An Roinn Oideachais agus Óige
Department of Education and Youth

Meastóireacht Curaclaim Gaeilge

TUAIRISC

Ainm na scoile/School name	Scoil Náisiúnta Naithí Naofa
Seoladh na scoile/School address	Achadh Conaire Tobar an Choire Contae Shligigh
Uimhir rolla/Roll number	04487E
Dáta na cigireachta/ Date of evaluation	05/03/2026
Dáta eisiúna na tuairisce/Date of issue of report	08/09/2026

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?

I meastóireachtaí curaclaim déantar tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair ar leith de Curaclam na Bunscoile (1999), agus Curaclam na Bunscoile (2025) athfhorbartha. Dearbhaítear dea-chleachtas agus déantar moltaí iontu nuair is cuí, d'fhonn cuidiú forbairt bhreise a dhéanamh ar an ábhar nó réimse curaclaim sa scoil.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne an cigire meastóireacht ar an bhfoghlaim agus ar an teagasc sa Ghaeilge 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 na pleanála scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Déanann 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. Soláthraítear sa chontanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

San áireamh sa tuairisc ar an meastóireacht curaclaim seo tá leathanach atá sothuigthe do dhaltaí lena dtugtar eolas do na páistí/daoine óga i do scoil faoin gcigireacht a tharla le déanaí. Déantar achoimre ann ar chuid de na príomhthorthaí agus 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.

Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta:	
Cosaint Leanaí	*Bí Cineálta*
1. Tá ainm an Duine Idirchaidrimh Ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach in aice le príomhdhoras na scoile / sa limistéar fáiltithe. I ndiaidh don scoil nósanna imeachta nuashonraithe 2025 a ghlacadh, ní mór freisin leagan atá oiriúnach do scoláirí, ina dtugtar ainm an DIA, a chur ar taispeáint le hais an Ráitis um Chumhdach Leanaí. 2. Tá ráiteas um chumhdach leanaí na scoile faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 3. Bhí a fhios ag na múinteoirí go léir ar tugadh cuairt orthu cén duine ar cheart dul chuige/chuici dá mbeadh ábhar imní maidir le cosaint leanaí acu.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil ag úsáid Aguisín A de *Bí Cineálta*, déantar é a athbhreithniú gach bliain (nó níos minice más gá) agus san áireamh ann tá leagan atá oiriúnach do scoláirí/dhaltaí atá ar taispeáint in áit ar féidir le scoláirí/daltaí agus pobal na scoile é a fheiceáil. 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 bhaill foirne, do thuismitheoirí agus do dhaltaí/scoláirí. 3. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide uasdátú ar fáil don bhord ag gach gnáthchruinniú den bhord a shásaíonn riachtanais *Bí Cineálta*

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

Meastóireacht Curaclaim

Dátaí na cigireachta	04/03/2026 agus 05/03/2026
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 í Scoil Náisiúnta Naithí Naofa atá suite i mbaile fearainn Achadh Conaire i gContae Shligigh. Is é Easpag Caitliceach Ailfionn agus Achadh Conaire pátrún na scoile. Bhí ceathrar múinteoirí príomhshrutha, an príomhoide san áireamh, beirt mhúinteoirí oideachais speisialta agus beirt chúntóirí riachtanas speisialta sa scoil. Bhí seachtar dalta is seachtó cláraithe ag am na meastóireachta.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht thorthaí foghlama na ndaltaí an-mhaith; bhí na daltaí spreagtha chun an Ghaeilge a fhoghlaim agus í a labhairt.
- Bhí éispéiris na bhfoghlaimeoirí ar chaighdeán an-mhaith; chabhraigh na gníomhaíochtaí a soláthraíodh le dearcadh dearfach i leith na Gaeilge a chothú sna daltaí.
- Bhí cáilíocht chleachtas na múinteoirí sa Ghaeilge an-mhaith.
- Bhí caighdean an mheasúnaithe go han-mhaith, ar an iomlán.
- Bhí an phleanáil scoile don Ghaeilge, féinmheastóireacht scoile san áireamh, an-éifeachtach.

Moltaí

- Ba chóir do mhúinteoirí níos mó deiseanna a sholáthar do na daltai chun a bheith ag obair i mbeirteanna ag cleachtadh ceisteanna a chur agus a fhreagairt agus ag úsáid teanga ó bhéal go neamhspleách.
- Ba chóir do mhúinteoirí na seánraí scríbhneoireachta a mhúineadh go domhain, agus tréimhse ama faoi leith a thabhairt do na daltaí chun iad a fhoghlaim, ionas go mbeidh siad in ann téacsanna a chruthú go han-éifeachtach sna seánraí éagsúla.

1. Cáilíocht thorthaí foghlama na ndaltaí

Bhí cáilíocht thorthaí foghlama na ndaltaí go han-mhaith, ar an iomlán. Sna ceachtanna a breathnaíodh, léirigh na daltaí ar fud na scoile taitneamh nuair a bhí siad i mbun foghlama trí Ghaeilge. Bhí stór leathan focal ar eolas acu agus thug siad freagraí cuí ar cheisteanna na múinteoirí agus an chigire, ó bhéal, le linn na gceachtanna. Bhí réimse dánta agus amhrán ar eolas acu. B'inmholta an cleachtas a bhí acu sa scoil dán agus amhráin sa Ghaeilge a fhoghlaim gach mí sa scoilbhliain. Bhí seanfhocail agus alán Gaeilge neamhfhoirmiúil foghlamtha acu. Bhí an ghramadach agus na briathra ar eolas acu. Cuireadh béim ar athrá agus aithris na nathanna cainte sna ceachtanna agus bhí na daltaí an eolasach fúthu. Léirigh siad tuiscint an-mhaith ar réimse suntasach focal agus frásaí a bhí foghlamtha acu. Cé go raibh

tusicint agus cumarsáid an-mhaith ag na daltaí, ba chóir níos mó béime a cur ar fhiosrú agus úsáid teanga ó bhéal. Moltar níos mó deiseanna a sholáthar do na daltaí chun a bheith ag obair i mbeirteanna ag cleachtadh ceisteanna a chur agus a fhreagairt agus ag úsáid teanga ó bhéal go neamhspleách.

Léirigh na daltaí sna bunranganna scileanna éisteachta an-mhaith agus ghlac siad páirt ghníomhach sa rólimirt agus sa drámaíocht bunaithe ar na scéalta. Léigh na daltaí go muiníneach agus go líofa mar rang-ghrúpa agus i mbeirteanna. Léirigh siad tuiscint ar na ceachtanna agus bhí an fhóineolaíocht agus an fhoghraíocht an-mhaith acu. Bhí na daltaí sna meánranganna agus sna hardranganna cumasach agus iad ag cumadh abairtí agus scéalta ó bhéal, ag freagairt ceisteanna, ag ullmhú agus ag scríobh scéalta gearra. Bhí sé le moladh go raibh scríbhneoireacht fheidhmiúil an-mhaith á déanamh ag na daltaí ó rang na naíonán ar aghaidh. Chuir na múinteoirí deiseanna scríbhneoireachta ar fáil do na daltaí go rialta bunaithe ar an ábhar léitheoireachta agus ar na tascanna sna leabhair oibre a bhí acu. Bhí samplaí maithe de scríbhneoireacht na ndaltaí ar réimse topaicí agus seánraí le feiceáil sna cóipléabhair ach b'fhiú níos mó ama a chaitheamh ar scríbhneoireacht chruthaiteach a fhorbairt. Ba chóir do mhúinteoirí na seánraí scríbhneoireachta a mhúineadh go domhain, agus tréimhse ama faoi leith a thabhairt do na daltaí chun iad a fhoghlaim, ionas go mbeidh siad in ann téacsanna a chruthú go han-éifeachtach sna seánraí éagsúla.

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

Bhí cáilíocht na n-éispéireas foghlama go han-mhaith, ar an iomlán. Ghlac na daltaí páirt i ngníomhaíochtaí spraíúla sna ceachtanna a breathnaíodh. Baineadh leas as obair i mbeirteanna, obair ghrúpa agus am ciorcail le linn na gceachtanna. Bhí na timpeallachtaí foghlama ar chaighdeán an-ard agus iad spreagúil, tacúil agus lán de phrionta Gaeilge. Bhí raon áiseanna amhairc agus acmhainní eile in úsáid le linn na gceachtanna, lene n-áiríodh cairteacha oideachasúla, luaschártaí, lipéid agus an clár bán idirghníomhach.

I bhfócasghrúpa leis na daltaí, léirigh siad dearcadh dearfach i leith na Gaeilge. Rinne siad tagairt don dea-atmaisféar a chruthaigh na múinteoirí don Ghaeilge ar fud na scoile. Labhair siad go fonnmhar faoi imeachtaí spreagthacha a bhí eagraithe dóibh, mar shampla, tóraíochtaí taisce, tráth na gceisteanna, an seó faisin, Lá Glas a eagraíodh i rith Seachtain na Gaeilge agus bealaí éagsúla a spreag na múinteoirí iad chun Gaeilge a labhairt sa chlós. Labhair siad faoi ghníomhaíochtaí, rince Gaelach san áireamh, a cuireadh ar bun do Sheachtain na Gaeilge. D'inis siad faoin gceol a d'fhoghlaim siad ar an véidhlín agus an nasc idir an cultúr Gaelach agus foghlaim na Gaeilge.

Bhí cáilíocht an teagaisc go han-mhaith, ar an iomlán, le linn na meastóireachta. Cruthaíodh dea-chaidreamh ómósach idir na múinteoirí agus na daltaí. Bhí an t-ullmhúchán scríofa a bhí ag na múinteoirí soiléir agus cabhrach. Bhí cuimsiú chun tosaigh acu agus bhain siad úsáid as straitéisí idirdhealaithe chun tacú le foghlaim na ndaltaí le riachtanais bhreise foghlama sa Ghaeilge. Bhí siad an-ullmhaithe, le fearais, teicneolaíochtaí digiteacha agus cluichí oiriúnacha spreagúla do na ceachtanna uile. Bhain na múinteoirí úsáid as ábhair nithiúla chun bunfhoclóir agus nathanna a mhúineadh. Rinne siad comhtháthú idir an teanga ó bhéal, léitheoireacht agus scríbhneoireacht. Cuireadh béim ar ionchur teanga saibhir, ar chruinneas foghraíochta agus ar chumas éisteachta a fhorbairt le linn na gceachtanna. Chruthaigh na múinteoirí spéis sa Ghaeilge i measc na ndaltaí.

Bhí cáilíocht an mheasúnaithe sa Ghaeilge go han-mhaith, ar an iomlán. Bhain na múinteoirí feidhm as réimse straitéisí chun dul chun cinn na ndaltaí a mheas. Bhain siad úsáid as trialacha caighdeánaithe chun tacú lena gcuid ullmhúcháin ranga. Rinneadh measúnú foirmeálta rialta ar dhul chun cinn na ndaltaí sa Ghaeilge agus léirigh na sonraí measunaithe go raibh dul chun cinn an-mhaith déanta acu. Rinne na múinteoirí monatóireacht rialta ar chleachtaí na ndaltaí sna cóipleabhair agus sna leabhair oibre. I gcuid de na ranganna, bhí dialann ag na daltaí chun nathanna, foclóir, focail ardmhinicíochta, agus creat na seánraí scríbhneoireachta a thaifeadadh. Bhí samplaí maithe de scríbhneoireacht chruthaitheach ag na daltaí sna cóipleabhair. Bhí taifead de dhul chun cinn na ndaltaí sa Ghaeilge soiléir agus úsáideach.

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

Bhí éifeachtacht phleanáil scoile, lena n-áirítear féinmheastóireacht scoile, go han-mhaith. Rinneadh athbhreithniú ar an bplean scoile uile don Ghaeilge chun tacú le cur i bhfeidhm straitéisí scoile uile. Bhí fianaise shoiléir sa phróiséas féinmheastóireachta scoile go raibh spriocanna cuí agus gníomhaíochtaí oiriúnacha á gcur i bhfeidhm chun forbairt na Gaeilge a neartú sa scoil. Bhí pleananna gnímh acu maidir le teanga agus frásaí a úsáid agus a shealbhú, foghraíocht a neartú, léitheoireacht a fhorbairt agus deiseanna a chruthú chun dul chun cinn sa scríbhneoireacht fheidmiúil agus chruthaitheach a mheas. Rinneadh suirbhé leis na daltaí maidir le foghlaim sa Ghaeilge. Léirigh an chuid ba mhó díobh gurbh í an Ghaeilge ó bhéal an ghné ba fhusa a fhoghlaim. Bhí moladh tuillte ag ceannaireacht na scoile as an obair fhiúntach a bhí ar siúl chun cleachtas comhsheasmhach sa teagasc agus san fhoghlaim a fhorbairt sa scoil.

An Roinn Oideachais agus Óige
Department of Education and Youth

Le haghaidh dhaltaí Scoil Náisiúnta Naithí Naofa faoina gcuid foghlama sa Ghaeilge

Dátaí na cigireachta:04/03/2026 agus 05/03/2026

Réamhrá

Rinneadh cigireacht ar Ghaeilge i do scoil le déanaí. Ar an leathanach seo, déantar 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 siad leis na múinteoirí agus 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:

- Bhi torthaí foghlama na ndaltaí an-mhaith agus léirigh siad dearcadh dearfach i leith na teanga.
- Bhí éispéiris na bhfoghlaimeoirí an-mhaith.
- Bhí an teagasc an-mhaith.
- Bhí an phleanáil scoile don Ghaeilge an-mhaith.

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

- Ba chóir do na múinteoirí deiseanna sa bhreis a thabhairt do na daltaí a bheith ag obair i mbeirteanna ag cleachtadh ceisteanna a chur agus a fhreagairt agus ag úsáid teanga ó bhéal go neamhspleách
- Ba chóir do na muinteoirí na seánraí scríbhneoireachta a mhúineadh go domhain, agus dóthain ama a thabhairt do na daltaí chun iad a chleachtadh, ionas go mbeidh siad in ann dea-shamplaí a scríobh sna seánraí éagsúla.

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.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann an bord bainistíochta agus foireann na scoile fáilte roimh thorthaí an-dearfacha sa tuairisc chigireachta. Aithníonn siad go bhfuil an teagasc, an fhoglaim agus an phleanáil scoile sa Ghaeilge ar chaighdeán an-mhaith. Tá áthas orainn gur tugadh aitheantas do thaitneamh na ndaltaí as an nGaeilge a fhoghlaim, dá scileanna teanga agus don atmaisféar dearfach Gaeilge atá le brath ar fud na scoile. Cuirimid fáilte roimh na moltaí agus cuirfimid leis na láidreachtaí atá againn trí thuilleadh deiseanna agus eispéiris foghlama ar ardchaighdeán a chur ar fáil dár ndaltaí uile.

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

Glacann an bord bainistíochta agus foireann na scoile leis na moltaí seo agus tá siad tiomanta iad a chur i bhfeidhm trí chur chuige comhoibríoch uile-scoile.

Aontaíonn an fhoireann gur gá tuilleadh deisanna a chur ar fáil do na daltaí chun a scileanna cainte a fhorbairt. Leagfaidh múinteoirí béim níos mó ar obair bheirte struchtúrtha agus ar straitéisí comhoibríocha foghlama i ngach rang, mar shampla rólghlacadh, cluichí teanga béil agus tascanna comhoibríocha. Tabharfar deiseanna do na daltaí ceisteanna a chur agus a fhreagairt, a gcuid foghlama a phlé agus a gcuid smaointe a chur in iúl, chun a muinín agus a gcumas sa teanga labhartha a fhorbairt.

Aontaíonn an fhoireann freisin leis an moladh maidir le teagasc na seánraí scríbhneoireachta. Neartófar an cur chuige uile-scoile i leith na scríbhneoireachta de réir seánra lena chinntiú go mbeidh dóthain ama ag na daltaí gach seánra a fhiosrú agus a fhorbairt. Cuirfidh múinteoirí próiseas struchtúrtha scríbhneoireachta i bhfeidm, lena n-áirítear samhaltú agus deiseanna do scríbhneoireacht neamhspleách. Tacófar leis na daltaí príomhghnéithe gach seánra a aithint trí shamplaí maithe, critéir ratha agus aiseolas ón múinteoir.

Léireofar na gníomharthaí seo san athbhreithniú agus i bhforbairt leanúnach phlean uile-scoile na Gaeilge. Beidh an fhoireann páirteach i bplé gairmiúil rialta agus san athbhreithniú comhoibhríoch chun monatóireacht a dhéanamh ar an ndul chun cinn agus comhsheasmhacht chleachtais a chinntiú ar fud na scoile.

Tá an scoil tiomanta do thorthaí na ndaltaí sa teanga labhartha agus san éispéiris scríbhneorieachta a fheabhsú thuilleadh.

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

An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: Irish

REPORT

Ainm na scoile/School name	Scoil Náisiúnta Naithí Naofa
Seoladh na scoile/School address	Achonry Tubbercurry County Sligo
Uimhir rolla/Roll number	04487E
Dáta na cigireachta/ Date of evaluation	05/03/2026
Dáta eisiúna na tuairisce/Date of issue of report	08/09/2026

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

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

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 redeveloped *Primary School Curriculum (2025).* They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curricular area in the school.

How to read this report

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

1. The 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 pupil-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.

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
Child Protection	*Bí Cineálta*
4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS. 5. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. 6. All teachers visited were aware of who to go to if they had a child protection concern.	4. The school has developed an anti-bullying policy using Appendix A of *Bí Cineálta*, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it. 5. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils. 6. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of *Bí Cineálta*.

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

Curriculum Evaluation

Dates of inspection	04/03/2026 and 05/03/2026
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

Scoil Náisiúnta Naithí Naofa is a co-educational, primary school located in the townland of Achonry in County Sligo. The Catholic Bishop of Elphin and Achonry is the patron of the school. There were four mainstream teachers, including the principal, two special education teachers and two special needs assistants in the school. Seventy-seven pupils were enrolled at the time of the evaluation.

Summary of main findings and recommendations

Findings

- The quality of pupils' learning outcomes was very good; pupils were motivated to learn and speak Irish.
- Learner experiences were of a very good standard; the activities provided assisted in fostering in pupils a positive attitude towards the Irish language.
- The quality of teachers' practice in Irish was very good.
- The standard of assessment was very good overall.
- School planning for Irish, including school self-evaluation, was very effective.

Recommendations

- Teachers should provide pupils with more opportunities to work in pairs, practising asking and answering questions and using oral language independently.
- Teachers should teach the writing genres in depth, providing pupils with a specific period of time in which to learn them, so that they are able to create texts very effectively in the various genres.

1. The quality of pupils' learning outcomes

The quality of pupils' learning outcomes was very good overall. In the lessons observed, pupils throughout the school displayed enjoyment when learning through Irish. They displayed knowledge of a wide vocabulary and provided appropriate oral answers to questions from the teachers and the inspector during the lessons. They knew a range of poems and songs. Commendably, they learned a poem and a song in Irish each month of the school year. They had learned proverbs and a lot of informal Irish. They demonstrated knowledge of grammar and verbs. Emphasis was placed on repetition and recitation of idioms in the lessons, and pupils were very familiar with them. They displayed a very good understanding of a significant range of words and phrases which they had learned. While pupils had very good comprehension and communication, more emphasis should be placed on the exploration and use of oral language. It is recommended that pupils be provided with more opportunities to work in pairs, practising asking and answering questions and using oral language independently.

Pupils in the junior classes displayed very good listening skills and actively participated in story-based role play and drama. Pupils read confidently and fluently as a class group and in

pairs. They displayed an understanding of the lessons and showed very good phonological awareness and pronunciation. Pupils in the middle and senior classes were competent in composing sentences and stories orally, in answering questions, and in preparing and writing short stories. Commendably, pupils from infant class onwards were doing very good functional writing. Teachers provided pupils with regular writing opportunities based on the reading material and on the tasks contained in their workbooks. While good examples of pupils' writing on a range of topics and genres were visible in the copybooks, it would be worth spending more time developing creative writing. Teachers should teach the writing genres in depth, providing pupils with a specific period of time in which to learn them, so that they are able to create texts very effectively in the various genres.

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

The quality of learning experiences was very good overall. Pupils participated in fun activities in the lessons observed. Pair work, group work and circle time were used during lessons. The learning environments were of a very high standard and were stimulating, supportive and full of Irish-language print. A range of visual aids and other resources were used during lessons, including educational charts, flashcards, labels and the interactive whiteboard.

In a focus group with pupils, participants displayed a positive attitude towards the Irish language. They made reference to the positive atmosphere which teachers had created for Irish throughout the school. They spoke enthusiastically about stimulating activities which had been organised for them, including, for example, treasure hunts, quizzes, the fashion show, a *Lá Glas* ('Green Day') organised during *Seachtain na Gaeilge,* and various ways in which teachers encouraged them to speak Irish in the schoolyard. They spoke about activities, including Irish dancing, which had been organised for *Seachtain na Gaeilge*. They spoke about the music which they had learnt on the violin and the link between Irish culture and the learning of Irish.

The quality of teaching during the evaluation was very good overall. A positive and respectful relationship had been created between teachers and pupils. Teachers' written preparation was clear and helpful. They prioritised inclusion and applied differentiation strategies in order to support the learning of pupils with additional learning needs in Irish. They were very well prepared, with equipment, digital technologies and appropriate engaging games in place for all lessons. Teachers used concrete materials to teach basic vocabulary and expressions. They integrated oral language, reading and writing. Emphasis was placed on rich language input, accuracy in pronunciation and the development of listening ability during lessons. Teachers created an interest in Irish among pupils.

The quality of assessment in Irish was very good overall. Teachers applied a range of strategies to assess pupils' progress. They used standardised tests to support their class preparation. Pupils' progress in Irish was formally assessed on a regular basis, with assessment data showing that they had made very good progress. Teachers regularly monitored pupils' exercises in copybooks and workbooks. In some of the classes, pupils had a diary to record phrases, vocabulary, high-frequency words and an outline of the writing genres. Pupils had good examples of creative writing in their copybooks. The record of pupils' progress in Irish was clear and useful.

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

The effectiveness of school planning, including school self-evaluation, was very good. The whole-school plan for Irish had been reviewed in order to support the implementation of whole-school strategies. The school self-evaluation process contained clear evidence that appropriate targets and suitable activities were being implemented in order to strengthen the development of Irish in the school. The school had action plans in place for the use and acquisition of language and phrases, the strengthening of pronunciation, the development of reading, and the creation of opportunities to assess progress in functional and creative writing. A pupil survey was conducted regarding learning in Irish. Most pupils indicated that spoken Irish was the easiest aspect to learn. School leadership deserved praise for the valuable work undertaken to develop consistent practice in teaching and learning in the school.

An Roinn Oideachais agus Óige
Department of Education and Youth

For the pupils of Scoil Náisiúnta Naithí Naofa about their learning in Irish

Dates of inspection: 04/03/2026 and 05/03/2026

Introduction

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

What did the inspector do during the visit?

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

What did the inspector find?

Here are some of the main things:

- Pupils' learning outcomes were very good and pupils displayed a positive attitude towards the language.
- Learner experiences were very good.
- Teaching was very good.
- School planning for Irish was very good.

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

- Teachers should provide pupils with further opportunities to work in pairs, practising asking and answering questions and using oral language independently.
- Teachers should teach the writing genres in depth, providing pupils with sufficient time to practise them, so that they will be able to create good examples in the various genres.

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

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 and staff welcome the highly positive findings of the inspection report. They acknowledge that the very good quality of teaching, learning and school planning in Irish has been recognised. We are very happy that the pupils' enjoyment of learning Irish, their language skills and the positive Irish-language atmosphere throughout the school has been acknowledged. We welcome the recommendations and will build on our existing strengths by providing further opportunities and high quality learning experiences for all of our pupils.

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 and staff accept these recommendations and are committed to addressing them through a collaborative whole-school approach.

Staff agree in providing pupils with increased opportunities to develop their oral language skills. Teachers will place a greater emphasis on structured pair work and cooperative learning strategies across all classes, which will include for example role-play, oral language games and collaborative tasks. Teachers will provide opportunities for pupils to ask and answer questions, discuss their learning and explain their thinking, to promote confidence and competence in oral language.

Staff also agree with the recommendation regarding the teaching of the writing genres. A whole-school approach to genre writing will be strengthened to ensure that pupils are given dedicated time to explore and develop each genre. Teachers will implement a structured writing process which includes modelling and opportunities for independent writing. Pupils will be supported in identifying the key features of each genre through the use of exemplars, success criteria and teacher feedback.

These actions will be reflected in the review and ongoing development of the whole-school Gaeilge plan. Staff will engage in regular professional dialogue and collaborative review to monitor progress and ensure consistency of practice across the school.

The school is committed to further enhancing pupils' oral language and writing experiences and outcomes.

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