An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Curaclaim

Gaeilge

TUAIRISC

Ainm na scoile	South Lee Educate Together NS
Seoladh na scoile	C/O Coláiste Stiofáin Naofa Tramore Rd, Cork City
Uimhir rolla	20522S

Dáta na cigireachta: 06-02-2020

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

MEASTÓIREACHT CURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i g*Curaclam na Bunscoile* (1999). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh 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 i nGaeilge faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

COSAINT LEANAÍ

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá 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.

Meastóireacht Curaclaim

Dáta na cigireachta	06-02-2020
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Plé leis an bpríomhoide • Athbhreithniú ar cháipéisí ábhartha	• Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Aiseolas don phríomhoide

COMHTHÉACS NA SCOILE

Bunaíodh South Lee Educate Together Primary School i Mí Meán Fómhair 2019. Tá múinteoir amháin príomhshrutha agus oide amháin tacaíochta páirt aimsire sa scoil. Is rang naíonáin shóisearacha amháin a bhí sa scoil ar lá na measúnaithe. Tá an scoil faoi phátrúnacht Educate Together. Bhí deichniúr dalta cláraithe sa scoil ar lá na meastóireachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht an-mhaith ag baint leis an teagasc agus baintear úsáid éifeachtach as raon leathan cur chuigí teagaisc.
- Baineann daltaí léibhéil ghnóthachtála an-ard amach sa Ghaeilge; tá scóip ann do breis deiseanna labhartha a thabhairt dóibh agus cleachtadh sa bhreis a dhéanamh ar cheisteanna a chumadh.
- Cuirtear córas measúnaithe cuimsitheach i bhfeidhm go rialta chun dul chun cinn na ndaltaí a thomhas.
- Tá cáilíocht na pleanála scoile-uile agus oidí aonair ar chaighdeán an-mhaith.

MOLTAÍ

- Chun tógáil ar an dea-chleachtas b'fhiú breis deiseanna cumarsáide a sholáthar do dhaltaí agus cleachtadh a thabhairt dóibh ar cheisteanna a chumadh.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht foghlama na ndaltaí an-mhaith. Sonraíodh dea-nósanna éisteachta agus iompair i measc na ndaltaí le linn na measúnaithe seo. Léiríonn siad léibhéil ard tuisceana agus muiníne i labhairt na Gaeilge le haghaidh raon leathan d'fheidhmeanna teanga. Tá foclóir leathan acu agus struchtúraíonn siad abairtí bunúsacha go cruinn. Aithrisíonn siad réimse mór rannta, dánta agus amhráin de ghlanmheabhair. Tá a rithim cainte agus a gcuid foghraíochta go maith ar an iomlán. Tá scileanna éisteachta na ndaltaí go maith. Éisteann siad le treoracha ó na múinteoirí le tuiscint agus tá sé ar a gcumas iad a leanúint. Tá siad in ann cluichí éisteachta a imirt a éilíonn tuiscint.

Chonacthas lán-rannpháirtíocht sna gníomhaíochtaí foghlama a soláthraíodh dóibh. Bhí siad spreagtha chun foghlama agus ag baint taitnimh as a gcuid gceachtanna. Ba léir go bhfuil siad ag baint amach na dtorthaí foghlama atá leagtha amach dóibh.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Tá cáilíocht eispiréis na bhfoghlaimeoirí agus cleachtas na múinteoirí go han-mhaith. Spreagtar na daltaí chun foghlama trí atmaisféar taitneamhach na scoile. Tá timpeallacht prionta shaibhir sa seomra ranga agus tá taispeántais tharraingteacha ag cothú suime agus díograis i measc na ndaltaí. Soláthraíonn na múinteoirí pleanáil chuimsitheach faoi choinne a gcuid teagaisc. Bhain cáilíocht an-mhaith lena gcuid ullmhúcháin do cheachtanna. Sna ceachtanna a chonacthas, d'ullmhaigh na múinteoirí gníomhaíochtaí foghlama an-thairbheacha. Baineadh leas an-éifeachtach as réimse leathan cur chuigí teagaisc, ina measc bhí tascanna éisteacha fiúntacha, úsáid puipéidí chun suim a mhúscailt, rannta dánta agus amhráin. Tugadh ionchur teanga an-mhaith bunaithe ar an téama a bhí roghnaithe agus cruthaíodh deiseanna rialta do dhaltaí a bheith páirteach, gníomhach agus tiomanta san fhoghlaim. Forbraítear scileanna réamh-léitheoireachta agus réamh-scríbhneoireachta go han-mhaith trí thrascairt scileanna a chur i bhfeidhm ó phríomh-theanga na scoile. Tá gá, áfach, breis deiseanna labhartha a sholáthar dóibh chun chur lena gcuid scileanna sa teanga. B'fhiú, chomh maith níos mó cleachtadh a thabhairt dóibh ar cheisteanna a chumadh agus a chur ar a chéile.

Bhí idirghníomhaíochtaí an-dearfach idir na daltaí agus na múinteoirí agus i measc na ndaltaí. Léirigh na múinteoirí dea-scileanna teagaisc, lena n-áirítear scileanna i mbainistíocht seomra ranga agus sa cheistiú.

Tá cáilíocht an mheasúnaithe sa teanga go han-mhaith. I gcleachtas sár-mhaith a chonathas, bhí an phleanáil ghearrthréimhseach cuspóir-bhunaithe, nascaithe go han-éifeachtach leis an measúnú agus ag soláthar treoir oiriúnach mar gheall ar riachtanais na ndaltaí.

3. ÉIFEACHT PHLEANÁIL SCOILE, FÉINMHEASTÓIREACHT SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

Tá cáilíochta phleanáil scoile uile ar chaighdeán ard. Tá plean cuimsitheach ar fáil ina n-áirítear an ionchur teanga, rannta, dánta agus modheolaíochtaí do gach rang. Tá nasc soiléir á dhéanamh ag na múinteoirí idir an plean seo agus a gcuid pleanála aonair. Tabharfaidh an plean seo treoir shoiléir d'oidí maidir le teagasc na teanga do na léibhéil ranga éagsúla a bheidh sa scoil sa todhchaí.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear ***An-mhaith*** 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 ***thar cionn*** agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas***:*** thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtai 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 *an-mhaith* a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear ***Sásúil*** áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear ***Measartha*** áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear ***Lag*** 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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann an bord bainistíochta fáilte roimh an tuairisc Churaclam Meastóireachta sa Ghaeilge seo. Tá an-áthas ar an mbord gur admhaigh an cigire na gnéithe an-mhaith den theagasc a chonacthas ag South Lee ETNS, san áireamh bhí an léibhéal an-ard gnóthachtála sa Ghaeilge , cáilíocht an-mhaith in eispéiréas an fhoghlaimeora i dteannta le cleachtas na múinteoirí agus plean scoile-uile ar ard chaighdeán.

Bhí áthas faoi leith ar an mbord gur léiriodh sa tuairisc go raibh na daltaí spreagtha chun foghlama agus go raibh siad ag baint taithneamh as a gcuid ceachtanna. Treisíodh é seo sa tuairisc nuair a admhaíodh dea-atmaisféar na scoile.

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur I bhfeidhm

Cuirfimid breis deiseanna cumarsáide chomh maith le cleachtadh a dhéanamh ar cheisteanna, a chumadh ar fáil sa todhchaí do dhaltaí

Tá sé i gceist againn é seo a dhéanamh trí ár gclár Gaeilge labhartha a struchtúrú chun deiseanna breise comhoibrithe a sholáthair m.sh. obair bheirte/ghrúpa i gcluichí teanga.

Tá sé i gceist againn freisin comhthéaisc cumarsáide a fhorbairt in Aistear chun na daltaí a éascú chun teanga nua-foghlama a úsáid chomh maith le treisiú teanga.

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Curriculum Evaluation

Irish

REPORT ISSUED FOR SCHOOL RESPONSE

School name	South Lee Educate Together NS
School address	C/O Coláiste Stiofáin Naofa Tramore Rd, Cork City
Roll number	20522S

Date of Inspection: 06-02-2020

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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CURRICULUM EVALUATION

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). 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:

4. The quality of pupils' learning
5. Supporting pupils' learning through learner experiences and teachers' practice
6. The effectiveness of school planning, including SSE, in progressing pupils' learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

During the evaluation, 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. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

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

Curriculum Evaluation

Date of inspection	06 -02-2020
Inspection activities undertaken • Discussion with principal • Review of relevant documents	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal

SCHOOL CONTEXT

South Lee Educate Together Primary School was founded in September, 2019. The school has one mainstream teacher and one part-time support teacher. On the day of the evaluation the school had a junior infants class only. The school is under the patronage of Educate Together. Ten pupils were enrolled in the school on the day of the evaluation.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Teaching is of a very good quality and effective use is made of a wide range of teaching approaches.
- Pupils achieve a very high level of attainment in Irish; there is scope to provide more speaking opportunities and more practice in composing questions.
- A comprehensive assessment system is implemented on a regular basis to measure pupils' progress.
- The quality of whole-school planning and individual teachers' planning is of a very good standard.

RECOMMENDATIONS

- In order to build on the good practice, it would be worth providing pupils with extra opportunities to communicate as well as practice in composing questions.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The quality of pupils' learning is very good. During this evaluation, it was noted that pupils had good listening and behaviour habits. They demonstrate a high level of comprehension and confidence in relation to spoken Irish for a wide range of language functions. They have a broad vocabulary and structure basic sentences accurately. They recite a wide range of rhymes, poems and songs that they have memorised. Their rhythm of speech and phonetics are good overall. The pupils have good listening skills. They listen with understanding to teachers' instructions and they are able to follow them. They can play listening games that require understanding.

It was observed that there was full participation in the learning activities that were provided for them. They were motivated to learn and were enjoying their lessons. It was evident that they are attaining the learning outcomes that have been laid down for them.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

The quality of learner experiences and teachers' practice is very good. Pupils are motivated to learn by the school's pleasant atmosphere. The classroom has a print-rich environment and attractive displays foster both interest and enthusiasm among pupils. Teachers provide comprehensive planning for their teaching. Their preparation for lessons was of a very good quality. In the lessons observed, teachers prepared very beneficial learning activities. Very effective use was made of a wide range of teaching approaches, including worthwhile listening tasks, using puppets to spark interest, and rhymes, poems and songs. Very good language input was provided, based on the chosen theme and regular opportunities were created for pupils to participate and be active and committed in their learning. Pre-reading and pre-writing skills are very well developed by implementing skills subversion from the school's principal language. There is a need, however, to provide them with more speaking opportunities to add to their skills in the language. Giving them more practice in composing and forming questions would also be worthwhile.

There were very good interactions between pupils and teachers and between the pupils themselves. Teachers displayed good teaching skills, including classroom management and questioning skills.

The quality of assessment in the language is very good. In an example of excellent practice observed, short-term planning was objective based, linked very effectively with assessment and provided appropriate guidance in relation to pupils' needs.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

The quality of whole-school planning is of a high standard. A comprehensive plan is available which includes language input, rhymes, poems and methodologies for each class. The teachers are making a clear link between this plan and their individual planning. This plan will give clear guidance to teachers in relation to the teaching of the language to the various class levels in the school in the future.

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	***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

Part A Observations on the content of the inspection report

The board of management welcomes this report on the curriculum evaluation in Irish. The Board is very pleased with the inspector's acknowledgement of the very good aspects of teaching observed at South Lee ETNS including a very high level of attainment in Irish, very good quality of learner experiences and teachers' practice and a high quality whole school plan.

The Board was particularly pleased with observations made which showed the pupils were motivated to learn and were enjoying their lessons. This was reinforced in the report by acknowledgment of the school's pleasant atmosphere.

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

Going forward we will provide pupils with extra opportunities to communicate as well as practice in composing questions.

We plan to do this by structuring our Gaeilge oral language programme to include additional collaborative opportunities i.e. group/pair work in language games.

We also plan to develop communicative contexts in Aistear to facilitate pupils in using and consolidating newly acquired language.