An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Curaclaim

Eolaíocht

TUAIRISC

Ainm na scoile	Scoil Náisiúnta Shéamais Naofa
Seoladh na scoile	Bearna Contae na Gaillimhe
Uimhir rolla	19803T

Dáta na cigireachta: 04-12-2019

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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

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

Meastóireacht Curaclaim

Dáta na cigireachta	04-12-2019
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, atá faoi phátrúnacht Easpag na Gaillimhe, suite i mBearna, ar imeall chathair na Gaillimhe. Tá an scoil 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 riaracháin, aon mhúinteoir déag i ranganna príomhshrutha agus ceathrar múinteoir oideachais speisialta (MOS) sa scoil. Bhí 266 dalta ar na rollaí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Bhí cáilíocht fhoriomlán na foghlama san Eolaíocht go maith; i gcásanna, go háirithe sna bunranganna, labhair na daltaí go muiníneach, ábalta faoina gcuid foghlama.
- I gcásanna, ní raibh sé de chumas ag daltaí a gcuid tuisceana a léiriú mar nach raibh an téarmaíocht chuí sealbhaithe acu.
- Bhí cáilíocht fhoriomlán an teagaisc agus eispéaras na bhfoghlaimeoirí go maith; sa chuid ba mhó de na ceachtanna a breathnaíodh, tugadh deiseanna do na daltaí obair phraiticiúil a dhéanamh.
- Bhí gá le forbairt níos córasaí a dhéanamh ar na scileanna sna rannóga curaclaim *Ag obair go heolaíoch* agus *Ag dearadh agus ag déanamh*.
- Bhí bainistíocht agus forbairt mhaith á ndéanamh ag an scoil ar acmhainní don Eolaíocht.
- Bhí féidearthachtaí ann le feabhas a dhéanamh sa phleanáil curaclaim don Eolaíocht.

MOLTAÍ

- Mar chuid de gach ceacht san Eolaíocht, ba chóir go múinfí agus go gcleachtfaí an teanga a theastaíonn ó na daltaí chun a gcuid tuisceana a phlé agus a fhorbairt.
- Ba chóir aird a dhíriú i ngach rang ar chuspóirí na rannóga curaclaim *Ag obair go heolaíoch* agus *Ag dearadh agus ag déanamh*.
- Ba chóir don scoil na cuspóirí atá le baint amach i ngach rang maidir le tuiscint, scileanna agus teanga san Eolaíocht a leagan amach sa phlean scoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Bhí cáilíocht fhoriomlán na foghlama san Eolaíocht go maith. Léirigh na daltaí dearcadh dearfach i leith an ábhair agus ba léir go raibh taitneamh á bhaint acu i gcoitinne as na himeachtaí a breathnaíodh. Sonraíodh dea-nósanna iompair agus éisteachta i measc na ndaltaí i ngach rang agus chomhoibrigh siad lena chéile go héifeachtach agus iad ag obair ina ngrúpaí.

I gcásanna, go háirithe sna bunranganna, labhair na daltaí go muiníneach, ábalta faoina gcuid foghlama. Uaireanta, léirigh na daltaí tuiscint chruinn ar choincheapa a bhí mar ábhar ceachta le

déanaí. Ní raibh sé de chumas ag go leor daltaí a gcuid tuisceana a chur in iúl, áfach, mar nach raibh an téarmaíocht chuí sealbhaithe acu. Ba léir, freisin, nach raibh forbairt á déanamh i ngach rang ar na scileanna atá leagtha amach sna rannóga curaclaim *Ag obair go heolaíoch* agus *Ag dearadh agus ag déanamh*.

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

Bhí cáilíocht fhoriomlán an teagaisc agus eispéaras na bhfoghlaimeoirí go maith. Bhí an timpeallacht foghlama agus an bhainistíocht ranga an-mhaith sa chuid ba mhó de na seomraí ranga. Bhí an cur chuige teagaisc go maith i bhformhór na gceachtanna a breathnaíodh. Baineadh úsáid éifeachtach as raon d'acmhainní, lena n-áiríodh teicneolaíocht dhigiteach. Sa chuid ba mhó de na ceachtanna, tugadh deiseanna do na daltaí obair phraiticiúil a dhéanamh ina mbeirteanna nó i ngrúpaí beaga. I gcásanna, áfach, ag leanúint treoracha a bhí na daltaí san obair seo, in áit a bheith ag obair go heolaíoch. Ba chóir do gach múinteoir aird a dhíriú ar chuspóirí na rannóga curaclaim *Ag obair go heolaíoch* agus *Ag dearadh agus ag déanamh*.

Tá formhór na ndaltaí sa scoil seo ag foghlaim gach ábhar, seachas an Béarla, trí theanga atá mar theanga bhreise acu. Tá iarracht inmholta á déanamh ag an scoil aghaidh a thabhairt ar an dúshlán seo. Cuireadh tús leis an luath-thumoideachas sa Ghaeilge sna ranganna naíonán sa bhliain 2017 mar chuid den Scéim Aitheantais Scoileanna Gaeltachta. Ba léir sa mheastóireacht seo go raibh an luath-thumoideachas ag cur go mór le cumas na ndaltaí ábhair eile a fhoghlaim trí Ghaeilge. Ós rud é go mbíonn plé, cumarsáid agus taifeadadh mar chuid lárnach de bheith ag obair go heolaíoch, ba chóir go mbeadh gach ceacht Eolaíochta ina cheacht Gaeilge chomh maith. Ba chóir do gach múinteoir ionchur teanga a sholáthar agus an spriocfhoclóir a chleachtadh leis na daltaí, chun go mbeidís ábalta a gcuid tuisceana a phlé agus a fhorbairt.

Bhí cáilíocht an mheasúnaithe san Eolaíocht sásúil. Ba chóir don scoil monatóireacht agus measúnú a dhéanamh ag leibhéal an seomra ranga agus ag leibhéal na scoile uile, chun a chinntiú go mbeadh leithne, cothromaíocht, leanúnachas agus dul chun cinn i bhfoghlaim na ndaltaí san Eolaíocht.

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

Tá bainistíocht agus forbairt mhaith á ndéanamh ar acmhainní don Eolaíocht. Glacann an scoil páirt i raon de thionscnaimh a thacaíonn le baint amach cuspóirí curaclaim don Eolaíocht. Eagraítear turais, tugtar isteach aoichainteoirí agus bíonn deis ag daltaí bheith ag obair i ngairdín na scoile. Tá seacht mbrat glas gnóthaithe ag an scoil mar gheall ar obair atá bainteach leis an snáithe curaclaim *Feasacht agus cúram imshaoil*.

Bhí féidearthachtaí ann le feabhas a dhéanamh sa phleanáil curaclaim don Eolaíocht. Bhí plean scoile ann don ábhar; ba chóir cur leis, ionas go mbeadh sé úsáideach mar threoir do na múinteoirí. Ba chóir don scoil na cuspóirí atá le baint amach i ngach rang maidir le tuiscint, scileanna agus teanga na hEolaíochta a leagan amach sa phlean scoile. Ba chóir na cuspóirí seo a cheangailt leis na gníomhaíochtaí a dhéanann na daltaí i ngnáthóga áitiúla agus mar chuid de na tionscnaimh éagsúla a mbíonn baint ag an scoil leo go leanúnach. Ba chóir freisin go gcuirfí córas scoile-uile ar bun chun monatóireacht agus measúnú a dhéanamh ar dhul chun cinn na foghlama san Eolaíocht. Mar chuid den obair a dhéanann an scoil faoin Scéim Aitheantais Scoileanna Gaeltachta, b'fhiú go mór aird a dhíriú ar theanga chognaíoch na ndaltaí.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn bord bainistíochta Scoil Shéamais Naofa, Bearna, roimh an tuairisc seo, mar tabharfaidh sí treoir dúinn teagasc agus foghlaim na hEolaíochta sa scoil a fheabhsú. Tá an bord sásta go raibh cáilíocht fhoriomlán an teagaisc agus na foghlama san Eolaíocht go maith.

Tugann an bord faoi deara go dtagraíonn an tuairisc do rannpháirtíocht na scoile i Scéim Aitheantais Scoileanna Gaeltachta na Roinne. Tá an scoil tiomanta don rannpháirtíocht seo. Tá oidhreacht fhada, shaibhir agus bhródúil Ghaeltachta ag Bearna. Cé go bhfuil laghdú ar líon na dteaghlach ina labhraítear Gaeilge thar na mblianta, leanfaidh an scoil ar aghaidh le stádas Gaeltachta Bhearna a chosaint agus a fheabhsú.

Tá an bord sásta go n-aithníonn an tuairisc an obair mhaith atá déanta ag an scoil an curaclam ar fad, an Eolaíocht san áireamh, a mhúineadh trí Ghaeilge. Tá an bord muiníneach go mbeidh feabhas ar mhúineadh na n-ábhar uile - múineadh na téarmaíochta Gaeilge san áireamh - mar chuid de chur i bhfeidhm céim ar chéim reatha an tumoideachais sa scoil.

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 chuid de gach ceacht san Eolaíocht as seo amach, múinfear agus cleachtfar an teanga a theastaíonn ó na daltaí go córasach i ngach rang. Glacann an scoil leis go mbeidh sé seo tairbhiúil do na daltaí againn.
- Díreofar aird i ngach rang ar chuspóirí na rannóga curaclaim Ag obair go heolaíoch agus Ag dearadh agus ag déanamh. Tá níos mó airde tugtha do na gnéithe tábhachtacha curaclaim seo ar fud na scoile ó tharla an mheastóireacht.
- Tá tús déanta ag an scoil ar na cuspóirí atá le baint amach i ngach rang maidir le tuiscint, scileanna agus teanga san Eolaíocht a leagan amach le níos mó sonraí sa phlean scoile.

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 Shéamais Naofa
School Address	Bearna Contae na Gaillimhe
Roll number	19803T

Dáta na cigireachta: 04-12-2019

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

CURRICULUM EVALUTATION

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT

During this inspection, the inspector(s) evaluated learning and teaching in Science 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 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

Date of the inspection	04-12-2019
Inspection activities undertaken • Discussion with the principal and with the teachers • Review of relevant documents	• Observation of teaching and learning • Examination of pupils' work • Interactions with pupils • Feedback to the principal and teachers

SCHOOL CONTEXT

This school, which is under the patronage of the Catholic Bishop of Galway, is located in Bearna, on the edge of Galway city. The school participates in the Gaeltacht Schools Recognition Scheme. However, Irish is an additional language for the majority of pupils. At the time of the evaluation, the teaching staff comprised an administrative principal, eleven teachers in mainstream classes and four special education teachers. There were 266 pupils on the roll.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall standard of learning in Science was good; in some cases, especially in the junior classes, the pupils spoke confidently and competently about their learning.
- In some instances, pupils found it difficult to demonstrate their learning as they had not acquired the appropriate terminology.
- The overall quality of teaching and of learner experiences was good; in most of the lessons observed, the pupils were given opportunities to do practical work.
- There was a need for more systematic development of the skills in the *Working scientifically* and *Designing and Making* strands of the curriculum.
- The management and development of school resources for Science were good.
- There were possibilities for improvement in curriculum planning for Science.

RECOMMENDATIONS

- As part of every lesson in Science, the language required by pupils to discuss and develop their understanding should be taught and practised.
- The learning programme for every class should address the objectives of the *Working Scientifically* and *Designing and Making* strands of the curriculum.
- The school should set out in the school plan the objectives to be achieved in every class regarding pupils' understanding, skills and language in Science.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The overall quality of learning in Science was good. The pupils demonstrated a positive attitude towards the subject, and it was evident that, in general, they were enjoying the activities observed. There was evidence that the pupils in every class had developed good habits with regard to behaviour and listening, and pupils co-operated with each other effectively while working in groups.

In some cases, especially in the junior classes, the pupils spoke confidently and competently about their learning. Sometimes, the pupils demonstrated an accurate understanding of concepts that were

the subject of recent lessons. However, many pupils found it difficult to demonstrate their learning as they had not acquired the appropriate terminology. It was also clear that the skills set out in the *Working Scientifically* and *Designing and Making* strands of the curriculum were not being developed in every class.

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

The overall quality of teaching and learner experiences was good. The learning environment and classroom management were very good in most of the classrooms. The approach to teaching Science was good in the majority of lessons observed. Effective use was made of a range of resources, including digital technology. In most of the lessons, opportunities were given to the pupils to do practical work in pairs or in small groups. In some cases, however, this work required pupils to follow instructions, rather than work scientifically. The learning programme in every class should address the objectives of the *Working Scientifically* and *Designing and Making* strands of the curriculum.

Most of the pupils in this school learn every subject, apart from English, through a language that is not their first language. The school is making a commendable effort to address this challenge. Early immersion education in Irish was commenced in the infant classes in 2017, as part of the Gaeltacht Schools Recognition Scheme. It was evident in this evaluation that early immersion education was contributing greatly to the ability of pupils to learn other subjects through Irish. As discussion, communication and recording are an integral part of working scientifically, every lesson in Science should also be an Irish-language lesson. Every teacher should provide a language input and practise the target vocabulary with pupils, to enable them to discuss and develop their understanding.

The quality of assessment in Science was satisfactory. Monitoring and assessment should take place at classroom level and at whole-school level, to ensure breadth, balance, continuity and progression in the pupils' learning in Science.

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

There is good management and development of resources for Science. The school takes part in a range of initiatives to support the achievement of curriculum objectives in Science. Tours are organised, guest speakers are invited in and pupils have the opportunity to work in the school garden. The school has been awarded seven green flags arising from work in the curriculum strand *Environmental awareness and care*.

There were possibilities for improvement in curriculum planning for Science. There was a school plan for the subject; this should be augmented, however, so that it provides a useful guide for teachers. The school plan should set out the objectives to be achieved in every class regarding understanding, skills and the language of Science. Those objectives should be linked to activities that take place in local habitats and to activities that are part of the various initiatives with which the school engages on an ongoing basis. A whole-school approach to monitoring and assessing the progression of learning in Science should also be agreed and implemented. It would be very worthwhile to address the cognitive language needs of pupils as part of the work that the school does under the Gaeltacht Schools Recognition Scheme.

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 of Scoil Shéamais Naofa, Barna, welcomes this report, as it will provide a guide for us to improve the teaching and learning of Science in the school. The board is pleased that the overall quality of teaching and learning in Science is good.

The board notes that the report refers to the school's participation in the Department's Gaeltacht Schools Recognition Scheme. The school is committed to this participation. Barna has a long, rich and proud Gaeltacht heritage. While the number of households where Irish is spoken has decreased over the years, the school will continue to protect and enhance Barna's Gaeltacht status.

The board is pleased that the report acknowledges the good work the school has done to teach the full curriculum, including Science, through Irish. The board is confident that the teaching of all subjects - including the teaching of terminology in Irish - will improve, as part of the ongoing step-by-step implementation of immersion education in the school.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- As part of every lesson in Science from now on, the language required by pupils to discuss and develop their understanding will be taught and practised. The school accepts that this will be beneficial for our pupils.
- The learning programme for every class will address the objectives of the Working Scientifically and Designing and Making strands of the curriculum. These important aspects of the curriculum have been given more attention throughout the school since the evaluation.
- The school has begun to set out in more detail in the school plan the objectives to be achieved in every class regarding pupils' understanding, skills and language in Science.

THE INSPECTORATE'S QUALITY CONTINUUM

The inspectors describe the quality of provision in the school, as they use the inspectorate's quality continuum as shown below. Samples are given in the quality continuum of the language inspectors when they do evaluations and describe the quality of the school's provision for every 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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