



An Roinn Oideachais
Department of Education

Meastóireacht Curaclaim: Gaeilge Tuairisc

TUAIRISC I GCOMHAIR FREAGRA SCOILE

Ainm na scoile/School name Cloughduv N S

Seoladh na scoile/School address Cloughduv
Crookstown
Co. Cork

Uimhir rolla/Roll number 13234W

Dáta na cigireachta/
Date of evaluation 24/05/2024

Dáta eisiúna na tuairisce/Date of
issue of report 25/11/2024

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

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

Cad is meastóireacht curaclaim ann?

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i gCuraclam na Bunscoile (1999) agus Curaclam Teanga na Bunscoile (2019). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, d'fhonn cuidiú forbairt bhreise a dhéanamh ar an ábhar sa scoil.

Conas an tuairisc seo a léamh

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

1. Cáilíocht thorthaí foghlama na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeachtacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáid as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireacht agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

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

Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi

Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta:	
Cosaint Leanaí	Frithbhulaíocht
1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. 2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go dtuigeann said a bhfreagrachtaí mar dhaoine atá faoi shainordú.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil, a shásaíonn na <i>Gnásanna Frithbhulaíochta Bunscoile agus Iarbunscoile (2013)</i> nó <i>Bí Cineálta (2024)</i> agus athbhreithnítear an polasaí seo go bliantúil. 2. Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do dhaltaí.

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

Meastóireacht Curaclaim

Dáta na cigireachta	23 go 24/05/2024
Na gníomhaíochtaí cigireachta ar tugadh fúthu	- Breathnóireacht ar theagasc agus ar fhoghlaim - Scrúdú ar obair na ndaltaí - Caidreamh le daltaí - Aiseolas don phríomhoide agus do na múinteoirí
- Plé leis an bpríomhoide agus leis na múinteoirí - Athbhreithniú ar cháipéisí ábhartha - Agallamh le fócasghrúpa daltaí	

Comhthéacs na scoile

Is bunscoil chomhoideachasúil í Cloughdub NS. Faoi phátrúnacht Easpag Caitliceach Chorcaí agus Roise a bhí an scoil. Ag am na meastóireachta, bhí 141 daltaí cláraithe ar rollaí na scoile. Bhí seisear múinteoirí ranganna príomhshrutha sa scoil. Bhí beirt mhúinteoirí oideachais speisialta lonnaithe san scoil, chomh maith, agus ba dhuine acu an príomhoide.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht thorthaí foghlama na ndaltaí ar chaighdeán an-ard; chuir na daltaí i láthair mar fhoghlaimoirí muiníneacha cumasacha.
- Bhí cáilíocht eispéiris foghlama na ndaltaí go han-mhaith; bhí na daltaí in ann foghlaim go neamhspleách agus go comhoibríoch ar bhealaí cruthaitheacha a raibh cuspóir leo.
- Bhí cáilíocht an teagaisc go han-mhaith; rinne na múinteoirí an-iarracht scileanna teanga ó bhéal, scileanna léitheoireachta agus scileanna scríbhneoireachta a chomhtháthú ar bhealach éifeachtach agus d'úsáid siad an cur chuige cumarsáideach i múineadh na teanga.
- Bhí cáilíocht foriomlán an mheasúnaithe go maith.
- Bhí cáilíocht na pleanála scoile, an fhéinmheastóireacht scoile san áireamh, ag cur foghlaim na ndaltaí chun tosaigh ar sárchaighdeán.

Moltaí

- Bhain múinteoirí úsáid as teicneolaíochtaí digiteacha chun scéalta a scríobh go comhoibríoch le daltaí. Ba chóir tuilleadh deiseanna a sholáthar do dhaltaí scríobh go neamhspleách thar raon seánraí
- Ba chóir do mhúinteoirí scileanna measúnaithe a chur chun cinn tuilleadh, ag soláthar deiseanna do dhaltaí nótaí a dhéanamh ar na samplaí oibre a bhí tiomsaithe chun críocha measúnaithe; thabharfadh sé seo féidearachtaí do dhaltaí machnamh a dhéanamh ar a gcuid foghlama.

1. Cáilíocht thorthaí foghlama na ndaltaí

Bhain cáilíocht an-ard le torthaí foghlama na ndaltaí. Chuir daltaí i láthair mar fhoghlaimoirí muiníneacha cumasacha. Léirigh siad eolas, scileanna agus tuiscint ar an gcuraclam Gaeilge. Ba léir go raibh dearcadh fiosrach agus oscailte ag na daltaí orthu féin, agus orthu siúd sa domhan mórthimpeall orthu. Chuaigh siad i ngleic lena gcuid foghlama agus ba léir gur bhain siad taitneamh as.

Bhain na daltaí amach na torthaí foghlama sna ceachtanna a breathnaíodh. Léirigh siad scileanna teanga ó bhéal an-mhaith, ag cur agus ag freagairt ceisteanna go muiníneach. Sna ranganna ar fad, bhí na daltaí in ann raon dánta agus rann a aithris, rud a chuir lena bhfeasacht

fhóineolaíoch agus lena bhfoghraíocht teanga. Léann na daltaí sna meánranganna agus sna hardranganna go maith le soiléireacht agus le léiriú. D'aistrigh na daltaí scileanna léitheoireachta a foghlaimíodh sa Bhéarla agus chuir siad i bhfeidhm go héifeachtach sa Ghaeilge iad. Léirigh siad tuiscint mhaith ar théacsanna, ag plé an ábhair go muiníneach. Bhí caighdeán maith peannaireachta ag na daltaí agus bhí a scileanna cur i láthair scríofa le moladh. Bhain múinteoirí agus daltaí úsáid as teicneolaíochtaí digiteacha chun scéalta a scríobh go comhoibríoch. Ba chóir níos mó deiseanna a thabhairt do dhaltáí scríobh go neamhspleách thar raon seánraí. Moladh do mhúinteoirí úsáid a bhaint as acmhainní scríbhneoireachta úsáide uirlisí teanga churaclam teanga na bunscoile chun cabhrú leo sa tasc seo.

Tionóladh fócasghrúpa daltaí le linn na meastóireachta seo. Chuir na daltaí in iúl don chigire gur bhain siad sult as cur chuig ar leith i leith fhoghlaim na Gaeilge, cluichí, Drámaíocht agus amhráin san áireamh. Phléigh na daltaí mar a d'aithin siad frásaí ó liricí amhráin ina n-ábhar léitheoireachta. Rinne siad cur síos ar an gcaoi ar thug na tionóil mhíosúla deiseanna dóibh amhráin agus dánta a chasadh os comhair na scoile.

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

Bhí cáilíocht eispéiris fhoghlaime na ndaltaí go han-mhaith. Breathnaíodh na daltaí ag foghlaim go neamhspleách agus go comhoibríoch ar bhealach cruthaitheach agus cuspóireach, araon. Breathnaíodh idirghníomhaíochtaí dearfacha tacúla sa Ghaeilge le linn na meastóireachta idir na daltaí agus daoine fásta.

Spreagadh na daltaí chun foghlaim go gníomhach. Éascaíodh dóibh úinéireacht a ghlacadh ar a gcuid foghlama agus freagracht a ghlacadh as feabhsú a gcuid oibre. Bhí dea-ord ar thimpeallachtaí foghlama cuimsitheacha. Cuireadh feabhas ar fheasacht na ndaltaí ar phriontáil trí thaispeántais dá gcuid scríbhneoireachta agus trí úsáid a bhaint as lipéidí dáttheangacha. Rinne na ranganna sóisearacha iniúchadh spraiúil ar théama na siopadóireachta. Thairfead na ranganna sinsearacha frásaí Gaeilge le linn ceachtanna chun iad a chleachtadh i raon níos leithne comhthéacsanna. Bhí na daltaí muiníneach cruthaitheach sa chaoi ar bhain siad úsáid as teicneolaíochtaí digiteacha ina n-aonar agus i mbeirteanna chun a gcuid foghlama a chur chun cinn. Ghlac na meánranganna agus na hardranganna páirt in 'Say yes to languages', tionscnamh a thug deis dóibh Spáinnis a fhoghlaim faoi stiúir na múinteoirí. Sholáthraigh an teagmháil seo don tríú teanga deis do dhaltáí a dtuiscint ar fhoghlaim teangacha breise a leathnú.

Bhí cáilíocht an teagaisc go han-mhaith. Bhí ionchais arda ag múinteoirí d'fhoghlaim a gcuid daltaí. Thug siad deiseanna rialta do dhaltáí machnamh a dhéanamh ar a gcuid oibre. Bhí ullmhúchán na múinteoirí nasctha go dlúth leis an gcuraclam agus thug sé eolas do sholáthar ceachtanna nuálacha do dhaltáí. Chomhtháthaigh siad scileanna teanga ó bhéal, scileanna léitheoireachta agus scileanna scríbhneoireachta ar bhealach éifeachtach agus bhain siad úsáid as cur chuige cumarsáideach i múineadh na teanga. Spreag múinteoirí suim na ndaltaí san fhoghlaim, ag baint úsáide as raon ceisteanna chun eolas a bhailiú. Úsáideadh freagraí na ndaltaí mar leideanna chun tuiscint níos doimhne a fhorbairt ar ábhar an cheachta. Bhain múinteoirí úsáid as na hEalaíona agus as Drámaíocht ach go háirithe, chun scileanna cumarsáide a fheabhsú agus chun léirithiú ar chultúr na hÉireann a chothú.

Bhí cáilíocht an mheasúnaithe go maith ar an iomlán. Ag baint úsáide as formáidí scríofa agus ó bhéal araon, thairg múinteoirí aiseolas cabhrach, dearfach go rialta do dhaltáí ar a gcuid foghlama. Breathnaíodh cásanna piarmheasúnaithe agus féinmheasúnaithe i dtromlach na ranganna. Ba chóir do mhúinteoirí scileanna measúnaithe a chur chun cinn a thuilleadh, ag soláthar deiseanna do dhaltáí nótaí a dhéanamh ar na samplaí oibre a bhí tionsaite chun críocha measúnaithe. Thabharfadh sé seo deiseanna do dhaltáí machnamh a dhéanamh ar a gcuid foghlama.

Rinne múinteoirí idirdhealú ar thascanna chun fhreagairt ar riachtanais fhoghlaime na ndaltaí a bhí ag teacht chun cinn. Chuir formhór na múinteoirí machnamh scríofa ar theagasc agus ar fhoghlaim ar fáil ina dtaifeaid mhíosúla.

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

Bhí cáilíocht na pleanála scoile, an fhéinmheastóireacht scoile san áireamh, chun foghlaim na ndaltaí a chur chun cinn, ar fheabhas. Cé gur roghnaíodh an Mhatamaitic mar fhócas FMS ag am na meastóireachta, bhí cur chuige an-éifeachtach ag an bpríomhoide agus ag an bhfoireann cheannaireachta maidir le pleanáil curaclaim scoile uile. Bhí plean na scoile don Ghaeilge sármhaith. Bhí treoir an-soiléir ann a thug eolas do chleachtas na múinteoirí ag gach leibhéal den scoil. Ag am na meastóireachta, bhí tús áite tugtha ag an bhfoireann d'fhorbairt na scríbhneoireachta i mBéarla agus i nGaeilge ag úsáid teicneolaíochtaí digiteacha.

Spreag an príomhoide na múinteoirí chun a bhfoghlaim ghairmiúil a chur chun cinn, chun dul i ngleic leis na seirbhísí tacaíochta agus chun gnéithe ábhartha den fhoghlaim seo a roinnt lena gcomhghleacaithe.



An Roinn Oideachais
Department of Education

Do dhaltáí Cloughduv N S faoina gcuid foghlama Gaeilge 24/05/2024

Réamhrá



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

Cruinniú le daltaí



Thug an cigire cuairt ar sheomraí ranga agus labhair siad leis na daltaí faoin obair a bhí ar siúl acu. Bhuail an cigire le grúpa fócais daltaí freisin chun éisteacht lena raibh le rá acu faoina gcuid foghlama agus faoina n-eispéireas ar scoil.

Cad a d'fhoghlaim an cigire faoi do scoil?

Chonaic an cigire go leor rudaí i do scoil le linn na cigireachta. Seo roinnt de na príomhrudaí:



Thaitin Gaeilge go mór leis na daltaí.

Rinne na múinteoirí an-iarracht ceachtanna suimiúla a dhearadh do na daltaí

Bhí measúnú na Gaeilge go maith.

Cad a d'fhéadfadh an scoil a dhéanamh chun an fhoghlaim Gaeilge a fheabhsú

Ba cheart go dtabharfadh na múinteoirí tuilleadh deiseanna scríbhneoireachta neamhspleáiche do na daltaí

Ba dheas go dtabharfadh seans do na daltaí a nótaí féin a chur leis na samplaí oibre de réir mheasúnaithe, a bhí á mbailiú acu, chun léiriú cén fáth gur roghnaigh na daltaí iad.

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

Contanam cáilíochta na cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimoirí. Is eiseamláir de chaighdeán 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 bhfoghlaimoirí. 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 bhfoghlaimoirí. 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; fóna; 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 bhfoghlaimoirí. 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 bhfoghlaimoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí inní.	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
Department of Education

Curriculum Evaluation: Irish Report

REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name Cloughduv N S

Seoladh na scoile/School address Cloughduv
Crookstown
Co. Cork

Uimhir rolla/Roll number 13234W

Dáta na cigireachta/
Date of evaluation 24/05/2024

Dáta eisiúna na tuairisce/Date of
issue of report 25/11/2024

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the *Primary Language Curriculum (2019)*. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

How to read this report

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

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

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

Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. 5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment. 6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.	1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually. 2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.

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

Curriculum evaluation

Date of inspection	23 to 24/05/2024
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

Cloughduv NS is a co-educational primary school under the patronage of the Catholic Bishop of Cork and Ross. At the time of this evaluation, the school had an enrolment of 141 pupils. There were six mainstream class teachers on staff. There were also two special education teachers, one of whom was the principal.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning was very good; they presented as confident and competent learners.
- The quality of pupils' learning experience was very good; the pupils worked independently and collaboratively, in creative and purposeful ways.
- The quality of teaching was very good; the teachers integrated the skills of oral language, reading and writing in an effective manner and used a communicative approach to teaching the language.
- The overall quality of assessment was good.
- The quality of school planning, including school self-evaluation, to progress pupils' learning was excellent.

Recommendations

- Teachers used digital technologies to collaboratively write stories with pupils. Pupils should be provided with more opportunities to write independently across a range of genres.
- Teachers should progress assessment skills further, providing pupils with opportunities to annotate the work samples that have been collated for assessment purposes; this would provide opportunities for pupils to reflect on their learning.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning outcomes was of a very high standard. Pupils presented as confident and capable learners. They displayed knowledge, skills and understanding of the Irish curriculum. It was clear that pupils held a curious and open-minded attitude to themselves, and those in the world around them. They engaged with and clearly enjoyed their learning.

Pupils achieved the learning outcomes in the lessons observed. They demonstrated very good oral language skills, asking and answering questions confidently. In all classes, pupils were able to recite a range of poems and rhymes, adding to their phonological awareness and pronunciation of language. Pupils in the middle and senior classes read well with notable clarity and expression. Pupils transferred reading skills learned in English and effectively applied them to Irish. They displayed a good understanding of texts, discussing content confidently. Pupils had a good standard of handwriting and their written presentation skills were praiseworthy. Teachers and pupils used digital technologies to write stories collaboratively. Pupils should be provided with more opportunities to write independently across a range of genres. Teachers were advised to use the writing resources of the primary language curriculum toolkit to assist them in this task.

A focus group of pupils was convened during this evaluation. The pupils informed the inspector that they enjoyed particular approaches to learning Irish, including games, Drama and songs. Pupils discussed how they recognised phrases from song lyrics in their reading materials. They described how their monthly assemblies gave them opportunities to perform songs and poems in front of the school.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

The quality of the pupils' learning experiences was very good. The pupils were observed to learn independently and collaboratively in both a creative and purposeful way. Positive and supportive interactions in Irish were observed during the evaluation between pupils and adults.

Pupils were encouraged to learn actively. They were facilitated to take ownership of their learning and accept responsibility for improvement in their work. Learning environments were inclusive and well-ordered. Pupils' print awareness was improved through displays of their writing and the use of bilingual labelling. Junior classes playfully explored the theme of shopping. Senior classes recorded Irish phrases encountered during lessons to practice them in a broader range of contexts. Pupils were confident and creative in how they used digital technologies individually and in pairs to progress their learning. The middle and senior classes participated in the 'Say yes to languages' initiative which provided them with an opportunity to learn Spanish under the direction of their teachers. This exposure to a third language provided an opportunity for pupils to broaden their understanding of additional language learning.

The quality of teaching was very good. Teachers held high expectations for their pupils' learning. They regularly provided pupils with opportunities for reflection on their work. Teachers' preparation was closely linked to the curriculum and informed the provision of innovative lessons for pupils. They integrated the skills of oral language, reading and writing in an effective manner and used a communicative approach to teaching the language. Teachers encouraged pupils' interest in learning, using a range of questions to gather information. Pupils' answers were used as prompts to inform the development of lessons. Teachers used the Arts, and Drama in particular, to improve communication skills and foster an appreciation of Irish culture.

The overall quality of assessment was good. Using both written and oral formats, teachers offered helpful, positive feedback regularly to pupils on their learning. Instances of peer and self-assessment were observed in the majority of classes. Teachers should progress assessment skills further, facilitating pupils to annotate the work samples that have been

collated for assessment purposes. This would provide opportunities for pupils to reflect on their learning.

Teachers differentiated tasks in response to their pupils' emerging learning needs. The majority of teachers provided written reflections on teaching and learning in their monthly records.

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

The quality of school planning, including school self-evaluation, in progressing pupils' learning was excellent. While Mathematics was chosen as a focus of SSE at the time of the evaluation, the principal and the leadership team had a highly effective approach to whole-school curriculum planning. The school plan for Irish was exemplary. It contained very clear guidance which informed teacher's practice at all levels. At the time of the evaluation, the staff had prioritised the development of writing in English and Irish using digital technologies.

The principal encouraged the teachers to further their professional learning, to engage with the support services and to share relevant features of this learning with their colleagues.



An Roinn Oideachais
Department of Education

For the pupils about their learning in Irish

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 could do to make learning in Irish better.

Meeting with pupils



The inspector visited classrooms and talked to pupils about the work they were doing. The inspector also met with a focus group of pupils to hear what they had to say about their learning and experiences at school.

What did the inspector learn about your school?



The inspector saw many things in your school during the inspection. Here are some of the main things:

- Pupils really enjoyed Irish.
- Teachers made great efforts to design interesting lessons for pupils.
- Assessment in Irish was good.

What the school could do to make learning in Irish better



Teachers should provide more opportunities for pupils to write on their own across a range of topics in Irish.

Pupils should add their own notes on their chosen work samples, to show what they have learned.

Thank you for taking the time to read this page.

A special thank you to the pupils who took part in the focus group.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	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