**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

# Meastóireacht Curaclaim

# Gaeilge

# TUAIRISC

| | |
|---|---|
| **Ainm na scoile / School name** | Scoil Chaitríona |
| **Seoladh na scoile / School address** | An Phríomhshráid<br>An Cheapach Mhór<br>Co. Luimnigh |
| **Uimhir rolla / Roll number** | 20233L |

## Dáta na cigireachta: 09-12-2019

An Roinn Oideachais agus Scileanna
Department of Education and Skills

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

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

**CAD IS MEASTÓIREACHT CURACLAIM ANN?**

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

**CONAS AN TUAIRISC SEO A LÉAMH**

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc na 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

## COSAINT LEANAÍ

Le linn na cuairte 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.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé tuairiscithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.

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

# Meastóireacht Curaclaim

| | |
|---|---|
| **Dáta na cigireachta** | 09-12-2019 |
| **Gníomhaíochtaí na cigireachta ar tugadh fúthu**<br>• Plé leis an bpríomhoide agus le múinteoirí<br>• Athbhreithniú ar na cáipéisí ábhartha<br>• Agallamh le fócasghrúpa daltaí | • Breathnóireacht ar theagasc agus ar fhoghlaim<br>• Scrúdú ar obair na ndaltaí<br>• Caidreamh le daltaí<br>• Aiseolas chuig an bpríomh-oide agus na múinteoirí |

**COMHTHÉACS NA SCOILE**

Is bunscoil chomhoideachais tuaithe í Scoil Chaitríona a fheidhmíonn faoi phátrúnacht Ardeaspag Caitliceach Chaiseal Mumhan agus Imleach. Tá triúr múinteoirí ranga agus beirt mhúinteoirí oideachais speisialta (MOS) ar an bhfoireann teagaisc. Faigheann an scoil tacaíocht freisin ó MOS atá lonnaithe i scoil eile. Tá rang ag an scoil do dhaltaí a bhfuil neamhoird speictrim uathachais orthu. Ag tráth na meastóireachta seo, bhí ocht ndalta is seasca cláraithe.

**ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:**

**CINNTÍ**

- Tá an caighdeán foghlama sa Ghaeilge sásúil ar an iomlán; léirigh roinnt daltaí láidreachtaí i ngnéithe de chomhréir agus gramadach, ach ba mhinic nach raibh muinín ná cleachtas ag daltaí i gcumarsáid a dhéanamh trí Ghaeilge.
- Tá gá le feabhas ar chaighdeán an teagaisc i roinnt réimsí; cé gur tugadh faoi deara dea-chleachtas maidir le hábhair chlóite a thaispeáint agus tumadh na ndaltaí sa spriocthéanga le linn ceachtanna Gaeilge, bhí fianaise theoranta ann ar chur chuige cumarsáideach i leith múineadh na teanga.
- Is iad téacsleabhair na ndaltaí a úsáidtear ar an gcuid is mó de chun ábhar agus seachadadh clár ranga don Ghaeilge a shocrú seachas torthaí foghlama agus contanam dul chun cinn an *Churaclaim Teanga Bhunscoile.*
- Tá cáilíocht an mheasúnaithe sásúil ar an iomlán.
- Tá caighdeán na pleanála scoile sásúil; tá scóip ann le haghaidh dul chun cinn agus leanúnachas níos fearr i bhfoghlaim na ndaltaí agus iad ag bogadh suas tríd an scoil.

**MOLTAÍ**

- Ba chóir do na múinteoirí torthaí foghlama agus contanam dul chun cinn *Churaclaim Teanga na Bunscoile* a úsáid chun a gcláir ranga a struchtúrú agus chun a gcuid teagaisc a threorú.
- Ba chóir an cur chuige cumarsáideach a úsáid i múineadh na Gaeilge i ngach seomra ranga agus ba chóir do gach múinteoir comhoibriú ar straitéis scoile uile lena cur i bhfeidhm.
- Ba chóir don scoil a chinntiú go dtacaíonn plean na scoile don Ghaeilge le dul chun cinn na foghlama i ngach ceann de na trí shnáithe den churaclam agus go gcuireann sí treoir éifeachtach ar fáil do phleanáil fhadtéarmach múinteoirí.

**MIONCHINNTÍ AGUS MOLTAÍ**

**1. CÁILÍOCHT FOGHLAIM NA nDALTAÍ**

Tá caighdeán foghlama na ndaltaí sa Ghaeilge sásúil. Bíonn rannta agus cluichí teanga ag na daltaí sna trí sheomra ranga a thacaíonn le fuaimniú agus stór focal a fhorbairt sa Ghaeilge. D'aithris na daltaí sa seomra ranga sóisearach rannta go muiníneach agus d'úsáid siad beannachtaí go han-

mhaith. Sa seomra ranga sinsearach, tá amhráin Ghaeilge mar chuid den chlár sa Cheol agus ba léir gur bhain daltaí tairbhe as ó thaobh stór focal agus fuaimnithe de. Ina dteanga labhartha, léirigh daltaí sna ranganna sinsearacha láidreachtaí i ngnéithe de chomhréir agus den ghramadach. Ar an iomlán, áfach, bhí fianaise ann nach raibh muinín ná cleachtas ag daltaí maidir le húsáid neamhspleách na Gaeilge le haghaidh cumarsáide. I mórán cásanna ní raibh deiseanna ag na daltaí an Ghaeilge a úsáid lasmuigh den cheacht Gaeilge ach amháin chun freagairt do bheannachtaí agus do threoracha ó mhúinteoirí.

Sa léitheoireacht, forbraíonn na daltaí feasacht fhóineolaíoch agus scileanna léitheoireachta atá ag teacht chun cinn trína n-eispéiris le cluichí rannta agus cluichí teanga. Ar an iomlán, léirigh na daltaí aithint agus fuaimniú focal maith nuair a bhí siad ag léamh os ard ó théacsleabhair ranga. Bhí scóip ann chun feabhais maidir le tuiscint. Ós rud é go raibh fianaise theoranta ann maidir le húsáid ábhair léitheoireachta seachas téacsleabhair na ndaltaí, ba cheart don scoil deiseanna a chur ar fáil do dhaltaí dul i ngleic le héagsúlacht níos mó i dtaobh eispéireas léitheoireachta sa Ghaeilge.

Sna samplaí scríbhneoireachta a breathnaíodh le linn na cigireachta, bhí fianaise ann go raibh cur i láthair maith agus struchtúr abairtí agus litriú cruinn ann. Is é atá sa chuid is mó d'eispéireas na ndaltaí ar scríbhneoireacht ná cleachtaí tuisceana agus gramadaí. Níl aon fhianaise ann go bhfuil na daltaí ag gabháil do shaorscríbhneoireacht sa Ghaeilge agus níor breathnaíodh na daltaí i mbun scríbhneoireachta comhoibríoch leis na múinteoirí. Ba chóir don scoil deiseanna a chur ar fáil sna réimsí seo, chun cur ar chumas daltaí iad féin a aithint mar scríbhneoirí agus éirí níos muiníní maidir le struchtúr abairtí agus litriú.

## 2. TACÚ LE FOGHLAIM NA nDALTAÍ: EISPÉIRIS NA bhFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Tá caighdeán na n-eispéireas foghlaimeora agus cleachtas na múinteoirí sásúil ar an iomlán. Tá timpeallachtaí foghlama eagraithe go maith agus taispeántar obair na ndaltaí ar shlí tharraingteach. Trí lipéidí Gaeilge a úsáid sna seomraí ranga tacaítear le feasacht ar an bhfocal clóite a fhorbairt. Úsáidtear cluichí teanga agus téamaí as *Aistear: an Creat Curaclaim Luathbhlianta* chun foghlaim na Gaeilge a chur chun cinn sa seomra ranga sóisearach. Tumann na múinteoirí a gcuid daltaí sa sprioctheanga fad a bhíonn an ceacht Gaeilge ar siúl. Treisítear teagasc na Gaeilge trí obair sa Cheol, sa Drámaíocht agus sna hAmharcealaíona. Cothaítear meas na ndaltaí ar chultúr na hÉireann trí rannpháirtíocht in imeachtaí ar nós Coicís na Gaeilge. Tá na taifid ar phleanáil sheomra ranga agus na taifid mhíosúla ar dhul chun cinn a ullmhaíonn na múinteoirí sásúil. Tá scóip ann chun pleanáil sheomra ranga a chur ar aon dul le hábhar agus struchtúr *Churaclam Teanga na Bunscoile* ar shlí níos éifeachtaí.

Múintear roinnt gnéithe den ghramadach, lena n-áirítear briathra agus réamhfhocail a úsáid, ar bhealach struchtúrtha. Tacaíonn sé seo le tuiscint níos leithne a fhorbairt ar theanga i measc na ndaltaí. Sna ranganna sinsearacha, múintear amhráin Ghaeilge, rud a fhorbraíonn stór focal, gramadach agus fuaimniú go neamhfhoirmiúil. Is cleachtas inmholta é seo. Úsáidtear teicneolaíocht dhigiteach, lena n-áirítear feidhmchláir oideachais, go héifeachtach i gcásanna áirithe chun deiseanna foghlama idirghníomhacha a chur ar fáil i nGaeilge. Ba chóir don scoil a chinntiú go gcuirtear eispéiris foghlaimeora den sórt sin ar fáil do dhaltaí i ngach seomra ranga. Ba chóir don scoil réimse níos leithne acmhainní a chur ar fáil don teagasc agus don fhoghlaim i ngach ceann de na trí shnáithe Gaeilge.

Tá gá le feabhas a chur ar roinnt gnéithe de chleachtas na múinteoirí. Tríd is tríd is iad téacsleabhair na ndaltaí a úsáidtear chun ábhar agus seicheamh clár ranga a shocrú. Ba chóir do na múinteoirí torthaí foghlama agus contanam dul chun cinn *Churaclaim Teanga na Bunscoile* a úsáid chun a gcláir ranga a struchtúrú agus chun a gcuid teagaisc a threorú. Ba chóir an cur chuige cumarsáideach a úsáid i múineadh na Gaeilge i ngach seomra ranga. Ba chóir do gach múinteoir comhoibriú ar

straitéis scoile uile lena cur i bhfeidhm. Moltar don scoil go bhfuil tacaíocht i ndáil leis seo ar fáil ar iarratas ón tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí.

Tá cáilíocht an mheasúnaithe sa Ghaeilge sásúil. Tugadh faoi deara go raibh aiseolas ó bhéal na múinteoirí do na daltaí an-dearfach. San am atá romhainn, ba cheart nasc níos soiléire a bhunú idir cleachtas measúnaithe agus torthaí foghlama *Churaclam Teanga na Bunscoile*. Chomh maith leis sin, tá gá le breithniú a dhéanamh ar thorthaí measúnaithe nuair a bhíonn eispéiris foghlaimeora ina dhiaidh sin á bpleanáil. Bhí deiseanna maithe ann do dhaltaí sna ranganna sinsearacha páirt a ghlacadh i bhféinmheastóireacht agus i measúnú phiaraí. Bheadh punanna d'obair na ndaltaí i nGaeilge tairbheach freisin chun tacú leis an measúnú agus le húinéireacht níos mó a thabhairt do dhaltaí ar a gcuid foghlama.

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

Tá caighdeán na pleanála scoile sásúil. Bhíothas ag díriú ar ábhair eile seachas an Ghaeilge le déanaí mar chuid den bhféinmheastóireacht scoile. Glacann na múinteoirí páirt i bhforbairt ghairmiúil leanúnach i nGaeilge. Ceapadh an príomhoide le déanaí agus tá athbhreithniú ar an bplean scoile aitheanta aici féin agus ag na múinteoirí mar thosaíocht. San athbhreithniú seo, ba chóir don scoil a chinntiú go dtacaíonn plean na scoile don Ghaeilge le dul chun cinn na foghlama i ngach ceann de na trí shnáithe den churaclam agus go dtugann sí treoir éifeachtach le haghaidh pleanáil fhadtéarmach na múinteoirí.

**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 tá 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. |
| **Go maith** | Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtaí 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

# REPORT

| | |
|---|---|
| **Ainm na scoile / School name** | Scoil Chaitríona |
| **Seoladh na scoile / School address** | Main Street<br>Cappamore<br>Co. Limerick |
| **Uimhir rolla / Roll number** | 20233L |

## Date of inspection: 09-12-2019

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 Irish in the school.

**HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated learning and teaching in Irish under the following headings:

1. Quality of pupils' learning
2. Supporting pupils' learning through learner experiences and teachers' practice
3. 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** | 09-12-2019 |
| **Inspection activities undertaken**<br>• Discussion with principal and teachers<br>• Review of relevant documents<br>• Pupil focus-group interview | • Observation of teaching and learning<br>• Examination of pupils' work<br>• Interaction with pupils<br>• Feedback to principal and teachers |

**SCHOOL CONTEXT**

Scoil Chaitríona is a co-educational, rural primary school that operates under the patronage of the Catholic Archbishop of Cashel and Emly. The teaching staff comprises three class teachers and two special education teachers (SET). The school also receives support from a SET who is based in another school. The school has a class for pupils with autistic spectrum disorders. At the time of this evaluation, there were sixty-eight pupils on roll.

**SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:**

**FINDINGS**

- The overall quality of learning in Irish is satisfactory; while some pupils demonstrated strengths in aspects of syntax and grammar, pupils often lacked confidence and practice in communicating through Irish.
- The quality of teaching requires improvement in some areas; while good practice was observed regarding the display of printed materials and the immersion of pupils in the target language during Irish lessons, there was limited evidence of a communicative approach to teaching the language.
- The content and delivery of class programmes for Irish are determined to a large extent by the pupils' textbooks, rather than by the learning outcomes and progression continua of the *Primary Language Curriculum*.
- The quality of assessment is satisfactory.
- The quality of school planning is satisfactory; there is scope for greater progression and continuity in pupils' learning as they move up through the school.

**RECOMMENDATIONS**

- The teachers should use the learning outcomes and progression continua of the *Primary Language Curriculum* to structure their class programmes and to guide their teaching.
- The communicative approach should be used in the teaching of Irish in all classrooms and all teachers should collaborate on a whole-school strategy for implementation.
- The school should ensure that the school plan for Irish supports the progression of learning in all three strands of the curriculum and provides effective guidance for teachers' long-term planning.

**DETAILED FINDINGS AND RECOMMENDATIONS**

**1. THE QUALITY OF PUPILS' LEARNING**

The quality of pupils' learning in Irish is satisfactory. Pupils in all three classrooms experience rhymes and language games that support the development of pronunciation and vocabulary in Irish. The pupils in the junior classroom recited rhymes confidently and used greetings very well. In the senior

classroom, songs in the Irish language form part of the programme in Music and it was evident that pupils had benefitted in terms of vocabulary and pronunciation input. In their oral language, pupils in the senior classes demonstrated strengths in aspects of syntax and grammar. Overall, however, there was evidence that pupils lacked confidence and practice regarding the independent use of Irish for communication. Opportunities for pupils to use the language outside of the Irish lesson were limited in many cases to responding to greetings and directions from teachers.

In reading, the pupils develop phonological awareness and emergent reading skills through their experiences with rhyme and language games. Overall, the pupils demonstrated good word recognition and pronunciation when reading aloud from class textbooks. There was scope for improvement in respect of comprehension. As there was limited evidence of the use of reading material other than the pupils' textbooks, the school should provide opportunities for pupils to engage with a greater variety of reading experiences in Irish.

In the writing samples observed during the inspection, there was evidence of good presentation and accurate sentence structure and spelling. Most of the pupils' experience of writing consists of exercises in comprehension and grammar. There is no evidence of pupil engagement in free writing in Irish and the pupils were not observed to participate in collaborative writing with the teachers. The school should provide opportunities in these areas, to enable pupils to identify as writers and become more confident with sentence structure and spelling.

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

The overall quality of learner experiences and teachers' practice is satisfactory. Learning environments are well organised and pupils' work is displayed attractively. The use of Irish labels in classrooms supports the development of print awareness. Language games and the themes from *Aistear: the Early Childhood Curriculum Framework* are used to progress Irish learning in the junior classroom. The teachers immerse their pupils in the target language for the duration of the Irish lesson. The teaching of Irish is reinforced by work in Music, Drama and the Visual Arts. The pupils' appreciation of Irish culture is fostered through participation in events such as Coicís na Gaeilge. Teachers prepare satisfactory classroom planning and monthly progress records. There is scope for more effective alignment of classroom planning with the content and structure of the *Primary Language Curriculum*.

Some aspects of grammar, including the use of verbs and prepositions, are taught in a structured way. This supports the development of a broader understanding of language among the pupils. In the senior classes, songs in Irish are taught thereby developing vocabulary, grammar and pronunciation informally. This is commendable practice. Digital technology, including educational applications, is used effectively in some instances to provide interactive learning opportunities in Irish. The school should ensure that such learner experiences are provided for pupils in all classrooms. The school should also provide a wider range of resources for teaching and learning in all three strands of Irish.

There is a need for improvement in some aspects of teachers' practice. The content and sequence of class programmes are determined to a large extent by the pupils' textbooks. The teachers should use the learning outcomes and progression continua of the *Primary Language Curriculum* to structure their class programmes and to guide their teaching. The communicative approach should be used in the teaching of Irish in all classrooms. All teachers should collaborate on a whole-school strategy for implementation. The school is advised that support in this regard is available on request from the Professional Development Service for Teachers.

The quality of assessment in Irish is satisfactory. The teachers' oral feedback to pupils was observed to be very positive. Going forward, assessment practice should be linked more clearly to the learning outcomes of the *Primary Language Curriculum*. Also, there is a need to consider the outcomes of assessment when planning subsequent learner experiences. There were good opportunities for

pupils in the senior classes to engage in self-assessment and peer assessment. Portfolios of pupils' work in Irish would also be beneficial in supporting assessment and giving pupils' greater ownership of their learning.

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

The quality of school planning is satisfactory. Subjects other than Irish have been the focus of recent activity in school self-evaluation. The teachers participate in continuing professional development in Irish. The principal was appointed recently and she and the teachers have identified the revision of the school plan in Irish as a priority. In this revision, the school should ensure that the school plan for Irish supports the progression of learning in all three strands of the curriculum and provides effective guidance for teachers' long-term planning.

**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; |