An Roinn Oideachais agus Óige
Department of Education and Youth

Meastóireacht Curaclaim: Gaeilge

TUAIRISC

Ainm na scoile/School name	Scoil Náisiúnta Mhainistir Mhaigh Eo
Seoladh na scoile/School address	Lehanagh Mayo Abbey Claremorris County Mayo
Uimhir rolla/Roll number	14205U
Dáta na cigireachta/ Date of evaluation	28/04/2026
Dáta eisiúna na tuairisce/Date of issue of report	29/09/2026

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	27/04/2026 agus 28/04/2026
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 Mhainistir Mhaigh Eo. Tá sí suite i Mainistir Mhaigh Eo, thart ar thrí chiliméadar déag ó Chlár Chlainne Mhuiris, Contae Mhaigh Eo. Feidhmíonn an scoil faoi phátrúnacht Ardeaspag Thuama. Ag am na meastóireachta, bhí ceathrar múinteoir príomhshrutha, an príomhoide san áireamh, agus beirt mhúinteoirí oideachais speisialta lonnaithe sa scoil. Bhí ochtó a trí dalta cláraithe sa scoil.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht thorthaí foghlama na ndaltaí sa Ghaeilge go maith.
- Bhí cáilíocht na n-eispéireas foghlama chun tacú le foghlaim na ndaltaí sa Ghaeilge go maith.
- Bhí an teagasc sa Ghaeilge go maith ar an iomlán.
- Bhí an phleanáil scoile uile éifeachtach chun teagasc agus foghlaim sa Ghaeilge a fhorbairt.
- Bhain na múinteoirí úsáid éifeachtach as amhráin agus dánta chun suim sa Ghaeilge a spreagadh.

Moltaí

- Ba chóir níos mó deiseanna labhartha a sholáthar do na daltaí ar fad chun an teanga agus an foclóir atá foghlamtha acu a úsáid go neamhspleách.
- Chun scileanna scríbhneoireachta na ndaltaí sa Ghaeilge a fhorbairt a thuilleadh, b’fhiú do na múinteoirí díriú ar thraschur scileanna idir na seánraí scríbhneoireachta sa Bhéarla agus sa Ghaeilge.

Mionchinntí agus moltaí

1. Cáilíocht thorthaí foghlama na ndaltaí

Bhí cáilíocht fhoghlaim na ndaltaí sa Ghaeilge go maith. Léirigh siad dearcadh dearfach i leith na Gaeilge agus ghlac siad páirt ghníomhach sna tascanna agus gníomhaíochtaí i ngach ceacht a breathnaíodh.

Bhí na daltaí sna ranganna naíonán in ann treoracha a leanúint agus ceisteanna a chur agus a fhreagairt. Thaitin sé leo gníomhaíochtaí agus geáitsíocht a dhéanamh chun a dtuiscint a léiriú. Cuireadh leis na scileanna seo ó rang go rang agus bhí na daltaí in ann iad féin a chur in iúl agus scéalta simplí a chumadh. Chan siad amhráin le brí agus le taitneamh. Léirigh siad tuiscint mhaith ar fhoclóir agus nathanna cainte a d’fhoghlaim siad sna ceachtanna Gaeilge. Bhí gá le níos mó deiseanna labhartha a sholáthar do na daltaí ar fad chun an teanga agus an foclóir atá foghlamtha acu a úsáid go neamhspleách.

Bhí scileanna léitheoireachta na ndaltaí forbartha go héifeachtach tríd an scoil. Ag gach rangleibhéal, léigh na daltaí le brí, líofacht agus tuiscint chuí. Bhí fuaimeanna agus foghraíocht

na Gaeilge foghlamtha go céimseach ag na daltaí. Bhí roinnt téacsanna deartha ag na múinteoirí chun tacú le dul chun cinn na ndaltaí sa léitheoireacht ach bhí tromlach na léitheoireachta bunaithe ar an téacsleabhar. Bhí gá le réimse na léitheoireachta a leathnú taobh amuigh den téacsleabhar chun cur le scileanna léitheoireachta na ndaltaí.

Bhí caighdeán maith ag baint le scríbhneoireacht fheidhmiúil na ndaltaí. Bhí sé le moladh go raibh cóipleabhair in úsáid ag na daltaí don Ghaeilge ó rang a haon ar aghaidh agus b'fhiú tús a chur leis an gcur chuige seo sna ranganna naíonán freisin. Léirigh na daltaí tuiscint ar fhoclóir, pointí gramadaí agus struchtúr abairte ina gcuid scríbhneoireachta. Bhí cur i láthair obair na ndaltaí ina gcóipleabhair ar cháilíocht an-mhaith agus rinne na múinteoirí monatóireacht chuí orthu. Bhí scóip ann chun rannpháirtíocht na ndaltaí sa scríbhneoireacht chruthaitheach a fhorbairt a thuilleadh. Chun scileanna scríbhneoireachta na ndaltaí sa Ghaeilge a fhorbairt a thuilleadh, b'fhiú do na múinteoirí díriú ar thraschur scileanna idir na seánraí scríbhneoireachta sa Bhéarla agus sa Ghaeilge.

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

Bhí cáilíocht éispéiris na bhfoghlaimeoirí go maith. I ngach ceacht a breathnaíodh, bhí na daltaí gníomhach san fhoghlaim. Sna ceachtanna ina raibh an chleachtas ab fhearr, bhí deiseanna ag na daltaí obair a dhéanamh i mbeirteanna agus i ngrúpaí beaga chun foclóir an cheachta a chleachtadh ar bhealach taitneamhach. Ba chóir níos mó deiseanna labhartha a sholáthar do na daltaí ar fad, i ngach rang, chun an teanga agus an foclóir atá foghlamtha acu a úsáid go neamhspleách. Chruthaigh na múinteoirí timpeallachtaí foghlama a bhí tacúil d'fhoghlaim na Gaeilge, le ballaí focal, áiseanna teagaisc, póstaeir a bhí deartha ag na múinteoirí agus obair na ndaltaí ar taispeáint. Bhí na hidirghníomhaíochtaí idir na múinteoirí agus na daltaí, agus i measc na ndaltaí, tacúil agus measúil, agus bhí atmaisféar dearfach sna ranganna.

Dúirt na daltaí san fhócasghrúpa gur chabhraigh gníomhaíochtaí agus comhrá leo an Ghaeilge a shealbhú. Thaitin sé leo amhráin Ghaeilge a chanadh agus dánta Gaeilge a fhoghlaim agus a rá. Thuairiscigh siad gur thaitin sé leo a gcuid foghlama a léiriú do na ranganna eile ag an tionól scoile gach mí. Dúirt siad go raibh deiseanna acu a gcultúr Gaelach a cheiliúradh i rith Seachtain na Gaeilge agus luaigh siad na rincí Gaelacha a bhí foghlamtha acu. Dúirt siad freisin gur mhaith leo teicneolaíochtaí digiteacha a úsáid chun tacú le foghlaim na Gaeilge.

Bhí an teagasc sa Ghaeilge go maith ar an iomlán, agus breathnaíodh cleachtais a bhí an-mhaith chomh maith. Bhí gach múinteoir ullmhaithe do na ceachtanna agus breathnaíodh struchtúr agus luas cuí i ngach ceacht. Chuir na múinteoirí béim ar fhoclóir nua sna ceachtanna agus léirigh siad an teanga a bhí siad ag iarraidh ó na daltaí. I mbeagnach gach ceacht Gaeilge a breathnaíodh, bhí an teagasc go hiomlán trí Ghaeilge. D'úsáid na múinteoirí réimse modhanna múinte agus straitéisí chun suim na ndaltaí a chothú, lena n-áiríodh scéalta, físeáin, amhránaíocht, cluichí agus drámaíocht. Bhí scóip ann, i roinnt ranganna, an bhéim a bhogadh ó scéalta le ceisteanna a fhreagairt, go foghlaim na teanga agus í a úsáid go cruthaitheach agus go neamhspleách. B'fhiú do na múinteoirí córas a fhorbairt chun nuacht na maidine agus téamaí difriúla a chleachtadh go rialta leis na daltaí.

Bhí cáilíocht an mheasúnaithe don Ghaeilge go maith. Bhain na múinteoirí úsáid as réimse straitéisí measúnaithe chun monatóireacht a dhéanamh ar dhul chun cinn na ndaltaí, scrúduithe caighdeánaithe, tascanna, ceistiúchán, agus samplaí oibre na ndaltaí san áireamh. D'úsáid na múinteoirí breathnóireacht chun foghlaim na ndaltaí a mheas agus thug siad aiseolas dearfach agus cabhrach dóibh le linn na gceachtanna a breathnaíodh. B'fhiú do cheannaireacht na scoile córas measúnaithe a fhorbairt, ar bhonn scoile uile, chun monatóireacht leanúnach a dhéanamh ar fhoghlaim agus ar dhul chun cinn na ndaltaí sa Ghaeilge agus chun na chéad chéimeanna eile san fhoghlaim a threorú.

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

Bhí an phleanáil scoile uile éifeachtach chun teagasc agus foghlaim na Gaeilge a threorú. Leagadh amach na snáitheanna den churaclam agus torthaí foghlama a bhain leo sa phlean scoile. Thugadh treoir fhiúntach ann do na múinteoirí i réimsí áirithe, liostaí d'fheidhmeanna teanga, frásaí agus tagairt don chur chuige cumarsáideach ina measc.

Bhí spriocanna foghlama sa phlean feabhsúcháin scoile a bhí curtha i bhfeidhm go han-éifeachtach, ag úsáid an phróisis féinmheastóireachta scoile. Bhí béim curtha ar chaighdeán cur i láthair obair scríofa na ndaltaí, cóipleabhair Ghaeilge san áireamh, agus bhí torthaí dearfacha le feiceáil sna seomraí ranga.

B'fhiú don scoil treoir a chur sa phlean scoile don Ghaeilge chun traschur scileanna sna seánraí a threorú agus neamhspleáchas na ndaltaí sa Ghaeilge a fhorbairt a thuilleadh. B'fhiú do na múinteoirí ranga athbhreithniú a dhéanamh ar a n-ullmhúchán taifeadta chun na torthaí foghlama, na gníomhaíochtaí foghlama agus an measúnú a shoiléiriú dá gceachtanna.

An Roinn Oideachais agus Óige
Department of Education and Youth

Le haghaidh dhaltaí Scoil Náisiúnta Mhainistir Maigh Eo faoina gcuid foghlama sa Ghaeilge. Dátaí na cigireachta: 27/04/2026 agus 28/04/2026

Réamhrá

Rinneadh cigireacht ar an nGaeilge 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:

- Bhí na daltaí ag déanamh go maith ina gcuid foghlama sa Ghaeilge.
- Bhí na múinteoirí go maith ag múineadh Gaeilge agus bhí na daltaí gníomhach ina gceachtanna.
- Thaitin sé leis na daltaí amhráin agus dánta Gaeilge a chanadh agus a rá.

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

- Ba chóir do na múinteoirí níos mó deiseanna a thabhairt do na daltaí an Ghaeilge atá foghlamtha acu a chleachtadh, mar shampla trí nuacht na maidine agus deiseanna eile cainte.
- Ba chóir do na múinteoirí deiseanna a thabhairt do na daltaí na scileanna atá foghlamtha acu sna seánraí i mBéarla a úsáid ina gcuid scríbhneoireachta sa Ghaeilge.

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

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Cuireann an Bord Bainistíochta fáilte roimh thorthaí dearfacha na Meastóireachta Curaclaim sa Ghaeilge. Táimid sásta go n-aithnítear sa tuarascáil an caighdeán maith a bhaineann le foghlaim na ndaltaí, leis na heispéiris foghlama agus leis an teagasc, chomh maith leis an timpeallacht foghlama dhearfach thacúil atá cothaithe ag an bhfoireann. Tugann sé misneach dúinn go háirithe gur léirigh na daltaí dearcadh dearfach i leith na Gaeilge, gur ghlac siad páirt ghníomhach sna ceachtanna, agus gur bhain siad taitneamh as amhráin agus dánta a fhoghlaim agus a chur i láthair ag na tionóil scoile.

Cuireann an Bord fáilte freisin roimh an aitheantas a tugadh don phleanáil éifeachtach uile scoile don Ghaeilge agus don tionchar dearfach a bhí ag ár gcuid oibre, ón bhfhéinmheastóireacht scoile, ar chur i láthair obair scríofa na ndaltaí. Tá an Bord fós tiomanta do thacú le forbairt leanúnach an teagaisc agus na foghlama sa Ghaeilge agus do dhíriú ar na moltaí atá sa tuairisc.

Réimse 2: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm

Tá torthaí agus moltaí na tuairisce roinnte leis an bhfoireann agus beidh siad mar bhonn lenár bhféinmheastóireacht scoile agus lenár bpleanáil feabhsúcháin scoile atá ar siúl againn. Tógfaimid ar na dea-chleachtais atá i bhfeidhm cheana féin agus oibreoimid le chéile chun aghaidh a thabhairt ar na réimsí a aithníodh le haghaidh tuilleadh forbartha.

Beidh sé mar phríomhthosaíocht againn muinín agus neamhspleáchas na ndaltaí sa teanga labhartha a fhorbairt. Cuirfidh na múinteoirí deiseanna níos rialta ar fáil do dhaltaí an teanga agus an stór focal atá foghlamtha acu a úsáid, trí chomhrá, obair bheirte agus ghrúpa, agus gníomhaíochtaí laethúla ranga. Forbrófar córas uile scoile chun deiseanna a thabhairt do dhaltaí scoile *nuacht na maidine* agus comhrá bunaithe ar théamaí éagsúla a chleachtadh go rialta. Leanfaidh múinteoirí le scéalta, físeáin, amhráin, cluichí agus drámaíocht a úsáid agus béim níos mó á leagan acu ar dhaltaí ag úsáid na Gaeilge go cruthaitheach agus go neamhspleách. Leanfaidh na daltaí ag roinnt a gcuid foghlama trí thionóil scoile freisin.

Forbróidh an scoil ár gcur chuige a thuilleadh i leith na scríbhneoireachta i nGaeilge. Déanfar na seánraí scríbhneoireachta a mhúintear i nGaeilge a nascadh, nuair is cuí, leis na seánraí a mhúintear i mBéarla. Cuirfidh sé seo ar chumas na ndaltaí a gcuid eolais agus scileanna ón mBéarla a aistriú agus a chur i bhfeidhm agus iad ag scríobh i nGaeilge. Oibreoidh na múinteoirí le chéile chun an chaoi a bhforbrófar na scileanna seo, ar bhealach céimniúil ar fud na scoile, a aontú. Tabharfar tuilleadh deiseanna do dhaltaí dul i mbun scríbhneoireachta feidhmiúla agus cruthaitheacha.

Cuirfear deiseanna rialta ar fáil do dhaltaí chun raon níos leithne d'ábhar Gaeilge a léamh, seachas an téacsleabhar amháin. Bainfidh múinteoirí úsáid as leabhair Ghaeilge, gearrthéacsanna, míreanna nuachta agus acmhainní digiteacha oiriúnacha atá feiliúnach dá n-aois, chun scileanna léitheoireachta na ndaltaí a fhorbairt agus chun suim sa teanga a chothú iontu.

Forbrófar cur chuige uile-scoile maidir le measúnú sa Ghaeilge. Oibreoidh an fhoireann le chéile chun teacht ar chomhaontú maidir le cur chuige comhsheasmhach agus soláimhsithe chun monatóireacht a dhéanamh ar dhul chun cinn na ndaltaí sa teanga labhartha, sa léitheoireacht agus sa scríbhneoireacht. Úsáidfear an t-eolas a bhailítear chun dul chun cinn na ndaltaí a aithint agus chun treoir a thabhairt maidir leis na chéad chéimeanna eile ina bhfoghlaim.

Déanfar athbhreithniú ar phlean uile-scoile na Gaeilge chun treoir níos soiléire a thabhairt maidir le haistriú scileanna scríbhneoireacht agus le húsáid neamhspleách na Gaeilge ag na daltaí. Mar chuid den athbreithniú seo, cuirfear treoir chomhaontaithe ar fáil do mhúinteoirí chun cabhrú leo torthaí foghlama, gníomhaíochtaí foghlama agus cur chuige measúnaithe a aithint go soiléir ina n-ullmhúchán taifeadta.

Déanfar monatóireacht ar an dul chun cinn trí phlé leis an bhfoireann, trí phleanáil uile-scoile agus tríd an bpróiseas féinmheastóireachta 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	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	Mayo Abbey National School
Seoladh na scoile/School address	Lehanagh Mayo Abbey Claremorris County Mayo
Uimhir rolla/Roll number	14205U
Dáta na cigireachta/ Date of evaluation	28/04/2026
Dáta eisiúna na tuairisce/Date of issue of report	29/09/2026

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	27/04/2026 and 28/04/2026
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

Mayo Abbey National School is a co-educational, primary school. It is located in Mayo Abbey, approximately thirteen kilometres from Claremorris, County Mayo. The school operates under the patronage of the Archbishop of Tuam. At the time of the evaluation, the school had four mainstream teachers, including the principal, and two special education teachers. Eighty-three pupils were enrolled in the school.

Summary of main findings and recommendations

Findings

- The quality of pupils' learning outcomes in Irish was good.
- The quality of learning experiences to support pupils' learning in Irish was good.
- Teaching in Irish was good overall.
- Whole-school planning was effective in developing teaching and learning in Irish.
- Teachers made effective use of songs and poems to stimulate interest in Irish.

Recommendations

- All pupils should be provided with more speaking opportunities to independently use the language and vocabulary learned.
- In order to further develop pupils' writing skills in Irish, teachers should focus on the transfer of skills between the writing genres in English and Irish.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning in Irish was good. They demonstrated a positive attitude towards the Irish language and actively participated in the tasks and activities in all lessons observed.

Pupils in the infant classes were able to follow instructions and to ask and answer questions. They enjoyed engaging in activities and using gestures in order to demonstrate their understanding. These skills were developed from class to class, with pupils able to express themselves and compose simple stories. They sang songs with meaning and enjoyment. They displayed a good understanding of vocabulary and idioms which they had learned in Irish lessons. There was a need to provide pupils with more speaking opportunities to independently use the language and vocabulary which they have learned.

Pupils' reading skills had been developed effectively throughout the school. At all class levels, pupils read with meaning, fluency and appropriate understanding. Pupils had learned Irish-language sounds and phonetics in a progressive manner. While teachers had designed a number of texts to support pupils' progress in reading, the majority of reading was textbook based. There was a need to extend the range of reading beyond the textbook in order to enhance pupils' reading skills.

Pupils' functional writing was of a good standard. While it was commendable that pupils were using copybooks for Irish from first class onwards, it would be worth beginning this approach in infant class. Pupils displayed an understanding of vocabulary, grammatical points and sentence structure in their writing. The presentation of pupils' work in their copybooks was of very good quality, with teachers monitoring them appropriately. There was scope to further develop pupils' engagement in creative writing. In order to further develop pupils' writing skills in Irish, teachers should focus on the transfer of skills between the writing genres in English and Irish.

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

The quality of learner experiences was good. In all lessons observed, pupils were active in their learning. In the lessons where practice was best, pupils had opportunities to work in pairs and in small groups to practise the vocabulary of the lesson in an enjoyable manner. All pupils, in all classes, should be provided with more speaking opportunities to independently use the language and vocabulary which they have learned. Teachers had created learning environments which were supportive of the learning of Irish, with word walls, teaching aids, teacher-designed posters and pupils' work on display. The interactions between teachers and pupils, and among the pupils themselves, were supportive and respectful, and there was a positive atmosphere in the classes.

Pupils in the focus group stated that activities and conversation assisted in their acquisition of Irish. They enjoyed singing Irish-language songs and learning and reciting Irish-language poems. They reported that they liked demonstrating their learning to the other classes at the school assembly each month. They said that they had opportunities to celebrate their Irish culture during *Seachtain na Gaeilge* and mentioned the Irish dances which they had learned. They also said that they would like to use digital technologies to support their learning of Irish.

Teaching in Irish was good overall, with very good practices also observed. All teachers were prepared for the lessons, with appropriate structure and pace observed in all lessons. Teachers placed emphasis on new vocabulary in the lessons and modelled the language they expected of the pupils. In almost all of the Irish lessons observed, teaching was conducted entirely through the medium of Irish. Teachers used a range of teaching methods and strategies to foster pupils' interest, including stories, videos, singing, games and drama. There was scope, in some classes, to move the emphasis away from stories which involved answering questions and instead focus on learning the language and using it creatively and independently. It teachers should develop a system for regularly practising the *nuacht na maidine*/morning news and different themes with pupils.

The quality of assessment for Irish was good. Teachers used a range of assessment strategies to monitor pupils' progress, including standardised tests, tasks, questioning, and samples of pupils' work. Teachers used observation to assess pupils' learning and provided positive and helpful feedback during the lessons observed. School leadership should develop a whole-school approach to assessment in order to continuously monitor pupils' learning and progress in Irish and guide the next stages of learning.

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

Whole-school planning was effective in guiding teaching and learning in Irish. The school plan outlined the strands of the curriculum and their associated learning outcomes. It provided useful guidance to teachers in certain areas, including lists of language functions, phrases and reference to the communicative approach.

The school improvement plan contained learning targets which had been implemented very effectively, using the school self-evaluation process. Emphasis had been placed on the standard of presentation of pupils' written work, including in Irish copybooks, and positive outcomes were evident in the classrooms.

It would be worthwhile for the school to include, in the school plan for Irish, guidance to inform skills transfer in the genres and to further develop pupils' independence in Irish. It would be worthwhile for class teachers to review their recorded preparation in order to clarify the learning outcomes, learning activities and assessment for their lessons.

An Roinn Oideachais agus Óige
Department of Education and Youth

For the pupils of Mayo Abbey National School about their learning in Irish.

Dates of inspection:
27/04/2026 and 28/04/2026

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 were progressing well in their learning of Irish.
- Teachers were good at teaching Irish, with pupils active in their lessons.
- Pupils liked performing Irish-language songs and poems.

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

- Teachers should provide pupils with more opportunities to practise the Irish which they have learned, including, for example, through the morning news and other speaking opportunities.
- Teachers should provide pupils with opportunities to apply to their writing in Irish the skills which they have learned in genres in English.

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 welcomes the positive findings of the Curriculum Evaluation in Irish. We are pleased that the report recognises the good quality of pupils' learning, learning experiences and teaching, together with the positive and supportive learning environment created by staff. We are particularly encouraged that pupils demonstrated a positive attitude towards Irish, participated actively in lessons and enjoyed learning and performing songs and poems at school assemblies.

The Board also welcomes the recognition of the effective whole-school planning for Irish and the positive impact of our school self-evaluation work on the presentation of pupils' written work. The Board remains committed to supporting the continued development of teaching and learning in Irish and to addressing the recommendations contained in the report.

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 findings and recommendations of the report have been shared with staff and will inform our ongoing school self-evaluation and school improvement planning. We will build on the good practices already in place while working together to address the areas identified for further development.

Developing pupils' confidence and independence in spoken Irish will be a key priority. Teachers will provide more regular opportunities for pupils to use the language and vocabulary they have learned through conversation, pair and group work and everyday classroom activities. A whole-school system for regularly practising *nuacht na maidine* and conversation based on different themes will be developed. Teachers will continue to use stories, videos, songs, games and drama while placing a greater emphasis on pupils using Irish creatively and independently. Pupils will also continue to share their learning through school assemblies.

The school will further develop its approach to writing in Irish. Writing genres taught in Irish will be linked, where appropriate, with the genres being taught in English. This will allow pupils to transfer their knowledge and skills from English and apply them when writing in Irish. Teachers will work together to agree how these skills will be developed progressively across the school. Pupils will be given further opportunities to engage in both functional and creative writing.

Pupils will be provided with regular opportunities to read a wider range of Irish-language material beyond the textbook. Teachers will use age-appropriate Irish books, short texts, news items and suitable digital resources to develop pupils' reading skills and encourage their interest in the language.

A whole-school approach to assessment in Irish will be developed. Staff will work together to agree a consistent and manageable approach to monitoring pupils' progress in oral language, reading and writing. The information gathered will be used to identify pupils' progress and guide the next steps in their learning.

The whole-school plan for Irish will be reviewed to include guidance on the transfer of writing skills and the development of pupils' independent use of Irish. As part of this review, agreed guidance will support teachers in clearly identifying learning outcomes, learning activities and approaches to assessment in their recorded preparation.

Progress will be monitored through staff discussion, whole-school planning and the school self-evaluation process.

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