An Roinn Oideachais
Department of Education

Meastóireacht Curaclaim: Gaeilge

Tuairisc

TUAIRISC

Ainm na scoile/School name	SN Seamás Naofa
Seoladh na scoile/School address	An Cheapach Eas Géitine Co. Luimnigh
Uimhir rolla/Roll number	09702H
Dáta na cigireachta/ Date of evaluation	04/10/2024
Dáta eisiúna na tuairisce/Date of issue of report	12/12/2024

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 na Gaeilge 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

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.

San áireamh sa tuairisc meastóireachta curaclaim seo tá leathanach oiriúnach do scoláirí a thugann eolas do na páistí/daoine óga i do scoil faoin gcigireacht a tharla le déanaí. Imlíníonn sé cuid de na príomhthorthaí agus de na príomh-mholtaí dóibh.

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.

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

Dátaí na cigireachta	03-04/10/2024
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

Ba scoil chomhoideachais thuaithe í Scoil Náisiúnta Seamás Naofa faoi phátrúnacht Easpag Caiticeach Luimnigh ag am na meastóireachta. Bhí ochtar múinteoirí ar an bhfoireann. Ina measc bhí cúigear múinteoirí príomhshrutha, príomhoide teagaisc san áireamh, beirt mhúinteoirí oideachais speisialta agus múinteoir rang speisialta le haghaidh daltaí a raibh uathachas orthu. Bhí 112 dalta cláraithe sa scoil.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí suim ag na daltaí sa Ghaeilge agus bhí a ngnóthachtáil sa teanga go maith go ginearálta.
- Bhain cáilíocht an-mhaith le heispéiris foghlama na ndaltaí agus bhí na ceachtanna Gaeilge idir shuimiúil agus spraíúil dóibh.
- Rinne na múinteoirí ullmhúchán cuimsitheach do na ceachtanna agus bhí cáilíocht an teagaisc go han-mhaith ar an iomlán.
- Rinne an príomhoide cúnta obair fhiúntach chun próifíl na Gaeilge a ardú sa scoil.
- Bhí scóip ann leas níos fearr a bhaint as an bpleanáil scoile agus as an bpróiseas féinmheastóireachta scoile chun gnóthachtáil na ndaltaí a bhreisiú.

Moltaí

- Tá deis ag na múinteoirí úsáid neamhspleách teanga na ndaltaí a chur chun cinn tuilleadh trí chur chuige scoile uile i leith na gramadaí a fhorbairt.
- Ba chóir do na múinteoirí difreáil níos follasaí a dhéanamh ar na spriocanna agus gníomhaíochtaí foghlama d'fhonn tacú le héagsúlacht cumais na ndaltaí sa teanga.
- Ní mór don cheannaireacht, i gcomhar leis na múinteoirí, cur chuige scoile uile a chur i bhfeidhm i leith fhorbairt na scríbhneoireachta.
- B'fhiú don cheannaireacht machnamh a dhéanamh ar thástálacha caighdeánaithe a úsáid chun tuiscint níos doimhne a fháil ar ghnóthachtáil na ndaltaí sa Ghaeilge.

Mionchinntí agus moltaí

1. Cáilíocht thorthaí foghlama na ndaltaí

- Bhain cáilíocht mhaith le torthaí foghlama na ndaltaí ar an iomlán. Léirigh an tromlach acu suim sa Ghaeilge. Rinneadh forbairt mhaith ar a scileanna tuisceana. Lean siad treoracha na múinteoirí gan stró sa chuid ba mhó de na ceachtanna a breathnaíodh.
- Bhí réimse dán agus amhrán ar a dtoil ag na daltaí. Bhí siad in ann ceisteanna fúthu féin a fhreagairt le cabhair agus treoir. I gcúpla ceacht bhí sé de chumas acu ceisteanna neamhullmhaithe a fhreagairt agus abairtí a chumadh as a stuaim féin nuair a tugadh briathar dóibh. Tá deis ag na múinteoirí úsáid neamhspleách teanga seo na ndaltaí a chur chun cinn tuilleadh. Ba chóir go mbeadh an ghramadach mar chuid lárnach den chur chuige chun teanga ó bhéal na ndaltaí a bhreisiú.
- Bhí cumas léitheoireachta na ndaltaí ag feabhsú ó rang go rang. Léigh na múinteoirí leabhair mhóra agus téacsanna dílse do na daltaí ó am go chéile. B'fhiú é seo a dhéanamh ar bhonn níos minice agus struchtúrtha d'fhonn scileanna foghraíochta na ndaltaí a chur chun cinn. Bheadh sé chun tairbhe na ndaltaí dá mbeadh fáil acu ar réimse níos leithne téacsanna dílse Gaeilge, téacsanna digiteacha san áireamh, ar mhaithe leis an scíthléitheoireacht. Rinne na daltaí piarléitheoireacht lena chéile le linn *Seachtain na Gaeilge*. B'fhiú minicíocht na piarfhoghlama mar seo a mhéadú.
- Bhain scóip chun forbartha le scileanna scríbhneoireachta na ndaltaí ar an iomlán. Cé go raibh deiseanna ag na daltaí scríbhneoireacht chruthaitheach agus shóisialta a dhéanamh, bhí an scríbhneoireacht fheidhmiúil sa treis ina gcuid cóipleabhar. Bhí sé dúshlánach do na daltaí sna meán agus sna hardranganna abairtí a scríobh i nGaeilge. Ní mór do na múinteoirí cur chuige scoile uile a ghlacadh d'fhonn scileanna scríbhneoireachta na ndaltaí a fhorbairt go leibhéal níos airde.

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

- Bhí eispéiris foghlama na ndaltaí an-mhaith go ginearálta. Ba léir go raibh atmaisféar dearfach sna seomraí ranga inar léiríodh meas idir na múinteoirí agus na daltaí agus idir na daltaí féin.
- Thuairiscigh na daltaí a ghlac páirt sa ghrúpa fócais go raibh foghlaim na Gaeilge tábhachtach. Thaitin na ceachtanna Gaeilge leo de bharr go raibh siad suimiúil agus spraíúil araon.
- Cruthaíodh timpeallachtaí foghlama tarraingteacha. Bhí siad saibhir i bprionta ó thaobh na Gaeilge de. Chonacthas na daltaí ag baint leas as taispeántais i nGaeilge chun abairtí a chumadh agus a scríobh i gceachtanna áirithe.
- Tugadh deiseanna fiúntacha do na daltaí obair a dhéanamh i bpéirí agus i ngrúpaí i ngach ceacht a breathnaíodh. Bhí na gníomhaíochtaí foghlama bunaithe ar chuir chuige páisteláraithe agus súgartha den chuid ba mhó. Léirigh na daltaí muinín astu féin agus iad ag dul i ngleic le tascanna foghlama i dtromlach na ceachtanna. Bhí siad sásta dul sa seans agus an Ghaeilge a bhí acu a úsáid beann ar a gcumas teanga.
- Baineadh leas éifeachtach as an teicneolaíocht chun rannpháirtíocht na ndaltaí a mhéadú ag céimeanna éagsúla de na ceachtanna. Chonacthas foclóirí in úsáid ag daltaí i rang amháin agus iad i mbun tasc scríbhneoireachta. B'fhiú foclóirí ar líne a úsáid leis na meán agus na hardranganna freisin d'fhonn cur lena scileanna foghraíochta agus gramadaí.

- Bhain caighdeán an-mhaith leis an teagasc ar an iomlán. Léirigh na múinteoirí inniúlacht mhaith teanga go ginearálta. Rinne siad ullmhúchán cuimsitheach do na ceachtanna. Ba léir go raibh tuiscint mhaith acu ar an gcur chuige cumarsáideach agus cuireadh é i bhfeidhm go héifeachtach. Múineadh na ceachtanna trí Ghaeilge amháin. Bhí scóip ann ámh, difreáil níos follasaí a dhéanamh ar na spriocanna agus gníomhaíochtaí foghlama d'fhonn tacú le héagsúlacht cumais na ndaltaí sa teanga. Rinneadh measúnú leanúnach ar an bhfoghlaim trí bhreathnóireacht na múinteoirí agus tascanna múinteoir dheartha.

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

- Bhí scóip ann leas níos fearr a bhaint as an bpleanáil scoile, féinmeathsóireacht san áireamh chun cáilíocht na foghlama sa Ghaeilge a bhreisiú.
- Bhí cur chun cinn na Gaeilge mar fhreagracht ag príomhoide cúnta sa scoil le cúpla bliain anuas. Rinne sí obair fhiúntach chun próifíl na Gaeilge a ardú sa scoil trí ghníomhníochtaí trí Ghaeilge a reáchtáil ar bhonn rialta. Thuairiscigh na daltaí sa ghrúpa fócais go mbaineann siad taitneamh as a leithéid agus go gcuirfeadh siad fáilte roimh thuilleadh deiseanna chun an Ghaeilge a úsáid laistigh agus lasmuigh den scoil.
- Rinneadh athbhreithniú ar an bplean Gaeilge scoile uile sa téarma deireanach den scoilbhliain anuraidh. Bhí prionsabail *Curaclam na Bunscoile* mar bhonn eolais don phlean. Is gá ámh, ionchais a aontú agus a chlárú sa phlean do na trí snáithe teanga do gach céim forbartha d'fhonn pleanáil agus cleachtas na múinteoirí a threorú. B'fhiú freisin machnamh a dhéanamh ar thrialacha caighdeánaithe don Ghaeilge a úsáid chun tuiscint níos doimhne a fháil ar ghnóthachtáil na ndaltaí sa Ghaeilge. Bheadh tátal na dtrialacha fiúntach mar bhonn eolais d'fhéinmheastóireacht scoile amach anseo agus d'fhonn dul chun cinn na ndaltaí a rianú.

An Roinn Oideachais
Department of Education

Le haghaidh dhaltaí SN Seamás Naofa faoina gcuid foghlama sa Ghaeilge

Dátaí na cigireachta:
03-04/10/2024

Réamhrá

Rinneadh cigireacht ar an nGaeilge i do scoil le déanaí. Ar an leathanach seo, deántar cur síos ar an méid a fuair an cigire amach agus tugtar smaointe ann faoi na rudaí a d'fhéadfadh an scoil a dhéanamh chun an fhoghlaim a fheabhsú.

Cad a rinne an cigire i rith na cuairte?

Thug an cigire cuairt ar sheomraí ranga agus labhair sí leis na múinteoirí agus leis na daltaí faoin obair a bhí ar siúl acu. Chas an cigire le grúpa fócais daltaí freisin chun labhairt leo faoina gcuid foghlama.

Cad a fuair an cigire amach?

Seo roinnt de na príomhrudaí:

- Bhí suim ag na daltaí sa Ghaeilge agus bhí a gcuid foghlama sa Gaeilge go maith.
- Bhí na ceachtanna Gaeilge spraíúil do na daltaí.
- Rinne na múinteoirí an-ullmhúchán do na ceachtanna Gaeilge agus bhí teagasc na Gaeilge go han-mhaith i dtromlach na gceachtanna a chonaic an cigire.

Cad a dúirt an cigire a bhí le déanamh ag an scoil chun an fhoghlaim a fheabhsú?

- Ba chóir do na múinteoirí plean a chur le chéile chun cabhrú leis na daltaí an ghramadach a fhoghlaim agus a scríbhneoireacht sa Ghaeilge a fheabhsú.
- D'fhéadfadh na múinteoirí na tascanna Gaeilge a athrú rud beag chun cabhrú leis na daltaí go léir sa rang iad a dhéanamh.

Go raibh maith agat as an am a ghlacadh chun an leathanach seo a léamh. Gabhtar buíochas speisialta leis na daltaí a ghlac páirt sa ghrúpa fócais.

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

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tá an bord bainistíochta sásta le hábhar na tuairisce agus ba mhaith linn aitheantas a thabhairt don tiomantas atá léirithe ag pobal na scoile i gcur chun cinn na Gaeilge i Scoil Seamás Naofa. Aithnítear sa tuairisc an suim atá ag daltaí sa Ghaeilge, a ngnóthachtái agus cé chomh maith agus atá a n-eispéiris foghlama sa teanga. Ina theannta sin, aithnítear sa tuairisc ullmhuchán cuimsitheach ár muinteoirí le haghaidh ceachtanna, cáiliocht an teagaisc agus an obair atá ar bun ag ár bPíomhoide Cúnta chun próifí na Gaeilge a árdú inár scoil.

Glacaimid leis nach raibh an Ghaeilge mar fhócas i bpróiséis féinmheastóireachta na scoile roimhe seo. Tabharfaidh moltaí na tuairisce seo treoir don fhéinmheastóireacht scoile amach anseo.

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

Deánfaidh ár scoil gach iarracht glacadh le moltaí na tuairisce seo agus muid ag nuashonrú ár bplean don Ghaeilge. Bainfear úsáid as an bpróiséis féinmheastóireachta scoile chun díriú ar ghramadach, difreáil agus scríbhneoireacht.

- Gramadach agus Scríbnneoireacht: Beidh miondealú mionsonraithe ar an ábhar do gach rangleibhéal leagtha amach go soiléir inár bplean scoile.
- Taispeánfar leideanna amhairc agus tacaí eile go soiléir sna seomraí ranga. Bainfear úsáid as cartaí lannaithe cosúil le “snas ar scéal” ar fud na scoile.
- Beidh na séanraí scríbhneoireachta mionsonraithe inár bplean Gaeilge.
- Measúnuithe Caighdeánaithe: Bainfear úsáid as measúnuithe caighdeánaithe, i rang amháin ar dtús, agus tacóidh na torthaí le pleanáil don todhchaí.
- Difreáil: Tá gach múinteoir tiomanta do bhéim bhreise a chur ar dhifreáil. Bainfimid úsáid as an doiciméad PDST “Differntiation in Action” mar phointe tagartha. Ina theannta sin, cuirfimid isteach ar thacaíocht scoile ó chomhairleoir Oide.

An Roinn Oideachais
Department of Education

Curriculum Evaluation
Irish
Report

REPORT

Ainm na scoile/School name	Saint James' NS
Seoladh na scoile/School address	Cappagh Askeaton Co. Limerick
Uimhir rolla/Roll number	09702H
Dáta na cigireachta/ Date of evaluation	04/10/2024
Dáta eisiúna na tuairisce/Date of issue of report	12/12/2024

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

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

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* 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 learning 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.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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.

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 designated liaison person (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) and this policy is reviewed annually.
4. The school's 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 met the requirements in relation to each of the above checks.

Curriculum Evaluation

Dates of inspection	03-04/10/2024
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

St. James' National School was a rural co-educational school under the patronage of the Catholic Bishop of Limerick at the time of the evaluation. There were eight teachers on the staff. This comprised five mainstream teachers, including the teaching principal, two special education teachers and a special class teacher for pupils who had autism. There were 112 pupils enrolled in the school.

Summary of main findings and recommendations

Findings

- Pupils were interested in Irish and their attainment in the language was good in general.
- The quality of pupils' learning experiences was very good and Irish lessons were both interesting and fun for them.
- Teachers made comprehensive preparations for the lessons and the quality of teaching was very good overall.
- The assistant principal carried out meaningful work to raise the profile of Irish in the school.
- There was scope to make better use of school planning and the school self-evaluation process to enhance pupils' achievement.

Recommendations

- Teachers have an opportunity to further promote pupils' independent use of the language by developing a whole-school approach to grammar.
- Teachers should differentiate learning objectives and activities more explicitly to support the range of pupil abilities in the language.
- The leadership, in consultation with teachers, should implement a whole-school approach in relation to the development of writing.
- The leadership should consider using standardised tests to gain a deeper understanding of pupils' achievement in Irish.

Detailed findings and recommendations

1. Quality of pupils' learning outcomes

- The quality of pupils' learning outcomes was good overall. The majority demonstrated an interest in Irish. Their comprehension skills were well developed. They followed the teachers' instructions with ease in most of the lessons observed.
- Pupils knew a range of poems and songs well. They were able to answer questions about themselves with help and direction. In a small number of lessons they had the ability to answer unprepared questions and to compose sentences by themselves when they were given a verb. Teachers have an opportunity to further promote such independent use of pupils' language. Grammar should be a central part of the approach to enhance pupils' spoken language.
- Pupils' reading ability was improving from class to class. Teachers read big books and authentic texts to the students from time to time. It is worth doing this on a more regular and structured basis to promote pupils' phonetic skills. It would benefit pupils if they had access to a greater variety of authentic Irish texts, including digital texts, for the purpose of reading for pleasure. Pupils engaged in peer reading together during *Seachtain na Gaeilge* (Irish Language Week). There is merit in increasing the frequency of such peer learning.
- There was scope to develop pupils' writing skills overall. Although pupils had opportunities to engage in creative and social writing, functional writing was dominant in their copybooks. It was challenging for pupils in the middle and senior classes to write sentences in Irish. Teachers should adopt a whole-school approach to develop pupils' writing skills to a higher level.

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

- Pupils learning experiences were very good overall. A positive atmosphere was evident in the classrooms where respect was demonstrated between teachers and pupils and between pupils themselves.
- Pupils in the focus group reported that the learning of Irish was important. They enjoyed Irish lessons because they were both interesting and fun.
- Attractive learning environments were created. They were print rich in terms of Irish. Pupils were observed using displays in Irish to compose and write sentences in some lessons.
- Pupils were given meaningful opportunities to work in pairs and in groups in each lesson observed. Learning activities were based on child and play centred approaches for the most part. Pupils demonstrated self-confidence as they engaged with learning tasks in a majority of lessons. They were willing to take a chance and use the Irish they had, regardless of their language ability.
- Effective use was made of technology to increase pupils' engagement at various stages of the lessons. Pupils were observed using dictionaries in one class as they undertook a writing task. It would also be worthwhile using online dictionaries with the middle and senior classes to improve their phonetic and grammar skills.
- The standard of teaching was very good overall. Teachers demonstrated good language competence in general. They made comprehensive preparations for the lessons. It was evident that they had a good understanding of the communicative approach, and it was implemented effectively. Lessons were taught through Irish only. There was scope, however, to differentiate learning objectives and activities to support the range of pupil abilities in the language. Continuous assessment of learning was carried out through teacher observation and teacher-designed tasks.

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

- There was scope to make better use of school planning, including the school self-evaluation process to enhance the standard of pupils' learning in Irish.
- The promotion of Irish was the responsibility of an assistant principal in the school for the last few years. She carried out meaningful work to raise the profile of Irish in the school by organising activities through Irish on a regular basis. Pupils in the focus group reported that they enjoy this and that they would welcome more opportunities to use Irish inside and outside the school.
- The whole-school Irish plan was reviewed in the final term of the school year last year. The plan was informed by the principles of the *Primary School Curriculum.* There is a need however, to agree and record expectations in the plan for the three language strands at each stage of development in order to guide teachers' planning and practice. The use of standardised tests for Irish should also be considered to gain a deeper understanding of pupils' achievement in Irish. The test data would be useful to inform school self-evaluation in future and to track pupils' progress.

An Roinn Oideachais
Department of Education

For pupils of St. James' NS about their learning in Irish
Dates of inspection: 03-04/10/2024

Introduction

Your school had an inspection of Irish recently. This page for pupils describes what the inspector found out and gives ideas about what the school could do to make learning better.

What did the inspector do during the visit?

The inspector visited classrooms and she spoke to the teachers and to the pupils about the work they were doing. The inspector met with a focus group of pupils also to speak to them about their learning.

What did the inspector find?

Here are some of the main things:

- The pupils were interested in Irish and their learning in Irish was good.
- The Irish lessons were fun for the pupils.
- The teachers did very good preparation for the Irish lessons and the teaching of Irish was very good in the majority of lessons seen by the inspector.

What the inspector said the school should do to make learning better?

- The teachers should put a plan together to help the pupils learn grammar and imrpove their writing in Irish.
- The teachers could change the Irish tasks a little bit to help all the pupils in the class do them.

Thank you for taking the time to read this page. A special thank you to the pupils who took part in the focus group.

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	**A 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

(*This is a translation of the school response submitted by the board of management.*)

Part A Observations on the content of the inspection report

The bord of management are satisfied with the content of the report and wish to acknowledge the dedication demonstrated by the school community in the promotion of Irish in St. James' National School. The report acknowledges pupils interest in Irish, their attainment and how good their learning experiences in the language are. In addition, the report acknowledges the comprehensive planning of our teachers for leassons, the quality of teaching and the work that our Assistant Principal is doing to increase the profile of Irish in our school.

We accept the Irish was not a focus of the school self-evaluation process previously. The recommendations of this report will guide school self-evaluation going forward.

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

Our school will make every effort to accept the recommendations of this report as we update our Irish plan. The school self-evaluation process will be used to focus on grammar, differentiation and writing.

- Grammar and Writing: There will be a detailed analysis of content for each class level which will be clearly outlined in our school plan.
- Visual cues and other supports will be displayed in classrooms. Laminated cards such as "*snas ar scéal*" will be used throughout the school.
- Writing genres will be detailed in our Irish plan.
- Standardised tests: Standardised tests will be used, in one class at first, and the the results will support future planning.
- Differentiation: Every teacher is dedicated to placing further emphasis on differentiation. We will use the PDST document "Differntiation in Action"as a reference point. We will also apply for school support from an Oide advisor.