



An Roinn Oideachais
Department of Education

Cigireacht Ábhair: Gaeilge Tuairisc

DRÉACHT-TUAIRISC LE hAGHAIDH DEARBHÚ FÍRICÍ

Ainm na scoile /
School name

Coláiste Pobail na Sceirí

Seoladh na scoile /
School address

Sráid Bhaile Brigín
Na Sceirí
Co. Átha Cliath

Uimhir rolla /
Roll number

76078Q

Dáta na cigireachta /
Date of evaluation

05/12/2024

Dáta eisiúna na tuairisce /
Date of issue of report

27/02/2025

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

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

Cad is 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 fhoghlaím agus ar theagasc sa Ghaeilge faoi na ceannteidil seo a leanas:

- Teagasc, foghlaím agus measúnú
- Soláthar an ábhair agus tacaíocht scoile uile
- Pleanáil agus ullmhúchán

Tugann an cigire 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. Sa chontanam cáilíochta, soláthraítear samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireacht agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

San áireamh sa tuairisc cigireachta ábhair seo tá leathanach oiriúnach do scoláirí lena dtugtar eolas do na daoine óga i do scoil faoin gcigireacht a tharla le déanaí. Déantar cuid de na príomhthorthaí agus de na príomh-mholtaí a shoiléiriú dóibh ann.

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:	
<i>Cosaint Leanaí</i>	<i>Frithbhulaíocht</i>
- Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. - Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. - 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.	- Tá polasaí frithbhulaíochta forbartha ag an scoil, a shásaíonn na <i>Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile (2013)</i> nó <i>Bí Cineálta (2024)</i> agus athbhreithnítear an polasaí seo go bliantúil. - Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do scoláirí.

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

Cigireacht Ábhair

Dátaí na cigireachta	04 agus 05 Nollaig 2024
Na gníomhaíochtaí cigireachta ar tugadh fúthu - Athbhreithniú ar cháipéisí ábhartha - Plé leis an bpríomhoide agus le príomhbhaill foirne - Idirghníomhú le scoláirí, grúpa fócais san áireamh	- Breathnú ar theagasc agus foghlaim le linn sé thréimhse ranga - Athbhreithniú ar obair na scoláirí - Aiseolas don phríomhoide, do na príomhoidí tánaisteacha agus do na comhordaitheoirí ábhair.

Comhthéacs na scoile

Coláiste pobail ainmnithe comhoideachais, ilchreidmheach faoi choimirce Bhord Oideachais agus Oiliúna Átha Cliath agus Dhún Laoghaire is ea Coláiste Pobail na Sceirí. Cuirtear na cláir seo a leanas ar fáil sa scoil; an tSraith Shóisearach, Idirbhliain roghnach agus an Ardteistiméireacht bhunaithe. Le linn na cigireachta, bhí rollachán iomlán de 1,029 scoláirí sa scoil agus díolúine ó staidéar na Gaeilge ag 15% den rollachán.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith ar an iomlán le réimse sa cháilíocht idir go maith agus go hiontach.
- Bhí caidrimh an-ómósach idir scoláirí agus múinteoirí, chomh maith le timpeallacht agus eispéireas foghlama an-chothaitheach agus an-spreagúil, le sonrú sna ceachtanna ar fad.
- Bhain cáilíocht an-mhaith leis an measúnú; spreagadh scoláirí chun úsáid a bhaint as foclóirí agus acmhainní iontaofa teanga eile chun a gcuid oibre féin a mheas.
- Thug bainistíocht na scoile an-thacaíocht don Ghaeilge le soláthar an-mhaith don ábhar i ngach clár agus tacaíocht iontach do mhúinteoirí chun freastal ar chúrsaí foghlama gairmiúla.
- Bhí iarrachtaí fiúntacha déanta ag roinn na Gaeilge le blianta beaga anuas chun an cleachtas comhoibríoch a fhorbairt; tugadh suntas ar leith do dháileadh na ndualgas comhordaitheoireachta idir na múinteoirí.
- Bhí cáilíocht na pleanála comhoibríche go han-mhaith.

Moltaí

- D'fhoill rannpháirtíocht bhríoch na scoláirí i ngníomhaíochtaí a chur chun cinn tuilleadh agus foghlaim na scoláirí a neartú, b'fhiú do na múinteoirí an cleachtas maidir le gníomhaíochtaí ina bhfuil gné ghluaiseachta a leathnú.
- Ós rud é go bhfuil forbairt déanta ag roinn na Gaeilge ar an bpleanáil don tSraith Shóisearach le cúpla bliain anuas, tá sé tráthúil anois dóibh forbairt a dhéanamh ar an bpleanáil don tsraith shinsearach trí tuilleadh eolais a shonrú maidir leis na gníomhaíochtaí foghlama agus measúnaithe sna scéimeanna oibre.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith ar na iomlán le gnéithe den chleachtas idir go maith agus ar fheabhas.
- Bhí caidrimh an-ómósach idir scoláirí agus múinteoirí, chomh maith le timpeallacht agus eispéireas foghlama an-chothaitheach agus an-spreagúil, le sonrú sna ceachtanna ar fad. Anuas air sin, rinne na múinteoirí iarrachtaí fiúntacha chun gníomhaíochtaí agus acmhainní a dhearadh a bhí in oiriúint do ghnáthshaol agus réimse spéise na scoláirí.
- Sna ceachtanna ar fad, cuireadh intinní foghlama faoi bhráid na scoláirí i dteanga shoiléir chun an fhoghlaim faoi chaibidil a shoiléiriú. Ba léir go raibh ionchais arda don fhoghlaim ag na múinteoirí agus na scoláirí araon. Chonacthas an cleachtas ab fhearr nuair a filladh ar na hintinní foghlama le linn nó ag deireadh an cheachta chun rath na foghlama agus bearnaí san fhoghlaim a mheas.
- Cuireadh an cur chuige cumarsáideach, lena n-áiríodh an cur chuige comhtháite, i bhfeidhm go héifeachtach sna ceachtanna ar fad. Thuairiscigh na scoláirí sa ghrúpa fócais go dtaitníonn an cineál éagsúlachta seo le linn ceachtanna go mór leo agus go gcuidíonn sé leo chun a gcuid muiníne agus feasachta teanga a fhorbairt.
- Sna ceachtanna ina raibh béim ar leith ar scil gabhchumais, bhí sé le moladh go raibh gníomhaíochtaí struchtúrtha réamh-thaisc, taisc agus iar-thaisc, agus gur múineadh teanga nua i gcomhthéacs roimh ré. Chabhraigh sé seo le scoláirí foghlaim go céimíúil. Bhí sé inmholta fosta gur tharraing múinteoirí ar théacsanna dílse, ar nós *físeán de chuid TG4Foghlaim* agus téacsanna litríochta, chun na tascanna seo a chur i ngnímh.
- Chonacthas foghlaim idirghníomhach sna ceachtanna ar fad, rud a chinntigh go raibh cothromaíocht sna ceachtanna, idir ionchur ó mhúinteoirí agus ó scoláirí. D'éirigh go han-mhaith le gníomhaíochtaí nuair a bhí deiseanna ag scoláirí bogadh óna suíocháin lena linn; spreag an ghluaiseacht scoláirí go mór chun a bheith rannpháirteach go bríoch. D'fhoneo rannpháirtíocht bhríoch na scoláirí i ngníomhaíochtaí a chur chun cinn tuilleadh agus foghlaim na scoláirí a neartú, b'fhiú do na múinteoirí an cleachtas seo a leathnú.
- Bhí na múinteoirí ar fad an-inniúil sa Ghaeilge agus chuir siad béim ar a húsáid mar theanga na foghlama. Ina ainneoin sin, bhí sé de nós ag cuid de na scoláirí, go háirithe i gcás na ranganna sóisearacha, freagraí a thabhairt i mBéarla. Chun tacú le scoláirí an nós seo a shárú, moltar bileog le nathanna coitianta don seomra ranga a chur le chéile. D'fheádfaí cóipeanna de seo a ghreamú le boird na scoláirí chun go mbeidh teacht éasca ag scoláirí orthu agus b'fhiú noda don fhéin-mheasúnú agus machnamh a áireamh ann.
- Bhí nósanna forbartha ag roinn na Gaeilge maidir le hacmhainní teanga iontaofa a úsáid sa rang le scoláirí. Bhí na nósanna seo le sonrú i gcuid de na ceachtanna nuair a bhí scoláirí ag baint úsáid as foclóirí clóite agus digiteacha, ar nós *teanglann.ie* agus *foclóir.ie* chun teacht ar fhocail nua le linn tascanna. Chonacthas cleachtas eiseamláireach nuair a spreag múinteoirí scoláirí chun úsáid a bhaint as na hacmhainní seo le cáilíocht a gcuid oibre féin a mheas.
- Bhí cáilíocht an mheasúnaithe go han-mhaith ar an iomlán. D'úsáid múinteoirí straitéisí éagsúla ceistithe chun an fhoghlaim a baineadh amach a mheas, na scoláirí a chur ag machnamh agus chun tacú leis an difreáil. Chonacthas an cleachtas ab fhiúntaí nuair a mealladh scoláirí chun freagraí cruthaitheacha ó bhéal nó i scríbhinn a chruthú sa Ghaeilge, de réir a gcumas.
- Tugadh aiseolas foirmitheach an-mhaith ó bhéal do scoláirí le linn ceachtanna. Sna samplaí ab éifeachtaí, thug múinteoirí aiseolas dírithe do scoláirí chun iad a spreagadh le dul i ngleic le bearnaí ina gcuid foghlama. Ina theannta sin, léirigh gach sampla d'obair scríofa na scoláirí a athbhreithníodh ceartúcháin agus aiseolas foirmitheach. Luaigh scoláirí sa ghrúpa fócais tábhacht na treorach chun feabhais dóibh chun a gcuid oibre a fheabhsú.
- Baineadh úsáid as critéir ratha i mionlach suntasach de na ceachtanna chun tascanna measúnaithe a struchtúrú agus a shoiléiriú. Chonacthas cleachtas an-éifeachtach nuair a comhcruthaíodh na critéir le scoláirí. Sa bheis air sin, bhí prionsabail Dhearadh Uilíoch don Foghlaim le sonrú i dtromlach na gceachtanna nuair a tugadh cead a gcinn do scoláirí chun tascanna a chur i gcrích ar a rogha formáide. Dúirt scoláirí gur chuir an tsoiléireacht agus an tsolúbthacht seo go mór lena n-eispéireas foghlama.

2. Soláthar an ábhair agus tacaíocht scoile uile

- Rinne an ardbhainistíocht soláthar an-mhaith don Ghaeilge agus tugadh an-tacaíocht di. Bhí soláthar an-mhaith ama ar fáil don ábhar ar an tráthchlár agus tugadh an-tacaíocht do na múinteoirí Gaeilge chun freastal ar chúrsaí foghlama gairmiúla.
- Bhí réimse imeachtaí seach-churaclaim ar siúl le linn na bliana do scoláirí, imeachtaí *Sheachtain na Gaeilge* agus *Gaeilge24* san áireamh. Ina theannta sin, spreagtar scoláirí chun freastal ar chúrsaí samhraidh sa Ghaeltacht. Bhí sé suntasach go raibh imeachtaí traschuraclaim dátheangacha eagraithe ag na múinteoirí le rannóga eile, lena n-áiríodh turais iarsmalainne i gcomhpháirt leis an roinn Staire.
- Rinne na múinteoirí iarrachtaí fiúntacha chun teacht na scoláirí ar an nGaeilge timpeall na scoile a mhéadú. Bhí ábhar clóite agus obair scoláirí ar taispeáint sna seomraí ranga, agus cláir fógraí don Ghaeilge sna dorchlaí. Rinne múinteoirí, i gcomhar le grúpa scoláirí, tionscnamh chun comharthaíocht Ghaeilge a mhéadú sa scoil, agus bhí sé le moladh go raibh iarratas curtha isteach ag an scoil le déanaí chun páirt a ghlacadh sa scéim *Gaelbhratach*.

3. Pleanáil agus ullmhúchán

- Bhí struchtúir shoiléire ag roinn na Gaeilge chun comhoibriú lena chéile agus le baill foirne eile. Tugadh suntas ar leith do dháileadh na ndualgas comhordaitheoireachta idir na múinteoirí ar bhonn uainíochta, lena n-áiríodh teagmhálaí ainmnithe chun dul i gcomhairle leis an roinn Riachtanais Speisialta Oideachais sa scoil d'fhonn tacaíochtaí ionranga cuí do scoláirí a aithint agus a chur i ngnímh.
- Bhí ardán digiteach na scoile in úsáid go han-éifeachtach ag na múinteoirí chun ábhar a roinnt eatarthu féin, lena n-áiríodh cáipéisí pleanála, acmhainní teagaisc agus ábhar measúnaithe. D'fhonn an cleachtas seo a fhorbairt tuilleadh, b'fhiú do roinn na Gaeilge na cáipéisí éagsúla a bhí forbartha acu a chomhtháthú le chéile in aon mórcháipéis phleanála amháin.
- Choinnigh roinn na Gaeilge taifead cuimsitheach ar chruinnithe roinne agus cruinnithe Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair (AFMÁ). Ba léir ó mhiontuairiscí cruinnithe go raibh cruinnithe rialta ag an roinn le tús áite ag teagasc, foghlaim, measúnú agus pleanáil sa phlé.
- Le blianta beaga anuas, bhí iarrachtaí fóna déanta ag roinn na Gaeilge chun an phleanáil chomhchoiteann a fhorbairt. Tugadh tús áite don phleanáil ag leibhéal na sraithe sóisearaí i bhfianaise na bhforás curaclaim. Bhí sé dearfach go raibh ról ag scoláirí i dtaca le téacsanna litríochta a roghnú ag leibhéal na sraithe sóisearaí. Ba chóir do na múinteoirí aghaidh a thabhairt ar an bpleanáil don tsraith shinsearach anois, lena n-áirítear an Idirbhliain; d'fhéadfaí cur leo siúd trí tuilleadh eolais a shonrú maidir leis na gníomhaíochtaí foghlama agus measúnaithe sna scéimeanna oibre.

Ag deireadh na meastóireachta, pléadh dréachtchinní agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis na príomhoidí tánaisteacha agus leis na comhordaitheoirí ábhair.



An Roinn Oideachais
Department of Education

Le haghaidh scoláirí Choláiste
Pobail na Sceirí faoina gcuid
foghlama sa Ghaeilge.

Dáta na cigireachta: 05/12/2024

Cén cineál cigireachta a rinneadh i do scoil?



Le déanaí, tháinig cigire chuig do scoil chun cigireacht ábhair a dhéanamh ar an nGaeilge. Thug an cigire cuairt ar roinnt ceachtanna agus labhair sé leis an bpríomhoide, leis na príomhoidí tánaisteacha agus leis na múinteoirí. Bhuail an cigire le scoláirí a dhéanann staidéar ar an nGaeilge freisin i ngrúpa fócais. Theastaigh ón gcigire cloisteáil ó na scoláirí faoina dtaithí ar fhoghlaim na Gaeilge.

Cad a thug an cigire faoi deara?



- Bhí an teagasc, foghlaim agus measúnú go han-mhaith ar an iomlán agus bhí atmaisféar an-dhearfach sna ceachtanna.
- D'úsáid scoláirí meascán scileanna teanga le linn ceachtanna; dúirt scoláirí go raibh an meascán seo tábhachtach dá bhfoghlaim.
- Bhí na múinteoirí ag comhoibriú go han-mhaith lena chéile agus scaip siad obair na roinne eatarthu féin go han-mhaith.

Cad a mhol an cigire chun an teagasc agus an fhoghlaim sa Ghaeilge a fheabhsú?



- De bharr go bhfuil ceachtanna níos faide sa scoil anois, bheadh sé go maith dá mbeadh níos mó deiseanna ag scoláirí bogadh le linn tascanna.
- Ina gcuid pleananna don tsraith shinsearach, ba chóir do na múinteoirí níos mó eolais a thabhairt ar na tascanna foghlama agus measúnaithe a dhéanfaidh scoláirí.

Go raibh maith agat as an am a ghlacadh chun an leathanach seo a léamh. Gabhann an Chigireacht buíochas speisialta leis na scoláirí a ghlac páirt sa ghrúpa fócais.

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	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeán rí-ard é do scoileanna agus do shuíomhanna eile.	Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis
An-mhaith	Is é atá i gceist le soláthar an-mhaith ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach.	An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil
Go maith	Is é atá i gceist le soláthar atá go maith ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach.	Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fóna; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann
Teastaíonn feabhas chun caighdeán maith a bhaint amach	Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr.	Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaimeoirí; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth
Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach	Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní.	Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach



An Roinn Oideachais
Department of Education

Subject Inspection: Irish Report

REPORT

Ainm na scoile /
School name

Skerries Community College

Seoladh na scoile /
School address

Balbriggan Street
Skerries
Co. Dublin

Uimhir rolla /
Roll number

76078Q

Dáta na cigireachta /
Date of evaluation

05/12/2024

Dáta eisiúna na tuairisce /
Date of issue of report

27/02/2025

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.

Included in this subject inspection report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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:	
<i>Child Protection</i>	<i>Anti-bullying</i>
4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school. 5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment. 6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.	1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually. 2. The school’s current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and students.

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

Subject inspection

Dates of inspection	04 and 05 December 2024
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students, including focus groups	• Observation of teaching and learning during six lessons • Examination of students' work • Feedback to principal and relevant staff

School context

Skerries Community College is a co-educational, multi-denominational community college under the auspices of the Dublin and Dún Laoghaire Education and Training Board. The school offers the following programmes: Junior Cycle, optional Transition Year and established Leaving Certificate. At the time of the inspection, the school had a total enrolment of 1,029 students and 15% of the enrolment had an exemption from the study of Irish.

Summary of main findings and recommendations:

Findings

- The quality of teaching and learning was very good overall, with a range in quality from good to excellent.
- There were very respectful relationships between students and teachers, as well as a very nurturing and stimulating environment and learning experience, evident in all lessons.
- The quality of assessment was very good; students were encouraged to use dictionaries and other reliable language resources to assess their own work.
- School management was very supportive of Irish with very good provision for the subject in all programmes and excellent support for teachers to attend professional learning courses.
- The Irish department had made meaningful efforts in recent years to develop collaborative practice; the distribution of coordination duties among teachers was particularly noteworthy.
- The quality of collaborative planning was very good.

Recommendations

- To further progress the meaningful participation of students in activities and to consolidate student learning, it would be worthwhile for the teachers to extend the practice relating to activities involving movement.
- Given that the Irish department has developed planning for the Junior Cycle over the past few years, it is timely to develop senior cycle planning by specifying more information in relation to the learning and assessment activities in the schemes of work.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The quality of teaching and learning was very good overall with aspects of practice ranging from good to excellent.
- Very respectful relationships between students and teachers, as well as a very nurturing and stimulating environment and learning experience, were evident in all lessons. Furthermore, the teachers made constructive efforts to design activities and resources appropriate to the students' everyday lives and interests.
- In all lessons, learning intentions were presented to students in clear language to clarify the intended learning. It was clear that both teachers and students had high expectations for the learning. Best practice was observed when the learning intentions were revisited during or at the end of the lesson to assess the learning success and gaps in learning.
- The communicative approach, including the integrated approach, was implemented effectively in all lessons. The students in the focus group reported that they enjoy this type of variety during lessons very much, and that it helps them to develop their confidence and language awareness.
- In lessons where there was a particular emphasis on receptive skills, it was commendable that there were structured pre-task, task and post-task activities, and that new language was taught in context beforehand. This helped students to learn in an incremental way. It was also commendable that teachers drew on authentic texts, such as a *TG4Foghlam* video and literary texts, to enrich these tasks.
- There was interactive learning in all lessons. This ensured a balance in lessons between input from teachers and students. Activities were very successful when students had opportunities to move from their seats; this movement greatly encouraged students to participate meaningfully. To further progress meaningful student participation in activities and to consolidate student learning, it would be advisable for teachers to extend this practice.
- All teachers were very competent in Irish and they emphasised its use as the language of learning. Nevertheless, some students, especially in the junior classes, had a tendency to provide answers in English. To support students in overcoming this tendency, it is recommended that a handout of common phrases for the classroom be developed. Copies could be attached to students' desks for easy access by students and it would be worth including tips for self-assessment and reflection.
- The Irish department had developed practices regarding the use of reliable language resources in class with students. These practices were evident in some lessons where students were using print and digital dictionaries, such as *teanglann.ie* and *foclóir.ie* to source new words during tasks. Exemplary practice was observed when teachers encouraged students to use these resources to assess the quality of their own work.
- The quality of assessment was very good overall. Teachers used a variety of questioning strategies to assess the learning achieved, to encourage students to reflect and to support differentiation. The most successful practice was observed when students were encouraged to construct creative oral or written responses in Irish, in line with their ability.
- Students were given very good formative oral feedback during lessons. In the most effective examples, teachers provided targeted feedback for students to encourage them to address gaps in their learning. Furthermore, there was evidence of corrections and formative feedback in every sample of the students' written work that was reviewed. Students in the focus group mentioned the importance of guidance for improvement for them in order to improve their work.
- Success criteria were used in significant minority of lessons to structure and clarify assessment tasks. Very effective practice was observed when pupils co-created success criteria. Furthermore, the principles of Universal Design for Learning were evident in the majority of lessons whereby students were free to complete tasks in their chosen format. Students said that this clarity and flexibility greatly enhanced their learning experience.

2. Subject provision and whole-school support

- Senior management made very good provision for Irish and it was very well supported. There was very good time provision for the subject on the timetable and the Irish teachers were greatly supported to attend professional learning courses.
- A range of extra-curricular events occurred during the year for students, including *Seachtain na Gaeilge* events and *Gaeilge24*. Furthermore, students are encouraged to attend summer courses in the Gaeltacht. It was significant that teachers had organised bilingual cross-curricular events with other departments, including trips to the museum in partnership with the History department.
- The teachers made meaningful efforts to increase students' access to Irish around the school. Printed material and students' work were displayed in classrooms, and on Irish language noticeboards in the corridors. Teachers, in collaboration with a group of students, undertook an initiative to increase Irish signage in the school, and it was commendable that the school had recently submitted an application to participate in the *Gaelbhratach* scheme.

3. Planning and preparation

- The Irish department had clear structures for collaborating with each other and with other members of staff. In particular, the allocation of coordination duties among the teachers on a rotational basis was noted; this included a designated contact to consult with the Special Educational Needs department in the school in order to identify and implement appropriate in-class supports for students.
- The teachers used the school's digital platform very effectively to share material, including planning documents, teaching resources and assessment material, with each other. In order to develop this practice further, it would be advisable for the Irish department to combine the various documents they have developed into one overarching planning document.
- The Irish department kept a comprehensive record of departmental meetings and Subject Learning and Assessment Review (SLAR) meetings. It was evident from minutes of meetings that the department convened meetings regularly where discussion on teaching, learning, assessment and planning was prioritised.
- In recent years, the Irish department has made good efforts to develop collective planning. Planning at junior cycle level was prioritised in light of curriculum developments. It was positive that students had a role in selecting literary texts at junior cycle level. Teachers should now develop planning for senior cycle, including Transition Year; these plans could be enhanced by specifying more information in relation to learning and assessment activities in the schemes of work.

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



An Roinn Oideachais
Department of Education

**For the students of Coláiste Pobail
na Sceirí about their learning in
Date of inspection: 05/12/2024**

What kind of inspection did your school have?



Recently, an inspector visited your school to carry out a subject inspection of Irish. The inspector visited a number of lessons and spoke to the principal, deputy principals and teachers. The inspector also met with students studying Irish in a focus group. The inspector wanted to hear from the students about their experience of learning Irish.

What were the main findings of the inspection?



- Teaching, learning and assessment were very good overall and there was a very positive atmosphere in the lessons.
- Students used a combination of language skills during lessons; students said this combination was important for their learning.
- The teachers collaborated very well and distributed the work of the department very well.

What did the inspector recommend to make teaching and learning better in Irish?



- As lessons are now longer in school, it would be good if students had more opportunities to move around during tasks.
- In their plans for senior cycle, teachers should provide more information on the learning and assessment tasks that students will undertake.

**Thank you for taking the time to read this page.
Special thanks to the students who participated in the focus group.**

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	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective