

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Measúnú Cláir

TUAIRISC

Ainm na scoile	Gaelcholáiste Luimnigh
Seoladh na scoile	Meal Sior Anraí Luimneach
Uimhir rolla	76101I

Dáta na cigireachta: 23-05-2017



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 CHLÁIR ANN?

Baintear feidhm as an tsamhail mheastóireachta cláir i leith cigireachta chun meastóireacht a dhéanamh ar cháilíocht agus ar éifeachtúlacht na gclár seo a leanas agus chun comhairle agus tacaíocht a chur ar fáil do mhúinteoirí, príomhoidí agus bainistíocht scoile in iar-bhunscoileanna agus in ionaid oideachais:

- Clár Scoile an Teastais Shóisearaigh (JCSP)
- Clár Idirbhliana (TY)
- Clár na hArdteistiméireachta Feidhmí (LCA)
- Gairmchlár na hArdteistiméireachta (LCVP)

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc faoi na ceannteidil seo a leanas:

1. Teagasc agus foghlaim
2. Soláthar cláir agus tacaíocht na scoile uile
3. Pleanáil chláir, comhordú agus meastóireacht

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. 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 bhord ar fáil san aguisín atá leis an tuairisc seo.

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	23-05-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Plé leis an bpríomhoide agus leis na múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Breathnóireacht ar theagasc agus ar fhoghlaim i sé thréimhse ranga• Scrúdú ar obair na scoláirí• Caidreamh le scoláirí• Aiseolas don phríomhoide, príomhoide tánaisteach agus don chomhordaitheoir

COMHTHÉACS NA SCOILE

Iar-bhunscoil chomhoideachais lán-Ghaeilge is ea Gaelcholáiste Luimnigh; tá 592 scoláire ar an rolla faoi láthair. Is iad an Teastas Sóisearach, an Idirbhliain roghnach agus an Ardeistiméireacht bhunaithe na cláir atá ar churaclam na scoile. Tugadh isteach an Idirbhliain in 2009 agus leanann scoláirí an trú bliain go léir an clár.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí an teagasc ar ardcháilíocht nó ar cháilíocht a bhí go maith don chuid ba mhó sna ceachtanna a breathnaíodh; bhí na modheolaíochtaí a úsáideadh i líon beag ceachtanna eile gan a bheith thar an leibhéal sásúil.
- Bhí eispéreas foghlama go maith nó go han-mhaith i bhformhór mór na gceachtanna; ní raibh an rath céanna ar an bhfoghlaim i líon beag eile.
- Tá córas cuimsitheach measúnaithe i bhfeidhm i gcaitheamh na hIdirbhliana ach tá scóip ann ról a fhorbairt do na scoláirí sna modhanna measúnaithe a úsáidtear.
- Tá seasamh an-láidir ag an Idirbhliain ar churaclam na scoile agus tugann an bhainistíocht shinsearach tacaíocht ghníomhach don chlár.
- Tá dul chun cinn an-mhaith déanta i bpróiseas na pleanála do chlár na hIdirbhliana agus comhlíonann an clár trí bhunchuspóir náisiúnta na hIdirbhliana go han-mhaith.

MOLTAÍ

- Moltar úsáid níos leithne a bhaint as straitéisí idirdhealaithe teagaisc agus foghlama agus as teicnicí a éilíonn comhoibriú san fhoghlaim ó na scoláirí sna ceachtanna ar fad.
- Réimse chun forbartha is ea an piar-mheasúnú agus an féin-mheasúnú mar chuid lárnach d'eispéreas measúnaithe scoláirí na hIdirbhliana.

MIONCHINNTÍ AGUS MOLTAÍ

TEAGASC AGUS FOGHLAIM

- Áiríodh an teagasc a bheith ar ardcháilíocht nó ar cháilíocht a bhí go maith don chuid ba mhó sna ceachtanna a breathnaíodh agus baineadh úsáid as modhanna a bhí ag leibhéal sásúil i líon beag ceachtanna eile.
- Bhí cáilíocht na pleanála agus an ullmhúcháin go maith i ngach ceacht nach mór. Bhí cleachtas an-rathúil i leath de na ranganna a breathnaíodh ina raibh spriocanna foghlama difreáilte i gceist; thacaigh struchtúr na gceachtanna leis na spriocanna foghlama seo a chur i láthair, a bhaint amach agus a athchoimriú.
- Sna ceachtanna ab fhearr cruthaíodh deiseanna dúshlánacha a d'éiligh comhoibriú san fhoghlaim ó na scoláirí, bhain luas fiúntach leis na gníomhaíochtaí seo agus rinne na múinteoirí freastal maith ar riachtanais na bhfoghlaiméoirí. Bhí ceachtanna ann áfach nár tapaíodh an deis iontu tacaí a sholáthar fad a bhí na scoláirí ag obair ar thascanna.
- Bhí eispéireas na foghlama go maith nó go han-mhaith i bhformhór mór na gceachtanna; ní raibh an rath céanna ar an bhfoghlaim i líon beag eile. I measc na ngnéithe a bhí le feabhsú bhí gá le spriocanna foghlama idirdhealaithe a leagadh amach, go háirithe do na foghlaiméoirí is inniúla, níor mhiste struchtúr níos forásaí a bheith ar na ceachtanna agus straitéisí ceistiúcháin níos fearr a úsáid.
- Réitíodh acmhainní breise teicneolaíocht faisnéise agus cumarsáide (TFC) ar nós sleamhnán, léaráidí agus bileoga oibre a thacaigh go mór leis an bhfoghlaim agus an teagasc in os cionn leath de na ranganna.
- Bhí bainistiú na scoláirí go han-mhaith i mórán gach ceacht agus bhí dea-iompar agus béasa na scoláirí le feiceáil go suntasach.
- Ba í an Ghaeilge teanga bhainistíochta, mhúinte agus chumarsáide san uile cheacht agus imeacht a breathnaíodh.
- Ba bheag fianaise a bhí in aon rang ar na straitéisí litearthachta agus uimhearthachta atá aontaithe ag leibhéal na scoile uile mar chuid den phróiseas féinmheastóireacht scoile (FMS). Ní mór monatóireacht níos éifeachtaí a dhéanamh ar úsáid na straitéisí sa seomra ranga.
- Déantar tionscnaimh nua teagasc agus foghlama a thriail i gcaitheamh na hIdirbhliana agus leathnaítear go bliainghrúpaí eile iad dá réir. Tá an cur chuige nuálach seo le moladh.
- Tá córas cuimsitheach measúnaithe i bhfeidhm lena n-áirítear measúnú ar an bhfoghlaim agus chun foghlama. Cuirtear scrúduithe tí i gcás na gcroí-ábhar faoi dhó in imeacht na scoilbhliana agus seoltar tuairisc abhaile bunaithe ar thorthaí na scrúduithe seo.
- Tá córas pointí creidiúna forbartha ina dtugtar aitheantas d'obair na bliana sna réimsí foghlama uile, seachas na croí-ábhair. Chun barr feabhais a chur ar thionchar an chórais seo ar an teagasc agus foghlaim, moltar dáileadh chóras na gcreidiúintí do na hábhair éagsúla a shonrú faoi na modhanna measúnaithe sna pleananna ábhair go léir.
- B'fhiú machnamh a dhéanamh ar an tairbhe a bhainfeadh le píar-mheasúnú agus féin-mheasúnú a chomhtháthú mar chuid lárnach d'eispéireas measúnaithe scoláirí na hIdirbhliana.
- Ba chóir spriocdhátaí níos luaithe i mí na Bealtaine a aontú leis na scoláirí don obair chláir a bheith istigh.

- B'fhiú go mór pacáiste bogearraí a bheith ar tháibléid na scoláirí agus ar ríomhairí na scoile féin mar thaca lena gcumas litearthachta a fheabhsú.

1. SOLÁTHAR CLÁIR AGUS TACAÍOCHT DON SCOIL UILE

- Tá seasamh an-láidir ag an Idirbhliain ar churaclam na scoile agus is saibhre iad na naisc agus cáilíocht na cumarsáide atá idir an scoil agus na páirtithe leasmhara a bhuíochas ar chlár na hIdirbhliana.
- Tugann an bhainistíocht shinsearach tacaíocht ghníomhach do chlár na hIdirbhliana agus don eispéireas leathan foghlama a chuirtear ar fáil do na scoláirí.
- Tá croífhóireann bunaithe a ghlacann freagracht as bainistiú an chláir faoi cheannaireacht an chomhordaitheora. Déantar athnuachan ar chomhdhéanamh na croífhóirne go tráthrialta.
- Téann na scoláirí amach ar thaithí oibre ar feadh seachtaine faoi dhó sa bhliain. Déantar obair dheonach leathlae Déardaoin. Tá treoirlínte maithe leagtha síos chun bainistiú a dhéanamh ar thaithí oibre agus ar obair dheonach roimh do na scoláirí dul amach ar shocrúcháin, fad a bhíonn siad amuigh agus tar éis dóibh filleadh ar an scoil.
- Cuirtear clár ionductaithe an-chuimsitheach ar fáil do na scoláirí ag deireadh na tríú bliana, ag tús an chláir agus déantar seisiún eolais ar na spriocanna foghlama a leagann na scoláirí amach dóibh féin le linn an chláir agus ag deireadh na hIdirbhliana.
- Bhí na scoláirí, ionadaithe chomhairle na scoláirí ina measc, an-dearfach i leith an tsoláthair san Idirbhliain. Tugadh suntas don líon ard díobh a raibh rogha ábhar agus rogha cúrsa tríú leibhéal déanta acu a bhuíochas ar an eispéireas a bhí acu i gcaitheamh na hIdirbhliana.

2. PLEANÁIL, COMHORDÚ AGUS MEASÚNÚ CLÁIR

- Tá an-dul chun cinn déanta i bpróiseas na pleanála do chlár na hIdirbhliana; bhain caighdeán ard leis an bplean scríofa.
- Bhí cáilíocht na bpleananna curaclaim ag leibhéal éagsúla; i gcás an chuid ba mhó díobh bhí an cháilíocht go han-mhaith. I gcás an bheagáin áfach bhí gá le forbairt shuntasach. Moltar go bhforbrófaí an mionlach seo agus béim a chur ar na spriocanna foghlama, na gníomhaíochtaí foghlama agus na modhanna measúnaithe a thacaíonn leo a bheith luaite go sonrath.
- Bhain ardcháilíocht le comhordú an chláir. Tá an comhordaitheoir céanna i bhfeighil na hIdirbhliana ón tús. Is dea-theist ar an gclár go gcomhlíonann clár na scoile seo trí bhunchuspóir náisiúnta na hIdirbhliana go han-mhaith.
- Bhí láidreachtaí suntasacha i gcáilíocht an athbhreithnithe agus na hathnuachana a dhéantar ar an gclár i gcomhairle leis na páirtithe uile.

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an Bord Bainistíochta agus pobal na scoile roimh an tuairisc a dhearfach agus moltach seo ar mheasúnacht chlár na hIdirbhliana a chuireadh ar siúl 22/23 Bealtaine 2017.

Tá an Bord an-shásta agus an-bhródúil as an ard-chaighdeán atá á bhaint amach ag scoláirí sa chlár seo.

Ba mhaith leis an mBord tréaslú leis an gComhordaitheoir Cláir, an fhoireann Idirbhliana agus na scoláirí.

Tá bainistíocht na scoile rí-bhuíoch don chomhairle agus cur chuige na Cigireachta le linn an phróisis seo chun deimhin a dhéanamh de go bhfuil an clár is fearr á chur ar fail dár scoláirí.

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 straitéis curtha i bhfeidhm ó Lúnasa 2017 chun dul i ngleic le h-úsáid níos leithne a bhaint as straitéisí idirdhealaithe teagaisc agus Foghlama agus as teicnící a éilíonn comhoibriú san fhoghlaim ó na scoláirí sna ceachtanna ar fad.

Tá an píar-mheasúnú agus an féin-mheasúnú mar chuid lárnach d'eispéireas measúnaithe scoláirí na hidirbhliana i ngach rang anois.

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 mbaineann cigirí feidhm aisti 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 bíonn an cháilíocht ar a ndearnadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith ; ar cháilíocht an-ard; an-éifeachtach; 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-suntasach; thar barr
Go maith	Úsáidtear Go maith áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu 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 leis an gcaighdeán <i>an-mhaith</i> 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 díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic 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 chomh sásúil sin; deacrachtaí ann; níor 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 atá suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Programme Evaluation

REPORT

School Name	Gaelcholáiste Luimnigh
School Address	Sir Harry's Mall Limerick
Roll Number	76101I

Date of inspection: 23-05-2017



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

WHAT IS A PROGRAMME EVALUATION?

The programme evaluation model of inspection is used to evaluate the quality and effectiveness of the following programmes and to provide advice and support to teachers, principals and school management in post-primary schools and centres for education:

- Junior Certificate School Programme (JCSP)
- Transition Year (TY) programme
- Leaving Certificate Applied (LCA) programme
- Leaving Certificate Vocational Programme (LCVP)

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching under the following headings:

4. Teaching and learning
5. Programme provision and whole school support
6. Programme planning, coordination and evaluation

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.

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	23-05-2017
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers, to vice-principal and to the co-ordinator

SCHOOL CONTEXT

GaelcholáisteLuimnigh is a co-educational all-Irish post-primary school; there are 592 students currently enrolled. The programmes on the school's curriculum are the Junior Certificate, an optional Transition Year (TY) programme and the established Leaving Certificate. TY was introduced in 2009 and all third year students follow the programme.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- The teaching was of a high quality or good quality in the majority of lessons observed; the methodologies used in a small number of lessons were satisfactory.
- The learning experience was good or very good in the majority of lessons; whilst in a small number of lessons it was not as successful.
- There is a comprehensive assessment system in place in TY and there is scope to develop a role for the students in the modes of assessment employed.
- TY is well established in the school's curriculum and senior management actively supports the programme.
- Very good progress has been made in the planning process for TY and the programme fulfills the three main national aims of TY to a very good standard.

RECOMMENDATIONS

- It is recommended that wider use should be made of differentiation in teaching and learning strategies and of techniques which afford students the opportunity to engage collaboratively in their learning in all lessons.
- Peer-assessment and self-assessment are areas for development as an integral part of the assessment experience of the students during TY.

DETAILED FINDINGS AND RECOMMENDATIONS

TEACHING AND LEARNING

- The teaching was considered of a high quality or good quality for the majority of lessons observed and the methodologies used in a small number of other lessons were satisfactory.
- The quality of planning and preparation was good in almost all lessons. Very successful practice was apparent in half of the classes observed because differentiated learning targets were set and the structure of the lessons supported the presentation, achievement and summary of these learning targets.
- In the best lessons challenging and collaborative learning opportunities were created for students, good use was made of these activities and the teachers dealt well with the needs of the learners. In some lessons, however, the opportunity was lost to provide support whilst the students were working on the tasks.
- The learning experience was good or very good in the majority of lessons; whilst in a small number of lessons it was not as successful. The recommended improvements include the setting differentiated learning objectives, in particular for the most capable learners, planning for a more developmental structure and improved questioning strategies.
- Additional information and communication technologies resources were prepared, such as slides, images and worksheets which supported the teaching and learning considerably in more than half the classes.
- The students were very well managed in all lessons and the good behaviour and manners of the students was very apparent.
- Irish was the language of management, teaching and communication in all lessons and activities observed.
- There was little evidence in any class of the literacy and numeracy strategies which have been agreed at whole-school level as part of the school self-evaluation process. More effective monitoring needs to be carried out on the use of strategies in the classroom.
- New teaching and learning initiatives are trialled during TY and are extended to other year-groups accordingly. This innovative approach is praiseworthy.
- There is a comprehensive assessment system in place which includes assessment of learning. House exams in the core-subjects are held twice a year and a report is sent home based on the results of these examinations.
- An accreditation system has been developed in which credits are awarded to the years work in all learning areas, except in core subjects. To improve the influence this system has on teaching and learning, it is suggested that the distribution of the credits to the various subjects be detailed under the assessment methods in all subject plans.
- The benefits of integrating peer-assessment and self-assessment should be considered as an integral part of the assessment experience of TY students.
- Earlier target dates in May should be agreed with the students for submission of programme work.
- It would be very worthwhile to have a software package on the students' tablets and on the school computers to support the improvement of literacy skills.

3. PROGRAMME PROVISION AND WHOLE SCHOOL SUPPORT

- TY has a high profile in the school's curriculum and due to the TY programme the links and the quality of communication between the school and other stakeholders are stronger.
- Senior management actively supports the TY Programme and the range of learning experiences it provides for the students.
- A core team has been established which under the leadership of the co-ordinator is responsible for the management of the programme. The make-up of the core team is reviewed on a regular basis.
- The students go on two one week work experience placements during the year. Voluntary work is done for a half-day on Thursdays. There are good guidelines developed to manage work experience and voluntary work before the students go out on placement, while they are on placement and to debrief when students return to school.
- A very comprehensive induction programme is provided for the students at the end of third year, at the beginning of the programme and an information session is conducted based on the learning goals that students set for themselves during the programme and at the end of TY.
- Students, including representatives from the Student Council, were very positive regarding the provision for TY in the school. Special note was made of the large number who had chosen particular senior cycle subjects and had decided on a third-level course of study due to their experience during TY.

4. PLANNING, COORDINATION AGUS PROGRAMME EVALUATION

- Very good progress has been made in the planning process for the TY programme and the written plan was of a high standard.
- The quality of the curricular plans was varied; in most cases the quality was very good. In a minority of cases however, there was a need for significant development. It is recommended that this minority be developed and include learning objectives, teaching and learning methodoliges and the assessment methods that support them be mentioned specifically.
- The coordination of the programme was of a high standard. The same co-ordinator has been in charge of TY from the time the programme started in the school. It is testament to the programme that the school's programme fulfills the three national aims of the TY to a very good standard.
- There were significant strengths in the quality of the evaluation and review of the programme in consultation with all school partners.

At the conclusion of the evaluation, the draft findings and recommendations arising out of this evaluation were discussed with the principal, the deputy-principal and the co-ordinator.

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 and the school community welcome this positive and affirming report on the evaluation of transition year (TY) that was conducted on the 22 and 23 of May 2017.

The board is very satisfied and proud of the high standards being achieved on this programme. The board would like to congratulate the programme co-ordinator, the TY teaching team and the students.

School management is very grateful for the advice from and the approach of the inspectorate during this process; to ensure that the best programme is being provided for the students.

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

Since August 2017, a strategy has been put in place to extend the use of differentiated approaches and co-operative learning techniques in teaching and learning in all lessons.

Peer-assessment and self-assessment is now a central component of students' assessment experience in all TY lessons.

(This is a translation of the school response submitted by the board of management.)

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 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;