An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Ábhair sa Ghearmáinis

TUAIRISC

Ainm na scoile	Colaiste An Phiarsaigh
Seoladh na scoile	Gleann Maghair Corcaigh
Uimhir rolla	62301N

Dáta na Cigireachta: 21-02-2018

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 Ghearmáinis 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.

CIGIREACHT ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGIREACHTA

Dátaí na cigireachta	20 agus 21-02-2018
Gníomhaíochtaí na cigireachta • Athbhreithniú ar cháipéisí ábhartha • Plé les an bpríomhoide agus le príomhbhaill foirne • Caidreamh le scoláirí	• Breathnóireacht ar theagasc agus ar fhoghlaim le linn ceithre thréimhse ranga • Iniúchadh ar obair na scoláirí • Aiseolas don phríomhoide, don bpríomhoide tánaisteach agus do bhaill foirne ábhartha

Comhthéacs na scoile

Is iar-bhunscoil comhoideachais Coláiste an Phiarsaigh atá lonnaithe i gContae Chorcaí agus a bhíonn ag tarraingt ar scoláirí ó cheantar rí-fhairsing. Tá an scoil faoi phátrúnacht Gaelachas Teoranta agus déantar gach ábhar a theagasc trí mheán na Gaeilge. Tá an Ghearmáinis ar cheann de thrí nuatheanga atá á soláthar sa scoil agus tá sí ar fáil mar chuid de gach clár curaclaim.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CinntÍ

- Bhí caighdeán an teagaisc agus na foghlama go han-mhaith agus bhí mórán sárchleachtas le feiceáil.
- Bhí úsáid na spriocthteanga ag an múinteoir agus ag na scoláirí sár-éifeachtach agus bhí an Ghearmáinis in úsáid go leanúnach mar mhodh cumarsáide sa rang, mar is dual don bharrchleachtas.
- Baineadh úsáid as raon leathan modheolaíochtaí, a raibh ardmholadh ag dul dóibh, chun a dheimhniú go raibh dul chun cinn an-mhaith ag baint leis an bhfoghlaim agus go raibh na foghlaimeoirí gafa agus spreagtha.
- Bíonn tionchar diúltach ag an easnamh a bhaineann le seomra ranga bunaidh do na nuatheangacha iasachta (NTI) ar eispéaras foghlama na scoláirí.
- Tá an tacaíocht scoile-uile don Ghearmáinis agus do na NTI go han-mhaith i gcoitinne.
- Bhí pleanáil aonair na múinteoirí do cheachtanna go han-mhaith agus réitíodh na hacmhainní agus na hábhair a raibh gá leo go caighdeán an-mhaith.

Moltaí

- Ba chóir do mhúinteoirí ceartúcháin scríofa ar obair na scoláirí a sheachaint agus ina ionad sin, córais, ar nós cód ceartúcháin agus greillí féinmheasúnaithe an fhoghlaimeora a bhunú, chun a chur ar chumas na scoláirí anailís a dhéanamh ar a n-earráidí féin.
- Ba chóir don bhainistíocht breathnú maidir le seomra ranga bunaidh amháin, ar a laghad, a bheith ar fáil do na NTI.
- Ionas gur féidir an sár-chleachtas a bhaineann le teagasc, foghlaim agus measúnú a roinnt, ba chóir do mhúinteoirí machnamh a dhéanamh ar pháirt a ghlacadh i gcuairteanna piar-chomhoibríocha.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith agus ba léir a lán samplaí de chleachtas an-éifeachtach.
- Bhain múinteoirí úsáid as an sprioctheanga go leanúnach mar mhodh cumarsáide sa rang. Léirigh na múinteoirí ardscileanna teanga agus ba léir go raibh tuiscint an-mhaith ag na scoláirí ar an nGearmáinis.
- Bhí úsáid na sprioctheanga ag na scoláirí go han-mhaith. Léirigh siad díograis maidir le Gearmáinis a labhairt agus chuir múinteoirí raon maith gníomhaíochtaí ar fáil dóibh, ar nós obair bheirte agus obair ghrúpa, chun a dheimhniú go raibh deiseanna acu a scileanna labhartha a fheabhsú.
- Bhí an úsáid a baineadh as ábhair údaracha agus as teicneolaíochtaí digiteacha go sár-mhaith. I gceacht amháin, baineadh úsáid as láithreán gréasáin scoile sa Ghearmáin mar fhoinse don inchur ar theanga nua a bhain le rialacha scoile agus, i gceacht eile, baineadh úsáid as gearrthóg físe i nGearmáinis ina raibh scoil tiomána á fhógairt. Ba léir go ndeachaigh an úsáid a bhain múinteoirí as ábhair ar ardchaighdeán agus as teicneolaíochtaí digiteacha i bhfeidhm go han-dearfach ar thaitneamh agus ar spreagadh na scoláirí.
- Bhain na múinteoirí úsáid as raon leathan modheolaíochtaí maithe chun a dheimhniú go raibh dul chun cinn maith ag baint le foghlaim na scoláirí. Bhí na modheolaíochtaí dírithe ar na foghlaimeoirí, ag cinntiú dá réir go raibh na foghlaimeoirí gníomhach ina bhfoghlaim féin.
- Tugadh sárchleachtas faoi deara maidir le teagasc na gramadaí. Bhain múinteoirí úsáid an-mhaith as scafláil chun a dheimhniú gur bhain scoláirí úsáid as na réamhfhocail chearta ó thaobh tuisil agus inscne. Mar thoradh ar na modhanna múinte an-éifeachtacha a bhí in úsáid, bhí Gearmáinis an-chruinn á soláthar ag scoláirí agus tá ardmholadh ag dul dá leithéid.
- Bhí raon straitéisí don mheasúnú chun foghlama (McF) in úsáid sna ceachtanna. Tugadh cleachtas an-mhaith faoi deara nuair a rinneadh scoláirí a spreagadh le bheith páirteach sa bhféinmheasúnú ar a bhfoghlaim. Baineadh úsáid as sár-shamplaí den mheasúnú piara ina raibh an cluiche 'Buzz' á imirt ag scoláirí chun léiriú a thabhairt ar earráidí a bhí ag tarlú.
- Bhí na ceachtanna go léir bunaithe ar théamaí agus chuir sé seo ar chumas na scoláirí stór den phríomhfhoclóir agus de na príomhstruchtúir bainteach leis an téama a bhí i gceist a fhorbairt. Rinneadh na scileanna a bhain le hinsealbhú teanga a chomhtháthú go maith, agus chuir sé seo ar chumas na scoláirí a raibh foghlamtha acu a dhaingniú.
- Tugtar obair bhaile go rialta agus breathnaíodh sárchleachtas ina raibh roinnt rogha ag scoláirí maidir le gnéithe den obair bhaile. Chun tógáil ar an dea-chleachtas seo a tugadh faoi deara, ba chóir do mhúinteoirí machnamh maidir le raon níos leithne de thascanna dúshlánacha a bheith ar fáil do na scoláirí sin a léiríonn sár-chumas agus sár-mhianach le teangacha.
- Déanann na múinteoiri obair scríofa na scoláirí a cheartú go rialta. D'fhéadfaí forbairt a dhéanamh ar an gcaoi a dhíríonn scoláirí ar earráidí chun ar mhaithe leis an bhfoghlaim a dheimhniú. Ba chóir do mhúinteoirí ceartúcháin scríofa ar obair na scolairí a sheachaint agus ina ionad sin, córais, ar nós cód ceartúcháin agus greillí féinmheasúnaithe an fhoghlaimeora a bhunú, chun a chur ar chumas na scoláirí anailís a dhéanamh ar a n-earráidí féin.

- Bhí an caidreamh idir mhúinteoirí agus scoláirí ar fheabhas agus bhí tionchar an-mhaith ag meon dearfach na múinteoirí ar na scoláirí. Bhí bainistíocht ranga na múinteoirí go sár-mhaith agus bhí iompar na scoláirí an-mhaith i gcónaí.
- Níl seomra ranga ar leith ag na múinteoirí agus is míbhunáiste a leithéid do scoláirí agus do mhúinteoirí mar go raibh an méid ábhar Gearmáinise a bhí ar taispeáint sa timpeallacht foghlama an-teoranta.
- Tugadh faoi deara béim láidir ar fhorbairt na scileanna litearthachta sna ceachtanna. Chuir múinteoirí raon maith focal agus frásaí nua ar fáil do scoláirí agus scríobh na scoláirí iad seo ina gcóipleabhair. Cinntíonn dea-chleachtas dá leithéid go mbíonn na scoláirí ag cur lena stór teanga le go mbainfidís úsáid as sa todhchaí.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá tacaíocht na scoile-uile don Ghearmáinis agus do na nuatheangacha iasachta (NTI) i gcoitinne go han-mhaith. Tá raon leathan NTI á sholáthar agus tá líon an-mhaith scoláirí á roghnú. Bíonn an rogha ag na scoláirí uile an Ghearmáinis a dhéanamh nuair a thosaíonn siad sa chéad bhliain.
- Tá an clártráthú don Ghearmáinis éifeachtach. Cuirtear am oiriúnach ar fáil don teanga agus tá na tréimhsí ama roinnte go cuí ar fud na seachtaine.
- Tá roinnt ball de roinn na Gearmáinise tar éis páirt ghníomhach a ghlacadh sa bhforbairt ghairmiúil leanúnach (FGL) agus cuireann seo le hacmhainn na roinne. Tugadh faoi deara nár cuireadh FGL scoile-uile ar fáil le déanaí don teagasc agus don fhoghlaim agus moltar don bhainistíocht breathnú maidir lena leithéid a sholáthar.
- Bíonn an timpeallacht foghlama tábhachtach do scoláirí, go háirithe nuair a bhíonn teanga iasachta á foghlaim agus bíonn tionchar ag easpa seomra bunaidh don NTI ar cháilíocht eispéaras an scoláire. Ba chóir don bhainistíocht breathnú maidir le seomra ranga bunaidh a sholáthar ionas gur féidir le múinteoir timpeallacht shaibhir i bprionta a sholáthar mar thaca leis an bhfoghlaim a thacú.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí pleanáil aonair na múinteoirí do cheachtanna go han-mhaith agus réitíodh na hacmhainní agus na hábhair a raibh gá leo go caighdeán an-mhaith.
- Is múinteoirí aonair, a raibh freagracht orthu do na bliainghrúpaí, a rinne na pleananna do na bliainghrúpa sin a dhearadh. Moltar go mbeadh múinteoirí níos gafa leis an bpleanáil i gcomhpháirt le chéile agus go mbainfí úsáid as teimpléad comónta chun plean uileghabhálach a fhorbairt chun an Ghearmáinis a sholáthar ar fud na scoile.
- Tugadh sárchleachtas faoi deara maidir le pleananna a fhorbairt chun sonraíocht nua na sraithe sóisearaí a chur i bhfeidhm do scoláirí na chéad bhliana.
- Bíonn cruinnithe ag múinteoirí mar roinn ábhair agus coimeádtar miontuairiscí de na cruinnithe. B'fhiú machnamh a dhéanamh ar roinn NTI a bhunú chun comhoibriú breise a spreagadh i measc na múinteoirí NTI.
- Mar chuid den fhéinmheastóireacht scoile (FMS), déanann an bhainistíocht shinsearach anailís ar na torthaí teistiméireachta agus cuirtear an anailís ar fáil do na ranna ábhair mar bhonn eolais don phleanáil sa todhchaí. Baineann tosaíochtaí na FMS le scileanna

litearthachta an scoláire. Moltar don bhainistíocht tógáil tuilleadh air seo agus páirt a ghlacadh sna tosaíochtaí FMS a bhaineann le teagasc, foghlaim agus measúnú.

- I ngeall ar an sárchleachtas ar léir maidir le teagasc, foghlaim agus measúnu sa roinn Gearmáinise, ba chóir do mhúinteoirí machnamh a dhéanamh ar pháirt a ghlacadh i gcuairteanna piar-chomhoibríocha mar shlí chun comhoibriú a chothú agus barrchleachtas a roinnt.

4. CAOMHNÚ LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí.

1. Is eol do phríomhoide na scoile gur tháinig nósanna imeachta athbhreithnithe i bhfeidhm ar 11 Nollaig 2017 maidir le caomhnú leanaí do bhunscoileanna agus iar-bhunscoileana. Tugadh deimhniú go bhfuil socruithe déanta chun tosú ar chur i bhfeidhm na nósanna imeachta seo.
2. Ag am na meastóireachta bhí ainm an teagmhálaí ainmnithe le haghaidh ceisteanna caomhnaithe leanaí ar taispeáint go feiceálach i limistéar fáiltithe na scoile.
3. Tá polasaí caomhnaithe leanaí ag an scoil.
4. Is eol do gach múinteoir gur duine faoi shainordú é/í agus tá gach múinteoir feasach ar a c(h)uid freagrachtaí maidir leis seo.

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

Pléadh na dréacht-chinntí agus na dréachtmholtaí a d’eascair ón meastóireacht leis an bpríomhoide, an príomhoide tanaisteach agus na múinteoirí ábhair ag deireadh na meastóireachta. 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.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Cuireann an Bord Bainistíochta Coláiste an Phiarsaigh fáilte roimh thuairisc an- dhearfach faoi mhúineadh agus fhoghlaim na Gearmáinise sa scoil. Tugann an tuairisc aitheantas don sárchleachtas a dhéantar do nua theangacha sa scoil agus don ard chaighdeán cumais agus inniúlachta a léirigh na múlnteoirí.

Tugann an Bord Bainistíochta faoi deara chomh maith breathnóireachtaí ar ardchaighdeán na gcleachtais múinteoireachta a léirigh úsáid na sprioctheanga ag an múinteoir agus ag na scoláirí agus an raon leathan modheolaíochtaí a fuair ard mholadh.

Réimse 2: 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

(*Folamh*)

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Subject Inspection in German

REPORT

Ainm na scoile / School name	Colaiste An Phiarsaigh
Seoladh na scoile / School address	Gleann Maghair Corcaigh
Uimhir rolla / Roll number	62301N

Date of Inspection: 21-02-2018

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 German under the following headings:

4. Teaching, learning and assessment
5. Subject provision and whole-school support
6. 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.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	20 and 21-02-2018
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students	• Observation of teaching and learning during four class periods • Examination of students' work • Feedback to principal, deputy principal and relevant staff

School context

Coláiste an Phiarsaigh is a coeducational post-primary school situated in County Cork and draws on students from a very wide area. The school is under the patronage of Gaelachas Teoranta and all subjects are taught through the medium of Irish. German is one of three modern languages on offer in the school and it is available in all curricular programmes.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and learning was very good with many excellent practices evident.
- Teacher and student use of the target language was highly effective and German was used consistently as the means of communication within the classroom in line with best practice.
- A wide variety of highly commendable methodologies was used to ensure that student learning progressed very well and that learners were engaged and motivated.
- The lack of a base classroom for modern foreign languages (MFL) impacts negatively on the students' learning experience.
- Whole-school support for German and overall for MFL is very good.
- Teachers' individual planning for lessons was very good and all necessary resources and materials were prepared to a very good standard in advance of lessons.

Recommendations

- Teachers should avoid writing in corrections into students' written work and instead put systems, such as correction codes and learner self-assessment grids, in place to enable students to analyse their own errors.
- Management should consider assigning at least one base classroom for MFL.
- In order to share the excellent practice in relation to teaching, learning and assessment, teachers should consider engaging in peer collaborative visits.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching and learning was very good with many examples of highly effective practice.
- Teachers used the target language consistently as the means of communication in the class room. Teachers displayed very good linguistic skills and it was evident that students had very good comprehension of German.
- Student use of the target language was very good. Students showed enthusiasm for speaking German and teachers provided students with a good range of activities, such as pair and group work, to ensure that learners had opportunities to improve their oral skills.
- The use of authentic materials and digital technologies was excellent. In one lesson, the website of a school in Germany was used as the source of input of new language in relation to school rules and, in another lesson, a German video clip advertising a driving school was used. Teachers' use of high-quality materials and digital technologies clearly impacted very positively on student enjoyment and motivation.
- A wide variety of very good methodologies was used by teachers to ensure that students' learning progressed well. Methodologies were learner centred, thus ensuring that learners were active in their own learning.
- Exemplary practice was noted in relation to the teaching of grammar. Teachers made very good use of scaffolding to ensure that students produced correct pronouns in terms of case and gender. Due to the highly effective teaching approaches used, students produced very accurate German and this is to be highly commended.
- A variety of assessment for learning (AfL) strategies was used in lessons. Very good practice was noted where students were encouraged to engage in self-assessment of their learning. Excellent examples of peer assessment were used where students played the game 'Buzz' to indicate when errors were made.
- All lessons were theme based which enabled students to develop a bank of key vocabulary and structures relating to the theme in question. There was good integration of the skills of language acquisition which enabled students to consolidate their learning.
- Homework is assigned very regularly and the excellent practice was noted where students had a degree of choice in relation to aspects of homework set. To build on the good practice noted, teachers should consider giving a wider range of more challenging tasks to those students who display considerable ability and aptitude for languages.
- Students' written work is corrected regularly by teachers. An area for development is the follow up required by students on their errors to ensure that learning is consolidated. Teachers should avoid writing in corrections and instead put systems, such as correction codes and learner self-assessment grids, in place to enable students to analyse their own errors.
- The rapport between teachers and students was excellent and students responded very well to teachers' positive disposition. Teachers' classroom management was excellent and student behaviour was very good at all times.

- Teachers are not classroom based which is a disadvantage for students and teachers as the amount of material relating to German on display in the students' learning environment was extremely limited.
- A strong emphasis on the development of literacy skills was noted in lessons. Teachers provided students with a good range of new words and phrases which students noted in their copybooks. This good practice ensures that learners build up a store of language for future use.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole-school support for German and overall for MFL is very good. A comprehensive range of MFL is on offer and uptake by students is very good. All students have the option of taking German when they enrol in first year.
- Timetabling for German is effective. Appropriate time is provided for the language and class periods are appropriately distributed throughout the week.
- Some members of the German department have engaged very actively in continuing professional development (CPD) and this has enriched the department. It is noted that whole-school CPD in relation to teaching and learning has not been provided in the recent past and management is encouraged to consider the provision of same.
- The learning environment is important for students, particularly when learning a foreign language and the lack of a base classroom for MFL impacts on the quality of the student experience. Management should seek to provide a base classroom so that teachers can provide a quality print rich environment to support learning.

3. PLANNING AND PREPARATION

- Teachers' individual planning for lessons was very good and all necessary resources and materials were prepared to a very good standard in advance of lessons.
- The plans for each year group were devised by the individual teachers with responsibility for those groups. It is recommended that teachers engage in greater collaborative planning and use a common template to develop an overarching plan for the delivery of German throughout the school.
- Excellent practice was noted in the development of plans for implementing the new specification in junior cycle for first-year students.
- Teachers meet as a subject department and minutes are kept of meetings. Consideration could be given to forming a MFL department to encourage further collaboration among all MFL teachers.
- As part of school self-evaluation (SSE), senior management analyses certificate results and provides subject departments with the analysis to inform future planning. The current priorities in whole-school SSE relate to the development of student literacy skills. It is recommended that management build further on this and engage in SSE priorities in relation to teaching, learning and assessment.

- In light of the excellent practice in relation to teaching, learning and assessment evident in the German department, teachers should consider engaging in peer visits to lessons with a view to promoting peer collaboration and sharing best practice.

4. CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed in the school's reception area.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

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

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	***Very good*** 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 ***outstanding*** and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	***Good*** 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 *very good* standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	***Satisfactory*** applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	***Fair*** applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	***Weak*** applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

This is a translation of the School Response submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The board of management of Coláiste an Phiarsaigh welcomes this very positive report on the teaching and learning of German in the school. The report recognises the excellent practice in relation to modern languages in the school and the high standard of competence and ability which the teachers displayed.

The board also notes the observations of high standards of teaching which highlighted the use of the target language by the teacher and students and the wide range of methodologies that were highly commended.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

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