



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

St. Alibe's School  
Rosanna Road  
Tipperary Town

72480W

**FREAGAIR SCOILE**  
**FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE**  
**DÁTA DLITE: 09-04-2019**

Chuig: Ruaidhri Devitt, Príomhoide  
Cc: Anna Tuohy-Halligan, Cathaoirleach an Bhoird Bhainistíochta  
Frank Bermingham, POF an CGO  
, Pátrún/Iontaobhaithe na scoile

Dáta: 26-03-2019

A chara,

Gheobhaidh tú faoi iamh an tuairisc dheiridh de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig pátrún nó iontaobhaithe na scoile (nó príomhfheidhmeannach an bhoird oideachais agus oiliúna) ar aon dul leis na forálacha atá sna *Treoirínite um Fhoilsiú Tuairiscí Cigireachta Scoile* (arna n-athbhreithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998 (Foilsiú Tuairiscí Cigireachta ar Scoileanna agus ar Lárionaid Oideachais), 2015*. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc na scoile.

Tháinig na forálacha atá sna *Treoirínite* athbhreithnithe thuas i bhfeidhm an 1 Meán Fómhair 2015. Tarraingítear d'aird ar Chaibidil 3 de na *Treoirínite* go háirithe, áit a bhfuil achair le haghaidh foilsiú leagtha amach. Ceadáítear **deich lá scoile le haghaidh an Fhoirm Freagartha Scoile a chur ar ais** (faoi iamh).

#### **Dáileadh na tuairisce**

Foráiltear le Rannán 3 de na *Treoirínite* go gcuirfidh cathaoirleach an bhoird bhainistíochta nó duine atá údaraithe aige/aici cóip den tuairisc ar fáil do gach múinteoir a mbaineann an chigireacht leo agus do na baill den bhord bainistíochta (féach Rannán 3.3 de na *Treoirínite*). Ba cheart é sin a dhéanamh láithreach.

**Freagairt scoile**

Déanann Cuid 3.4 de na *Treoirlínte* cur síos ar an tslí inar féidir leis an mBord Bainistíochta freagairt don tuairisc. Ba cheart freagairt na scoile a chur isteach ar *Fhoirm Freagartha Scoile na Tuairisce Cigireachta* trí ríomhphost nó tríd an bpost chuig an seoladh thíos **laistigh de DHEICH lá scoile ó dháta na litreach seo.**<sup>1</sup>

Tá cóip chrua den fhoirm faoi iamh agus tá cóip leictreonach ar fáil i rannán Forimeacha Scoile den leathanach Tuairiscí Cigireachta agus Foilseacháin ar shuíomh Gréasáin na Roinne Oideachais agus Scileanna (<https://www.education.ie/ga/Foilseacháin/Tuairisc-Cigireachta>).

Agus é ag freagairt, féadfaidh an bord ceann **amháin** de na roghanna seo a leanas a roghnú:

- **ROGHA A:** Féadfaidh an bord glacadh leis an tuairisc gan barúil a thabhairt. Sa chás seo, ba chóir do chathaoirleach an bhoird Rogha A den Fhoirm don Fhreagairt ar Thuairisc na Cigireachta a roghnú, an fhoirm a shíniú agus a chur ar ais ar ríomhphost nó sa phost chuig an seoladh thíos.
- **ROGHA B:** Féadfar gur mian leis an mBord freagairt go foirmiúil don tuairisc. Sa chás seo ba chóir don Chathaoirleach Rogha B ar an bhFoirm do Fhreagairt na Scoile ar Thuairisc na Cigireachta a roghnú agus Freagairt na Scoile a chur sna boscaí atá ar fáil. Ba chóir don Chathaoirleach an fhoirm a shíniú ansin agus í a chur ar ais ar ríomhphost nó sa phost chuig an seoladh thíos.

Tá treoir maidir le freagairt scoile a scríobh i Rannán 3.5 de na *Treoirlínte*. Is éard atá sa fhreagairt scoile ná deis don scoil barúil a thabhairt ar **ábhar** na tuairisce agus béim a leagan ar na **bearta leantacha** a bhfuil ar intinn aici iad a dhéanamh (nó atá déanta aici cheana féin) tar éis na cigireachta. Tabhair faoi deara nár cheart barúlacha ar an **bpróiseas** cigireachta ná **tagairt don Chigire** a chur san áireamh sa fhreagairt scoile. Ní cóir focail bhuíochais d'fhoirne scoile, don fhoireann chigireachta ná do dhaoine eile a bheith san áireamh. Níor cheart níos mó ná **500 focal** san iomlán a bheith sa fhreagairt scoile.

**I gcás Rogha A nó Rogha B, ba cheart *Foirm Freagartha Scoile na Tuairisce Cigireachta* a bheith curtha ar ais ag cathaoirleach an bhoird trí ríomhphost nó tríd an bpost chuig an seoladh thíos laistigh de DHEICH (10) lá scoile ó dháta eisiúna na litreach seo.** I gcás scoileanna atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an Fhoirm Freagartha Scoile a bheith comhlánaithe i gcomhairle le príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna.

- **ROGHA C:** D'fhéadfadh an bord bheith míshásta leis an tuairisc agus/nó leis an gcigireacht agus féadfaidh sé athbhreithniú ar an gcigireacht a iarraidh faoin *Nós Imeachta um Athbhreithniú Cigireachtaí ar Scoileanna agus ar Mhúinteoirí faoi Alt 13(9) den Acht Oideachais, 1998 (arna leasú in 2015)*. Sa chás sin, ba cheart don chathaoirleach athbhreithniú a iarraidh ach scríobh chuig an bPríomh-Chigire, An Roinn Oideachais agus Scileanna, Sráid Maoilbhríde, Baile Átha Cliath 1. **Ní mór an t-iarratas ar athbhreithniú a bheith faighte ag an bPríomh-Chigire laistigh de dheich lá scoile ó dháta eisiúna na litreach seo.** Tá cóip den *Nós Imeachta um Athbhreithniú* ar fáil ar shuíomh Gréasáin na Roinne.

### Gan freagairt

Más rud é nach bhfaightear comhfhreagras ar bith i dtaca le Freagairt Scoile agus nach bhfaightear iarratas ar athbhreithniú faoin *Nós Imeachta um Athbhreithniú Cigireachtaí ar Scoileanna agus ar Mhúinteoirí* laistigh de dheich lá scoile ó dháta eisiúna na litreach seo, glacfar leis nach mian leis an mbord bainistíochta freagairt a dhéanamh agus ullmhófar an tuairisc lena foilsíú ansin.

### Foilsíú na tuairisce

Tar éis an *Foirm Freagartha Scoile* a fháil, ullmhóidh an Chigireacht an tuairisc chigireachta scoile lena foilsíú. De ghnáth, cuirfear cóip den Fhreagairt Scoile san áireamh sa leagan foilsithe den tuairisc. Más rud é go

roghnaíonn an Roinn gan an Fhreagairt Scoile a fhoilsiú ar chúis ar bith, cuirfidh sí an bord bainistíochta ar an eolas faoin gcinneadh sin agus faoin gcúis leis.

**Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:** [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

**nó ba cheart iad a sheoladh tríd an bpost chuig:**

Joanne O'Sullivan  
Department of Education and Skills,  
1A South Mall,  
Cork  
T12 PV44  
Phone: 076 110 8500

<sup>1</sup> Ba cheart Foirm Freagartha Scoile na Tuairisce Cigireachta, agus í comhlánaithe, a chur ar ais faoin 09-04-2019

Is mise, le meas  
Joanne OSullivan  
Pp: Pádraig Mac Fhlannchadha  
Príomh-Chigire Cúnta

## Foirm Freagartha Scoile na Tuairisce Cigireachta

### Cigireacht scoile

<b>Ainm agus seoladh na scoile:</b>	St. Alibe's School  Rosanna Road Tipperary Town  72480W
<b>Cineál cigireachta</b>	Subject Inspection <i>Mar shampla: meastóireacht scoile uile, cigireacht ábhair, cigireacht theagmhasach, cigireacht leantach, etc.?</i>
<b>Dáta eisiúna na tuairisce cigireachta</b>	26-03-2019
<b>Don oifig amháin</b>	Uimhir cigireachta: 9900

Roghnaigh rogha A, B nó C

<b>ROGHA A</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus ní mian leis freagairt go foirmiúil don tuairisc.	
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<b>ROGHA B</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus is mian leis freagairt go foirmiúil don tuairisc. Aontaíonn an Bord go gcuirfead an fhreagairt atá curtha isteach san áireamh mar aguisín leis an tuairisc fhoilsithe. Tá freagairt an bhoird curtha isteach thíos.	
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<b>ROGHA C</b>	Ní ghlacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh agus tá sé ag déanamh iarratas ar athbhreithniú ar an gcigireacht faoin <i>Nós Imeachta um Athbhreithniú Cigireachtaí ar Scoileanna agus ar Mhúinteoirí faoi Alt 13(9) den Acht Oideachais, 1998</i> . Cuirfidh an bord iarratas i scríbhinn isteach/tá iarratas i scríbhinn curtha isteach ag an mbord ar athbhreithniú chuig Oifig an Phríomh-Chigire.	
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### Freagairt scoile: Cuid A

*Tabhair barúil i dtaobh ábhar na tuairisce cigireachta (tuairim is 100-150 focal)*

## Freagairt scoile: Cuid B

Luaigh na bearta atá déanta ag an scoil nó a bhfuil ar intinn aici iad a dhéanamh chun aghaidh a thabhairt ar gach ceann de na moltaí sa tuairisc (tuairim is 350-400 focal)

## Síniú

<b>Cathairleach, an Bord Bainistíochta</b>	<i>Ainm i gcló:</i>
	<i>Síniú:</i>
	<i>Dáta:</i>

Ní mór an fhoirm seo a bheith sínithe ag cathairleach bhord bainistíochta na scoile. I gcás scoile atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an fhoirm a bheith comhlánaithe ag cathairleach an bhoird bhainistíochta i gcomhairle le Príomhfheidhmeannach (nó oifigeach ainmnithe) an Bhoird Oideachais agus Oiliúna. Ní mór an fhoirm a chur ar ais chuig Rúnaíocht na Cigireachta laistigh de dheich lá scoile ó dháta eisiúna na tuairisce deiridh le haghaidh freagairt scoile.

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

**Cigireacht Ábhair ar an nGaeilge**

**TUAIRISC I GCOMHAIR FREAGRA SCOILE**

<b>Ainm na scoile / School name</b>	Scoil Ailbhe Naofa
<b>Seoladh na scoile / School address</b>	Bóthar Rosanna Baile Thiobraid Árann Co. Thiobraid Árann
<b>Uimhir rolla / Roll number</b>	72480W

**Dáta na Cigireachta: 18 Eanáir 2019**

**Dáta eisiúna na tuairisce: 26-03-2019**



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An Roinn Oideachais  
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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.

### **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.

### **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 taispeántar go feiceálach 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.

# CIGIREACTH ÁBHAIR

## GNÍOMHAÍOCHTAÍ CIGREACTHA

<b>Dátaí na cigireachta</b>	17 & 18 Eanáir 2019
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Plé leis an bpríomhoide agus leis na múinteoirí Gaeilge</li><li>• Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Breathnú ar theagasc agus foghlaim le linn 6 thréimhse ranga</li><li>• Athbhreithniú ar obair na scoláirí</li><li>• Aiseolas don phríomhoide, don phríomhoide tánaisteach agus do na múinteoirí Gaeilge</li></ul>

## Comhthéacs na scoile

Is scoil chomhoideachais de chuid Bord Oideachais agus Oiliúna Thiobraid Árann í Scoil Ailbhe Naofa. Is croí-abhar í an Ghaeilge ar churaclam na scoile mar atá an tSraith Shóisearach, an Idirbhliain, an Ardeistiméireacht bhunaithe, Gairmchlár na hArdeistiméireachta agus an Ardeist Fheidhmeach. Cúigear múinteoirí a bhí ag gabháil do theagasc na Gaeilge aimsir na cigireachta agus taithí mhaith acu uile ar mhúineadh an ábhair. Le linn na scoilbhliana reatha, tá díolúine ó staidéar na Gaeilge ag 13% den díorma iomlán scoláirí cé go raibh cuid de na scoláirí seo lánghníomhach sna ceachtanna Gaeilge. Tá an scoil páirteach sa scéim Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS).

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Den chuid ba mhó, bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith le linn na gceachtanna Gaeilge.
- Moltar na deiseanna rialta a cruthaíodh do scoláirí ar a bheith ag idirghníomhú lena chéile; aithníodh gá áfach, le breis béime a leagadh ar fhorbairt féinfheasacht na scoláirí mar fhoghlaiméoirí teanga le linn na dtascanna seo.
- San iomlán, déantar soláthar maith agus tugtar tacaíocht mhaith ag leibhéal na scoile uile don Ghaeilge mar ábhar.
- Tugadh suntas don iarracht inmholta a rinneadh ar áit lánach a thabhairt don scoláire san eispéireas foghlama; mar sin féin, aithníodh gá le breis spáis agus ama a thabhairt do scoláirí chun na réimsí nua den teanga a cuireadh ina láthair a ionramháil agus a shealbhú.
- Bhí caighdeán na pleanála agus an ullmhúcháin go maith ar an iomlán agus ba léir go bhfuil comhoibriú éifeachtach mar bhunús le hiarracht inmholta na roinne ar dhul i ngleic le cur i bhfeidhm shonraíocht na Gaeilge don tSraith Shóisearach Nua.

### Moltaí

- Ba cheart go mbainfí leas níos téagartha as straitéisí measúnaithe a fhorbraíonn féinfheasacht na scoláirí mar fhoghlaiméoirí teanga ionas go mbeidh ar a gcumas aidhmeanna foghlama pearsanta a aithint agus a bhaint amach chomh maith le bheith ábalta deighleáil go héifeachtach le haiseolas óna gcuid múinteoirí.
- Ba cheart go mbainfeadh an roinn ábhair leas as próiseas féinmheastóireachta chun léargas níos soiléire a fháil ar na cleachtais ranga is éifeachtaí: ba cheart go mbeadh guth na scoláirí lánach sa phróiseas seo.
- Nuair a bhíonn ceachtanna á bpleanáil, ba cheart go laghdófaí líon na dtascanna ar a mbeartaítear ar mhaithe le haird scoláirí a dhíriú, mar is gá, ar an gcaoi a oibríonn an teanga mar chóras agus chun



dóthain ama a thabhairt dóibh dul i dtaithe ar na pátrúin teanga seo a aithint agus a ionramháil i rith na gceachtanna.

## MIONCHINNÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Den chuid ba mhó, bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith le linn na gceachtanna Gaeilge a breathnaíodh.
- Léirigh scoláirí tuiscint sách maith ar an nGaeilge labhartha agus ba léir go raibh an leibhéal cuí den teanga ag a bhformhór mór chun tabhairt faoi na gníomhaíochtaí ranga. Mar sin féin, níor léir go raibh féinfheasacht na scoláirí mar fhoghlaimeoirí teanga forbartha go leor sa mhéid is nár léirigh mórán acu tuiscint ar na nithe ar ghá a fheabhsú ar mhaithe lena n-inniúlacht sa teanga a ardú. Is gá, dá bhrí sin, leas níos leanúnaí a bhaint as straitéisí measúnuithe i rith gach ceacht ar mhaithe le tuiscint na scoláirí ar a ndul chun cinn féin mar fhoghlaimeoirí a fhorbairt.
- Bhí an Ghaeilge i dtreis sna ranganna uile agus ba léir go raibh na scoláirí ar a gcompórd leis an nGaeilge a bheith á labhairt ag an múinteoir leo. Is gá tógaint ar an mbunchloch seo agus na heiseamláirí teanga is gá chun an Ghaeilge a labhairt lena chéile a mhúineadh go follasach do scoláirí. Moltar leis go ndéanfaí timpeallacht foghlama a chruthú inar teanga bheo í an Ghaeilge agus ina mbíonn sé de nós ag gach duine an Ghaeilge a labhairt lena chéile.
- Thug scoláirí faoin obair ranga go fonnmar agus sna cásanna inar cuireadh i mbun tascanna idirghníomhacha iad, chonacthas agus chualathas iad ag comhoibriú lena chéile. Tugadh moladh don chleachtas sna cásanna ina raibh éagsúlacht ag baint leis an eispéireas foghlama trí scoláirí a chur ag fiosrú, ag cumadh nó ag réiteach fadhbanna i gcomhar lena chéile. I gcásanna áirithe, spreag leagan amach an tseomra na scoláirí chun comhoibriú lena chéile ar bhonn leanúnach agus chun dul ar thóir breis eolais nó soiléirithe i bhfoclóirí nó in ábhar tagartha eile de réir mar ba ghá. Ba cheart go mbeadh an cleachtas scoláire-lárnach seo i bhfeidhm le linn na gceachtanna Gaeilge uile.
- Cé gur éirigh le scoláirí tabhairt faoi thascanna ranga, bheadh toradh níos fóna ar a gcuid saothair dá mbeadh breis machnaimh déanta acu roimh agus i rith tascanna ar na gnéithe ba thábhachtaí chun an tasc a chur i gcrích go héifeachtach. Mar thaca leis seo, is gá scil an athmhachnaimh a chothú sna scoláirí ionas go mbeidh siad airdeallach ar na critéir ratha a ghabhann le tasc a chur i gcrích go cumasach.
- Is tríd an gceistiú is mó a rinne múinteoirí monatóireacht ar an dul chun cinn le linn ceachtanna. Rinneadh iarracht inmholta ar bhotúin a cheartú go cneasta agus tacú le scoláirí dul chun cinn a dhéanamh. É seo ráite, is gá an mhonatóireacht a leathnú agus deimhin a dhéanamh de go bhfuil aiseolas forbarthach á thabhairt do scoláirí a dhíríonn go sonrath ar na bearnaí san eolas atá 'beo'; 'is iad sin na réimsí feabhais a thagann chun solais agus iad i mbun oibre sa rang.
- Go sonrath, is gá aird scoláirí a dhíriú ar an gcaoi a oibríonn an teanga mar chóras agus dóthain ama a thabhairt dóibh i rith na gceachtanna chun na pátrúin teanga chuí a aithint agus a úsáid ionas go dtiocfaidh feabhas ar a gcuid saibhreas agus cruinneas teanga. Is faoin múinteoir atá sé difreáil a dhéanamh ar na pointí teanga seo agus cinneadh a dhéanamh maidir leis an gcineál treorach is fearr a chur ar scoláirí ag brath ar an leibhéal cumais atá acu nó ag grúpaí aonair.

### 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- San iomlán, déantar soláthar maith agus tugtar tacaíocht mhaith ag leibhéal na scoile uile don Ghaeilge mar ábhar.

- Léirítear fíorthiomantacht do chumasú scoláirí sa Ghaeilge agus spreagtar na scoláirí uile, fiú iad siúd le díolúine ó staidéar na Gaeilge, chun a n-inniúlacht sa Ghaeilge a chur chun cinn. Chuige seo, déantar iarracht inmholta ar chruthaitheacht agus nuálaíocht a chomhtháthú leis an eispéireas foghlama. Ina theannta seo, tacaítear le múinteoirí úsáid na Gaeilge a chur chun cinn lasmuigh de na ranganna Gaeilge agus táthar ag cur go leanúnach le cnuasach leabhar Gaeilge na scoile agus le cluichí boird Ghaeilge.
- Tríd is tríd, bhí caighdeán na Gaeilge a bhí mar eiseamláir do na scoláirí le moladh go hard. Fáiltíonn na múinteoirí roimh dheiseanna don bhforbairt ghairmiúil leanúnach agus déanann mórán acu freastal rialta ar cheardlanna agus ar thionóil a dhíríonn ar ghnéithe de theagasc agus d'fhoghlaim na teanga. Mar thoradh, is minic a gcleachtas ranga a bheith mar ábhar cainte eatarthu, go foirmeálta agus go neamhfhoirmeálta. Mar sin féin, is gá tréimhsí a chur ar leataobh chun deimhin a dhéanamh de go bhfuil na baill roinne uile eolach ar na forbairtí atá á roinnt ag na cnuasghrúpaí do mhúinteoirí Gaeilge atá á reáchtáil ag an *Sraith Shóisearach do Mhúinteoirí*.
- Tugadh suntas don bhéim atá á leagadh ag leibhéal na scoile uile ar an gcleachtas athmhachnamhach. Ba cheart do na múinteoirí Gaeilge an fhéinmheastóireacht a úsáid ag leibhéal na roinne chun an éifeacht a bhaineann le straitéisí nua ar a mbeartaíonn siad a mheas. Moltar go mbeadh guth na scoláirí lárnach i mbailiú sonraí bonnlíne agus sa mhonatóireacht a dhéanfar ar fhiúntas na straitéisí céanna.

### 3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí caighdeán na pleanála agus an ullmhúcháin go maith ar an iomlán.
- Rinneadh ullmhúchán maith d'fhormhór mór na gceachtanna a breathnaíodh sa mhéid is go raibh tascanna réitithe a spreagfadh rannpháirtíocht na scoláirí. Is minic a bhí ceangal soiléir idir na tascanna seo agus na gnéithe den teanga a bhí le cleachtadh. Moltar é seo. Ar mhaithe leis an bhfoghlaim a threisiú agus deimhin a dhéanamh de go bhfuil an teanga nua-mhúinte sealbhaithe go cruinn agus go héifeachtach ag scoláirí, moltar go laghdófaí líon na dtascanna ar a mbeartaítear agus go gcaifí breis ama le h'ionramháil na n-eiseamláirí teanga atá nua-mhúinte.
- Bíonn cumarsáid agus comhoibriú maith idir na múinteoirí agus tá comhthuiscint eatarthu maidir leis na scileanna is gá a fhorbairt sna scoláirí. Tá tús maith curtha leis an bpleanáil do na haonaid fhoghlama a bhaineann le Sonraíocht Ghaeilge na Sraithe Sóisearaí. Is den riachtanas anois é go roinnfeadh múinteoirí a gcuid athmhachnaimh féin ar a chéile de réir mar a ghabhann siad tríd na haonaid fhoghlama éagsúla.

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

## 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 of Irish**

**REPORT FOR SCHOOL RESPONSE**

<b>Ainm na scoile / School name</b>	Scoil Ailbhe Naofa
<b>Seoladh na scoile / School address</b>	Bóthar Rosanna Baile Thiobraid Árann Co. Thiobraid Árann
<b>Uimhir rolla / Roll number</b>	72480W

**Date of Inspection: 18 January 2019**

**Date of issue of report: 26-03-2019**



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**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 the learning and teaching of 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.

## **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>	17 & 18 January 2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with the principal and with Irish teachers</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning over 6 class periods</li><li>• Review of students' work</li><li>• Feedback to the principal, the deputy principal and the Irish teachers</li></ul>

### School context

Scoil Ailbhe Naofa is a co-educational school which operates under the auspices of the Tipperary Education and Training Board. Irish is a core subject on the school curriculum, which includes Junior Cycle, Transition Year (TY), the established Leaving Certificate, the Leaving Certificate Vocational Programme and the Leaving Certificate Applied programme. There were five teachers teaching Irish at the time of the inspection and they all had considerable experience in teaching the subject. During this school year, 13% of the total student cohort has been granted an exemption from the study of Irish even though some of these students participated fully in the Irish lessons. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) scheme.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- In the majority of lessons observed, the quality of teaching, learning and assessment was good.
- The frequency of opportunities created for students to interact with each other is commended; nonetheless, the need to place a greater emphasis on the development of students' self-awareness as language learners during these tasks was identified.
- Overall, there is good provision and whole school support for Irish as a subject in the school.
- A commendable effort was made to ensure a central role for students in the learning experience; however, there was a need to give students more space and time to manipulate and acquire the new aspects of language presented to them.
- The standard of planning and preparation was good overall, and it was clear that the commendable effort made by the department to engage with the implementation of the *New Junior Cycle* specification for Irish is based on effective collaboration.

#### Recommendations

- More rigorous use should be made of assessment strategies that seek to develop students' own self-awareness as language learners so that they become capable of identifying and achieving personal learning objectives as well as being able to deal more effectively with feedback from their teachers.
- The subject department should use a self-evaluation process to gain a clearer understanding of the most effective classroom practices and the students' voice should be central to this process.
- When planning for lessons, the number of tasks to be undertaken by students should be reduced in order to focus their attention, as required, on how the language operates as a system and to give them sufficient time to become accustomed to these patterns of language during lessons.

### DETAILED FINDINGS AND RECOMMENDATIONS

## **1. TEACHING, LEARNING, AND ASSESSMENT**

- In the majority of lessons observed, the quality of teaching, learning and assessment was good.
- Students demonstrated a reasonably good understanding of spoken Irish and it was evident that most of them had an appropriate level of language to undertake the classroom activities. However, owing to their lack of understanding with regard to what was required in order to improve their proficiency in the language, a need to develop students' self-awareness as language learners was identified. It is therefore necessary to make a more sustained use of assessment strategies throughout each lesson so that the students develop a better understanding of their own progress as learners.
- The use of Irish predominated in all classes and it was clear that students were accustomed to their teacher speaking Irish to them. This foundation should be built upon and the expressions required by students in order that they can speak Irish to each other should be taught explicitly. It is also recommended that a learning environment be created in which Irish is experienced as a living language and in which everyone is accustomed to speaking to each other in Irish.
- Students undertook classwork readily and when they were given interactive tasks to complete, they were to be seen and heard cooperating with each other. Practice was commended in instances where opportunities for investigating, composing or problem-solving in cooperation with each other created a varied learning experience. In certain instances, the layout of the room helped to encourage students to work together continually and to seek further information or clarification in dictionaries or in other reference material as required. This student-centred approach should be adopted during all Irish lessons.
- While students completed tasks successfully, their efforts would have yielded better outcomes if, before and during the lesson, greater attention had been paid to the key factors to consider in order to complete the task effectively. To this end, it is essential that students' capacity to reflect is fostered, so they are aware of the success criteria which underpin successful accomplishment of a task.
- Questioning was the primary means of monitoring progress during lessons. Efforts made to correct mistakes with sensitivity and to support student progress were commendable. Nonetheless, methods of monitoring needs to be broadened to ensure that students receive formative feedback that focusses specifically on those gaps in their knowledge which come to light during their participation in lessons.
- There is a particular need to draw students' attention to how the language operates as a system and to give them sufficient time during lessons to recognise and use the appropriate language patterns so that the richness and accuracy of their language will improve. The role of the teacher is to differentiate these language points and to determine which guidance is most appropriate for students depending on the level of ability they or individual groups might have.

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

- Overall, there is good provision and whole-school support for Irish as a subject.
- There is a genuine commitment to developing students' competence in Irish and all students, including those who are exempt from the study of Irish, are encouraged to improve their proficiency levels. To this end, a commendable effort is made to provide a learning experience that incorporates creativity and innovation. In addition, teachers are supported to promote the use of Irish outside of Irish classes and the school's collection of Irish-language books and board games continues to grow.
- Overall, the standard of Irish as exemplified by teachers for students is highly commendable. Teachers welcome opportunities for continuing professional development and many of them regularly attend workshops and focus on aspects of teaching and learning the language. As a result, classroom practice

is often a topic for discussion among them, both formally and informally. However, it is essential that time is set aside to ensure that all department members are aware of developments which are shared during the cluster groups for Irish teachers organised by *Junior Cycle for Teachers*.

- The emphasis placed on reflective practice at whole-school level was noteworthy. Irish teachers should utilise self-evaluation at departmental level to evaluate the effect of new strategies they decide to use. It is recommended that the student voice be central to the collection of baseline data and when monitoring the effectiveness of these strategies.

### 3. PLANNING AND PREPARATION

- Planning and preparation was of a good standard, overall.
- There was good preparation for the majority of lessons observed in so far as tasks were designed with a view to encouraging student participation. Frequently, there was a clear link between these tasks and the aspects of language which were to be practised. This is to be commended. To reinforce the students' learning and to ensure that they have acquired newly-taught language both accurately and effectively, it is recommended that the number of tasks they are expected to complete be reduced and additional time spent on manipulating newly-taught expressions.
- Communication and co-operation between teachers is good and there is a shared understanding of the skills which students need to develop. A good start has been made in planning units of learning as provided for in the *New Junior Cycle Specification for Irish*. Now, teachers need to share their own reflections with each other as they progress through the various units of learning.

At the end of the inspection, the draft findings and recommendations were discussed with the principal, the deputy-principal and the Irish teachers.

### 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
Very Good	<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;

#### EOLAS TEAGMHÁLA NA SCOILE/ SCHOOL CONTACT INFORMATION

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