



An Roinn Oideachais  
Department of Education

# Cigireacht Ábhair sa Ghaeilge

## Tuairisc

### TUAIRISC

Ainm na scoile/School name	Meánscoil Naomh Uinseann
Seoladh na scoile/School address	Plás Bhaile na Trá, Dún Dealgan, Co. Lú.
Uimhir rolla/Roll number	63900R
Dáta na cigireachta/ Date of evaluation	29-11-2022

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

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

## Cad is cigireacht ábhair ann?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise 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. Teagasc, foghlaim agus measúnú
2. Soláthar 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. 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

## 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:

<b>Cosaint Leanaí</b>	<b>Frithbhulaíocht</b>
<ol style="list-style-type: none"><li>1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile.</li><li>2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas.</li><li>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.</li></ol>	<ol style="list-style-type: none"><li>1. Tá polasaí frithbhulaíochta forbartha ag an scoil a shásaíonn na <i>Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013)</i>, agus athbhreithnítear an polasaí seo go bliantúil.</li><li>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 <i>Gnásanna</i>) ó cuireadh an tuairisc roimhe sin ar fáil don bhord.</li><li>3. Tá polasaí frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, múinteoirí, tuismitheoirí agus daltaí/scoláirí.</li></ol>

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

# Cigireacht Ábhair

<b>Dáta na cigireachta</b>	28 & 29 Samhain 2022
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Plé leis an bpríomhoide agus le príomhbhaill foirne</li><li>Caidreamh le scoláirí, fócasghrúpaí san áireamh.</li></ul>	<ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn 5 thréimhse ranga</li><li>Athbhreithniú ar obair scoláirí</li><li>Aiseolas don phríomhoide agus don fhoireann ábhartha</li></ul>

## Comhthéacs na scoile

Iar-bhunscoil do chailíní is ea Meánscoil Naomh Uinseann le rollachán reatha de 919 scoláire. Cuirtear na cláir seo a leanas ar fáil sa scoil: an tSraith Shóisearach, Idirbhliain (roghnach), an Ardeistiméireacht bhunaithe agus an Ardeistiméireacht Fheidhmeach. Tá díolúine ó staidéar ar an nGaeilge ag 9.5% de na scoláirí.

## Achoimre ar na príomhchinntí agus moltaí

### Cinntí

- Ar an iomlán, bhí an teagasc, an fhoghlaim agus an measúnú ar cháilíocht an-ard.
- Chonacthas cleachtas eiseamláireach i dtaca le húsáid na teicneolaíochta digití agus spreagadh na scoláirí chun cumarsáide.
- Déanann an bhainistíocht soláthar an-mhaith don Ghaeilge agus tugtar an-tacaíocht di.
- Bhain cáilíocht an-mhaith le hobair chomhoibríoch na roinne.

### Moltaí

- Ba chóir do na múinteoirí an cleachtas an-éifeachtach a léirigh siad ó thaobh an aiseolas foirmitheach ó bhéal a thabhairt a fhorleathnú agus treoir chun feabhais á tabhairt acu ar obair scríofa na scoláirí.
- B'fhiú do roinn na Gaeilge tógáil ar an dea-chleachtas atá ann cheana féin i dtaca leis an bpleanáil ábhair don tSraith Shóisearach, agus an phleanáil chomhchoiteann a choimriú, trí líon na dtorthaí foghlama san áireamh in aonaid foghlama a chiorrú.

# Mionchinntí agus moltaí

## 1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc go han-mhaith ar an iomlán. Sna ceachtanna ar fad, chruthaigh na múinteoirí deiseanna fíorchumarsáide do scoláirí, rinne siad gnéithe den teanga a réamhmhúineadh i gcomhthéacs agus thug siad deiseanna do scoláirí chun féinmhachnamh a dhéanamh ar a raibh foghlamtha acu.
- Thapaigh múinteoirí deiseanna le linn ceachtanna chun plé teagmhasach a dhéanamh ar shaibhreas agus ar shaíocht na teanga chomh maith leis an ábhar faoi chaibidil, rud a chothaigh suim na scoláirí chun a gcuid feasachta a fhorbairt sa teanga agus sa chultúr.
- Bhain na múinteoirí úsáid sár-éifeachtach as teicneolaíochtaí digiteacha chun an fhoghlaim a chur chun cinn agus chun tacú leis an teagasc agus an measúnú. Chonacthas barr cleachtais nuair a chruthaigh múinteoirí ábhar dílis sa spricotheanga a bhí bunaithe ar ghnáthshaol agus riachtanais na scoláirí agus nuair a chruthaigh siad deiseanna do scoláirí úsáid a bhaint as teicneolaíochtaí digiteacha chun cumarsáid a dhéanamh.
- Mhol na scoláirí an cleachtas i dtaobh úsáid na teicneolaíochta. Thuairicigh siad go bhfuil sé éasca dóibh teacht ar ábhar, ar thacaíocht agus ar acmhainní teanga, agus go gcuideíonn an tacaíocht ar líne leo chun foghlaim agus comhairle a lorg nuair a bhíonn siad as láthair.
- Ba léir caidrimh an-ómósach idir scoláirí agus múinteoirí, chomh maith le timpeallacht agus eispéireas foghlama an-dearfach, sna ceachtanna ar fad. Bhí teacht i láthair lách agus muiníneach ag na múinteoirí. Léirigh an plé le scoláirí go gcuideíonn sé seo leo dearcadh dearfach i leith na teanga a bheith acu agus chun a bheith rannpháirteach in imeachtaí ranga agus seach-churaclaim.
- Tá sé le moladh go bhfuil ról gníomhach ag scoláirí i dtéacsanna litríochta a roghnú sa tSraith Shóisearach, agus go bhfuil leabharlann Ghaeilge forbartha ag roinn na Gaeilge i gcomhpháirt le scoláirí sna bliainghrúpaí ar fad.
- Bhí cáilíocht na foghlama go han-mhaith ar an iomlán. I ngach ceacht, roinneadh intinní foghlama difreáilte le scoláirí ag tús an cheachta agus pilleadh orthu le linn an cheachta. Ba léir ailíniú idir pleanáil chomhoibríoch agus aonair na múinteoirí, na hintinní foghlama agus tascanna teanga le linn ceachtanna.
- Tríd is tríd, bhí ionchais an-arda ann d'fhoghlaim na scoláirí. Bhí úsáid na Gaeilge go mór in uachtar sna ceachtanna ar fad agus rinne na múinteoirí iarrachtaí an-éifeachtacha le scoláirí a spreagadh chun cumarsáid a dhéanamh cothrom lena gcumas.
- Bhí an fhoghlaim ghníomhach agus idirghníomhach lárnach sna ceachtanna ar fad agus bhí cothromaíocht an-mhaith ann idir rochtain, dúshlán agus tacaíocht sna gníomhaíochtaí foghlama. Spreag sé seo na scoláirí go mór chun a bheith rannpháirteach go bríoch agus rathúil ina gcuid foghlama.
- Bhí cáilíocht an mheasúnaithe go han-mhaith ar an iomlán.
- Bhí an an t-aiseolas foirmitheach ó bhéal ar chailíocht an-ard. Tugadh treoir shoiléir do scoláirí sna ceachtanna ar fad faoin gcéad chéim eile san fhoghlaim agus spregadh iad chun bearnaí agus buanna ina gcuid foghlama a aithint. Thuairiscigh scoláirí go mbíonn dea-thionchar aige seo ar a ndul chun cinn sa teanga agus a gcuid muiníne.
- Ba léir iarrachtaí fóna na múinteoirí sa cheartúchán, ach d'fhéadfaí cur leis an gcleachtas tríd aiseolas foirmitheach scríofa a chur le hobair scríofa na scoláirí i gcoitinne. Sna samplaí ab fhearr den aiseolas scríofa, tugadh aiseolas dírithe do scoláirí a thug treoir chun feabhais dóibh chun dul i ngleic le bearnaí san fhoghlaim.
- Bhí measúnú ar thascanna bunaithe ar chritéir ratha shoiléire. Sna cásanna ba bhisiúla, comhchruthaíodh critéir ratha difreáilte le scoláirí bunaithe ar intinní foghlama agus réamheolas an ghrúpa. Thug na múinteoirí deiseanna do scoláirí chun aiseolas a thabhairt dá chéile ar chailíocht a gcuid oibre i bhfianaise na gcritéir ratha d'fhonn spriocanna pearsanta chun feabhais a leagan síos.

- D'úsáid múinteoirí straitéisí éagsúla ceistiúcháin chun an fhoghlaim / dul chun cinn na foghlama a mheas, chun na scoláirí a chur ag machnamh agus chun tacú leis an difreáil. Sna cásanna ab éifeachtaí, spreagadh scoláirí ceisteanna iomlána sa sprioctheanga a chumadh agus a fhreagairt ar an toirt ar mhaithe le dúshlán cothrom le cumas na scoláirí a sholáthar.

## 2. Soláthar ábhair agus tacaíocht scoile uile

- Rinne an bhainistíocht soláthar an-mhaith don Ghaeilge agus tugadh an-tacaíocht di. Bhí soláthar an-mhaith ama ar fáil don ábhar ar an tráthchlár agus bhí soláthar an-mhaith acmhainní ar fáil lena n-áirítear tacaíocht d'imeachtaí seach-churaclaim sa Ghaeilge.
- Cuireadh na deiseanna cuí ar fáil do mhúinteoirí chun freastal ar chúrsaí foghlama gairmiúla, oiliúint ar chur i bhfeidhm *Creat don tSraith Shóisearach* agus ceardlanna roghnacha san áireamh, agus spreagadh múinteoirí chun a bheith rannpháirteach le coistí inmheánacha.
- Rinneadh iarrachtaí fóna chun taithí a thabhairt do na scoláirí ar an nGaeilge mar theanga bheo trí réimse leathan imeachtaí; imeachtaí *Sheachtain na Gaeilge*, *Abair le Gael Linn*, *Seó Bóthair Chonradh na Gaeilge* agus imeachtaí am lóin san áireamh. Eagraíodh turais chultúrtha go rialta agus spreagadh scoláirí chun freastal ar choláistí samhraidh. D'ullmhaigh scoláirí agus múinteoirí míreanna trí Ghaeilge d'irisleabhar agus meáin shóisialta na scoile.

## 3. Pleanáil agus ullmhúchán

- Ba léir cultúr an-chomhoibríoch sa roinn Ghaeilge agus léirigh na miontuairiscí crunnithe go mbíonn tús áite ag cúrsaí foghlama, teagaisc, measúnaithe agus pleanála sa phlé.
- Ba léir ón gcleachtas pleanála go bhfuil an-mhachnamh agus an-iarracht déanta ag múinteoirí chun na sonraíochtaí cuí a ionramháil le chéile agus a chur in oiriúint do scoláirí. B'fhiú tógáil ar an an dea-chleachtas pleanála don tSraith Shóisearach trí líon na dtorthaí foghlama a chuirtear san áireamh in aonaid foghlama a chiorrú d'fhonn an phleanáil chomhchoiteann a choimriú.
- Chonacthas cleachtas eiseamláireach in úsáid na teicneolaíochta digití chun pleanáil comhoibríoch a éascú, acmhainní teagaisc a chomhchruthú agus obair na roinne a chomhordú. Tá sé le moladh go bhfuil cur chuige comhaontaithe ann sa roinn, ag teacht le polasaí na scoile, i dtaca le húsáid na teicneolaíochta digití.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an bpríomhoide tánaisteach agus leis na múinteoirí ábhair.

## 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 <b>An-mhaith</b> 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 <b>thar cionn</b> 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 <b>Go maith</b> 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 <b>an-mhaith</b> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <b>Sásúil</b> 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 <b>Measartha</b> 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 <b>Lag</b> 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**  
Department of Education

# Subject Inspection in Irish Report

## REPORT

Ainm na scoile/School name	St Vincent's Secondary School
Seoladh na scoile/School address	Seatown Place, Dundalk, Co. Louth.
Uimhir rolla/Roll number	63900R
Dáta na cigireachta/ Date of evaluation	29-11-2022

*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*

## 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.

### 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.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

## 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:	
<b>Child Protection</b>	<b>Anti-bullying</b>
<p>4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</p> <p>5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</p> <p>6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</p>	<p>7. 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.</p> <p>8. 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.</p> <p>9. 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/students.</p>

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

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# Subject Inspection

<b>Date of Inspection</b>	28 <sup>th</sup> & 29 <sup>th</sup> November 2022
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students, including focus groups</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during 5 lesson periods</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

## School context

St Vincent's Secondary School is a post-primary school for girls with an enrolment of 919 students. The following programmes are provided in the school: the Junior Cycle, Transition Year (optional), the established Leaving Certificate and the Applied Leaving Certificate. 9.5% of students have an exemption from the study of Irish.

## Summary of main findings and recommendations

### Findings

- Overall, the quality of teaching, learning and assessment was very high.
- Exemplary practice was observed in relation to digital technology use and student encouragement to communicate.
- Management make very good provision for Irish and it receives a lot of support.
- The quality of department's collaborative work was very good.

### Recommendations

- The teachers should expand the very effective practice they demonstrated with regard to giving formative oral feedback when giving guidance for improvement on the students' written work.
- The Irish department should build on the best practice that already exists in relation to subject planning for the Junior Cycle, and shorten the collective planning by reducing the number of learning outcomes included in the learning units.

# Detailed findings and recommendations

## 1. Teaching, learning and assessment

- Overall, the quality of teaching was very good. In all of the lessons, the teachers created authentic communicative opportunities for students, they taught aspects of the language in context beforehand and they gave the students opportunities to self-reflect on what they had learned.
- During lessons teachers availed of opportunities to have incidental discussions on the richness and wisdom of the language as well as the content being addressed, which fostered the students' interest to develop their awareness in the language and culture.
- The teachers used digital technologies very effectively to promote learning and to support teaching and assessment. Best practice was observed when the teachers created authentic material in the target language based on the everyday life and needs of the students and when they created opportunities for students to make use of digital technology in order to communicate.
- The students commended the practice with regard to the use of technology. They reported that it is easy for them to access material, support and language resources, and that on-line support helps them to learn and to look for support when they are absent.
- The respectful relationships between students and teachers as well as the very positive learning environment and experience was evident in all lessons. Teachers' presence was caring and confident. Discussions with students showed that this helps them have a positive attitude towards the language and to be involved in class and extracurricular activities.
- It is commendable that students play an active role in choosing literary texts in the Junior Cycle, and that an Irish language library has been developed by the Irish department in partnership with students in all of the year groups.
- Overall, the quality of learning was very good. In every lesson, differentiated learning intentions were shared with students at the beginning of the lesson and were referred back to during the lesson. The alignment between the teachers' collaborative and individual planning, learning intentions and language tasks was evident during lessons.
- On the whole, there were very high expectations of the students' learning. The use of Irish was very much to the fore in all of the lessons and the teachers made very effective efforts to encourage the students to communicate according to their ability.
- Active and interactive learning was central to all lessons and there was very good balance between access, challenge and support in the learning activities. This greatly encouraged the students to participate meaningfully and successfully in their learning.
- Overall, the quality of assessment was very good.
- The formative oral feedback was of a very high quality. The students were given clear guidance in all of the lessons regarding the next steps in learning and they were encouraged to identify gaps and strengths in their learning. The students reported that this has a positive influence on their progress in the language and in their confidence.
- The teachers' meaningful efforts in correcting were apparent, but the practice could be enhanced by adding formative written feedback to the students' written work in general. In the best examples of written feedback, focused feedback was given to students which gave them guidance on how to address gaps in learning.
- The assessment of tasks was based on clear success criteria. In the most successful cases, differentiated success criteria were created in collaboration with students based on learning intentions and on prior knowledge of the group. The teachers gave students opportunities to give feedback to one another on the quality of their work referencing the success criteria in order to establish personal targets for improvement.
- Teachers used a variety of questioning strategies to assess learning and progress, in order to encourage students to think and to support differentiation. In the most effective cases, students were encouraged to compile questions in the target language, and to answer them promptly, providing challenge appropriate to their ability.

## 2. Subject provision and whole school support

- The provision and support for Irish by management was very good. The time provision for the subject on the timetable was very good and very good provision of resources was available including support for extracurricular activities in Irish.
- Relevant opportunities were provided to teachers to attend professional learning courses, including training in the implementation of the *Framework for the Junior Cycle* and other optional workshops, and the teachers were encouraged to participate in internal school committees.
- Meaningful efforts were made to experience the Irish language as a living language through a wide range of activities including: *Seachtain na Gaeilge* activities, *Abair Gael Linn*, *Conradh na Gaeilge's* Roadshow and lunchtime activities. Cultural tours were organised on a regular basis and students were encouraged to attend summer colleges. Students and teachers prepared pieces in Irish for the school's magazine and social media.

## 3. Planning and preparation

- A very collaborative culture was evident in the Irish department and the minutes of meetings showed that learning, teaching, assessment and planning matters are prioritised in discussion.
- It was apparent from the planning practice that the teachers have put great thought and effort into interrogating the relevant specifications together and adapting them for their students. It would be worthwhile building on the planning best practice for the Junior Cycle by reducing the number of learning outcomes which are included in the learning units so as to shorten the collaborative planning.
- Exemplary practice was observed in the use of digital technology to facilitate collaborative planning, to create teaching resources collaboratively and to co-ordinate the department's work. It is commendable that there is an agreed approach in the department which is in accordance with school policy, in relation to the use of digital technology.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, the deputy principal and subject teachers at the end of the evaluation.

## 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;