

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Churaclaim
Gaeilge

TUAIRISC

| | |
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| Ainm na scoile | Scoil Náisiúnta Croí Muire |
| Seoladh na scoile | Belmullet County Mayo |
| Uimhir rolla | 17727T |

Dáta na cigireachta: 29-11-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

MEASTÓIREACHT CHURACLAIM

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

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc i nGaeilge faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht 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 úsáide 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 meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

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.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

Meastóireacht Churaclaim

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| Dáta na cigireachta | 29-11-2019 |
| Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Plé leis an bpríomhoide agus leis na múinteoirí• Athbhreithniú ar cháipéisí ábhartha• Agallamh le fócasghrúpa daltaí | <ul style="list-style-type: none">• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide agus do na múinteoirí |

COMHTHÉACS NA SCOILE

Tá Scoil Náisiúnta Croí Muire suite i mBéal an Mhuirthead, Contae Mhaigh Eo. Is bunscóil shinsearach í ag freastal ar dhaltaí ó rang a dó go rang a sé. Ag am na meastóireachta, bhí 120 dalta ar na rollaí. Tá cúigear múinteoirí príomhshrutha, an príomhoide teagaisc san áireamh, agus beirt mhúinteoirí oideachais speisialta ann. Is é Easpag Caitliceach Chill Ala patrún na scoile, agus tá an scoil páirteach i gComhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS), plean gníomhaíochta na Roinne um chuimsiú oideachais. Cé go bhfuil an scoil suite sa Ghaeltacht, níl sí sa Scéim Aitheantais Scoileanna Gaeltachta (SASG).

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá oidhreacht láidir sa teanga Gaeilge ag an scoil, cé nach labhraítear Gaeilge go forleathan sa cheantar a thuilleadh.
- Tá cáilíocht na foghlama sa Ghaeilge go maith ar an iomlán; tá scóip ann le cumas na ndaltaí sa teanga labhartha a fheabhsú.
- Eagraítear eispéiris foghlama spreagúla i roinnt ranganna; tá féidearthachtaí ann le soláthar na heispéiris foghlama sa Ghaeilge a shaibhriú.
- Tá an teagasc go maith ar an iomlán, le feabhas ag teastáil ar an dtacaíocht a thugtar do dhaltai aonair.
- Tá cáilíocht an mheasúnaithe sásúil; níl córas scoile uile aontaithe ar chothabháil na dtaifead ar dhul chun cinn na ndaltaí sa Ghaeilge.
- Tá féidearthachtaí ann pleanáil gnímh DEIS a úsáid le clár níos dírithe a chur i bhfeidhm chun tabhairt faoi riachtanais na ndaltaí.

MOLTAÍ

- Chun tacú le foghlaim na ndaltaí sa Ghaeilge ag gach leibhéal ranga, ba chóir níos mó deiseanna labhartha agus níos mó eispéiris foghlama spreagúla a sholáthar do na daltaí.
- Ba chóir córas scoile uile ar mheasúnú na Gaeilge a aontú agus a chur i bhfeidhm.
- Ba chóir an próiseas pleanála gnímh DEIS a úsáid chun clár níos cuimsithí don Ghaeilge a chur i gcrích sna seomraí ranga thar na snáitheanna curaclaim uile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht foghlama na ndaltaí sa Ghaeilge go maith ar an iomlán. Tá rannpháirtíocht na ndaltaí san fhoghlaim go maith. Cé gur sonraíodh go dtaitníonn ceachtanna Gaeilge le formhór na ndaltaí, tá gá

le taitneamh agus inspreagadh na ndaltaí a mhéadú sa chuid is mó ranganna. San agallamh le fócasghrúpa, léirigh na daltaí a bhí i láthair dearcadh an-dearfach don Ghaeilge. Bhí siad eolach agus bródúil faoin oidhreacht teanga speisialta sa cheantar acu. Dúirt siad gur thaitin foghlaim na teanga go mór leo. B'fhiú don scoil tógáil ar an dearcadh seo chun an Ghaeilge a chur chun cinn ag gach leibhéal ranga.

Tá torthaí foghlama na ndaltaí sa teanga ó bhéal idir sásúil agus an-mhaith. Cé nach bhfuil an Ghaeilge chomh láidir is a bhíodh sa cheantar, tá oidhreacht láidir Gaeilge an phobail le sonrú sa chaighdeán Gaeilge labhartha an-mhaith atá ag roinnt daltaí. Ba ghá caighdeán sa teanga ó bhéal a fheabhsú do gach dalta i mbealach córasach ó na ranganna is sóisearaí ar aghaidh. Faigheann na daltaí deiseanna oibriú i bpéirí agus i ngrúpaí i ngach rang. Tá an cleachtas seo an-mhaith i roinnt ranganna. Moltar deiseanna comhoibrithe a chur ar fáil níos rialta sna ranganna uile as seo amach. Chabhródh sé seo le comhrá a spreagadh agus a fhorbairt.

Bhain formhór na ndaltaí na cuspóirí foghlama amach sna ceachtanna léitheoireachta a breathnaíodh. D'fhreagair siad ceisteanna go muiníneach agus léigh siad sleachta go cruinn agus le brí. Bhí sé soiléir, áfach, go raibh deacrachtaí ag roinnt daltaí sa léitheoireacht. Ba chóir athbhreithniú a dhéanamh ar leagan amach na gceachtanna chun a chinntiú go dtabharfaí neart ama do thuiscint na ndaltaí seo a mhéadú. Tá samplaí maithe scríbhneoireachta le sonrú i gcóipleabhair agus leabhair saothair na ndaltaí ag beagnach gach leibhéal ranga. Moltar scileanna scríbhneoireachta na ndaltaí a fhorbairt a thuilleadh trí níos mó béime a leagan ar sheánraí éagsúla.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Tá eispéiris na bhfoghlaimoirí go maith, le roinnt de na heispéiris an-mhaith. I dtromlach na ranganna, sonraíodh gur eagraíodh imeachtaí a leag béim ar fhoghlaim ghníomhach agus ar fhoghlaim trí chleachtaí spreagúla. Ba ghá imeachtaí agus eispéiris foghlama a spreagfaí na daltaí níos éifeachtaí a thabhairt isteach sna ranganna uile. San fhócasghrúpa le daltaí, tuairiscíodh go raibh sé níos éasca agus níos spéisiúla Gaeilge a fhoghlaim nuair a leagadh béim ar chomhfhoghlaim, drámaíocht, amhráin a chanadh agus cluichí teanga. B'fhiú tús áite a thabhairt do ghníomhaíochtaí mar seo a eagrú mar chuid lárnach de gach ceacht Gaeilge as seo amach.

Tá cleachtas aonair na múinteoirí go maith ar an iomlán. Bhí gnéithe den mhúinteoireacht a breathnaíodh an-mhaith. Tugadh roinnt gnéithe sásúla faoi deara sa teagasc i líon beag ranganna chomh maith. Ba ghá níos mó airde a thabhairt chleachtas comhoibríoch na múinteoirí amach anseo chun modhanna múinte a fheabhsú i ngach suíomh foghlama.

Tá cló agus áiseanna Gaeilge le feiceáil sa timpeallacht scoile agus i ngach suíomh foghlama. Baintear úsáid éifeachtach as na háiseanna teagasc chun an próiseas foghlama a mhéadú i bhformhór na ranganna. Tá bainistíocht an tseomra ranga an-mhaith ar fud na scoile agus sonraíodh dea-chaidreamh idir oidí agus daltaí agus i measc na ndaltaí féin i ngach rang freisin.

Forbraítear scileanna léitheoireachta na ndaltaí go cumasach, cé go mb'fhiú tuilleadh béime a leagan ar fhoclóir nua a mhúineadh agus a dhaingniú. Leagtar béim teoranta ar dhifreáil sa teagasc agus san fhoghlaim. Ba chóir níos mó tacaíochta inranga a thabhairt do dhaltaí ar leibhéal éagsúla cumais, go háirithe sa léitheoireacht agus scríbhneoireacht.

Tá cáilíocht an mheasúnaithe sásúil ar an iomlán. Tá éagsúlacht sa chleachtas, áfach, le cuid den mheasúnú an-mhaith. Mar shampla, coinnítear seicliostaí fóna ar dhul chun cinn na ndaltaí sa teanga

ó bhéal i roinnt ranganna; ní dhéantar é seo i ranganna eile. Tá sé inmholta go ndéantar monatóireacht rialta ar shaothar scríofa na ndaltaí i mbeagnach gach rang. Ba chóir córas scoile uile don mheasúnú a aontú agus a chur i bhfeidhm. Chuideodh sé seo le cinntiú go mbeadh gnóthachtáil na ndaltaí taifeadta agus ceiliúrtha agus go mbeadh réimsí le feabhsú aitheanta agus sprioctha.

3. ÉIFEACHT PHLEANÁIL SCOILE, FÉINMHEASTÓIREACHT SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

Tá gnéithe maithe sa phlean scoile don Ghaeilge, a forbraíodh i 2017 nuair a rinne an scoil an cinneadh gan a bheith páirteach san SASG. Moltar go luafaí stair agus oidhreacht Gaeltachta na scoile sa phleanáil don Ghaeilge, mar a bhíodh i sean-leagan den phlean. Dá réir sin, ba chóir go mbeadh oidhreacht an cheantair mar ghné lárnach i dteagasc agus foghlaim na Gaeilge an t-am ar fad. Moltar freisin tagairt a dhéanamh do Churaclam Teanga na Bunscoile sa phleanáil don Ghaeilge as seo amach.

Tá athbhreithniú ar an bplean beartaithe do 2020. Ba ghá an plean don Gaeilge a cheangal níos mó leis an bplean gnímh DEIS mar chuid lárnach den athbhreithniú atá le teacht. D'fhéadfadh an scoil a bheith níos uailmhianaí faoin méid gur féidir a dhéanamh chun torthaí foghlama na ndaltaí sa Ghaeilge a fheabhsú.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann an bord bainistíochta fáilte roimh na tuairisce seo ar an meastóireacht churaclaim sa Ghaeilge agus tá sé an-sásta leis an aitheantas a tugadh do na gnéithe an-mhaithe den teagasc a breathnaíodh. Ba mhaith linn tabhairt faoi deara freisin na breathnóireachtaí de bhainistíocht ranga an-mhaith agus an dea-chaidreamh idir dhaltaí agus mhúinteoirí. Bhíomar an-sásta leis an aiseolas dearfach faighte sa tuairisc seo. Aithnímid gurbh deis mhaith é seo machnamh ar theagasc agus ar fhoghlaim na Gaeilge sa scoil againn. Glacaimid le moltaí an chigire agus táimid tiomanta do na moltaí seo a chur i bhfeidhm chun eispéiris foghlama na ndaltaí sa Ghaeilge a fheabhsú.

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

Tacóidh an bord bainistíochta an scoil i gcur i bhfeidhm na moltaí sa tuairisc seo. Tá anailís déanta ag an bhfoireann ar na láidreachtaí breathnaithe agus na moltaí déanta.

1. Ag dul ar aghaidh cuirfear plan comhordaithe do chleachtais measúnaithe sa Ghaeilge i bhfeidhm, measúnú don fhoghlaim agus measúnú ar an bhfoghlaim san áireamh. Beidh sé seo aontaithe agus curtha i bhfeidhm i ngach rang.
2. Déanfar athbhreithniú ar an bplan scoile don Ghaeilge i mbliana agus déanfar tagairt do stair agus oidhreacht Ghaeilge an cheantair, le heolas a dhéanamh ar theagasc agus foghlaim na Gaeilge sa scoil againn i gcónaí. Déanfaidh an plan scoile nasc, trí aistriú scileanna, leis an bPlan Gnímh DEIS/Plan Feabhsúcháin Scoile. Leagfaidh scileanna scríbhneoireachta na ndaltaí níos mó béime ar na seánraí éagsúla.
3. Leanfaidh an scoil ar aghaidh le streachailt agus cur leis an dearcadh dearfach don Ghaeilge a chothaítear sna daltaí, agus mar sin torthaí foghlama sa Ghaeilge a fheabhsú.
4. Feabhsófar an teanga ó bhéal trí dheiseanna chomhoibríocha, sin obair i ngrúpaí/péirí i gcluichí teanga, amhránaíocht, filíocht, drámaíocht agus ar uile. Cuideoidh sé seo le taitneamh agus inspreath na ndaltaí a mhéadú chun Gaeilge a labhairt.
5. Múinfeadh foclóir nua go follasach agus tabharfar tús áite do dhifreáil chun tacú le daltaí ar chumais éagsúla, go háirithe sa léitheoireacht agus scríbhneoireacht trí thacaíocht in-ranga.

[Aistriúchán é seo ar fhreagra na 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 | Sampla de na téarmaí tuairisciúla |
|------------------|--|--|
| An-mhaith | Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair. | An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr |
| Maith | Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán an-mhaith a bhaint amach. | Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú |
| Sásúil | Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach. | Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe |
| Measartha | Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin. | Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh |
| Lag | Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe. | Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann |

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
Irish

REPORT

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| Ainm na scoile / School name | Scoil Náisiúnta Croí Mhuire |
| Seoladh na scoile / School address | Belmullet County Mayo |
| Uimhir rolla / Roll number | 17727T |

Date of inspection: 29-11-2019



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). 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
2. Supporting pupils' learning through learner 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.

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.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

Curriculum Evaluation

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| Date of inspection | 29-11-2019 |
| Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview | <ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers |

SCHOOL CONTEXT

Scoil Náisiúnta Croí Mhuire is located in Belmullet, County Mayo. It is a senior primary school catering for pupils from second class to sixth class. At the time of the evaluation, there were 120 pupils enrolled. There are five mainstream teachers, including the teaching principal, and two special education teachers. The Catholic Bishop of Killala is the patron, and the school participates in Delivering Equality in Schools (DEIS), the Department's action plan for educational inclusion. Although located in the Gaeltacht, the school is not in the Gaeltacht School Recognition Scheme (SASG).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The school has a strong heritage in the Irish language, although Irish is no longer widely spoken in the area.
- The quality of learning in Irish is good overall; there is scope to improve pupils' ability in the spoken language.
- Stimulating learning experiences are organised in some classes; there are possibilities to enrich the provision of Irish learning experiences.
- The quality of teaching is good overall, with improvement needed in the support given to individual pupils.
- The quality of assessment is satisfactory; there is no agreed whole-school system on maintaining records on pupils' progress in Irish.
- There is scope to use DEIS action planning to implement a more focussed programme to address the needs of the pupils.

RECOMMENDATIONS

- To support pupils' learning in Irish at every class level, pupils should be provided with more speaking opportunities and more stimulating learning experiences.
- A whole-school system for assessment in Irish should be agreed and implemented.
- The DEIS action planning process should be used to achieve a more comprehensive programme for Irish in classrooms over all of the curriculum strands.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The quality of the pupils' learning in Irish is good overall. The pupils' participation in learning is good. Although it was noted that the majority of pupils enjoy Irish lessons, there is a need to increase the pupils' enjoyment and motivation in most classes. In the focus-group discussion, the pupils demonstrated a very positive attitude to Irish. They were knowledgeable and proud of the special

language heritage of the area. They stated that they very much enjoyed learning the language. It would be worthwhile for the school to build on this attitude to promote Irish at every class level.

The learning outcomes of the pupils in oral language range from satisfactory to very good. Although the language is not as strong in the area as it once was, the strong Irish language community heritage can be discerned from the very good standard of spoken Irish of some of the pupils. The standard of spoken language of all pupils should be improved in a systematic way from the junior classes and onwards. The pupils are given opportunities to work in pairs and in groups in each class; this practice is very good in some classes. It is recommended that collaborative opportunities be provided on a more regular basis in all classes from now on. This would be of help to stimulate and develop conservation.

The majority of pupils achieved the learning objectives in the reading lessons observed. They answered questions confidently and read passages accurately and with meaning. It was clear, however, that some pupils had difficulties with reading. The organisation of lessons should be reviewed to ensure that sufficient time is given to increase the comprehension of these pupils. Good examples of writing were noted in copybooks and workbooks in almost all class levels. It is recommended that the pupils' writing skills be further developed by placing greater emphasis on the various genres.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

The learners' experiences are good, with some very good experiences. In the majority of classes, it was observed that activities were organised in a way which placed emphasis on active learning and learning through stimulating exercises. Activities and learning experiences which would stimulate the pupils in a more effective way should be introduced in all classes. In focus-group discussion, pupils reported that it was easier and more interesting to learn Irish when collaborative learning, drama, singing songs and language games are emphasised. It would be worthwhile prioritising such activities as a central part of all Irish lessons from now on.

The individual practice of teachers is good overall. Aspects of the teaching observed were very good. Satisfactory aspects were also noted in teaching in a small number of classes. More attention should be given to teachers' collaborative practice in the future to improve teaching methods in every learning setting.

Irish-language print and resources can be seen in the school environment and in every learning setting. The teaching resources are used effectively to augment the learning process in most of the classes. Classroom management is very good throughout the school and good relationships were noted between teachers and pupils and between the pupils themselves in every learning setting.

The pupils' reading skills are developed competently, although it would be worthwhile placing further emphasis on the teaching and consolidation of new vocabulary. A limited emphasis is placed on differentiation in teaching and learning. Pupils of varying ability should be given more in-class support, especially in reading and writing.

The quality of assessment is satisfactory overall. There is a range of practice, however, with some very good assessment. For example, appropriate check lists are maintained on pupils' progress in oral language in some classes; this is not the case in other classes. It is commendable that pupils' written work is monitored regularly in almost every class. A whole-school policy for assessment should be agreed and implemented. This would help ensure that the pupils' achievements are recorded and celebrated and areas for improvement identified and targeted.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

Aspects of the school plan for Irish, which was developed in 2017 when the school decided not to participate in the SASG, are good. It is recommended that the Irish language history and heritage of the area be referred to in school planning for Irish, as was the case in the previous version of the plan. Accordingly, the heritage of the area should be a central feature in the teaching and learning of Irish at all times. It is also recommended that reference be made to The Primary School Language Curriculum in planning for Irish from now on.

The plan is due for review in 2020. A greater connection between the plan for Irish and the DEIS action plan should be an integral part of the upcoming review. The school could be more ambitious regarding what can be done to improve the pupils' learning outcomes in Irish.

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 welcomes this report on the curriculum evaluation in Irish, and is very pleased with its acknowledgement of the very good aspects of teaching observed. We would also like to note the observations made of very good classroom management and good relationships between pupils and teachers. We are very satisfied with the positive feedback in this report. We acknowledge that this was a good opportunity for us to reflect on the teaching and learning of Irish in our school. We accept the recommendations of the inspector and are committed to implementing these recommendations in order to enhance pupil learning experiences in Irish.

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 will support the school in implementing the recommendations in this report. The staff has analysed the strengths observed and the recommendations made.

1. Going forward, a co-ordinated plan for assessment practices in Irish will be put in place including assessment for learning (AFL) and assessment of learning (AOL). This will be agreed upon and implemented in all classes.
2. The school plan for Irish will be reviewed this year and will refer to the Irish-language history and heritage of the area which will inform the teaching and learning of Irish in our school at all times. The school plan will form a link, through transfer of skills, to the DEIS Action Plan/School Improvement Plan. Pupils' writing skills will place greater emphasis on the various genres.
3. The school will continue to strive and build upon the positive attitude instilled to Irish among the pupils, thus improving the learning outcomes in Irish.
4. Oral language will be improved through collaborative opportunities i.e. group/pair work in language games, singing, poetry, drama, etc. This will assist to increase the pupils' enjoyment and motivation to speak Irish.
5. New vocabulary will be taught explicitly and differentiation will be prioritised to support pupils of varying ability, especially in reading and writing through in-class support.

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 | Example of descriptive terms |
|---------------------|---|---|
| Very Good | Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision. | Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary |
| Good | Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard. | Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement |
| Satisfactory | Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard. | Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas |
| Fair | Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better. | Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve |
| Weak | Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements. | Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties; |