



An Roinn Oideachais
Department of Education

Meastóireacht Curaclaim: Gaeilge Tuairisc

TUAIRISC

Ainm na scoile/School name	Scoil Naomh Iosef
Seoladh na scoile/School address	Drum Collachair Rathluirc Co. Luimnigh
Uimhir rolla/Roll number	19966B
Dáta na cigireachta/ Date of evaluation	08-03-2023
Dáta eisiúna na tuairisce/ Date of issue of report	12-05-2023

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 fhoghlaim agus ar theagasc sa Ghaeilge 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. 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.

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.

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
<ol style="list-style-type: none">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.	<ol style="list-style-type: none">1. Tá polasaí frithbhulaíochta forbartha ag an scoil a shásaíonn na Gnásanna Frithbhulaíochta Bunscoile agus Iarbunscoile (2013), agus athbhreithnítear an polasaí seo go bliantúil.2. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide tuairisc ar fáil don bhord ar a laghad uair sa téarma ar líon iomlán na gcásanna bulaíochta a tuairiscíodh (tríd an teimpléad taifeadta bulaíochta atá ar fáil sna Gnásanna) ó cuireadh an tuairisc roimhe sin ar fáil don bhord.3. Tá polasaí 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 dhaltai/scoláirí.

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

Meastóireacht Curaclaim

Dáta na cigireachta	08-03-2023
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Plé leis an bpríomhoide agus an leasphríomhoide agus leis na múinteoiríAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí	<ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide agus don leasphríomhoide agus do na múinteoirí

Comhthéacs na scoile

Is bunscoil chomhoideachais tuaithe í Scoil Naomh Iosef atá faoi phátrúnacht Easpag Luimnigh. Bhí trí dhalta is seachtó cláraithe sa scoil ag am na meastóireachta. Bhí ceathrar múinteoirí príomhshrutha agus beirt mhúinteoirí do dhaltaí a raibh riachtanais speisialta oideachais acu ar an bhfoireann. Bhí múinteoirí ionaid in dhá rang phríomhshrutha nuair a rinneadh an mheastóireacht.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhain cáilíocht mhaith le gnóthachtáil na ndaltaí sa Ghaeilge ar an iomlán, bhí tromlach na ndaltaí spreagtha i leith na Gaeilge agus rinneadh dul chun cinn maith ó rang go rang cé go raibh tionchar diúltach ag tréimhsí dúnta scoile na paidéime ar ghnóthachtáil na ndaltaí sna hardranganna.
- Bhí cáilíocht eispéiris foghlama na ndaltaí sa Ghaeilge go maith go ginearálta; cuireadh béim ar an nGaeilge neamhfhoirmiúil sa scoil, múineadh na ceachtanna a breathnaíodh trí Ghaeilge agus bhí deiseanna ag na daltaí obair a dhéanamh i bpéirí agus i ngrúpaí.
- Bhí cáilíocht fhoriomlán an teagaisc go maith agus ullmhaíodh raon gníomhaíochtaí chun foghlaim na ndaltaí a dhaingniú agus deiseanna fíorchumarsáide a chruthú dóibh.
- Bhain cáilíocht shásúil leis an measúnú agus d'fhéadfaí leas níos fearr a bhaint as sonraí measúnaithe chun difreáil sa teagasc agus san fhoghlaim a chur chun cinn.
- Bhain cáilíocht shásúil leis an bpleanáil scoile don Ghaeilge; ag am na meastóireachta bhí an scoil ag obair leis an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM) chun athbhreithniú a dhéanamh ar chuir chuige scoile uile don Ghaeilge.

Moltaí

- Tá gá ann sna ranganna sinsearachais béim bhreise a chur ar ionchuir theanga shaibhre agus ar fhorbairt foclóra agus struchtúir chainte ar an leibhéal cuí chun scileanna teanga na ndaltaí faoi gach snáithe a fheabhsú tuilleadh.
- Is gá do na múinteoirí an t-ábhar léitheoireachta a shaibhriú agus a leathnú agus ionchais shoiléire a aontú i dtaca leis an scríbhneoireacht i ngach rang.
- Ní mór do na múinteoirí leas níos fearr a bhaint as sonraí measúnaithe chun difreáil a dhéanamh sna cuir chuige teagaisc agus sna gníomhaíochtaí foghlama d'fhonn tuilleadh tacaíochta a thabhairt do dhaltaí ar lagchumas agus ar ardchumas Gaeilge.
- Ba chóir do cheannaireacht na scoile dul i gcomhairle leis na daltaí agus leis na tuismitheoirí agus fianaise á bailiú mar chuid den phróiseas féinmheastóireachta scoile.

Mionchinntí agus moltaí

1. Cáilíocht fhoghlaim na ndaltaí

Bhí cáilíocht fhoghlaim na ndaltaí go maith ar an iomlán. Bhain tromlach na ndaltaí taitneamh as a gcuid foghlama sa Ghaeilge agus ba léir go raibh roinnt daltaí an-spreagtha ina leith. Bhí na daltaí in ann rann agus amhráin a aithris i ngach rang. B'fhiú, ámh, tuilleadh béime a chur ar an ngné seo den fhoghlaim i ranganna áirithe. Léirigh na daltaí tuiscint a bhí idir sásúil agus an-mhaith ar ábhar na gceachtanna. Bhí sé ar chumas acu ceisteanna simplí a fhreagairt agus a chur agus labhairt faoi thopaicí a raibh cur amach acu orthu. Breathnaíodh dul chun cinn maith go ginearálta i bhfoghlaim na ndaltaí i labhairt, léamh agus scríobh na teanga ó na ranganna sóisearacha go dtí na meánranganna. Ba léir go raibh tionchar diúltach ag tréimhsí dúnta scoile na paidéime ar cháilíocht ghnóthachtáil Ghaeilge na ndaltaí sna hardranganna. Thuairiscigh na múinteoirí go raibh iarracht á déanamh acu dul i ngleic leis seo. Chuige seo, ní mór béim ar leith a chur ar ionchuir theanga shaibhre agus ar fhorbairt foclóra agus struchtúir chainte ar an leibhéal cuí sna hardranganna chun scileanna teanga na ndaltaí faoi gach snáithe a fheabhsú tuilleadh.

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

Bhí cáilíocht eispéireas foghlama na ndaltaí sa Ghaeilge go maith go ginearálta. Cuireadh an-bhéim ar an nGaeilge neamhfhoirmiúil sa scoil agus bhí an Ghaeilge in úsáid mar an teanga bhainistíochta ranga le linn na meastóireachta. Múineadh na ceachtanna Gaeilge trí Ghaeilge den chuid ba mhó agus moltar an cur chuige seo a chur i bhfeidhm i ngach rang. Cruthaíodh atmaisféir thaitneamhacha foghlama agus tugadh deiseanna do na daltaí obair a dhéanamh i bpéirí agus i ngrúpaí. Cuireadh an féinmheasúnú i bhfeidhm i leath na gceachtanna a breathnaíodh. B'fhiú an cleachtas seo a fhorbairt tuilleadh agus a leathnú chuig ranganna eile.

I bhfócasghrúpa leis na daltaí sinsearach, rinneadh plé ar na rudaí a chuir lena bhfoghlaim agus a chruthaigh bac san fhoghlaim dóibh. Thuairiscigh siad gur thaitin an Ghaeilge leo nuair a bhí an fhoghlaim spráil agus gníomhach. Chuir cluichí teanga, obair i ngrúpaí, drámaí, rapcheol agus téamaí a bhí ábhartha dá saol féin go mór leis an bhfoghlaim dar leo. Chruthaigh an fhoghlaim de ghlanmheabhair agus tascanna scríbhneoireachta feidhmiúla don obair bhaile bac foghlama dóibh. Léirigh siad tuiscint ar an tábhacht a bhain le foghlaim na Gaeilge, cé nach raibh roinnt daltaí cinnte faoi ábharthacht na Gaeilge dá saol anois ná amach anseo.

Bhí cáilíocht an teagaisc go maith ar an iomlán. Ba léir go raibh suim ag na múinteoirí sa Ghaeilge agus go raibh siad tiomanta dá cur chun cinn sa scoil. Chuir *Curaclam Teanga na Bunscoile* bonn eolais faoi phleanáil na múinteoirí. Bhí taispeántais Ghaeilge i ngach rang mar thaca do na daltaí i bhfoghlaim na teanga. Ullmhaíodh raon gníomhaíochtaí foghlama chun foghlaim na ndaltaí a dhaingniú agus deiseanna fíorchumarsáide a chruthú dóibh. Rinneadh teanga ó bhéal, léitheoireacht agus scríbhneoireacht a fhorbairt ar bhonn comhtháite in dhá cheacht. Tugadh deis do na daltaí dul i ngleic le struchtúir teanga ar bhealach seiftiúil cruthaitheach i gceacht amháin acu seo áit a raibh orthu a réamheolas ar fhoclóir a úsáid agus iad ag obair i bpéirí chun abairtí a chruthú le málaí foclóra. Ba chóir cuir chuige nuálacha mar seo a úsáid ar bhonn níos leithne. Is gá ábhair léitheoireachta a shaibhriú agus a leathnú i ngach rang agus ionchais shoiléire a aontú do gach leibhéal ranga i dtaca leis an scríbhneoireacht.

Bhain cáilíocht shásúil leis an measúnú. Bhí roinnt straitéisí measúnaithe chun foghlama agus ar an bhfoghlaim in úsáid ag na múinteoirí. Rinneadh measúnú ar shaorscríbhneoireacht na ndaltaí sna meánranganna agus sna ranganna sinsearach chun a leibhéal gnóthachtála a mheas agus earráidí coitianta a aithint. Ní mór do na múinteoirí leas níos fearr a bhaint as na sonraí measúnaithe, ámh, chun difreáil a dhéanamh sna cuir chuige teagaisc agus sna

gníomhaíochtaí foghlama d'fhonn tuilleadh tacaíochta a thabhairt do dhaltaí ar lagchumas agus ar ardchumas Gaeilge.

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

Bhí cáilíocht na pleanála scoile sásúil. Thuig na múinteoirí go raibh tionchar diúltach ag tréimhsí dúnta scoile na paidéime ar ghnóthachtáil sa Ghaeilge, do na daltaí sna hardranganna ach go háirithe. Bhí an fhoireann ag obair leis an SFGM chun cuir chuige a aontú i measc na foirne i dtaca le múineadh agus foghlaim na Gaeilge, a raibh *Curaclam Teanga na Bunscoile* mar bhonn eolais fúthu. Bheadh athbhreithniú ar an bplean scoile don Ghaeilge mar chuid den phróiseas seo. Bhí sé ar intinn ag an bhfoireann fianaise a bhailiú freisin chun plean feabhsúcháin scoile a dhearadh d'fhonn eispéiris agus gnóthachtáil na ndaltaí sa Ghaeilge a fheabhsú. Ba chóir dul i gcomhairle leis na daltaí agus leis na tuismitheoirí mar chuid den phróiseas seo.

Roinn an fhoireann acmhainní Gaeilge ar thiomántán roinnte na scoile. Ní mór, ámh, cur leis na hacmhainní Gaeilge atá sa scoil, ábhair dhílis léitheoireachta ach go háirithe. B'fhiú don fhoireann ceannaireachta machnamh a dhéanamh freisin ar bhealaí chun inniúlacht na múinteoirí sa Ghaeilge a fheabhsú mar chuid dá bhforbairt ghairmiúil.

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

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 chinntí dearfacha na tuairicse seo.

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

Glacann an bord agus an fhoireann leis na moltaí sa tuairisc seo agus iad lán tiomanta chun aghaidh a thabhairt orthu.



An Roinn Oideachais
Department of Education

Curriculum Evaluation: Irish Report

REPORT

Ainm na scoile/School name	St. Joseph's School
Seoladh na scoile/School address	Dromcolliher Charleville Co. Limerick
Uimhir rolla/Roll number	19966B
Dáta na cigireachta/ Date of evaluation	08-03-2023
Dáta eisiúna na tuairisce/ Date of issue of report	12-05-2023

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

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

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
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.

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>
<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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> and this policy is reviewed annually.2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the <i>Procedures</i>) since the previous report to the board.3. The school's 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	08-03-2023
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 the principal deputy principal and teachers

School context

St Joseph's School is a co-educational, rural, primary school under the patronage of the Bishop of Limerick. Seventy-three pupils were enrolled in the school at the time of the evaluation. There were four mainstream teachers and two teachers for pupils with special educational needs on staff. There were substitute teachers in two mainstream classes at the time of the evaluation.

Summary of main findings and recommendations:

Findings

- The overall attainment of pupils in Irish was of a good standard, the majority of pupils were motivated in relation to Irish and good progress was made from class to class although the pandemic school closure periods had a negative impact on the attainment of pupils in senior classes.
- The quality of the pupils' learning experiences in Irish was good generally; emphasis was placed on informal Irish in the school, lessons observed were taught through Irish and pupils had opportunities to work in pairs and groups.
- The overall quality of teaching was good and a range of activities were prepared to consolidate pupils' learning and to create opportunities for authentic communication for them.
- Assessment was of satisfactory quality and better use could be made of assessment data to promote differentiation in teaching and learning.
- School planning for Irish was of a satisfactory quality; at the time of the evaluation the school was working with the Professional Development Service for Teachers (PDST) to review whole-school approaches to Irish.

Recommendations

- There is a need to place additional emphasis in senior classes on rich language inputs and on the development of vocabulary and speech structures at the appropriate level to further improve pupils' language skills under each strand.
- Teachers need to enrich and extend the reading material and agree clear expectations for writing in each class.
- Teachers should make better use of assessment data to differentiate teaching approaches and learning activities in order to provide additional support for pupils who have low and high proficiency in Irish.
- School leadership should consult with pupils and parents when gathering evidence as part of the school self-evaluation process.

Detailed findings and recommendations

1. The quality of pupils' learning

Overall, the quality of pupils' learning was good. The majority of pupils enjoyed their learning in Irish and it was evident that some pupils were very motivated in relation to it. The pupils were able to recite rhymes and songs in each class. It would be of benefit, however, to place greater emphasis on this aspect of learning in certain classes. The pupils demonstrated a satisfactory to very good understanding of lesson content. They were able to answer and ask simple questions and talk about familiar topics. Good progress was observed generally in pupils' learning in speaking, reading and writing the language from junior to middle classes. It was evident that the pandemic school closure periods had a negative impact on the quality of pupils' attainment in Irish in the senior classes. The teachers reported that they were trying to address this. To this end, particular emphasis should be placed on rich language inputs and on the development of vocabulary and speech structures at the appropriate level in senior classes in order to further improve the language skills of pupils under each strand.

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

The quality of pupils' learning experience in Irish was good generally. There was particular emphasis on informal Irish in the school and Irish was used as the language of classroom management during the evaluation. Most Irish lessons were taught through Irish and it is recommended that this approach be implemented in all classes. Enjoyable learning atmospheres were created and pupils were given opportunities to work in pairs and groups. Self-assessment was implemented in half of the lessons observed. It would be worthwhile to further develop this practice and extend it to other classes.

In a focus group with senior pupils the things that contributed to their learning and created a barrier to learning for them were discussed. They reported that they liked Irish when learning was fun and active. Language games, group work, plays, rap music and themes relevant to their lives contributed greatly to their learning. Rote learning and functional writing tasks for homework created a learning barrier for them. They demonstrated an understanding of the importance of learning Irish, although some pupils were unsure of the relevance of Irish to their lives now or in the future.

The quality of teaching was good overall. It was evident that the teachers were interested in Irish and that they were committed to promoting it in the school. The *Primary Language Curriculum* informed teachers' planning. There were Irish language displays in each class to support pupils in learning the language. A range of learning activities were prepared to consolidate pupils' learning and to create opportunities for authentic communication for them. Oral language, reading and writing were developed on an integrated basis in two lessons. The pupils were given an opportunity to engage with language structures in a resourceful and creative way in one of these lessons, where they had to use their prior knowledge of vocabulary when working in pairs to create sentences with vocabulary bags. Innovative approaches like this should be used more widely. It is necessary to enrich and expand reading materials in all classes and to agree clear expectations for each class level in relation to writing.

Assessment was of a satisfactory quality. Teachers were using a number of assessment for and of learning strategies. Pupils' free writing was assessed in middle and senior classes to evaluate their level of attainment and to identify common errors. Teachers should make better use of the assessment data, however, to differentiate teaching approaches and learning activities in order to provide additional support for pupils who have low and high proficiency in Irish.

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

The quality of school planning was satisfactory. Teachers understood that the pandemic school closure periods had a negative impact on attainment in Irish, especially for pupils in the senior classes. The staff were working with the PDST to agree approaches amongst staff to the teaching and learning of Irish, which were informed by the *Primary Language Curriculum*. A review of the school plan for Irish would be part of this process. The staff also intended to gather evidence to design a school improvement plan to improve pupils' experiences and attainment in Irish. Pupils and parents should be consulted as part of this process.

The staff shared Irish resources on the school's shared drive. However, there is a need to increase the Irish language resources in the school, especially authentic reading materials. It would also be worthwhile for the leadership team to consider ways to improve teachers' competence in Irish as part of their professional development.

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	<i>Very good</i> 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 <i>outstanding</i> 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	<i>Good</i> 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	<i>Satisfactory</i> 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	<i>Fair</i> 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	<i>Weak</i> 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;

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 the positive findings of this report.

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 and staff acknowledge the recommendations in this report and are fully committed to addressing these.