An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Churaclaim

Gaeilge

TUAIRISC

Ainm na scoile	Scoil Náisiúnta Cnoc an Éin
Seoladh na scoile	Knockanean Ennis County Clare
Uimhir rolla	17583V

Dáta na cigireachta: 20-11-2019

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.

MEASTÓIREACHT CHURACLAIM

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 i nGaeilge 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 Churaclaim

Dátaí na cigireachta	19-11-2019 agus 20-11-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Plé leis an bpríomhoide agus leis na múinteoirí • Athbhreithniú ar cháipéisí ábhartha • Agallamh le fócas ghrúpa daltaí	• Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Aiseolas don phríomhoide, do chomhordaitheoir Gaeilge sa scoil agus do na múinteoirí

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachasúil í Scoil Náisiúnta Cnoc an Éin atá suite ar imeall na hInse, Contae an Chláir. Tá an scoil faoi phátrúnacht Easpag Caitliceach Chill Dá Lua. Tá príomhoide, aon mhúinteoir déag i mbun ranganna príomhshrutha, agus cúigear múinteoirí oideachais speisialta sa scoil. Tá múinteoir oideachais speisialta eile ag obair sa scoil atá lonnaithe i scoil eile sa cheantar. Bhí 285 dalta ar na rollaí ag am na meastóireachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Ar an iomlan tá cáilíocht foghlama na ndaltaí sa Ghaeilge go maith; tá gá feabhas a chur ar chumas labhartha na ndaltaí sna hardranganna.
- Tá caighdeán na léitheoireachta go maith ar an iomlán; tá úsáid na fíorleabhar teoranta.
- Tá éispéiris foghlama na ndaltaí go maith ar an iomlán agus cuirtear béim an-thairbheach ar chultúr na Gaeilge a chur chun cinn sa scoil.
- Sna ceachtanna a breathnaíodh, bhí caighdeán an teagaisc go maith; ní raibh an cur chuige cumarsáideach curtha i bhfeidhm go héifeachtach i ngach ceacht.
- Ar an iomlán tá cáilíocht na pleanála go han-mhaith.
- Léiríonn stiúrthóirí na scoile don Ghaeilge an-tiomantas don teanga.

MOLTAÍ

- Ba chóir cumas labhartha na ndaltaí sna hardranganna a ardú.
- Ní mór béim bhreise a chur ar úsáid na scéalaíochta agus na fíorleabhar ar bhonn scoile-uile.
- Ba chóir do gach múinteoir a chinntiú go gcuirtear na trí thréimshe cumarsáideach i bhfeidhm go héifeachtach i ngach ceacht sa Ghaeilge.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Ar an iomlán, tá cáilíocht foghlama na ndaltaí sa Ghaeilge go maith. Le linn na meastóireachta, breathnaíodh go raibh tromlach na ndaltaí ag baint taitneamh as an bhfoghlaim. Ar an iomlán, léirigh na daltaí tuiscint mhaith. Is inmholta mar a aithrisíonn na daltaí rainn, dánta agus amhráin le cruinneas agus spraoi i mbeagnach gach rang. Bhí samplaí maithe d'obair na ndaltaí ar na ballaí i bhformhór na seomraí ranga.

Léirigh na daltaí raon cumais i labhairt na Gaeilge ó mheasartha go han-mhaith. Sna suíomhanna ina raibh an cháilíocht go maith, bhí formhór na ndaltaí in ann an foclóir a bhí foghlamtha acu a chur in

abairtí agus bhí siad in ann ceisteanna a chur agus a fhreagairt le muinín. Bhí cumas maith acu i gcúrsaí gramadaí.

Cé go raibh cumas maith labhartha ag mionlach na ndaltaí sna hardranganna, ní raibh formhór na ndaltaí in ann caint go leanúnach ar théamaí éagsúla. Níor léirigh siad cumas cuí i láimhseáil na briathra. Ba chóir cumas labhartha na ndaltaí sna hardranganna a ardú.

I ranganna áirithe, forbraítear scileanna luathlitearthachta na ndaltaí go héifeachtach. Léigh formhór na ndaltaí sna meánranganna agus sna hardranganna le cruinneas agus léirigh siad tuiscint mhaith ar an méid a bhí léite acu. I suíomhanna áirithe, ba chóir aird bhreise a dhíriú ar an bhfuaimniú i gceachtanna léitheoireachta. Tá úsáid na fíorleabhar teoranta ag gach leibhéal ranga. Ní mór béim bhreise a chur ar úsáid na scéalaíochta agus na fíorleabhair.

Tugtar deiseanna rialta do na daltaí scríbhneoireacht fheidhmiúil a chleachtadh agus chonacthas samplaí maithe sna cóipleabhair le linn na meastóireachta. I suíomhanna áirithe, bhí samplaí de scríbhneoireacht chruthaitheach na ndaltaí ar chaighdeán ard. I líon bheag de na suíomhanna, tá sé le moladh go hard go forbraítear scileanna scríbhneoireachta na ndaltaí i raon seánraí. B'fhiú clár scríbhneoireachta scoile-uile a chur i bhfeidhm do na seánraí éagsúla.

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

Ar an iomlán, tá cáilíocht eispéiris na bhfoghlaimeoirí go maith. I mbeagnach gach cás bhí deiseanna ag na daltaí bheith ag obair i mbeirteanna le linn na gceachtanna.

I bhformhór na ranganna a breathnaíodh, bhí na daltaí rannpháirteach i ngníomhaíochtaí foghlama fiúntacha. I mionlach na suímh ba chóir do mhúinteoirí béim níos treise a chur ar rannpháirtíocht na ndaltaí sna ceachtanna.

Cuirtear béim an-thairbheach ar chultúr na Gaeilge a chur chun cinn sa scoil. Glacann na daltaí páirt i raon leathan de ghníomhaíochtaí chun tacú lena gcuid foghlama. San fhócasghrúpa, thug na daltaí le fios go dtaitníonn sé leo an Ghaeilge a fhoghlaim trí Chorpoideachas agus na hAmharcealaíona.

Tá cáilíocht an teagaisc sa Ghaeilge go maith, le raon ó mheasartha go han-mhaith. I mbeagnach gach cás, léirigh na múinteoirí scileanna maithe i mbainistíocht a gcuid seomraí ranga. Ar an iomlán, bhí na múinteoirí dea-eagraithe do na ceachtanna agus múineadh na ceachtanna go léir trí Ghaeilge, mar ba chóir. Ar an iomlán, baineadh úsáid as réimse leathan de mhodhanna múinte: obair bheirte, cluichí teanga, puipéidí agus ról-imirt san áireamh.

I bhformhór na gceachtanna a breathnaíodh, bhí an struchtúr agus an luas an-mhaith agus roinn na múinteoirí na spriocanna foghlama leis na daltaí. Bhí gach tréimhse den chur chuige cumarsáideach curtha i bhfeidhm go héifeachtach.

I mionlach na gceachtanna, ní raibh an ionchur teanga cuí curtha i bhfeidhm chun tacú leis na daltaí sa tréimhse chumarsáide. Ní raibh cothromaíocht idir ionchur na múinteoirí agus rannpháirtíocht na ndaltaí. Ba chóir do gach múinteoir a chinntiú go gcuirtear na trí thréimshe cumarsáideach i bhfeidhm go héifeachtach i ngach ceacht.

Breathnaíodh raon straitéisí measúnaithe sna ranganna, le stráistéisí an-mhaith in úsáid i suíomhanna áirithe. I measc na ngnéithe dea-chleachtais a breathnaíodh bhí seicliostaí agus an teicneolaíocht na faisnéise agus cumarsáide in úsáid ag na daltaí. Ba chóir stráiséisí uile-scoile a aontú agus a chur i bhfeidhm chun dul chun cinn na ndaltaí i ngach snáith sa churaclam a mheas.

Ar an iomlan, ní raibh an bhéim chuí ar an idirdhealú sna ceachtanna. Ba chóir do gach múinteoir a chinntiú go bhfuil an tacaíocht chuí agus an dúshlán cuí á dtabhairt do na daltaí.

Tá cleachtas comhchoiteann na múinteoirí sna bunranganna le moladh, go háirithe i gcur i bhfeidhm Churaclam Teanga na Bunscoile. Tá sé inmholta go ndéanann cuid do na múinteoirí forbairt ghairmiúl leanúnach sa Ghaeilge go rialta. Roinneann siad a gcuid foghlama leis na múinteoirí eile.

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

Tá cáilíocht na pleanála scoile an-mhaith. Tá na feidhmeanna teanga leagtha amach go córasach sa phlean. Tugtar treoir an-shoiléir do na múinteoirí conas an cur chuige cumarsáideach a chur i bhfeidhm. Tá gnéithe den ghramadach aitheanta do na bunranganna. Moltar plean don ghramadach a chur i bhfeidhm do na meánranganna agus na hardranganna chun go mbeidh na daltaí in ann na briathra a láimhseáil go héifeachtach.

Tá sé inmholta go bhfuil an foclóir don Chorpoideachas aitheanta ag an scoil chun tacú leis na múinteoiri Foghlaim Comhtháite Ábhar agus Teanga (FCÁT) a chur i bhfeidhm.

Léiríonn comhordaitheoirí don Ghaeilge an-tiomantas don teanga. Spreagann siad comhoibriú i measc na múinteoirí chun an Ghaeilge a chur chun cinn.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann an Bord Bainistíochta i Scoil Naisiúnta Cnoc an Éin fáilte roimh an tuairisc seo. Tá an bord an-sásta leis an aitheantas a thugtar do dhea-chailíocht fhoghlaim na ndaltaí, do dhea-chaighdeán a gcuid eispéiris foghlama agus do dhea-chaighdeán teagaisc na scoile. Tugadh faoi dearadh go leagtar béim an-tairbheach ar chultúr na Gaeilge á cur chun cinn sa scoil freisin.

Fáiltímid freisin roimh an aitheantas a thugtar d'ard-chaighdeán na pleanála agus don tiomantas mór a léirigh stiúrthóirí na scoile don teanga.

Cuirfimid fáilte freisin roimh an moladh a thugtar do chur i bhfeidhm Churaclam Teanga na Bunscoile agus d' fhorbairt ghairmiúil leanúnach na múinteoirí sa teanga.

Thug an Meastóireacht Churaclaim sa Ghaeilge deis mhaith dúinn machnamh a dhéanamh ar theagasc agus ar fhoghlaim na Gaeilge sa scoil. Táimid tiomanta do na moltaí a chur i bhfeidhm chun muinín agus foghlaim na ndaltaí sa Ghaeilge a fheabhsú.

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 a luadh sa tuairisc, i bhformhór na gceachtanna a breathnaíodh, bhí an struchtúr agus an luas an-mhaith agus roinn na múinteoirí na spriocanna foghlama leis na daltaí; bhí gach tréimhse den chur chuige cumarsáideach curtha i bhfeidhm go héifeachtach.I ndiaidh cruinnithe foirne agus ceardlanna, tá an cur chuige cumarsáideach curtha i bhfeidhm go rialta anois i ngach rang.

Dheimhnigh an tuairisc gur léigh formhór na ndaltaí sna meánranganna agus sna hardranganna le cruinneas, agus léirigh siad tuiscint mhaith ar an méid a bhí léite acu. Chun leanúint ar aghaidh leis an dea chleachtas seo agus chun é a fheabhsú, táimid ag fáil fíorleabhar faoi láthair agus tá sé mar phlean againn béim bhreise a chur ar úsáid na scéalaíochta agus na fíorleabhair ag gach leibhéal ranga agus nasc a dhéanamh leis an mBéarla chun aistriú scileanna a neartú.

Le linn na meastóireachta, tugadh faoi deara go raibh tromlach na ndaltaí ag baint taitneamh as an bhfoghlaim, agus gur inmholta an cumas atá acu rannta, dánta agus amhráin a aithris go cruinn agus go taithneamhach i mbeagnach gach rang. Tá sé socraithe againn an cleachtas seo a leathnú chun cumas labhartha na ndaltaí sna hardranganna a fheabhsú agus a ardú.

Leanfaidh an scoil ar aghaidh le Foghlaim Comhtháite Ábhar agus Teanga (F.C.A.T), sna ranganna Corpoideachais, mar a mhol na cigirí agus mar bhealach chun cumas labhartha na ndaltaí a ardú freisin.

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

Irish

DRAFT REPORT FOR FACTUAL VERIFICATION

School name	Knockanean National School
School address	Knockanean Ennis County Clare
Roll number	17583V

Date of inspection: 20-11-2019

Date of issue of report:

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil anseo.

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

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 inspectors evaluated learning and teaching in Irish under the following headings:

4. The 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	19-11-2019 and 20-11-2019
Inspection activities undertaken • Discussion with the principal and teachers • Review of relevant documents • An interview with a pupil focus-group	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to the principal, the co-ordinator of Irish in the school and the teachers

SCHOOL CONTEXT

Knockanean National School is a co-educational primary school located on the outskirts of Ennis, County Clare. The school is under the patronage of the Catholic Bishop of Killaloe. There is a principal, eleven teachers in mainstream classes and five special education teachers. There is another special education teacher working in the school who is based in another school in the area. There were 285 pupils on the roll at the time of the evaluation.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Overall, the quality of the pupils' learning in Irish is good; the oral language ability of pupils in the senior classes requires improvement.
- The standard of reading is good overall; limited use is made of real books.
- The pupils' learning experiences are good overall and very beneficial emphasis is placed on promoting Irish-language culture in the school.
- In the lessons observed, the standard of teaching was good; the communicative approach was not implemented effectively in all lessons.
- The quality of planning is very good overall.
- The school co-ordinators of Irish demonstrate great commitment to the language.

RECOMMENDATIONS

- The oral language ability of pupils in the senior classes should be enhanced.
- Greater emphasis should be placed on the use of storytelling and real books on a whole-school basis.
- All teachers should ensure that the three communicative phases are implemented effectively in each Irish lesson.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

Overall, the quality of the pupils' learning in Irish is good. During the evaluation, it was observed that the majority of pupils enjoy learning. In general, pupils demonstrated good understanding. It is commendable that pupils recite rhymes, poems and songs with accuracy and enjoyment in almost all classes. There were good examples of pupils' work on the walls in most classrooms.

Pupils displayed a range of abilities, from fair to very good, in oral Irish. In those settings in which the quality was good, most pupils were able to use the vocabulary that they had learned in sentences and ask and answer questions with confidence. Their competence in grammar was good.

Although a small number of pupils in the senior classes had good oral language ability, the majority of pupils were unable to speak continuously on different themes. They did not demonstrate appropriate ability in the manipulation of verbs. The oral language ability of pupils in the senior classes should be enhanced.

In some classes, pupils' early literacy skills are developed effectively. The majority of pupils in the middle and senior classes read with accuracy and displayed a good understanding of what they had read. In some settings, greater attention should be paid to pronunciation during reading lessons. Limited use is made of real books at all class levels. Greater emphasis should be placed on the use of storytelling and real books.

Pupils are provided with regular opportunities to practice functional writing and good examples were noted in the copybooks during the evaluation. Examples of the pupils' creative writing were of a high standard in some settings. In a small number of settings, it is to be highly commended that the pupils' writing skills are developed in a range of genres. It would be worth implementing a whole-school writing programme for the various genres.

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

The quality of learner experiences is good overall. Pupils had opportunities to work in pairs during lessons in almost all cases.

In the majority of classes observed, pupils participated in worthwhile learning activities. In a small number of settings, teachers should place stronger emphasis on pupil participation in the lessons.

Very beneficial emphasis is placed on promoting an Irish-language culture in the school. Pupils participate in a wide range of activities to support their learning. The pupils in the focus-group indicated that they enjoy learning Irish through Physical Education and Visual Arts.

The overall quality of teaching in Irish is good: ranging from fair to very good. Teachers displayed good skills in classroom management in almost all cases. They were generally well organised for the lessons and all lessons were taught through Irish, as is appropriate. On the whole, a wide range of teaching methods was employed, including pair work, language games, puppets and role-play.

In the majority of lessons observed, the structure and pace were very good and teachers shared the learning objectives with the pupils. Each phase of the communicative approach was implemented effectively.

In a small number of lessons, the appropriate language input had not been made so as to support pupils in the communicative phase. There was not a balance between the teachers' input and pupil participation. All teachers should ensure that the three communicative phases are implemented effectively in each lesson.

A range of assessment strategies was observed in the classes, with very good strategies used in some settings. The elements of good practice observed included checklists and the use by pupils of information and communications technology. Whole-school strategies should be agreed and implemented in order to assess pupil progress in each strand of the curriculum.

Overall, differentiation was not emphasised sufficiently in lessons. All teachers should ensure that pupils are being supported and challenged appropriately.

The collective practice of teachers in the junior classes is to be commended, particularly in relation to the implementation of the *Primary Language Curriculum*. It is commendable that a number of the teachers regularly undertake continuing professional development in Irish. They share their learning with the other teachers.

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

The quality of school planning is very good. The language functions are set out systematically in the plan. The teachers are given very clear guidance on how to implement the communicative approach. Elements of grammar have been identified for the junior classes. It is recommended that a plan for grammar be implemented for the middle and senior classes so that pupils will be able to manipulate verbs effectively.

It is commendable that the school has identified vocabulary for Physical Education as a way to support teachers in implementing Content and Language Integrated Learning (CLIL).

The co-ordinators for Irish demonstrate great commitment to the language. They encourage co-operation among the teachers in order to promote the Irish language.

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 welcomes this report. The board is very happy with its acknowledgement of the good quality of pupils' learning, the good standard of their learning experiences and the good standard of teaching. It was noted that a very beneficial emphasis is placed on promoting Irish culture in the school.

We also welcome the acknowledgement of the very high quality of planning and the great commitment demonstrated by the co-ordinators to the language.

We also welcome the commendation on the implementation of the Primary Language Curriculum and on the continuing professional development of teachers in Irish.

The Curriculum Evaluation of Gaeilge gave us a good opportunity to reflect on the teaching and learning of Irish in the school. We are committed to implementing the recommendations in order to improve the pupils' confidence and learning in Irish.

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 was noted in the report, in the majority of lessons observed, the structure and pace was very good and teachers shared the learning objectives with the pupils; every stage of the communicative approach was implemented effectively. Following staff meetings and workshops the communicative approach has now been fully implemented in all classes.

The report recognised that the majority of pupils in middle classes and senior classes read with accuracy and displayed a good understanding of what they had read. To continue this good practice and in order to improve it, we are currently getting real books and plan to put increased emphasis on the use of storytelling and real books at every class level and to make links with English to strengthen the transfer of skills.

During the evaluation, it was noted that the majority of pupils were enjoying their learning and their ability to recite rhymes, poems and songs with accuracy and enjoyment was commendable, in almost all classes. We intend to extend this practice to improve and raise the oral language ability of pupils in the senior classes.

The school will continue to implement Content and Language Integrated Learning (CLIL) in Physical Education classes as commended by the inspectors and as a way also of raising pupils' oral language ability.

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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