An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Curaclaim

Eolaíocht

TUAIRISC

Ainm na scoile	Scoil Náisiúnta na bhForbacha
Seoladh na scoile	Na Forbacha Contae na Gaillimhe
Uimhir rolla	17668G

Dáta na cigireachta: 15-10-2019

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 san Eolaíocht 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

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	15-10-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Plé leis an bpríomhoide agus leis na múinteoirí • Athbhreithniú ar cháipéisí ábhartha	• Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Aiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Tá an scoil seo suite sna Forbacha, tuairim is dhá chiliméadar déag siar ó chathair na Gaillimhe. Is scoil Ghaeltachta í seo atá ag glacadh páirte sa Scéim Aitheantais Scoileanna Gaeltachta. Is mar theanga bhreise, áfach, atá an Ghaeilge ag formhór na ndaltaí. Ag am na meastóireachta bhí príomhoide, ochtar múinteoirí ranga agus múinteoir oideachais speisialta (MOS) ag obair sa scoil. Bhí MOS ó scoil eile ag obair anseo freisin go páirtaimseartha. Bhí múinteoir tacaíochta teanga don Ghaeilge ag an scoil ar bhonn páirtaimseartha mar chuid den Scéim Aitheantais. Bhí 181 dalta sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Bhí foghlaim na ndaltaí san Eolaíocht sásúil; sonraíodh dul chun cinn maith sa snáithe *Feasacht agus cúram imshaoil*.
- Tá ardmholadh tuillte ag an scoil as na comhpháirtíochtaí éagsúla atá ar bun a bhfuil baint acu leis an Eolaíocht; tugann na comhpháirtíochtaí seo deiseanna do na daltaí tabhairt faoi réimse leathan d'imeachtaí a chothaíonn dearcadh dearfach i leith na hEolaíochta.
- Sonraíodh easnaimh i ngnóthachtáil na ndaltaí maidir le baint amach chuspóirí an churaclaim; i gcásanna, ní raibh stór focal dóthanach ag daltaí chun a gcuid tuisceana a chur in iúl.
- Bhí cáilíocht fhoriomlán an teagaisc go maith; uaireanta, áfach, bhí an clár foghlama don Eolaíocht á chinneadh ag téacsleabhair na ndaltaí in ionad chuspóirí an churaclaim.
- Bhí éifeacht na pleanála scoile ar fhoghlaim na ndaltaí san Eolaíocht sásúil.

MOLTAÍ

- Ba chóir do mhúinteoirí tús áite a thabhairt do chuspóirí an churaclaim Eolaíochta sa phleanáil, sa teagasc agus sa mheasúnú don ábhar.
- Ba chóir do mhúinteoirí an téarmaíocht a bhaineann leis an gceacht Eolaíochta a mhúineadh roimh ré agus a chleachtadh go rialta, ionas go mbeidh sé ar chumas na ndaltaí a gcuid tuisceana a phlé agus a fhorbairt.
- Ba chóir córas scoile uile a chur i bhfeidhm chun monatóireacht a dhéanamh ar dhul chun cinn na foghlama san Eolaíocht.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Bhí cáilíocht na foghlama sásúil. Léirigh na daltaí i gcoitinne dearcadh dearfach i leith na hEolaíochta agus ba léir go raibh taitneamh á bhaint acu as na himeachtaí a breathnaíodh. Bhí rannpháirtíocht na ndaltaí san fhoghlaim go maith i go leor de na ceachtanna a breathnaíodh. I gcásanna eile bhí gá le ról níos gníomhaí a thabhairt do na daltaí. Sonraíodh dea-nósanna éisteachta agus iompair i measc na ndaltaí i ngach rang. Ba léir go raibh taithí ag go leor daltaí ar úsáid na teicneolaíochta digití san fhoghlaim. Tá moladh tuillte ag an scoil as seo.

I rith na meastóireachta, chuir na cigirí ceisteanna ar na daltaí chun deis a thabhairt dóibh a gcuid foghlama san Eolaíocht a thaispeáint. Uaireanta, léirigh na daltaí tuiscint chruinn ar choincheapa a bhí mar ábhar ceachta acu le déanaí. I gcásanna eile, áfach, sonraíodh easnaimh ina gcuid tuisceana. Sonraíodh freisin nach raibh sé de chumas ag go leor daltaí a gcuid tuisceana a chur in iúl nó a fhorbairt mar nach raibh an téarmaíocht a bhaineann le coincheapa áirithe foghlamtha acu.

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

Bhí na heispéiris foghlaimeora a breathnaíodh ar laethanta na cigireachta go maith ar an iomlán. Bhí timpeallachtaí foghlama an-mhaith á gcur ar fail do dhaltaí i bhformhór na seomraí ranga. Bhí go leor taispeántas in úsáid ag na múinteoirí chun tuiscint agus athchuimhneamh ar ábhar na gceachtanna a éascú do na daltaí. Bhí bainistíocht ar dhaltaí an-mhaith i gcoitinne sna seomraí ranga. Sa chuid is mó de na ceachtanna a breathnaíodh, tugadh ról gníomhach do na daltaí san fhoghlaim, rud atá an-tábhachtach d'fhorbairt scileanna agus tuisceana. Tá ardmholadh tuillte ag an scoil as na comhpháirtíochtaí éagsúla atá ar bun a bhfuil baint acu leis an Eolaíocht. Tugann na comhpháirtíochtaí seo deiseanna do na daltaí tabhairt faoi réimse leathan d'imeachtaí a chothaíonn dearcadh dearfach i leith na hEolaíochta.

I gcuid de na seomraí ranga bhí ábhar agus struchtúr an chláir foghlama san Eolaíocht á gcinneadh ag téacsleabhair na ndaltaí don Oideachas Sóisialta, Imshaoil agus Eolaíochta. Ba chóir tús áite a thabhairt do chuspóirí an churaclaim Eolaíochta sa phleanáil, sa teagasc agus sa mheasúnú don ábhar. Ba chóir aird ar leith a dhíriú ar na cuspóirí sna rannóga curaclaim *Ag obair go heolaíoch* agus *Dearadh agus déanamh.*

Tá formhór na ndaltaí sa scoil seo ag foghlaim na hEolaíochta trí theanga nach bhfuil mar chéad teanga acu, rud a chruthaíonn dúshlán ar leith do na daltaí agus do na múinteoirí. Ba chóir do mhúinteoirí an téarmaíocht a bhaineann leis an gceacht Eolaíochta a mhúineadh roimh ré agus a chleachtadh go rialta, ionas go mbeidh sé ar chumas na ndaltaí a gcuid tuisceana a phlé agus a fhorbairt.

Bhí cáilíocht an mheasúnaithe sásúil. Ba chóir do mhúinteoirí na torthaí foghlaimeora atá le baint amach ag daltaí a chlárú roimh thús na hoibre agus measúnú a dhéanamh ar dhul chun cinn na ndaltaí i dtreo na dtorthaí seo.

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

Bhí éifeacht na pleanála scoile ar fhoghlaim na ndaltaí san Eolaíocht sásúil. Bhí gá le feabhas a dhéanamh i réimsí áirithe den phleanáil don churaclam. Sa phlean scoile don Eolaíocht, bhí an t-ábhar atá le clúdach i ngach rang leagtha amach faoi cheithre shnáithe an churaclaim. Ba chóir go

dtabharfadh an plean treoir freisin do mhúinteoirí maidir le forbairt scileanna agus forbairt teanga. Moltar go gcuirfí córas scoile uile i bhfeidhm chun monatóireacht a dhéanamh ar dhul chun cinn na foghlama san Eolaíocht. Tá plean feabhsúcháin scoile leagtha amach ag an scoil faoin Scéim Aitheantais Scoileanna Gaeltachta. Moltar don scoil machnamh a thuilleadh a dhéanamh ar na féidearthachtaí atá sa phróiseas seo maidir le forbairt a dhéanamh ar theanga chognaíoch na ndaltaí.

Bhí bainistíocht ar acmhainní go maith. Chonacthas úsáid mhaith á baint as teicneolaíocht dhigiteach, mar shampla. Ba chóir go dtabharfadh an plean scoile treoir agus tacaíocht do mhúinteoirí maidir le húsáid na ngnáthóga áitiúla mar acmhainní foghlama san Eolaíocht.

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

Science

REPORT

School name	Scoil Náisiúnta na bhForbacha
School address	Na Forbacha Contae na Gaillimhe
Roll number	17668G

Date of inspection: 15-10-2019

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, the inspectors evaluated learning and teaching in [Subject] 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; a response was not received from the board.

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.

Curriculum Evaluation

Date of inspection	15-10-2019
Inspection activities undertaken • Discussion with the principal and the teachers • Review of relevant documents	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to the principal and teachers

SCHOOL CONTEXT

This school is situated in Furbogh, approximately twelve kilometres west of Galway city. This is a Gaeltacht school that is participating in the Gaeltacht School Recognition Scheme. However, the majority of pupils are learning Irish as an additional language. At the time of the evaluation, a principal teacher, eight class teachers and a special education teacher (SET) were working in the school. Another SET was working here also on a part-time basis. The school had a language support teacher for Irish on a part-time basis as part of the Gaeltacht School Recognition Scheme. There were 181 pupils in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Pupils' learning in Science was satisfactory; good progress was noted in the strand *Environmental awareness and care*.
- The school deserves much credit for the various science-related partnerships in which it participates; these partnerships provide opportunities for pupils to undertake a broad range of activities that foster a positive attitude towards Science.
- Some gaps were noted in pupils' achievement in terms of attaining curriculum objectives; in some cases, pupils did not have sufficient vocabulary to communicate their understanding.
- The overall quality of teaching was good; in some instances, however, the class programme for Science was being determined by the pupils' textbooks rather than curriculum objectives.
- The effect of school planning on pupils' learning in Science was satisfactory.

RECOMMENDATIONS

- Teachers should prioritise the objectives of the science curriculum in planning, teaching and assessment in the subject.
- Teachers should teach relevant terminology in advance of the science lesson and provide regular opportunities for pupils to practise it, so that they are enabled to discuss and develop their understanding.
- The school should implement a whole-school system to monitor progression in pupils' learning in Science.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The quality of learning was satisfactory. Pupils displayed a positive attitude to Science and it was evident that they were enjoying the activities that were observed. Pupil participation in learning was good in many of the lessons observed. In other cases, pupils needed to be given a more active role. Good habits were noted amongst pupils in all classes with regard to listening and behaviour. It was evident that many pupils had experience of using digital technology in their learning at school. The school is to be commended for this.

During the evaluation, inspectors asked questions of pupils to give them an opportunity to demonstrate their learning in Science. Sometimes, pupils displayed an accurate understanding of concepts that were the subject of recent lessons. In other cases, however, gaps were noted in their understanding. It was also noted that many pupils were not in a position to communicate or develop their understanding because they had not learned key terminology with regard to particular concepts.

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

The overall quality of the learner experiences observed during the inspection was good. Very good learning environments were being provided for pupils in the majority of classrooms. Teachers were using various displays that made it easier for pupils to understand and remember what was taught. The management of pupils was generally very good. In most of the lessons observed, pupils were given an active role in their learning, which is very important for the development of skills and understanding. The school deserves much credit for the various science-related partnerships that are in place. These partnerships provide opportunities for pupils to undertake a broad range of activities that foster a positive attitude towards Science.

In some classrooms the content and structure of the learning programme for Science were determined by the pupils' textbooks for Social, Environmental and Scientific Education, rather than by the relevant curriculum objectives. Teachers should make the objectives of the curriculum central to their planning, teaching and assessment in Science. There should be a specific focus on the objectives in the curriculum sections *Working scientifically* and *Designing and making.*

The majority of pupils in this school are learning Science in a language that is not their first language, which presents a particular challenge for pupils and teachers. Teachers should teach relevant terminology in advance of the science lesson and provide regular opportunities for pupils to practise it, so that they are enabled to discuss and develop their understanding.

The quality of assessment was satisfactory. Teachers should identify and record intended learner outcomes before work begins and assess pupils' progress in relation to these outcomes.

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

The effectiveness of school planning in progressing pupils' learning in Science was satisfactory. There was a need for improvement in some aspects of curricular planning. In the school plan for Science, the content to be covered in each class was outlined under the four curriculum strands. The plan should also provide guidance for teachers in terms of skills and language development. It is recommended that a whole-school system be implemented to monitor the progression of pupils' learning in Science. The school has prepared a school improvement plan as part of its participation in the Gaeltacht

Schools Recognition Scheme. The school should give further consideration to the opportunities that this presents with regard to the development of pupils' cognitive language.

The management of resources was good. Good use of digital technology was observed, for example. The school plan should provide guidance and support for teachers in terms of using local habitats as resources for learning in Science.

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;