An Roinn Oideachais
agus Óige
Department of Education
and Youth

Cigireacht Ábhair: Gaeilge
TUAIRISC

Ainm na scoile/School name	Meánscoil Bhríd Naofa
Seoladh na scoile/School address	New Street Killarney Co. Kerry
Uimhir rolla/Roll number	61340S
Dáta na cigireachta/ Date of evaluation	01/12/2025
Dáta eisiúna na tuairisce/Date of issue of report	12/05/2026

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 cigireacht ábhair ann?

Tugtar tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil le linn cigireachtaí ábhair. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

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.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne an cigire (na cigirí) meastóireacht ar fhoghlaim agus ar theagasc in Gaeilge faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar an ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

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. Soláthraítear leis an gcontanam 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 cigireachta ábhair seo tá leathanach sothuigthe do scoláirí 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

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	*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.

Cigireacht Ábhair

Dátaí na cigireachta	26/11/2025 - 01/12/2025
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide agus le príomhbhaill foirne • Idirghníomhú le scoláirí, fócasghrúpaí san áireamh	• Breathnú ar theagasc agus foghlaim le linn naoi dtréimhse ranga • Athbhreithniú ar obair na scoláirí • Aiseolas don phríomhoide agus don fhoireann ábhartha

Comhthéacs na scoile

Is iarbhunscoil do chailíní í Meánscoil Naomh Bríd a fheidhmíonn faoi choimirce CEIST. Soláthraíonn an scoil na cláir churaclaim seo a leanas: an tSraith Shóisearach, an Idirbhliain, an Ardteistiméireacht (bhunaithe), an Ardteistiméireacht Fheidhmeach agus Gairmchlár na hArdteistiméireachta. Bhí deichniúr múinteoirí ag gabháil do theagasc na Gaeilge aimsir na cigireachta agus bhí 791 scoláire ionrollaithe. Bhí díolúine ó staidéar na Gaeilge ag 16% den díorma iomlán scoláirí.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith ar an iomlán.
- Sna ceachtanna ba rathúla, cuireadh scoláirí ag cumarsáid lena chéile ar shlite a chabhraigh leo tógaint ar a leibhéal inniúlachta.
- Ba mhó an t-am a chaith scoláirí ag cleachtadh scil na scríbhneoireachta thar aon scil chumarsáide eile sa chuid is mó de na ceachtanna.
- B'fhónta an fhoghlaim sna cásanna ina ndearadh gníomhaíochtaí leis an aidhm go dtógfaí ar leibhéal inniúlachta reatha na scoláirí, dea-chleachtas a thug misneach dóibh agus a spreag a rannpháirtíocht leanúnach.
- Bhí an soláthar don ábhar agus an tacaíocht scoile uile go maith: sampla de cheannasaíocht an-éifeachtach ag leibhéal an scoláire ab ea a raibh ar bun ag an gcoiste Gaeilge chun deiseanna ar úsáid na Gaeilge a chruthú do phobal na scoile uile.
- Bhí cáilíocht na comhphleanála agus an ullmhúcháin go han-mhaith.

Moltaí

- Ionas go mbíonn níos mó scóipe ag scoláirí chun an teanga a úsáid go feidhmiúil, ba cheart do na múinteoirí ar fad na scolairí a chur i mbun tascanna cumarsáideacha a dhéanann nasc lena dtaithí saoil agus a éilíonn leibhéal teanga a fhreagraíonn dá leibhéal inniúlachta.
- Ionas gur féidir le scoláirí a lánacmhainn a bhaint amach mar fhoghlaimeoirí neamhspleácha, is gá do gach múinteoir iad a mhisniú chun dul sa seans agus foghlaim ó bhotúin, trí níos mó deiseanna a chruthú dóibh ar an teanga atá sealbhaithe acu féin a úsáid go cruthaitheach.
- Chun an chothromaíocht chuí a dheimhniú thar fhorbairt na scileanna cumarsáide éagsúla, agus go háirithe chun cur le forbairt scileanna idirghníomhaíochta scoláirí, ba chóir do na múinteoirí uile an Ghaeilge a chur chun cinn mar theanga na foghlama.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith ar an iomlán. Bhí éagsúlacht sa cháilíocht thar na ceachtanna a breathnaíodh, ó chleachtas a bhí eiseamláireach go cleachtas ar ghá a fheabhsú.
- Bhí caighdeán maith Gaeilge ag a lán scoláirí agus ba léir go raibh an Ghaeilge sealbhaithe acu: b'iomaí scoláire a lean treoracha an mhúinteora, a chuaigh i ngleic le sleachta léitheoireachta nach raibh feicthe cheana agus a ghlac páirt i dtascanna cumarsáideacha trí Ghaeilge, gan mórán stró. Bhí leibhéil ghnóthachtála i scrúduithe teistiméireachta an-ard go ginearálta. Ina ainneoinn seo, ba i mionlach ceachtanna a bhí an Ghaeilge in úsáid go dílis mar theanga bheo. B'é sna cásanna seo inar tugadh suntas do mhisneach agus do dhea-aoibh scoláirí. Moltar go misneofaí na scoláirí uile chun Gaeilge a úsáid lena chéile sa rang agus go gcuirfí na spreagthaí cuí ar fáil chuige seo.
- Nuair a bhí an cleachtas ar ardcháilíocht, bhí na scoláirí cumasaithe, nó á gcumasú, mar fhoghlaimeoirí neamhspleácha. B'úsáideoirí teanga iad na scoláirí seo: labhair siad an Ghaeilge, chuaigh siad i ngleic le deacrachtaí tuisceana agus thagair siad do réamheolas a bhí ina gcóipleabhair nó ar taispeáint sa seomra.
- D'oibrigh scoláirí go díograiseach. D'éist siad go géar agus ghlac siad nótaí. Thug siad faoi ghníomhaíochtaí comhfhoghlama. Den chuid ba mhó, chruthaigh éagsúlacht na ngníomhaíochtaí comhthéacsanna difriúla chun an teanga a úsáid. Cé gur mhéadaigh éileamh teanga na ngníomhaíochtaí de réir mar a ghluais an cheacht ar aghaidh, ba i líon beag cásanna amháin a bhí éileamh teanga na ngníomhaíochtaí ailínithe le leibhéal inniúlachta an rang-ghrúpa.
- Ba sna cásanna ina raibh éileamh teanga na chéad ghníomhaíochta oiriúnaithe do leibhéal cumais na scoláirí a sonraíodh scoláirí ag dul i ngleic le tascanna a bhí dúshlánach ach indéanta ón tús le féinspreagthacht, cruthaitheacht teanga agus misneach. I gceachtanna eile, bhí gá le líon níos airde tascanna idirghníomhacha cumarsáideacha, a bheadh deartha leis an aidhm go dtógfaí ar leibhéal inniúlachta na scoláirí. Ina theannta seo, moltar go láidir go nascfaí iad go dlúth le taithí saoil agus réimsí spéise na scoláirí. B'fhearr freisin dá mbeadh béim ar thascanna cumarsáideacha a d'ullmhódh scoláirí do thascanna baile: ba mhinic a bhí léimt ró-mhór idir éileamh na dtascanna ranga agus éileamh na dtascanna baile.
- Rinne gach múinteoir monatóireacht ar chomhlíonadh tascanna agus thug siad cúnamh do scoláirí, de réir mar ba ghá. B'fhearr an cleachtas nuair a bhí an t-aiseolas nasctha le critéir ratha a soiléiríodh sular thug scoláirí faoi thasc. I gcásanna áirithe, ba cheart do mhúinteoirí suntas a dhéanamh do phátrúin a thugann siad faoi deara sa mhonatóireacht agus na bearnaí a thagann chun solais a úsáid chun céad chéimeanna eile sa bhfoghlaim a bheartú.
- Bhí an-slacht ar chóipleabhair agus ar obair scríofa na scoláirí. Tugadh suntas don méid ama a chaith scoláirí ag scríobh i dtromlach na gceachtanna. Tógaint síos nótaí a bhí i gceist go minic agus cuireadh srian leis na deiseanna do chleachtadh scileanna cumarsáide eile dá bharr. I bhfócasghrúpaí, thug scoláirí le fios gur chaith siad an-chuid ama ag tógaint síos nótaí agus gurbh fhearr leo a bheith níos cruthaithí lena nGaeilge scríofa agus dul sa seans leis an nGaeilge ó bhéal. Thug siad le fios freisin go mbeidís sásta spreagadh a thabhairt do chomhscoláirí nach raibh chomh compórdach ag úsáid na Gaeilge.
- Bhí go leor tascanna difriúla déanta sna cóipleabhair agus ba mhinic a bhí cáilíocht na Gaeilge scríofa ar ardchaighdeán. É seo ráite, bhí éagsúlacht i minicíocht na monatóireachta ar an obair scríofa. Sna cásanna ab éifeachtaí, bhí cothromaíocht chuí san úsáid a baineadh as féinmheasúnú, piarmheasúnú agus measúnú an mhúinteora agus chabhraigh an measúnú le scoláirí a gcinntí féin a dhéanamh faoi na chéad chéimeanna eile ina gcuid foghlama.
- I nduillíní imeachta a tugadh do scoláirí ag deireadh ceachtanna áirithe, líon siad isteach eiseamláirí den teanga a roinneadh leo sa cheacht. Bhí féidearthachtaí chun na noda machnamhacha a tugadh dóibh a leasú chun féinfheasacht na scoláirí orthu féin mar fhoghlaimeoirí a fhorbairt, ar bhonn níos follasaí. Mar thaca leis seo, b'fhiú go mór noda machnamhacha a nascadh le hintinní foghlama an cheachta agus le critéir ratha na ngníomhaíochtaí. I gcás na n-intinní foghlama féin, ba cheart go dtabharfaidís léargas ar an dul chun cinn atá beartaithe don cheacht le go dtuigfidh na scoláirí an fheidhm agus an toradh a bhaineann le himeachtaí an cheachta.

2. Soláthar an ábhair agus tacaíocht scoile uile

- Bhain cáilíocht mhaith leis an soláthar don ábhar agus an tacaíocht scoile uile.
- Gné an-éifeachtach den cheannasaíocht ag leibhéal an scoláire ab ea a raibh idir lámha ag an gcoiste Gaeilge, le tacaíocht ó dhuine de na múinteoirí Gaeilge, chun deiseanna ar úsáid na Gaeilge a chruthú do phobal na scoile. Ba dhíol suntais an leas cruthaitheach a baineadh as na meáin shóisialta chun pobal na scoile a choimeád i dteagmháil leis an teanga.
- Ag leibhéal foirne, bhí cultúr machnamhach agus foghlama á chothú ag ceannairí scoile. Bhí leas éifeachtach á bhaint as an bpróiseas féinmheastóireachta scoile chuige seo agus, sna ranganna Gaeilge, breathnaíodh straitéisí a bhí á gcur chun cinn ar bhonn scoile uile. Ba mhaith an ní é gur thacaigh polasaí úsáidte inghlactha na scoile le scoláirí leas a bhaint as acmhainní digiteacha le linn ceachtanna, acmhainní teanga san áireamh.
- D'aithin na múinteoirí an luach a bhain le foghlaim ghairmiúil leanúnach. Soláthraíodh deiseanna dóibh chun a bheith páirteach in eispéiris foghlama éagsúla. Ina theannta seo, thapaigh cuid acu deiseanna gabháil do chúrsaí a bhain go sainiúil le múineadh na Gaeilge.
- Bhí éagsúlacht i gcáilíocht na Gaeilge a bhí mar eiseamláir do scoláirí. B'ísle na cásanna ina raibh an Ghaeilge in úsáid go dílis mar mheán cumarsáide. Ba cheart go mbeadh an Ghaeilge mar phríomh-mheán cumarsáide sna ceachtanna uile agus, anuas ar an inniúlacht chuí a bheith ag na múinteoirí uile chuige seo, ba chóir go mbeidís inniúil ar mhodheolaíochtaí a thacaíonn le múineadh tríd an sprioctheanga.
- Ranganna ilchumais a bhí sa chéad bhliain agus san Idirbhliain. Sna bliainghrúpaí eile, bhí scoláirí dáilte i ranganna ardleibhéil agus gnáthleibhéil. Ba mhaith an ní é go raibh deis ag múinteoirí Gaeilge ar mhúineadh sna cláir éagsúla agus ag na leibhéil ar fad.
- Bhí fiúntas ag baint leis an athbhreithniú a bhí ar bun ag an scoil ar oiriúnacht mhodhanna measúnaithe éagsúla. Ag teacht lena bhfuil treoraithe ag an Roinn, tharla an Measúnú Rangbhunaithe i Samhain na tríú bliana. Tuairiscíodh gur bhain na scoláirí taitneamh as na hócáidí a reáchtáladh ó am go ham chun rang-ghrúpaí na séú bliana a thabhairt le chéile mar chuid den ullmhúchán do bhéaltriail na hArdteistiméireachta. É seo ráite, bhí tús ró-luath á chur le hullmhúchán do fhreagairt cheisteanna scrúduithe teistiméireachta in amanna agus ní raibh an cúram cuí déanta ar uairibh do mhúineadh na teanga féin dá bharr. Mar thúsphointe, bheadh fiúntas le fiosrú a dhéanamh ar shlite ar a bhféadfaí clár foghlama na hidirbhliana a athmhúnlú le go dtacódh sé le forbairt cheithre dhiminsean Ráiteas Chlár na hIdirbhliana (2025).

3. Pleanáil agus ullmhúchán

- Bhí cáilíocht an-mhaith ag baint leis an gcomhphleanáil agus leis an ullmhúchán.
- Tugadh suntas do chomhthuiscintí a bhí forbartha thar na baill roinne i dtaca le fiúntas ghnéithe áirithe den eispéireas foghlama. Ba léargas ar thiomantacht don bhfoghlaim éifeachtach é an grinnfhiosrú a bhí sa phlean ábhair ar an gcuma a bheadh ar na caighdeáin in *Ag Breathnú ar an Scoil Againne* (2022) i gceacht rathúil Gaeilge. B'fhiú díriú go sainiúil ar na ráitis a bhaineann le heispéiris foghlama na scoláirí agus féachaint ar na slite is fearr chun a chomhionann a sholáthar sa cheacht Gaeilge.
- Thacaigh modhanna cumarsáide éagsúla leis an gcomhoibriú foirne. Thug miontuairiscí chruinnithe roinne agus na tuairiscí ar na cruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair léargas ar an gcomhphlé a rinneadh ar chúrsaí eagrúcháin agus ar ghnóthachtáil scoláirí. Ba léir freisin go raibh gnéithe den chleachtas machnamhach á fhí isteach sna comhráití gairmiúla seo. Moladh go n-áireofaí na breathnóireachtaí seo sa phleanáil do dhul chun cinn scoláirí.
- Thug na scéimeanna oibre léargas ar an bpleanáil roinne i dtaca le mórthosaíochtaí feabhsúcháin na scoile. Ba léir gur theoraigh tosaíochtaí ar nós forbairt scileanna litearthachta, cothú na folláine, machnamh an scoláire agus úsáid teicneolaíochtaí digiteacha cinntí áirithe i dtaca leis an eispéireas foghlama. Le go mbeadh cur i bhfeidhm na ngníomhaíochtaí atá luaite leis an bhfeabhsúchán scoile ag tacú le sealbhú na Gaeilge, is gá iad a oiriúnú do chomhthéacs foghlama teanga thar réimse níos leithne ranganna.
- Forbraíodh leagan faoi leith de scéimeanna oibre do na scoláirí, rud a thacaigh le forbairt comhthuiscintí ar na téamaí a bheadh faoi chaibidil le linn na scoilbhliana. Ba mhaith an ní go raibh na príomhócáidí measúnaithe aitheanta. Amach anseo, ba chóir na critéir ratha a ghabhann leis na measúnuithe seo a aithint sa phlean agus iad a shonrú ag tús aonad foghlama, ag deimhniú go bhfuil cothromaíocht thar na scileanna cumarsáide atá á meas.

Pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus leis na múinteoirí Gaeilge ag deireadh na meastóireachta.

An Roinn Oideachais agus Óige
Department of Education and Youth

Le haghaidh scoláirí i Meánscoil Naomh Bríde faoina gcuid foghlama sa Ghaeilge.

Dáta na cigireachta: 01/12/2025

Cén cineál cigireachta a rinneadh i do scoil?

Rinneadh cigireacht ábhair i do scoil. Rinne an cigire breathnóireacht ar roinnt ceachtanna agus cúrsaí a phlé leis an bpríomhoide agus leis na múinteoirí. Chas an cigire le grúpa scoláirí chun labhairt leo faoina gcuid foghlama san Ghaeilge.

Cérbh iad príomhtheachtaireachtaí na cigireachta?

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith ar an iomlán.
- In a lán ceachtanna, chaith scoláirí níos mó ama ag scríobh ná ag cleachtadh scileanna teanga eile.
- Bhí obair an-mhaith ar siúl ag an gcoiste Gaeilge chun pobal na scoile a chur ag úsáid na Gaeilge.

Cad a mhol an cigire chun an teagasc agus an fhoghlaim a fheabhsú?

- Ba chóir níos mó Gaeilge a labhairt le scoláirí agus níos mó deiseanna a thabhairt dóibh Gaeilge a labhairt le linn ceachtanna.
- Ba chóir do níos mó scoláirí níos mó dá gcuid Gaeilge féin a úsáid nuair a bhíonn siad ag cumarsáid.
- Ba chóir scoláirí a chur ag déanamh níos mó tascanna atá níos ceangailte lena saol féin.

Go raibh maith agat as an am a ghlacadh chun an leathanach seo a léamh. Gabhtar buíochas ar leith leis na scoláirí 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 mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann Bord Bainistíochta Mheánscoil Bhríd Naofa fáilte roimh an dtuairisc dhearfach ar cháilíocht na foghlama agus an teagaisc sa Ghaeilge sa scoil. Tá an Bord sásta go moltar sa tuairisc na cleachtais láidre chomhoibríocha laistigh de Roinn na Gaeilge agus go n-aithnítear an obair luachmhar atá déanta ag Roinn na Gaeilge agus ag an gCoiste Gaeilge chun deiseanna fiúntacha do theagmháil leis an nGaeilge a chruthú do phobal na scoile uile. Fáiltíonn an Bord freisin roimh an aitheantas a thugtar d'ardghnóthachtáil na scoláirí i scrúduithe teistiméireachta.

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

Aithníonn an Bord Bainistíochta fiúntas mholtaí na tuairisce mar threoir i dtaca le forbairt leanúnach ar an ardchaighdeán teagaisc agus foghlama sa scoil. Deimhníonn an Bord go bhfuil tús curtha cheana féin le cur i bhfeidhm na moltaí.

- Tionóladh cruinniú leantach le Roinn na Gaeilge chun an t-aiseolas a athbhreithniú agus chun straitéisí comhaontaithe a shainaithint agus a chur i bhfeidhm le breis feabhais a chur ar úsáid na sprioctheanga i gcleachtas an tseomra ranga.
- Leanfar den rothlú ar róil laistigh den roinn, ag tacú le ceannaireacht chomhroinnte, le comhoibriú agus le freagracht chomhchoiteann.
- Leanfaidh an Bord Bainistíochta de bheith ag tacú le cur i bhfeidhm na ngníomhartha seo trí sholáthar acmhainní cuí, lena n-áirítear forbairt ghairmiúil leanúnach (FGL).

Tá an Bord Bainistíochta muiníneach go dtacóidh na gníomhartha seo le feabhas leanúnach agus go gcinnteoidh siad eispéiris dhearfacha foghlama agus torthaí dearfacha leanúnacha do na scoláirí go léir.

An Roinn Oideachais agus Óige
Department of Education and Youth

Subject Inspection:
REPORT

Ainm na scoile/School name	St. Brigid's Secondary School
Seoladh na scoile/School address	New Street Killarney Co. Kerry
Uimhir rolla/Roll number	61340S
Dáta na cigireachta/ Date of evaluation	01/12/2025
Dáta eisiúna na tuairisce/Date of issue of report	10/04/2026

What is a subject inspection?

Subject inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

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.

How to read this report

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

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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 subject inspection 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.

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>Bí Cineálta</td></tr>
<tr><td>4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school / 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.</td><td>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.</td></tr>
</table>

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

Subject inspection

Dates of inspection	26/11/2025 - 01/12/2025
Inspection activities undertaken Review of relevant documents Discussion with principal and key staff Interaction with students, including focus groups	• Observation of teaching and learning during 9 class periods • Examination of students' work • Feedback to principal, deputy principal and relevant staff

School context

St. Brigid's Secondary School is a post-primary school for girls operating under the patronage of CEIST. The school provides the following curricular programmes: the Junior Cycle, Transition Year (TY), the Leaving Certificate (established), the Leaving Certificate Applied Programme, and the Leaving Certificate Vocational Programme. There were ten teachers engaged in the teaching of Irish at the time of the inspection and there was a student enrolment of 791. 16% of the student cohort were exempt from the study of Irish.

Summary of main findings and recommendations

Findings

- Teaching, learning and assessment were of good quality overall.
- In the most successful lessons, students were required to communicate with each other in ways which helped them build on their proficiency level.
- Students spent more time practising the skill of writing than any other communication skill in the majority of lessons.
- Learning was more effective in those cases in which activities were designed with the intention of building on students' existing proficiency level; this good practice gave students confidence and promoted their ongoing participation.
- Subject provision and whole-school support were good: an example of very effective leadership at student level was the work being carried out by the Coiste Gaeilge to create opportunities for the whole-school community to use Irish.
- Collaborative planning and preparation were of very good quality.

Recommendations

- In order that students have more scope to use the language in practical ways, all teachers should set communicative tasks which link with students' lived experiences and make a language demand that corresponds with students' proficiency levels.
- For students to reach their full potential as independent learners, all teachers ought to embolden them to take chances and to learn from mistakes through more opportunities to use the language they have acquired in creative ways.
- To ensure an appropriate balance across the development of various communication skills, and especially as means of contributing to the development of students' interactive skills, all teachers should facilitate the use of Irish as the language of learning.

Detailed findings and recommendations

1. Teaching, learning and assessment

- Teaching, learning and assessment were of good quality overall. The lessons observed varied in quality, from practice which was exemplary to that which required improvement.
- Many students possessed a good standard of Irish and it was evident that they had acquired the language: many students followed the teacher's instructions, engaged with unseen reading passages and participated in communicative tasks without much difficulty. Levels of achievement in certificate examinations were generally very high. Nonetheless, it was in a minority of lessons that Irish was used for authentic communication. It was in these cases where students' self-belief and positive disposition was most evident. It is recommended that all students be encouraged to use Irish with one another in class and that they be provided with the appropriate stimulus material to do so.
- Where practice was highly commended, students had been empowered, or were being empowered, as independent learners. Such students were language users insofar as they spoke Irish, dealt well with comprehension difficulties and drew on prior knowledge which was in their copybooks or on display in the room.
- Students worked enthusiastically. They listened closely and took notes. They engaged in collaborative learning activities. Largely speaking, variety across activities created different contexts for using the language. While the language demands the activities made of students increased as the lesson progressed, it was only in a small number of lessons that the language demands of the tasks aligned with the class's general proficiency levels.
- Notably, when the language demands of the opening activity had been adapted to students' ability level, students' self-motivation, language creativity and self-belief were such that they engaged with a sequence of challenging but achievable tasks from the outset. In other lessons, a greater number of interactive communicative tasks which sought to build on students' proficiency level was needed. It is also strongly recommended that these tasks be designed in ways which connect more directly with students' lives and interest areas.
- An emphasis on communicative tasks which would have prepared students for homework would also have been preferable: frequently the gap between the demands of class tasks and homework tasks was too great.
- All teachers monitored task completion and assisted students as necessary. Practice was best in those cases in which feedback was linked to success criteria which had been communicated to students before undertaking the task. In certain cases, teachers should note trends they observe during monitoring and use gaps in students' knowledge to inform planning for the next steps in learning.
- Students' copybooks and written work were very well maintained. In the majority of lessons, students spent a considerable amount of time writing. A large portion the time comprised note-taking and consequently opportunities for practising other communication skills were limited. In focus groups, students reported spending a lot of time taking notes and indicated a preference for being more creative in their written work and more spontaneous in their oral work. They also indicated a willingness to encourage fellow students who might not feel as comfortable using Irish.
- Students had completed a large variety of tasks in their copybooks and the quality of their written Irish was often of a high standard. That said, there was variation in how frequently written work was monitored. In the most effective cases, an appropriate balance had been achieved between the use of self-assessment, peer assessment and teacher assessment and this assisted students when making their own decisions about the next steps in their learning.
- Using exit slips provided to them at the end of a large number of lessons, students noted examples of the language shared with them during the lesson. There was scope to modify the reflection prompts so that students' self-awareness of themselves as learners could be developed more explicitly. As a means of supporting this, linking reflection prompts to the learning intentions of the lesson and the success criteria of the activities would be worthwhile. With regard to the learning intentions, they should give insight into the progress planned for the lesson so that students understand the purpose and outcome of lesson activities.

2. Subject provision and whole-school support

- Subject provision and whole-school support were of good quality.
- A very effective feature of leadership at student level was the work being carried out by the Coiste Gaeilge, actively supported by one of the teachers of Irish, to create opportunities for the whole-school community to use Irish. The creative use made of social media to maintain the school community's contact with the language was noteworthy.
- At staff level, school leaders were fostering a culture of reflection and learning. Effective use was made of the school self-evaluation process for this purpose and, in Irish classes, the use of strategies which were being promoted on a whole-school basis was observed. Positively, the school's acceptable-use policy supported students' use of digital resources during lessons, including language resources.
- The quality of Irish as exemplified to students varied. The use of Irish as an authentic means of communicating in the classroom was more an exception than a norm across lessons. Irish should be the primary means of communication in all classes and, in addition to having requisite proficiency in the Irish, all teachers should be proficient in the deployment of methodologies which support teaching through the target language.
- Teachers recognised the value of continuous professional learning. They were provided with opportunities to participate in a variety of learning experiences. Some also took the opportunity to undertake courses specifically related to the teaching of Irish.
- First year and TY comprised mixed-ability classes. In the other year groups, students were divided into higher-level and ordinary-level classes. Teachers benefitted from having the opportunity to teach Irish in the various programmes and at the various levels.
- The school's ongoing review of the suitability of the various assessment methods was worthwhile. In accordance with Department guidelines, the third-year classroom-based assessment occurred in November. It was reported that students enjoyed the events organised from time to time to bring sixth-year class groups together as part of preparation for the Leaving Certificate oral examination. That said, at times, preparation for responding to questions in certificate examinations was too early and, consequently, teaching the language itself was somewhat overlooked. As a starting point, there would be merit in exploring ways in which the learning programme for TY students could be reshaped to provide for experiences which enable students to develop across the four dimensions of the TY Programme Statement (2025).

3. Planning and preparation

- Collaborative planning and preparation were of very good quality.
- Department members' shared understanding of the value of certain aspects of the learning experience was noteworthy. The subject plan's analysis of what the standards of Looking at Our School (2022) would look like in a successful Irish lesson reflected a commitment to effective learning. It would be worth focussing on the statements related to students' learning experiences specifically and considering how best to deliver this in Irish classes.
- Various modes of communication supported staff collaboration. Minutes of departmental meetings and reports on Subject Learning and Assessment Review meetings provided an insight into discussions on organisational matters and student achievement. It was also evident that this professional dialogue was informed by teachers' reflective practice. It was recommended that these observations be incorporated in planning for student progress.
- Schemes of work provided insight into how whole school improvement priorities informed planning at departmental level. It was evident that priorities such as the development of literacy skills, the promotion of wellbeing, student reflection and the use of digital technologies guided certain decisions regarding the learning experience. To ensure that improvement actions effectively support students' acquisition of the Irish language, more extensive modification of these actions to suit a language learning context is necessary.
- The development of student-friendly versions of schemes of work schemes supported the building of shared understandings of themes which would be explored during the school year. It was good that the main assessment events had been identified. Future schemes should reference the success criteria associated with these assessments, with balance ensured across the communicative skills being assessed.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and the teachers of Irish at the conclusion of the evaluation.

An Roinn Oideachais agus Óige
Department of Education and Youth

For the students of St. Brigid's Secondary School about their learning in Irish.

Date of inspection: 01/12/2025

What kind of inspection did your school have?

A subject inspection was completed in your school. The inspector observed lessons and spoke with the principal and teachers. The inspector met with a group of students to talk to them about their learning in Irish.

What were the main findings of the inspection?

- Teaching, learning and assessment were of a good quality overall.
- In a lot of lessons, students spent more time writing than practising other language skills.
- The Irish-language committee was carrying out very good work to motivate the school community to use Irish.

What did the inspector recommend to make teaching and learning better?

- More Irish should be spoken during lessons.
- More students should use more of their own Irish when communicating.
- More of the tasks given to students should be linked to their own lives.

Thank you for taking the time to read this page. Special thanks to the students who participated 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	**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

Part A: Observations on the content of the inspection report

The Board of Management of St. Brigid's Secondary School welcomes the positive report on the quality of learning and teaching in Irish in the school. The Board is pleased that the report commends the strong collaborative practices within the Irish Department and recognises the valuable work undertaken by both the Irish Department and the Coiste Gaeilge in creating meaningful opportunities for the whole-school community to engage with the Irish language. The Board also welcomes the acknowledgement of the high level of student achievement in certificate examinations

Part B: 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 acknowledges the value of the recommendations contained in the report in guiding the ongoing development of high-quality teaching and learning in the school. The Board confirms that the school has already commenced addressing the recommendations outlined.

- A follow-up meeting has taken place with the Irish Department to review the feedback provided and to identify and implement agreed strategies to further enhance the use of the target language in classroom practice.
- The rotation of roles within the department will continue, supporting shared leadership, collaboration, and collective responsibility.
- The Board of Management will continue to support the implementation of these actions through the provision of appropriate resources, including continuing professional development (CPD).

The Board of Management is confident that these actions will support sustained improvement and ensure continued positive learning experiences and outcomes for all students.