

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

**Meastóireacht Curaclaim**  
**Gaeilge**

**TUAIRISC**

<b>Ainm na scoile</b>	Gaelscoil Adhamhnáin
<b>Seoladh na scoile</b>	Gleann Cearra Leitir Ceanainn Contae Dhún na nGall
<b>Uimhir rolla</b>	19971R

**Dáta na cigireachta: 07-06-2018**



---

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.

## MEASTÓIREACHT CURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i *gCuraclam 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 na cigirí 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 pheleanáil 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 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

<b>Dáta na cigireachta</b>	07-06-2018
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>• Plé leis an bpríomhoide agus leis na múinteoirí</li><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Agallamh le fócasghrúpa daltaí</li></ul>	<ul style="list-style-type: none"><li>• Breathnóireacht ar theagasc agus ar fhoghlaim</li><li>• Scrúdú ar obair na ndaltaí</li><li>• Caidreamh le daltaí</li><li>• Aiseolas don phríomhoide agus do na múinteoirí</li></ul>

### COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais í Gaelscoil Adhamhnáin atá faoi phatrúnacht Easpag Chaitliceach Dheoise Ráth Bhotha. Tá 446 dalta cláraithe ar rollaí na scoile.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

#### CINNTÍ

- Tá cáilíocht na foghlama sa Ghaeilge an-mhaith ar an iomlán, le gnóthachtáil an-ard léirithe ag formhór na ndaltaí i labhairt agus i léamh sa teanga.
- Soláthraítear eispéiris fhoghlama an-mhaith do dhaltaí, cruthaítear atmaisféar foghlama atá dalta-lárnach agus ómósach do ghuth na ndaltaí.
- Tá cáilíocht an teagaisc an-mhaith le béim an-éifeachtach ar mhodheolaíochtaí teagaisc ghníomhacha sna ceachtanna a breathnaíodh.
- Tá cáilíocht an mheasúnaithe go maith sa scoil le gnéithe an-mhaith ar bhonn scoile-uile; tá scóp chun stráitéisí mheasúnaithe chun foghlama a fhorbairt go leanúnach ó rang go rang.
- Tá pleanáil uile-scoile go maith; tá easpa soiléireachta do mhúinteoirí sa phleanáil ó thaobh múineadh na seanraí sa scríbhneoireacht.
- Bhain an fhoireann úsáid fhiúntach as an bpróiseas féinmheastóireachta scoile (FMS) chun príorachtaí a leagan amach don teagasc agus don fhoghlaim.

#### MOLTAÍ

- Tá gá le stráitéisí mheasúnaithe chun foghlama a chur i bhfeidhm i ngach rang ar bhonn níos comhsheasmhaí chomh maith le níos mó béime ar úsáid fhollasach na féin-mheastóireachta agus phiar-mheastóireachta na ndaltaí.
- Ba chóir treoir oiriúnach a leagan amach do gach rang leibhéil sa phlean uile-scoile agus clár céimniúil scríbhneoireachta a aontú agus a chur i bhfeidhm thar na seanraí éagsúla chun cur le cumas scríbhneoireachta na ndaltaí.

### MIONCHINNTÍ AGUS MOLTAÍ

#### 1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cailíocht na foghlama sa Ghaeilge an-mhaith ar an iomlán. Tá atmaisféar fíor-Ghaelach sa scoil agus léiríonn na daltaí tuiscint chreidiúnach mar gheall ar fheasacht teanga agus cultúir. Cuirtear an Ghaeilge chun cinn mar theanga chumarsáide na scoile agus is léir go mbaineann na daltaí taitneamh as na gníomhaíochtaí foghlama a sholáthraítear dóibh. Baintear leas thairbheach as an luath-thumoideachas sna ranganna sóisearacha chun cumas foclóra na ndaltaí a fhorbairt. Tá scileanna éisteachta na ndaltaí an-mhaith. Éistean siad le treoracha, is féidir leo iad a leanúint agus glacann siad páirt go rathúil i gcluichí éisteachta. Labhraíonn na daltaí go líofa ar raon ábhar agus cuirtear go

córasach lena saibhreas teanga i ngach rang. Is inmholta mar a aithrisíonn na daltaí réimse leathan dánta agus amhráin go bríomhar taitneamhach. Léann siad a lán cinéalacha éagsúla téacsanna le iontonú agus le tuiscint ag leibhéal oiriúnach. Tá dul chun cinn an-mhaith le feiceáil i ngnóthachtáil na ndaltaí sa léitheoireacht ach go h-áirithe.

Le linn na cigireachta, breathnaíodh samplaí maithe scríbhneoireachta. Is in-mholta an caighdeán peannaireachta atá bainte amach ag formhór na ndaltaí mar gheall ar an bhfócas ar fhorbairt scileanna peannaireachta ar fud na scoile. Tá gá chun deiseanna níos rialta, ar bhonn uile-scoile, a sholáthar dona daltaí chun scríobh i raon leathan seánraí agus aird sa bhreis a dhíriú ar an bpróiseas scríbhneoireachta do dhaltaí.

Ag cruinniú le fócas-ghrúpa daltaí leis na cigirí, léirigh siad meon an-dearfach i leith na Gaeilge agus tuiscint ar an bhfiúntas a bhaineann le foghlaim na dara teanga. Thuairiscigh siad go dtaitníonn na ceachtanna Gaeilge leo, go h-áirithe na gníomhaíochtaí comhoibritheacha agus réalaiócha don saol. Thuairiscigh siad freisin go mothaíonn siad bródúil agus speisialta de bharr a gcuid tiomantais, díograis agus líofacht sa Ghaeilge.

## **2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACTAS NA MÚINTEOIRÍ**

Tá cáilíocht an teagaisc sa Ghaeilge an-mhaith ar an iomlán. Le linn na meastóireachta, baineadh úsáid an-éifeachtach as réimse leathan de mhodhanna múinte: obair bheirte, obair ghrúpa agus obair-staisiúin san áireamh. Tá an clár *Aistear: Creachuraclam na Luath-Óige* a chur i bhfeidhm ins na bunranganna, le scileanna sóisialta a bhaineann le cumarsáid, comhoibriú agus réiteach coimhlinte a fhorbairt trí mheán an tsúgartha. Baineadh úsáid as an teicneolaíocht na faisnéise agus na cumarsáide (TFC) go han-éifeachtach mar uirlís theagaisc le linn na meastóireachta. Bhain na daltaí úsáid thairbhiúil as an TFC mar uirlís fhoghlama i gcuid de na ceachtanna a breathnaíodh; ba chóir an deachleachtas seo a leathnú go dtí na ranganna go léir.

Sna bun ranganna, tá tús curtha le pleanáil ranga agus cur i bhfeidhm mar gheall ar *Curaclam Teanga na Bunscoile* agus tá sé ag forbairt go maith sna gnéithe cumarsáid, tuiscint, fiosrú agus úsáid sa teanga ó bhéal. Bíonn comhphlé ghairmiúil go rialta i measc na múinteoirí ar fhoghlaim agus ar dhul chun cinn na ndaltaí. Glacann siad páirt ghníomhach i bhforbairt ghairmiúil chun freastal a dhéanamh ar riachtanais na daltaí agus daltaí atá cláraithe don scoil bhliain nua.

Tá cáilíocht an mheasúnaithe go maith. Baintear úsáid as trialacha caighdeánaithe agus as trialacha oide-dheartha chun gnóthachtáil na ndaltaí a mheas sa Ghaeilge agus tugtar aiseolas dearfach agus foirmitheach do dhaltaí go rialta. Baineann an fhoireann teagaisc úsáid as bogearraí chun monatóireacht an-éifeachtach a dhéanamh ar dhul chun cinn na ndaltaí agus eolas a roinnt. B'fhiú forbairt a dhéanamh ar an gcleachtas mheasúnaithe chun foghlama ar bhonn scoile-uile agus treoir níos éifeachtúla a thabhairt dona múinteoirí don phleanáil ghearrthréimhseach. Tá gá chomh maith le stráitéisí féin agus piar-mheastóireachta na ndaltaí a éascú le linn an teagaisc ar bhonn níos comhsheasmhaí.

Tá cleachtas an-éifeachtach ar shlí digiteach curtha i bhfeidhm mar gheall ar úsáid an Chontanam Tacaíochta agus comhaid thacaíochta do dhaltaí faoi threoir na oidí oideachais speisialta.

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

Baineadh úsáid oiriúnach as an bpróiseas FMS chun athbhreithniú a dhéanamh ar chaighdeán na Gaeilge agus ar sholathar do dhaltáí. Tá an príomhoide in éineacht leis an bhfoireann go léir tiomanta d'fheabhsúcháin scoile agus stráitéisí nuálaíochta dírithe ar fheabhsú na dtosaíochtaí scoile mar gheall ar an tumoideachas. Mar chéad chéim eile, b'fhiú don fhoireann díriú ar fhorbairt na scríbhneoireachta sna seánraí éagsúla chomh maith le tagairt agus treoir sonrach mar gheall ar cur i bhfeidhm an *gCuraclam Teanga na Bunscoile*.

# **Aguisín**

Freagra na scoile ar an Tuairisc

**Arna chur isteach ag an mBord Bainistíochta**

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

Tá an bord thar a bheith sásta le hábhar na tuairisce cigearachta. Aithníonn an tuairisc an bhéim atá curtha ag an scoil ar an Ghaeilge agus ar dhearcadh na ndaltaí ar fhoghlaim agus úsáid na Gaeilge. Tá an bord sásta fosta gur tugadh aitheantas don atmaisféar fíor-Ghaelach atá mar chuid lárnach de Ghaelscoil Adhamhnáin. Is cinnte gur ábhar misnigh é don scoil gur moladh an fhoghlam, an teagasc agus an t-atmaisféar dearfach atá cothaithe.

### **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**

Tá foireann na scoile lán-sásta glacadh leis na moltaí a tugadh dúinn, agus táimid an-dearfach fúthu.

- Tá an fhoireann scoile ag obair ar threoir a leagan amach tríd na scoile i ngach leibhéal ranga maidir le forbairt céimniúil scríbhneoireachta a chlúdaíonn na séanraí uilig i dtaca leanár bPlean Scoile. Beidh ár bplean FMS bunaithe ar an ghné seo den scríbhneoireachta.
- Táimid chun iniúchadh a dhéanamh ar na stráitéisí meastóireachta chun foghlam atá i bhfeidhm sa scoil faoi láthair, go háirithe na stráitéisí atá bunaithe ar féin-mheastóireacht agus piar-mheastóireacht na ndaltaí.

## 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 <i>an-mhaith</i> 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**

**Curriculum Evaluation**

**Irish**

**REPORT**

<b>Ainm na scoile / School name</b>	Gaelscoil Adhamhnáin
<b>Seoladh na scoile / School address</b>	Gleann Cearra Letterkenny County Donegal
<b>Uimhir rolla / Roll number</b>	19971R

**Date of inspection: 07-06-2018**



---

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

## **WHAT IS A 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 inspectors evaluated learning and teaching in Irish under the following headings:

4. 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 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 school's procedures for child protection were checked as follows:

1. The name of the nominated contact person and the children's safeguarding statement is prominently displayed in the reception area.
2. All teachers who were visited have declared that they have read the school's children's safeguarding statement and that they know about their responsibilities as a mandated person.
3. The board has approved the children's safeguarding statement and it includes an annual review and risk assessment.

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

## Curriculum Evaluation

<b>Date of inspection</b>	07-06-2018
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of student work</li><li>• Interaction with students</li><li>• Feedback to the principal and the teachers</li></ul>
<ul style="list-style-type: none"><li>• Discussion with the principal and the teachers</li><li>• Review of relevant documents</li><li>• Interview with a focus group of pupils</li></ul>	

### SCHOOL CONTEXT

Gaelscoil Adhamhnáin is a co-educational primary school under the patronage of the Catholic Bishop of Raphoe. There are 446 pupils registered on the school rolls.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of learning in Irish is very good overall, with very high attainment demonstrated by the majority of pupils in speaking and reading in the language.
- Very good learning experiences are provided for pupils; a learning atmosphere is created which is pupil-centred and respectful of the voice of pupils.
- The quality of teaching is very good with a very effective emphasis on active teaching methodologies in the lessons observed.
- The quality of assessment is good with some very good aspects on a whole-school basis; there is scope to develop assessment-for-learning strategies developmentally from class to class.
- Whole-school planning is good; there is a lack of clarity for teachers in the planning regarding the teaching of genre in writing.
- The staff made valuable use of the school self-evaluation process (SSE) to set out priorities for teaching and learning.

#### RECOMMENDATIONS

- There is need to implement assessment-for-learning strategies in each class on a more consistent basis as well as increased emphasis on the explicit use of pupil self-assessment and peer-assessment.
- Appropriate guidance should be provided for each class level in the whole-school plan and a developmental program for writing should be agreed and implemented across the various genre in order to enhance pupils' writing ability.

### DETAILED FINDINGS AND RECOMMENDATIONS

#### 1. THE QUALITY OF PUPILS' LEARNING

The quality of learning in Irish is very good overall. There is an authentic Irish atmosphere in the school and pupils display a credible understanding and awareness of the language and culture. Irish is promoted as the language of communication in the school and it is clear that pupils enjoy the learning activities provided to them. Great benefit is made of early-immersion education in the junior classes

to develop pupils' vocabulary ability. Pupils' listening skills are very good. They listen to instructions, they can follow them, and participate successfully in listening games. Pupils speak with fluency on a range of subjects and their language is enriched developmentally in each class. It is commendable how pupils can recite a wide range of poems and songs with enjoyment and enthusiasm. They read a large variety of texts, with intonation and understanding at an appropriate level. Pupils demonstrate very good progress in reading attainments in particular.

During the inspection, good examples of writing were observed. The quality of handwriting achieved by the majority of pupils is commendable, which results from the focus throughout the school on the development of handwriting skills. There is need to provide more regular opportunities, on a whole-school basis, for pupils to write in a wide variety of genre and to place increased focus on the writing process for pupils.

At a meeting with a focus group of pupils with the inspectors, they demonstrated a very positive attitude towards the Irish language and an understanding of the value of second-language learning. They reported that they enjoy their lessons in Irish, in particular the collaborative and realistic activities for the development of lifelong language skills. Pupils also reported feeling proud and special because of their dedication, enthusiasm for and fluency in Irish.

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

The quality of teaching in Irish is very good overall. During the evaluation very effective use was made of a wide range of teaching methodologies: this included pair work, group work and station work. The *Aistear: The Early Childhood Curriculum Framework* is implemented in the junior classes, along with the development of social skills related to communication, co-operation and conflict resolution through the medium of play. Information and communications technology (ICT) was used very effectively as a teaching tool during the evaluation. Pupils made good use of ICT as a learning resource in some of the lessons observed; this good practice should be extended to all of the classes.

In the junior classes, classroom planning and implementation have commenced regarding the *Primary Language Curriculum* and it is developing well in the elements of communicating, understanding, exploring and using in oral language. Teachers engage regularly in professional discussions regarding pupils' learning and progress. They actively participate in professional development in order to meet the needs of current pupils and the pupils enrolled for the new school year.

The quality of assessment is good. Standardised tests and teacher designed assessments are used to evaluate pupil achievement in Irish and the pupils are given positive and formative feedback regularly. The teaching staff make use of software to monitor pupils' progress and to share information effectively. It would be worthwhile to develop assessment-for-learning practices on a whole-school basis and to provide teachers with more effective guidance for their short-term planning. There is also need to facilitate pupils' use of self-assessment and peer assessment strategies during teaching on a more consistent basis.

Very effective practice in regard to digital record-keeping is happening in respect of the *Continuum of Support* and student-support files under the guidance of the special education teachers.

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

The SSE process was used appropriately to review the standard of Irish and provision for pupils. The principal, in conjunction with the staff, is committed to making improvements in the school and to the use of innovative strategies aimed at improving the school's priorities in immersion education. As a next step, it would be worthwhile for staff to focus on the development of writing in various genre as well as specific reference and guidance regarding the implementation of the *Primary Language Curriculum*.

## **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.*

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

The board of management is very satisfied with the content of the inspection report. The report recognises the emphasis placed on the Irish language and the attitudes of the students to the learning and use of Irish. The Board is also satisfied that recognition has been given regarding the authentic Irish atmosphere which is an integral part of Gaelscoil Adhamhnáin. It is certainly encouraging that the learning, teaching and positive atmosphere fostered by the school have been commended.

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

The school staff is very happy to accept the recommendations given, and feel very positive about them.

- The school staff is working on providing guidance for each class level throughout the school regarding the strategic development of writing to encompass all writing genres and in conjunction with the school plan. The SSE plan will be based on this feature of writing.
- The school staff will review the assessment for learning strategies currently used in the school, in particular the strategies based on self-assessment and peer-assessment for pupils.

## 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	<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
Good	<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
Satisfactory	<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
Fair	<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
Weak	<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;