

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

**Cigireacht Ábhair sa Ghaeilge**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Our Lady's School
<b>Seoladh na scoile / School address</b>	Templeogue Road Terenure Dublin 6W
<b>Uimhir rolla / Roll number</b>	60860Q

**Dáta na Cigireachta: 13-09-2018**



---

An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

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 MEASTÓIREACHT 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

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu 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 ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. 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.

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

## CIGIREACHT ÁBHAIR

### GNÍOMHAÍOCHTAÍ CIGREACHTA

<b>Dátaí na cigireachta</b>	12/13-09-2018
<b>Gníomhaíochtaí na cigireachta</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</li></ul>	<ul style="list-style-type: none"><li>• Breathnú ar theagasc agus foghlaim le linn 9 dtréimhse ranga</li><li>• Scrúdú ar obair na scoláirí</li><li>• Aiseolas don phríomhoide agus don fhoireann ábhartha</li></ul>

### Comhthéacs na scoile

Meánscoil do chailíní í seo le rollúchán reatha de 771 scoláire. Cuirtear na cláir seo a leanas ar fáil sa scoil: an tSraith Shóisearach, Idirbhliain éigeantach, an Ardteistiméireacht bhunaithe agus an Ardteistiméireacht Fheidhmeach. Tá díolúine ó staidéar ar an nGaeilge ag tuairim is 7% de na scoláirí.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

#### Cinntí

- Bhí cáilíocht an teagasc go maith ar an iomlán le roinnt eiseamláirí de chleachtas fíormhaith i mionlach de cheachtanna agus roinnt cleachtas ag leibhéal sásúil i mionlach suntasach ceachtanna.
- Bhí cáilíocht agus eispéireas foghlama na scoláirí go maith ar an iomlán, agus an-mhaith i gcúpla ceacht, ach bhí scóip chun feabhais i níos lú ná leath na gceachtanna, go háirithe mar a bhain sé le taitneamh agus rannpháirtíocht na scoláirí a spreagadh.
- Bhí cáilíocht foriomlán na pleanála go maith agus tá iarrachtaí fóna ar siúl ag na múinteoirí Gaeilge dul i ngleic leis an bpleanáil do chur i bhfeidhm na sonraíochta nua T2 sa tSraith Shóisearach.
- Bhí úsáid na Gaeilge i measc na foirne teagasc an-mhaith agus rinneadh iarrachtaí fóna i bhformhór na gceachtanna deis a thabhairt do scoláirí an teanga a úsáid go neamhspleách.
- Baineadh úsáid fhóna as teicneolaíocht faisnéise agus na cumarsáide (TFC) i gceachtanna áirithe chun tacú le foghlaim scoláirí.
- Tugann bainistíocht na scoile an tacaíocht chuí do roinn na Gaeilge agus d'iarrachtaí ilghnéitheacha inmholta na múinteoirí chun taithí na scoláirí ar an teanga bheo a leathnú agus a fhorbairt.

#### Moltaí

- Moltar fíordheiseanna cumarsáide a éascú do scoláirí i ngach ceacht agus iad a spreagadh le bheith níos rannpháirtí ina gcuid foghlama féin.
- Moltar úsáid a bhaint as réimse níos leithne acmhainní teagasc, TFC san áireamh, chun cur le suim agus le taitneamh na scoláirí i bhfoghlaim na teanga.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc go maith ar an iomlán agus breathnaíodh roinnt samplaí de chleachtas fíormhaith i mionlach de cheachtanna. Bhí cáilíocht an teagaisc ag leibhéal sásúil, áfach, i mionlach suntasach de cheachtanna. Bhí scóip chun feabhais sna ceachtanna seo maidir le freagacht na scoláirí mar fhoghlaimeoirí gníomhacha neamhspleácha a fhorbairt, ábhar taitneamhach spreagúil a úsáid agus éascú fíordheiseanna cumarsáide.
- Bhí caighdeán agus eispéireas foghlama na scoláirí go maith ar an iomlán, agus an-mhaith i roinnt ceachtanna, ach bhí scóip chun feabhais i níos lú ná leath na gceachtanna, go háirithe mar a bhain sé le taitneamh agus rannpháirtíocht na scoláirí a spreagadh.
- Bhí deachleachtas múinteoireachta agus foghlama le feiceáil nuair a baineadh úsáid as ábhar spreagúil suimiúil chun na scoláirí a spreagadh le bheith gníomhach agus freagrach as a gcuid foghlama. Sna ceachtanna seo, ba léir go raibh eispéireas foghlama na scoláirí ar ardchaighdeán. Chualathas scoláirí ag labhairt Gaeilge go nádúrtha le chéile agus ag dul i ngleic leis na tascanna ceachta le fonn.
- I bhformhór mór na gceachtanna tugadh deis do scoláirí a bheith ag obair i mbeirteanna agus i ngrúpaí d'fhonn idirghníomhaíocht rannpháirteach a spreagadh. I gcásanna áirithe, áfach, níor eascair fíordheiseanna cumarsáide as cuid den obair seo toisc easpa teorach maidir le critéir ratha agus easpa comhthéacs cúlra don tasc chun suim na scoláirí a spreagadh. Ní mór pleanáil go cuimsitheach d'fhonn a chinntiú go gcumasaítear scoláirí chun cumarsáid a dhéanamh fiú ag leibhéal simplí.
- I gceachtanna áirithe bhí luas maith leis an obair, áit go raibh scoláirí ag obair as a stuaim féin ach faoi threoir an mhúinteora agus moltar an cur chuige sin nuair atá an t-ullmhúchán cú déanta don obair.
- Tugadh intinní foghlama ag tús formhór na gceachtanna agus i gcásanna áirithe chuathas siar orthu ag an deireadh. Níor cinntíodh go minic, áfach, go raibh na scoláirí seachas an múinteoir den tuairim gur baineadh amach na hintinní foghlama. Ní mór an deis a thapú ag an deireadh chun an fhoghlaim a mheas agus chun tuairimí na scoláirí ina leith a fháil.
- Bhí úsáid na Gaeilge mar theanga chumarsáide, bhainistíochta agus mhúinte ar fheabhas i bhformhór mór na gceachtanna agus moltar dílseacht na múinteoirí d'úsáid na sprioctheanga. Baineadh úsáid as an aistriúchán go Béarla i gcúpla cás nuair nach raibh aon ghá leis. Ní mór a bheith airdeallach faoi ró-úsáid an aistriúcháin go Béarla.
- Baineadh úsáid fhónta as teicneolaíocht faisnéise agus na cumarsáide (TFC) i gceachtanna áirithe. Chuir an úsáid seo le suim na scoláirí in ábhar an cheachta. Léiríodh giotáí fiseán agus scannáin agus d'éirigh go maith leis seo cé go raibh sé deacair an scáileán a fheiceáil uaireanta. Sa chás go gcliseann ar an teicneolaíocht ní mór cúlra agus comhthéacs a thabhairt do scoláirí ó bhéil ionas go mbeadh spéis acu fós sa tasc idir lámha. Ní mór a chinntiú freisin go mbíonn dallóga ranga dúnta ionas gur féidir an scáileán a fheiceáil i gceart. Is gné chun forbartha é úsáid éifeachtach an TFC le linn ceachtanna.
- I líon beag ceachtanna leagadh an-bhéim ar fhorbairt scileanna scríbhneoireachta rud a chiallaigh go raibh scoláirí ciúin agus tostach i mbun tascanna scríbhneoireachta. Dá bharr sin fágadh fíorbheagán ama le haghaidh forbairt na scileanna teanga eile. Sna ceachtanna sin baineadh an iomad úsáide as an téacsleabhar mar uirlis mhúinteoireachta. Ní mór a chinntiú go bhfuil cothromaíocht i gceist maidir leis na scileanna teanga go léir a fhorbairt. Is fearr an téacsleabhar a úsáid mar leabhar tagartha agus mar áis don obair bhaile.
- I gceachtanna áirithe leagadh an bhéim chúí ar shíneadh scileanna teanga na scoláirí, áit ar tugadh focail agus frásaí breise d'fhonn a gcuid Gaeilge a shaibhriú. I gceachtanna eile baineadh úsáid as an athrá agus slua-aithris le cinntiú go raibh ar chumas scoláirí focail nua a

fhuaimniú i gceart. Moltar an dea-chleachtas sin a leathnú chuig gach ceacht agus breis béime a leagan ar fhocail a mhúineadh i gcomhthéacs agus a dheimhniú gur féidir le scoláirí iad a úsáid go feidhmiúil. Ba cheart go gcuirfí le féinmhuinín na scoláirí ó thaobh labhairt na teanga de sa tslí seo.

## 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an soláthar don Ghaeilge ar thráthchlár na scoile sásúil agus tugann bainistíocht na scoile an-tacaíocht do Roinn na Gaeilge ina gcuid iarrachtaí próifíl ard a chinntiú don teanga.
- Toghtar coiste na Gaeilge go bliantúil agus eagraíonn an coiste seo, faoi stiúr agus le cabhair ó na múinteoirí, raon leathan imeachtaí, lena n-áirítear clár spreagúil do Sheachtain na Gaeilge. Bronnadh an Gaelbhratach ar an scoil gach bliain ó 2014 agus léiríonn an éacht seo an dílseacht agus an tsuim sa teanga. Déantar iarrachtaí fóna taithí na scoláirí ar an nGaeilge mar theanga bheo a leathnú agus a fhorbairt.
- D'fhreastail roinn na Gaeilge ar raon cúrsaí inseirbhíse don Ghaeilge, cúrsaí forbairt ghairmiúil leanúnach do chur i bhfeidhm na Sraithe Sóisearaí san áireamh.
- Tá oifig ag roinn na Gaeilge chun acmhainní agus áiseanna teagasc a choinneáil in áit lárnach. Ba cheart na hacmhainní a thabhairt suas chun dáta agus cur leo chun tacú le teagasc agus foghlaim na Gaeilge, ag brath ar acmhainní na scoile. Tá áiseanna maithe TFC ar fáil don scoil freisin lena n-áirítear tiomántán roinnte.
- Leagtar béim ar fhorbairt scileanna cumarsáide sa tsraith shinsearach agus eagraítear scrúduithe béil deireadh bliana. Moltar scileanna labhartha Gaeilge a chur san áireamh sa mheasúnú agus sa tuairisciú ar ghnóthachtáil na scoláirí atá sa tsraith shóisearach freisin.

## 3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí cáilíocht foriomlán na pleanála go maith. Tá tús ionmholta curtha le pleanáil do chur i bhfeidhm Sonraíocht T2 sa tSraith Shóisearach nua. Tuigtear go bhfuil an obair seo ina thús agus go mbeidh gá le forbairt shuntasach as seo go ceann cúpla bliain. Tá roinn na Gaeilge tiomanta do chur i bhfeidhm na sonraíochta nua agus spéis acu ann.
- Rinneadh pleanáil agus ullmhúchán chuimsitheach do na ceachtanna aonair agus moltar an obair sin. Ní mór, áfach, machnamh doimhin a dhéanamh ar na hintinní foghlama agus riachtanais foghlama scoláirí aonair agus iad sin a chur san áireamh sa pleanáil do cheachtanna.
- Tógann líon ard scoláirí na scrúduithe stáit sa Ghaeilge ag an ardleibhéal agus moltar díograis na múinteoirí ina leith seo.

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

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

## **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

The Board of Management of Our Lady's School welcomes the very positive findings of the Irish inspection report. The Board acknowledges that the use of Irish as the language of communication, management and teaching was excellent and that the teachers' commitment to using the target language is commendable. The Board recognises that a high number of students sit state examinations in Irish at higher level and also commend the teachers' dedication to this work.

It is particularly pleasing to see that good use of ICT was made in the classroom and that school management give commendable support to the Irish Department to ensure a high profile for the language. We welcome the fact that the area of collaboration, which is the SSE focus of our school is recognised through the Irish Department's new shared drive and resources.

## **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**

Our Lady's School strives to achieve the highest possible standards in all areas of our work. The school is committed to ensuring that all recommendations are implemented. By engaging in self-evaluation, our aim as a school is to build on the areas of strength and respond appropriately to any identified areas for improvement.

Our SSE focus continues to concentrate on Learner Experience and the Standard: Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning. This assists us address the recommendation to encourage students to participate more in their learning.

Planning for L2 Irish will continue to be developed over the next few years as the implementation of the new Junior Cycle specification becomes mainstream in schools.

Student resources are being developed in line with the requirements of the new Junior Cycle. Staff will continue to avail of CPD provided internally through the Digital Learning Committee and external CPD to enhance the use of ICT within the classroom. The Irish Department plan to include spoken skills in Irish in assessment and reporting of Junior Cycle students' attainment.

## 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
<b>An-mhaith</b>	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
<b>Maith</b>	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
<b>Sásúil</b>	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
<b>Measartha</b>	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
<b>Lag</b>	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 agus Scileanna**  
**Department of Education and Skills**

**Subject Inspection in Irish**

<b>Ainm na scoile / School name</b>	Our Lady's School
<b>Seoladh na scoile / School address</b>	Templeogue Road Terenure Dublin 6W
<b>Uimhir rolla / Roll number</b>	60860Q

**Date of Inspection: 13-09-2018**



---

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

## **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 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.

## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

<b>Dates of inspection</b>	12/13-09-2018
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documentation</li><li>• Discussion with principal and senior staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during 9 class periods</li><li>• Inspection of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### School context

This is a secondary school for girls with a current enrolment of 771 students. The following programmes are offered in the school: Junior Cycle, a compulsory Transition Year, the established Leaving Certificate and the Leaving Certificate Applied. Approximately 7% of students are exempt from studying Irish.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The quality of teaching was good, overall, with some exemplars of very good practice in a minority of lessons and some practice at a satisfactory level in a significant minority of lessons.
- Students' quality and experience of learning was good, overall, and very good in several lessons, but there was scope for improvement in less than half the lessons, especially in relation to encouraging students' enjoyment and engagement.
- The overall quality of planning was good and commendable efforts are being made by Irish teachers to address planning for the implementation of the new Junior Cycle Irish L2 specification.
- The use of Irish by teaching staff was very good and useful efforts were made in the majority of lessons to give students the opportunity to use the language independently.
- Good use was made of information and communications technology (ICT) in certain lessons to support student learning.
- School management give appropriate support to the Irish department and to teachers' various commendable efforts to expand and develop students' experience of Irish as a living language.

#### Recommendations

- Real communication opportunities for students should be facilitated in all lessons and they should be encouraged to participate more in their own learning.
- A wider range of teaching resources should be used, including ICT, to enhance students' interest in and enjoyment of learning the language.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching was good, overall, and some exemplars of very good practice were observed in a minority of lessons. The quality of teaching was at a satisfactory level, however, in a significant minority of lessons. There was scope for improvement in these lessons regarding developing students' responsibilities as independent active learners, using stimulating, enjoyable material and facilitating real opportunities for communication.
- Students' quality and experience of learning was good, overall, and very good in several lessons, but there was scope for improvement in less than half the lessons, especially in relation to encouraging students' enjoyment and engagement.
- Good practice in relation to teaching and learning was observed when use was made of stimulating, interesting material to encourage students to be active in and responsible for their learning. In these lessons, students clearly had a high quality learning experience. Students were heard speaking Irish together naturally and undertaking the lesson tasks with enthusiasm.
- In the majority of lessons, students were given the opportunity to work in pairs and groups to encourage active participation. In certain cases, however, real opportunities for communication did not arise from this work due to the lack of direction on success criteria and the lack of background context to the task to stimulate students' interest. Planning must be comprehensive in order to ensure that students are enabled to communicate, if even at a simple level.
- Work was well-paced in certain lessons, in which students worked independently but under the teacher's direction. This approach is recommended where appropriate preparation has been carried out for the work.
- Learning intentions were given at the start of the majority of lessons and in certain cases they were revisited at the end of class. However, it was not always checked that the students, and not the teacher, felt that the learning outcomes had been achieved. Opportunities must be taken at the end of class to assess learning and to obtain students' opinions of same.
- The use of Irish as the language of communication, management and teaching was excellent in the vast majority of lessons and teachers' commitment to using the target language is commended. Unnecessary translation to English was used in several cases. Teachers must be careful of overuse of translation to English.
- Good use was made of information and communications technology (ICT) in certain lessons. This use enhanced students' interest in the subject of the lesson. Video and film clips were shown and this was successful, although it was difficult to see the film at times. In the case of technological breakdown, background and context should be given to students orally to maintain their interest in the task at hand. It must be ensured, also, that the classroom blinds are closed so that the screen can be seen properly. The effective use of ICT during lessons is an aspect requiring development.
- Particular emphasis was placed on developing writing skills in a small number of lessons. This meant that students were silent during writing tasks, which left very little time for the development of other language skills. During these lessons, the textbook was overused as a teaching tool. Balance must be ensured in relation to developing all of the language skills. The textbook is best used as a reference book and homework resource.
- Appropriate emphasis was placed on expanding students' language skills in certain lessons, in which additional words and phrases were given to enrich their Irish. In other lessons, repetition and group recitation were used to ensure that students' could properly pronounce new words. This good practice should be expanded to all lessons and further emphasis should

be placed on teaching words in context and confirming that students are able to use them functionally. Students' self-confidence in speaking the language should be increased in this way.

## **2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT**

- Provision for Irish on the school timetable is satisfactory and school management give commendable support to the Irish Department in their efforts to ensure a high profile for the language.
- An Irish committee is elected annually and this committee, supervised and assisted by the teachers, organises a wide range of activities, including an interesting Seachtain na Gaeilge programme. The school has been awarded the *Gaelbhratach* every year since 2014 and this achievement reflects the commitment to and interest in the language. Worthwhile efforts are made to expand and develop students' experience of Irish as a living language.
- The Irish department attended a range of in-service Irish courses, including continuous professional development courses for the implementation of the new Junior Cycle.
- The Irish department has an office for storing teaching aids and resources in a central location. Resources should be updated and increased to support the teaching and learning of Irish, depending on school resources. The school has good ICT resources including a shared drive.
- Emphasis is placed on the development of language communication skills in the senior cycle and an end of year oral examination is undertaken. Spoken skills in Irish should also be included in the assessment and reporting of junior cycle students' attainment.

## **3. PLANNING AND PREPARATION**

- The overall quality of planning was good. A commendable start has been made on planning for the implementation of the new Junior Cycle specification for L2 Irish. It is understood that this work is in the early stages and that there will be a need for significant development over the next few years. The Irish Department is committed to and interested in implementing the new specification.
- Comprehensive planning and preparation were carried out for individual lessons and this work is commended. However, learning intentions and learning requirements for individual students should be reflected on in depth and included in lesson planning.
- A high number of students sit state examinations in Irish at higher level and the teachers' dedication to this work is commended.

At the end of the evaluation, the draft-findings and draft-recommendations of this evaluation were discussed with the principal, vice-principal and subject teachers.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

The Board of Management of Our Lady's School welcomes the very positive findings of the Irish inspection report. The Board acknowledges that the use of Irish as the language of communication, management and teaching was excellent and that the teachers' commitment to using the target language is commendable. The Board recognises that a high number of students sit state examinations in Irish at higher level and also commend the teachers' dedication to this work.

It is particularly pleasing to see that good use of ICT was made in the classroom and that school management give commendable support to the Irish Department to ensure a high profile for the language. We welcome the fact that the area of collaboration, which is the SSE focus of our school is recognised through the Irish Department's new shared drive and resources.

## **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

Our Lady's School strives to achieve the highest possible standards in all areas of our work. The school is committed to ensuring that all recommendations are implemented. By engaging in self-evaluation, our aim as a school is to build on the areas of strength and respond appropriately to any identified areas for improvement.

Our SSE focus continues to concentrate on Learner Experience and the Standard: Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning. This assists us address the recommendation to encourage students to participate more in their learning.

Planning for L2 Irish will continue to be developed over the next few years as the implementation of the new Junior Cycle specification becomes mainstream in schools.

Student resources are being developed in line with the requirements of the new Junior Cycle. Staff will continue to avail of CPD provided internally through the Digital Learning Committee and external CPD to enhance the use of ICT within the classroom. The Irish Department plan to include spoken skills in Irish in assessment and reporting of Junior Cycle students' attainment.

## 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 of quality the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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;