An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Curaclaim

Gaeilge

TUAIRISC

Ainm na scoile	S N Ath Na Bh-Fearcon
Seoladh na scoile	Aughnafarcon Broomfield Castleblayney
Uimhir rolla	18023L

Dáta na cigireachta: 05-12-2018

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

This report is written in Irish. An English translation of the report is provided at the end of the report

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

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 an cigire meastóireacht ar fhoghlaim agus ar theagasc in Gaeilge 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

Dáta na cigireachta	05-12-2018
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

Feidhmíonn Scoil Bhríde faoi phatrúnacht Easpag Chaitliceach an Chlochair. Tá 47 dalta ar na rollaí, dáilte thar dhá rang le beirt mhúinteoir príomhshrutha agus múinteoir oideachais speisialta fostaithe sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama i nGaeilge an-mhaith ar an iomlán; chuirfeadh tuilleadh saorscríbhneoireachta agus ábhar léitheoireachta breise lena saibhreas teanga.
- Cruthaítear atmaisféar tacúil d'fhoghlaim na Gaeilge sa scoil.
- Múintear an Ghaeilge go héifeachtach agus tá gnéithe áirithe den soláthar an-mhaith.
- Bhí an phleanáil agus an t-ullmhúchán do na ceachtanna a breathnaíodh le linn na cigireachta go maith; tá sé aitheanta ag an scoil gur gá athbhreithniú a dhéanamh ar an soláthar don Ghaeilge ar bhonn scoile-uile i bhfeidhmiú Churaclam Teanga nua na Bunscoile. i gcomhthéacs ilranga na scoile.

MOLTAÍ

- Ba chóir cumas scríbhneoireachta na ndaltaí sa Ghaeilge a fhorbairt a thuilleadh trí chlár céimniúil scríbhneoireachta scoile-uile a chur i bhfeidhm thar na seánraí éagsúla.
- Moltar plean litearthachta scoile-uile a dhearadh i gcomhthéacs na n-ilranganna agus ábhar léitheoireachta breise a sholáthar chun cur le saibhreas teanga na ndaltaí.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht foghlama na ndaltaí i nGaeilge an-mhaith ar an iomlán. Forbraítear scileanna éisteachta agus tuisceana na ndaltaí go tairbheach agus léiríonn siad tuiscint mhaith ar an teanga. Aithrisíonn siad dánta agus amhráin le muinín agus le taitneamh. Tá a bhformhór in ann abairtí simplí a chumadh agus a úsáid i gcomhthéacsanna áirithe. Tá tuiscint mhaith ag formhór na ndaltaí sinsearacha ar chomhréir na teanga ach d'fhéadfaí cur le tuiscint na ndaltaí ar bhriathra sna bunranganna.

Tá scileanna luathlitearthachta agus léitheoireachta na ndaltaí á bhforbairt go córasach agus léann formhór na ndaltaí go soiléir le tuiscint chuí. Forbraítear scileanna tuisceana agus focal-aithint na ndaltaí go tairbheach ach is gá a gcuid scileanna fóineolaíochta a fhorbairt a thuilleadh, ar bhonn córasach scoile-uile. Ní mór ábhar léitheoireachta breise a sholáthar, atá ag teacht le hinniúlacht na ndaltaí chun a gcuid foclóra a leathnú agus saibhreas ina dteanga labhartha a chothú. Moltar plean litearthachta scoile-uile a dhearadh chuige sin.

Tá cumas scríbhneoireachta na ndaltaí forbartha go maith, ar an iomlán, agus scríobhann siad nuacht phearsanta, scéalta agus sleachta oiriúnacha bunaithe ar théamaí an churaclaim. Tugtar deiseanna rialta do na daltaí scríbhneoireacht fheidhmiúl a chleachtadh mar ghné chomhtháite dá gceachtanna Gaeilge. Ag tógáil ar an obair mhaith seo agus le cur lena n-eispéaras scríbhneoireachta, moltar cumas na ndaltaí a fhorbairt trí chlár céimniúil scríbhneoireachta scoile-uile a chur i bhfeidhm thar na seánraí éagsúla, ag cur comhthéacs ilranganna na scoile san áireamh. D'fhéadfaí breis úsáide a bhaint as teicneolaíocht na faisnéise agus na cumarsáide (TFC) chun cur le cumas scríbhneoireachta na ndaltaí.

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

Tá cáilíocht na tacaíochta don Ghaeilge go maith. Cruthaíonn na múinteoirí timpeallacht oiriúnach agus atmaisféar tacúil d'fhoghlaim na teanga. Le linn na meastóireachta, ghlac na daltaí páirt fhonnmhar sna gníomhaíochtaí foghlama a eagraíodh.

Múintear an Ghaeilge go héifeachtach agus tá gnéithe áirithe den soláthar an-mhaith. Le linn na meastóireachta bhí an t-ábhar teanga a múineadh oiriúnach d'aois agus do chumas na ndaltaí. Baineadh úsáid éifeachtach as réimse de mhodhanna múinte idirdhealaithe agus as gníomhaíochtaí foghlama taitneamhacha chun cumas teanga na ndaltaí a chothú. Eagraíodh suímh chumarsáide fhiúntacha agus rinneadh daingniú oiriúnach ar an bhfoghlaim, rud a chur go mór le muinín na ndaltaí i labhairt na teanga.

Tá cáilíocht an mheasúnaithe don Ghaeilge go maith. Baintear úsáid as trialacha oide-dheartha chun gnóthachtáil na ndaltaí sa Ghaeilge a mheas agus coinnítear taifid ar dhul chun cinn na ndaltaí sa teanga. Moltar trialacha caighdeánaithe a úsáid chun tuiscint níos fearr fós a fháil ar a gcuid gnóthachtála.

I bhfócas ghrúpa, a eagraíodh le linn na cigireachta, léirigh na daltaí meon an-dearfach i leith na Gaeilge. Thuairiscigh siad gur thaitin na ceachtanna Gaeilge leo, go mórmhór an gníomh-fhoglaim agus an difreálú a dhéantar do na daltaí ar chumas éagsúla. Dúirt siad go dtugann na múinteoirí tuiscint mhaith dóibh ar an teanga agus go gcabhraíonn an síorchleachtadh leo an teanga a shealbhú.

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

Tá cáilíocht na féinmheastóireachta agus na pleanála don Ghaeilge go maith ar an iomlan. Bhí an phleanáil agus an t-ullmhúchán do na ceachtanna, a breathnaíodh le linn na meastóireachta, go maith. Aithníonn an scoil gur gá athbhreithniú a dhéanamh ar an bplean scoile i gcomhthéacs fheidhmiú Churaclam Teanga na Bunscoile agus plean feabhsúcháin a dhearadh chuige sin. Ba chóir clár forchéimnithe scoile-uile a fhorbairt do na scileanna teanga éagsúla, i gcomhthéacs ilranga na scoile, le béim ar leith ar fhorbairt chéimniúil na foghlama.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

The Board of Management and Staff welcome the affirmations of the high standard of teaching practices and learning experiences highlighted in this report.

The staff has analysed the strengths highlighted and also the recommendations made. We appreciate the suggestions for improvement and as a staff we will continue to maintain a focus on improving the quality of teaching and learning in the school.

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

The Board of Management will support the school in implementing the recommendations of this report.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear ***An-mhaith*** áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht ***thar cionn*** agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas***:*** thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtai sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán *an-mhaith* a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear ***Sásúil*** áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear ***Measartha*** áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear ***Lag*** áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Curriculum Evaluation

REPORT

Ainm na scoile / School name	Aughnafarcon National school
Seoladh na scoile / School address	Aughnafarcon Broomfield Castleblayney
Uimhir rolla / Roll number	18023L

Date of inspection: 05-12-2018

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, the inspector evaluated learning and teaching in Irish 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 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 / in the reception area.
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

Date of inspection	05-12-2018
Inspection activities undertaken • Discussion with principal and teachers • Revision of relevant documents • Interview with pupil focus group	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

SCHOOL CONTEXT

Scoil Bhríde operates under the patronage of the Catholic Bishop of Clogher. There are 47 pupils enrolled in the school, distributed over two classes with two mainstream teachers and a special education teacher employed in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning in Irish is very good overall; further creative writing opportunities and additional reading materials would enrich pupils' language.
- A supportive atmosphere is created for the learning of Irish in the school.
- Irish is taught effectively and certain aspects of provision are very good.
- Planning and preparation for the lessons observed during the evaluation were good; the school acknowledges the need to review provision for Irish on a whole-school basis in implementing the new Primary Language Curriculum in the multi-class context of the school.

RECOMMENDATIONS

- Pupils' writing ability in Irish should be further developed through the implementation of a systematic, whole-school writing programme across the various genres.
- A whole-school literacy plan should be devised taking account of the multi-class context of the school and additional reading materials should be provided to enrich pupils' language.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The quality of pupils' learning in Irish is very good overall. Pupils' listening and comprehension skills are developed successfully and they demonstrate a good understanding of the language. They recite poems and songs with confidence and enjoyment. Most pupils can compose and use simple sentences in certain contexts. While senior pupils have a good understanding of language syntax, pupils' understanding of verbs could be improved in junior classes.

Pupils' early literacy and reading skills are being developed systematically and most pupils read clearly with appropriate understanding. While pupils' comprehension and word recognition skills are developed constructively their phonological skills should be further developed, on a systematic, whole-school basis. Additional reading material should be provided, commensurate with pupils' ability to extend their vocabulary and to enrich their spoken language. It is recommended that a whole-school literacy plan be devised to this end.

Overall, pupils' writing ability is well developed, and they write personal news, stories and appropriate scripts based on curriculum themes. Pupils are afforded regular opportunities to practise functional writing as an integrated aspect of their Irish lessons. To build upon this good work and in order to enhance their writing experiences, it is recommended that pupils' writing ability be developed through the implementation of a whole-school, progressive writing programme across the various genres, in the context of the multi-class of the school. Further use could be made of information and communication technology (ICT) to improve pupils' writing ability.

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

The standard of support for Irish is good. Teachers create an appropriate environment and a supportive atmosphere for the learning of the language. During the evaluation, pupils participated enthusiastically in the learning activities organised.

Irish is taught effectively and certain aspects of provision are very good. During the inspection the language content taught was suitable for the age and ability of pupils, overall. Effective use was made of a range of differentiated teaching methodologies and enjoyable learning activities to advance pupils' language ability. Purposeful communicative scenarios were organised and learning was appropriately reinforced which significantly enhanced pupils' confidence in speaking the language.

The quality of assessment for Irish is good. Teacher-designed tests are used to assess pupils' achievement in Irish and records of pupils' progress in the language are maintained. It is recommended that standardised tests are used to get a better understanding of pupils' achievement.

In a focus-group which was organised during the evaluation, pupils demonstrated a very positive attitude towards Irish. They reported that they enjoyed Irish lessons, especially the active learning and differentiation made for pupils of various abilities. They stated that they gain a good understanding of the language from teachers and that continuous practice assists them in consolidating the language.

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

The standard of self-evaluation and planning for Irish is good overall. Planning and preparation for lessons observed during the evaluation was good. The school acknowledges the need to revise the provision for Irish on a whole-school basis in the context of the implementation of the new Primary Language Curriculum and to devise an improvement plan to this end. A progressive whole-school programme should be developed for the various language skills, taking account of the multi-class context of the school, with specific emphasis on the progressive development of learning.

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 Staff welcome the affirmations of the high standard of teaching practices and learning experiences highlighted in this report.

The staff has analysed the strengths highlighted and also the recommendations made. We appreciate the suggestions for improvement and as a staff we will continue to maintain a focus on improving the quality of teaching and learning in the school.

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 of Management will support the school in implementing the recommendations of this report.

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;

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