An Roinn Oideachais
Department of Education

Meastóireacht Curaclaim: Gaeilge
Tuairisc

TUAIRISC

Ainm na scoile/School name	Scoil Mhuire
Seoladh na scoile/School address	Achadh na gCeathrún Gránard Contae an Longfoirt
Uimhir rolla/Roll number	17644P
Dáta na cigireachta/ Date of evaluation	16/01/2024
Dáta eisiúna na tuairisce/Date of issue of report	24/04/2024

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

Cad is meastóireacht curaclaim ann?

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i g*Curaclam na Bunscoile (1999)* agus *Curaclam Teanga na Bunscoile (2019)*. Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, d'fhonn cuidiú 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 i nGaeilge faoi na ceannteidil seo a leanas:

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

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.

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáid 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 meastóireacht agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi

Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta:	
Cosaint Leanaí	*Frithbhulaíocht*
1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. 2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go dtuigeann said a bhfreagrachtaí mar dhaoine atá faoi shainordú.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil, a shásaíonn na *Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013)* nó *Bí Cineálta (2024)* agus athbhreithnítear an polasaí seo go bliantúil. 2. Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do dhaltaí.

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht Curaclaim

Dáta na cigireachta	16/01/2024
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Plé leis an bpríomhoide agus leis na múinteoirí • Athbhreithniú ar cháipéisí ábhartha • Agallamh le fócasghrúpa daltaí	• Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Aiseolas don phríomhoide agus do na múinteoirí

Comhthéacs na scoile

Is bunscoil chomhoideachais, tuaithe, í Scoil Mhuire, suite i Achadh na gCeathrún taobh amuigh de Ghránard, Contae an Longfoirt. Feidhmíonn an scoil faoi phátrúnacht Easpag Ardach agus Chluain Mhic Nóis. Ag am na meastóireachta, bhí 47 dalta cláraithe ar rolla na scoile. Bhí triúr múinteoirí príomhshrutha agus múinteoir oideachais speisialta amháin lonnaithe sa scoil.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht fhoghlaim na ndaltaí go maith agus léirigh na daltaí spéis ina gcuid foghlama.
- Bhí eispéiris na bhfoghlaimeoirí ar cháilíocht mhaith.
- Bhí caighdeán an teagaisc go maith agus chruthaigh na múinteoirí atmaisféar dearfach i leith na teanga sna ceachtanna.
- Sholáthair na múinteoirí timpeallacht phrionta-saibhir agus atmaisféar tacúil d'fhoghlaim na teanga i ngach seomra ranga.
- Bhí cáilíocht na pleanála agus na féinmheastóireachta scoile (FMS) ar chaighdeán maith.

Moltaí

- Ar mhaithe le scileanna léitheoireachta na ndaltaí a fhorbairt, moltar do na múinteoirí eispéiris foghlama idirdhealaithe a eagrú agus a chur ar fáil dóibh.
- Ní mór do na múinteoirí réimse straitéisí measúnaithe a fhorbairt agus úsáid a bhaint as an bhfaisnéis mheasúnaithe a bhailítear chun na chéad chéimeanna eile san fhoghlaim a threorú.
- Chun an plean scoile uile don Ghaeilge a threisiú a thuilleadh, moltar do na múinteoirí cuir chuige comhaontaithe a chur i bhfeidhm maidir le forbairt scileanna léitheoireachta agus scríbhneoireachta na ndaltaí.

Mionchinntí agus moltaí

1. Cáilíocht thorthaí foghlama na ndaltaí

Bhí cáilíocht fhoghlaim na ndaltaí go maith. Bhí dearcadh dearfach ag na daltaí i leith na Gaeilge agus bhí siad spreagtha chun páirt ghníomhach a ghlacadh i gceachtanna. Léirigh na daltaí inniúlacht mhaith sa teanga ó bhéal ar an iomlán. Bhí tromlach na ndaltaí in ann ceisteanna a chur agus a fhreagairt go neamhspleách. Ghlac daltaí páirt i gcomhráite inar bhain siad úsáid as abairtí iomlána agus frásaí coitianta. Léirigh siad úsáid stór focal cuí ina gcuid cainte agus cumas teanga a fhiosrú agus a úsáid. Bhí cnuasach oiriúnach rann agus dánta ar eolas ag na daltaí.

Bhí an soláthar don léitheoireacht feiliúnach cé go raibh roinnt féidearthachtaí chun feabhais ann. Léigh na daltaí réasúnta maith faoi threoir an mhúinteora. D'aithin siad gnásanna cló. Bhí

straitéisí aitheanta focal treoranta in úsáid ag daltaí ina gcuid léitheoireachta. I gcásanna inar cuireadh tascanna léitheoireachta ar fáil ó théacsleabhair a bhí ródhúshlánach do chumas na ndaltaí, níor fhuaimnigh na daltaí focail éagsúla go cruinn agus bhí tuiscint theoranta acu ar an téacs. Ar mhaithe le scileanna léitheoireachta na ndaltaí a fhorbairt, moltar do na múinteoirí eispéiris foghlama idirdhealaithe a eagrú agus a chur ar fáil dóibh.

Bhí caighdeán ard ag baint le scríbhneoireacht fheidhmiúil na ndaltaí. Léirigh siad tuiscint oiriúnach ar struchtúr abairte agus pointí simplí gramadaí ina gcuid oibre. Mar thoradh ar chur i bhfeidhm an phlean feabhsúcháin scoile i nGaeilge, bhí deiseanna luachmhara ag daltaí scríobh i roinnt seánraí. Bhí scóip chun rannpháirtíocht na ndaltaí sa scríbhneoireacht chruthaitheach agus neamhspleách a fhorbairt tuilleadh.

2. Tacú le foghlaim na ndaltaí: Eispéiris na bhfoghlaimeoirí agus cleachtas na múinteoirí

Bhí eispéiris na bhfoghlaimeoirí ar cháilíocht mhaith**.** Cuireadh béim chuí ar an nGaeilge neamhfhoirmiúil sa scoil agus bhí an Ghaeilge in úsáid mar an teanga bhainistíochta ranga le linn na meastóireachta. Cruthaíodh atmaisféir thaitneamhacha foghlama agus tugadh deiseanna do na daltaí caidreamh cumarsáideach a fhorbairt trí theanga a úsáid go comhoibríoch i bpéirí agus i ngrúpaí. Le linn an phlé a rinneadh leis an ngrúpa fócais, mhol na daltaí úsáid na gcluichí spraíúla, an fhoghlaim ghníomhach agus na taispeántais ranga a chabhraigh leo foclóir agus struchtúir abairte a fhoghlaim. Thuairiscigh siad go raibh an léitheoireacht deacair dóibh, go háirithe fuaimniú na bhfocal. D'fháilteodh na daltaí roimh dheiseanna úsáid a bhaint as acmhainní digiteacha mar uirlis foghlama le linn na gceachtanna Gaeilge.

Bhí cáilíocht an teagaisc go maith. Bhí an Ghaeilge in úsáid ag na múinteoirí mar theanga na cumarsáide le linn na gceachtanna. Bhain múinteoirí usáid an-éifeachtach as réimse leathan de mhodhanna múinte agus bhain siad dea-úsáid as áiseanna amhairc chun suim na ndaltaí a mhuscailt. Bhí na hidirgníomhaíochtaí idir na múinteoirí agus na daltaí go han-mhaith agus tairbheach i bfhoghlaim na teanga. Bhí struchtúr maith ag na ceachtanna a breathnaíodh. Chuir na múinteoirí béim fhiúntach ar fhorbairt scileanna cumarsáide na ndaltaí chun tacú leo tuiscint a fháil ar ábhar agus struchtúr na teanga. I gcoitinne, chuir múinteoirí deiseanna luachmhara ar fáil do dhaltaí an teanga nua-fhoghlamtha a chleachtadh i gcomhthéacsanna éagsúla. Bhí nósanna imeachta chun tacú le meantóireacht agus ionduchtú múinteoirí nua seanbhunaithe. Roinn na múinteoirí a gcuid saineolais go tairbheach lena gcleachtais chomhoibríocha a shaibhriú.

D'úsáid múinteoirí breathnóireacht neamhfhoirmiúil agus thug siad aiseolas dearfach agus cabhrach do na daltaí le linn na gceachtanna a breathnaíodh. Bhí scileanna ceistiúcháin na múinteoirí forbartha go héifeachtach. Bhain múinteoirí áirithe úsáid as tascanna agus trialacha agus choiméad siad seicliostaí agus samplaí d'obair na ndaltaí. Ní raibh modhanna comhaontaithe measúnaithe i bhfeidhm ag múinteoirí chun torthaí foghlama na ndaltaí a mheas trasna na snáitheanna éagsúla de *Churaclam Teanga na Bunscoile*. Ní mór do na múinteoirí réimse straitéisí measúnaithe a fhorbairt agus úsáid a bhaint as an bhfaisnéis mheasúnaithe a bhailítear chun na chéad chéimeanna eile san fhoghlaim a threorú.

3. Éifeachtacht phleanáil scoile, féinmheastóireacht scoile san áireamh, ag cur foghlaim na ndaltaí chun cinn

Bhí cáilíocht na pleanála agus na FMS ar chaighdeán maith. Bhain foireann na scoile úsáid éifeachtach as an bpróiseas FMS chun feabhas a chur ar chumas na ndaltaí feidhmeanna teanga a úsáid go neamhfhoirmiúil i rith an lae. Bhí comhairliúchán bríoch ann le daltaí agus tuismitheoirí mar chuid de ghníomhaíochtaí na scoile chun folláine a chur chun cinn. Bhí an-iarracht déanta ag an bpríomhoide agus ag na múinteoirí leis an nGaeilge a chur chun cinn i measc phobal na scoile trína gcuid rannpháirtíochta i Seachtain na Gaeilge agus imeachtaí eile.

Thug an plean scoile uile don Ghaeilge treoir fhiúntach do chleachtas na múinteoirí i réimsí áirithe. Bhí tús curtha ag foireann na scoile le hathbhreithniú a dhéanamh ar an bplean Gaeilge

chun cur chuige scoile uile a fhorbairt maidir le feidhmeanna teanga, nathanna cainte and gramadach do na ranganna éagsúla. Bhí easpa treorach do mhúinteoirí sa phlean maidir le gnéithe d'fhorbairt scileanna léitheoireachta na ndaltaí agus a rannpháirtíocht sa scríbhneoireacht chruthaitheach agus neamhspleách. Moltar do na múinteoirí cuir chuige comhaontaihte a chur i bhfeidhm maidir le forbairt scileanna léitheoireachta agus scríbhneoireachta na ndaltaí.

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	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	**Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá** eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeáin rí-ard é do scoileanna agus do shuíomhanna eile.	Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis
An-mhaith	**Is é atá i gceist le soláthar an-mhaith** ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach.	An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil
Go maith	**Is é atá i gceist le soláthar atá go maith** ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach.	Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fónta; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann
Teastaíonn feabhas chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach** sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr.	Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaim; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth
Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach** ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní.	Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Cuireann an Bord Bainistíochta fáilte roimh a bhfuil sa tuairisc agus tá sé sásta lena bhfuil inti. Tá an Bord ar aon intinn leis na cinntí agus is mian leis aitheantas an chigire don dea-chleachtas laistigh den scoil a athdhearbhú. Tá an Bord ag tabhairt faoi na moltaí ar fad a rinne an cigire a chur i bhfeidhm go críochnúil agus gan mhoill.

Réimse 2: 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

Tá an Bord Bainistíochta tiomanta chun ábhar léitheoireachta difreáilte agus oiriúnach a fhoinsiú agus a fháil a bheadh iomchuí lena úsáid sna ranganna sinsearacha. Is tiomantas é seo a dhéanfar láithreach bonn. Déanfaidh an scoil measúnú go comhoibríoch le cur chuige comhtháite scoile uile a chinntiú i dtreo na pleanála. Beidh an moladh seo mar bhonn taca faoin bpleanáil uile amach anseo chun foghlaim na ndaltaí a threisiú.

An Roinn Oideachais
Department of Education

Curriculum Evaluation: Irish

Report

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile/School name	Scoil Mhuire
Seoladh na scoile/School address	Aghnagarron Granard County Longford
Uimhir rolla/Roll number	17644P
Dáta na cigireachta/ Date of evaluation	16 January 2024
Dáta eisiúna na tuairisce/Date of issue of report	Date of issue of report

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

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the *Primary Language Curriculum (2019).* They affirm good practice and make recommendations, where appropriate, to assist 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:

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learner experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

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.

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 setting's provision in each area.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</td><td>3. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-primary Schools (2013) or Bí Cineálta (2024) and this policy is reviewed annually.
4. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.</td></tr>
</table>

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

Curriculum Evaluation

Date of inspection	16 January, 2024
Inspection activities undertaken • Discussion with principal and teachers • Review 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 Mhuire is a rural, co-educational, primary school situated in Aghnagarron outside Granard, County Longford. The school operates under the patronage of the Bishop of Ardagh and Clonmacnoise. At the time of the evaluation, 47 pupils were registered on the school's roll. Three mainstream teachers and one special education teacher were based in the school.

Summary of main findings and recommendations

Findings

- The quality of pupils' learning was good and pupils demonstrated an interest in their learning.
- The quality of learners' experiences was good.
- The quality of teaching was good and teachers created a positive atmosphere towards the language in the lessons.
- Teachers provided a print rich environment and a supportive atmosphere for learning the language in all classrooms.
- The quality of planning and school self-assessment (SSE) was of a good standard.

Recommendations

- In order to develop pupils' reading skills, teachers are advised to organise and provide pupils with differentiated learning experiences.
- Teachers should develop a range of assessment strategies and use the assessment information gathered to guide the next steps in pupils' learning.
- In order to further reinforce the whole-school plan for Irish, teachers are advised to implement an agreed approach in relation to the development of pupils' reading and writing skills.

Detailed findings and recommendations

1. Quality of pupils' learning outcomes

The quality of pupils' learning was good. Pupils had a positive attitude to Irish and were motivated to take an active part in lessons. Overall, pupils demonstrated good competence in oral language. The majority of pupils were able to ask and answer questions independently. Pupils participated in conversations in which they used complete sentences and common phrases. They demonstrated appropriate vocabulary in their speech and the ability to investigate and use language. Pupils knew an appropriate collection of rhymes and poems.

Provision for reading was appropriate though there are some possibilities for improvement. Pupils read reasonably well under the guidance of the teacher. They recognised conventions of print. Pupils used limited word recognition strategies in their reading. In cases where reading tasks were provided from textbooks that were too challenging for pupils' abilities, pupils did not pronounce various words properly and had limited understanding of the text. In order to develop

pupils' reading skills, teachers are advised to organise differentiated learning experiences and provide them to pupils.

Pupils' functional writing was of a high quality. They demonstrated appropriate understanding of sentence structure and simple points of grammar in their work. As a result of the implementation of the school improvement plan for Irish, pupils had valuable opportunities to write in various genres. There was scope to further develop pupils' participation in creative and independent writing.

2. Supporting pupils' learning: Learner experiences and teachers' practice

The quality of learner experiences was good. An appropriate emphasis was placed on informal Irish in the school and Irish was used as the language of classroom management during the evaluation. Pleasant learning environments were created and pupils were given opportunities to develop a communicative relationship by using language collaboratively in pairs and in groups. During the discussion with the focus group, pupils praised the use of fun games, active learning and the classroom displays that helped them learn vocabulary and sentence structure. They reported that reading was difficult for them, especially the pronunciation of words. Pupils welcomed the opportunity to use digital resources as a learning tool during Irish lessons.

The quality of teaching was good. Teachers used Irish as the language of communication during lessons. Teachers made very effective use of a broad range of teaching methods and made good use of visual aids to arouse pupils' interest. The interactions between teachers and pupils were very good and beneficial in learning the language. The lessons observed were well structured. Teachers placed meaningful emphasis on the development of pupils' communication skills to support them in gaining an understanding of the content and structure of the language. In general, teachers provided pupils with valuable opportunities to practise the newly learned language in various contexts. Procedures for supporting mentoring and the induction of new teachers were well established. Teachers shared their expertise in a beneficial manner to enrich their collaborative practices.

Teachers used informal observation agus gave pupils positive and helpful feedback during the lessons observed. Teachers' questioning skills had been effectively developed. Certain teachers used tasks and tests and kept checklists and examples of pupils' work. Teachers did not have agreed assessment methods in place to assess pupils' learning outcomes across the various strands of *the Primary Language Curriculum*. Teachers should develop a range of assessment strategies and use this information to guide the next steps in pupils' learning.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

The quality of planning and SSE was of a good standard. School staff used the SSE process effectively to improve pupils' ability to use language functions informally throughout the day. There was meaningful consultation with pupils and parents as part of the school's activities to promote wellbeing. The principal and teachers had made a great effort to promote Irish among the school community through their participation in Seachtain na Gaeilge (Irish Week) and other events.

The whole-school plan for Irish gave worthwhile direction in relation to teachers' practice in certain areas. School staff had begun a review of the plan for Irish to develop a whole-school approach in relation to language functions, idioms and grammar for the various classes. The plan lacked guidance for teachers in relation to aspects of the development of pupils' reading skills and their participation in creative and independent writing. Teachers are advised to implement an agreed approach in relation to the development of pupils' reading and writing skills.

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	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management welcomes and is pleased with the contents of the report. The Board is in agreement with the findings and wishes to reiterate the inspector's acknowledgement of good practice within the school. The Board undertakes to implement all recommendations by the inspector in a thorough and timely manner.

Area 2 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 commits to sourcing and acquiring suitable, differentiated reading material appropriate for use in the Senior Classes. This is an immediate undertaking. School will assess collaboratively to ensure a cohesive, whole-school approach in planning. This recommendation will underpin all future planning to reinforce pupils' learning.

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