, situated in Limerick city. It is an Irish-medium school operating under the patronage of An Foras Patrúnachta. At the time of the evaluation, the school had an acting principal, fifteen mainstream class teachers and four special education teachers (SETs). 402 pupils were attending the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Overall, the quality of learning in Mathematics is very good.
- Immersion teaching in Irish is being implemented very effectively.
- The quality of teaching is good; in the lessons observed, strategies for differentiation were limited.
- During the evaluation, support for pupils with special educational needs (SEN) was provided solely in support rooms.
- The quality of assessment is good overall; it was clear, however, that regular review of the learning targets, identified for pupils with SEN, was not being carried out as it should be.
- The school plan and the school self-evaluation (SSE) process are of a high standard and, commendably, mathematical language is being developed systematically on a whole-school basis.

RECOMMENDATIONS

- All teachers should ensure that learning targets and activities are suitable for varying levels of ability in mathematics lessons.
- The support system for pupils with SEN should be reviewed to ensure that in-class support is provided where appropriate.
- The progress made in the attainment of learning targets by pupils with SEN should be reviewed regularly.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

Overall, the quality of pupils' learning in Mathematics is very good. The majority of pupils demonstrated willingness and enthusiasm as they engaged in their work. Most of them understood the tasks they were undertaking. Immersion teaching in Irish is implemented very effectively in the school and pupils were generally able to use mathematical language independently and confidently to articulate and explain what they had learnt. In all classes, certain pupils demonstrated reasoning skills which were of a very high standard. Overall, in the lessons observed, the learning outcomes achieved were good. There was evidence in pupils' copy books that most of them had made good progress. Pupil attainment in summative assessments, including standardised tests, was of a very high quality.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

Overall, learners' experiences in Mathematics are of a good standard. Interactions observed during lessons were respectful. In the infant classes, *Aistear: The Early Childhood Curriculum Framework* was used effectively to develop and consolidate mathematical concepts through play. Throughout the school, games were used regularly to develop and consolidate the understanding of concepts.

In the lessons observed, the quality of teaching was good overall. Practice was very good in some cases and satisfactory in others. It is commendable that mathematical language is being developed systematically on a whole-school basis. Where practice was of a very high standard, the following was evident: lessons were appropriately structured and paced; teachers organised learning activities that were worthwhile and challenging for pupils; and questioning was used effectively to confirm and extend pupils' responses. These good practices should be implemented in all settings.

A range of resources was used to facilitate learning and the consolidation of concepts for pupils. More use should be made of information and communications technology (ICT) in learning. It would be worthwhile to have more samples of pupils' work and mathematical language on display in the school environment. Pupils use mathematical games during play-time. Greater use should be made of mathematical trails.

Overall, the teachers' planning was of a good standard. However, clearer objectives should be identified. In most lessons observed, more could be done to make the lesson suitable for the various levels of ability in the class. All teachers should ensure that learning targets and activities are suitable for varying levels of ability in mathematics lessons.

In the lessons observed, pupils had opportunities to work collaboratively and actively. In a focus-group with pupils, it was reported that games help them to learn Mathematics and that they enjoy working in pairs. It would be helpful if more regular opportunities were provided for them to demonstrate and discuss their mathematical thinking.

The quality of support for pupils with SEN in Mathematics is satisfactory overall. During the evaluation this support was provided in an enjoyable and positive way. Nevertheless, support was provided in support rooms only. The school should ensure that in-class support is provided where appropriate. More emphasis should be placed on early intervention in numeracy. Education plans for pupils with SEN are prepared in accordance with the *Continuum of Support*. The school should ensure that the selection and monitoring of learning targets is based on evidence from relevant assessments, including screening and diagnostic tests.

Overall, the quality of assessment in mainstream classes is good. Standardised tests, teacher-designed tests and samples of pupils' work are used to evaluate pupils' progress. Pupils' self-evaluation skills could be developed further.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

Overall, the school plan for Mathematics is good. The terminology concerning core concepts for the various class levels is outlined clearly in the plan. It also contains useful guidance on how to teach operations consistently in the school. Commendably, this information is shared with parents. The plan contains a list of resources and the resources are organised efficiently. Good use is made of ICT to share materials with school staff. The plan should include more guidance for teachers regarding the use of mathematical trails and problem-solving strategies.

Overall, the SSE process for numeracy is good. The school has published a school-improvement plan in which agreed strategies are explained. All partners were involved in the process. During the evaluation, there was evidence that some of the agreed strategies had a positive influence on learning. The school should review the improvement plan to ensure that targets are measurable.

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 report of the curriculum evaluation and the positive affirmation in relation to the quality of teaching and learning in Mathematics in our school.

The board of management acknowledges and accepts the recommendations of the evaluation and is satisfied to implement the recommendations.

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 result of the evaluation, the following activities have been implemented in the school:

- More emphasis will be placed on differentiation in classrooms and in monthly progress records.
- A different structure is in place in relation to timetabling of special education as a result of this curriculum evaluation. It is mostly in-class support that is now in place and a review of progress will be conducted at the end of the term. It is our aim to have a balance between withdrawal and in-class support provision.
- The learning targets of special education teachers (SETs) for pupils that are on their timetables are clear. A review of the learning targets will be conducted at the end of each block to provide comparative assessment.
- A system of problem-solving will be implemented throughout the school.
- The use of technology in Mathematics will increase.
- A whole-school plan for maths trails will be implemented.

(*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 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. Overall, learners have access to a basic level of provision. 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;

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