

An Roinn Oideachais agus Scileanna

Cigireacht Ábhair sa Mhatamaitic

TUAIRISC

Ainm na scoile / School name	Gaelcholáiste Luimnigh
Seoladh na scoile / School address	Meal Sior Anraí Luimneach
Uimhir rolla / Roll number	76101I

Dáta na Cigireachta: 17-01-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

CIGIREACHT ÁBHAIR

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. 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 sa Mhatamaitic faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar an ábhair agus tacaíocht na scoile uile
3. Pleanáil agus ullmhúchán

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáid as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. 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.

COSAINN LEANAÍ

Le linn na cuairte cigireachta, 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.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbheithniú bliantúil agus measúnú riosca.
3. 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.

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

CIGIREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dátaí na cigireachta	16 agus 17 Eanáir 2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus le príomhbhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim le linn sé thréimhse ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide agus do na baill foirne ábhartha

Comhthéacs na scoile

Iar-bhunscoil chomhoideachais is ea Gaelcholáiste Luimnigh atá lonnaithe i gcathair Luimnigh agus a fheidhmíonn trí mheán na Gaeilge. Faoi láthair, tá 630 scoláire ar an rolla agus is iad na cláir churaclaim a sholáthraítear ná cláir na hArdeistiméireachta (LC) agus an Teastais Shóisearaigh (JC) chomh maith le clár roghnach na hIdirbhliana (TY).

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc a breathnaíodh go maith ar an iomlán, sa réimse ó chleachtas eisceachtúil a tugadh faoi deara i gceacht amháin go cleachtas sásúil i dhá cheacht.
- Bhí cáilíocht fhoriomlán na foghlama go maith.
- Baineadh feidhm as réimse de straitéisí measúnaithe chun tacú leis an bhfoghlaim agus baineadh feidhm mhaith astu i bhformhór na gceachtanna; bhain éagsúlacht le cáilíocht agus léibhéal an aiseolais fhoirmithigh scríofa ar obair na scoláirí ar fud na gceachtanna.
- Tá gach gné den soláthar don ábhar agus tacaíocht na scoile uile i leith na Matamaitice go han-mhaith.
- Bhí an phleanáil agus an t-ullmhúchán ar ardcháilíocht i bhformhór na gceachtanna ar tugadh cuairt orthu, baineadh úsáid an-mhaith as an teicneolaíocht dhigiteach chun tacú le comhphleanáil agus planáil i gcomhar.
- I bhformhór na gceachtanna, bhí scóip ann chun roinnt straitéisí a bhain le feabhsú scoile uile a chorprú i ndoiciméid phleanála an ábhair agus sa chleachtas ranga.

Moltaí

- Ba cheart díriú sa réimse i gcomhair feabhais ar chleachtais maidir le monatóireacht a dhéanamh ar obair na scoláirí agus aiseolas foirmitheach i scríbhinn a chur ar fáil ar bhonn rialta.
- Moltar na straitéisí um fheabhsú scoile uile, a sainithníodh mar chuid de phróiseas na féinmheastóireachta scoile (FMS), a chorprú sa phlean ábhair agus iad a chur i bhfeidhm ar fud na gceachtanna ar fad.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM, AGUS MEASÚNÚ

- Bhí cáilíocht fhoriomlán an teagaisc go maith, agus breathnaíodh gnéithe de chleachtas a bhí sásúil chomh maith le gnéithe a bhí ar cháilíocht den scoth. I bhformhór na gceachtanna, d'oibrigh scoláirí ar thascanna saincheaptha a bhí difreáilte go cuí chun deis a thabhairt do na scoláirí go léir blaiseadh den rath agus den dúshlán a fháil. Baineadh feidhm as roinnt acmhainní a bhí an-nuálach chun rannpháirtíocht na scoláirí a spreagadh, agus is iad na múinteoirí a tháinig a bhformhór agus úsáid a baint ag mórán acu as teicneolaíocht na faisnéise agus na cumarsáide (ICT).
- Sna ceachtanna go léir, léirigh múinteoirí go raibh eolas maith acu ar an ábhar agus go raibh siad díograiseach i leith na matamaitice. Bhí caidreamh an-mhaith idir múinteoirí agus scoláirí chomh maith le han-dea-chaidreamh idir na scoláirí féin. Bhí grúpáil straitéiseach scoláirí chun tacú leis an bhfoghlaim mar ghné inmholta de mhórán ceachtanna.
- Áit a raibh cáilíocht an teagaisc agus na foghlama an-ard, baineadh feidhm as réimse modheolaíochtaí lena chinntiú go raibh scoláirí rannpháirteach go gníomhach agus go fiúntach an feadh an ranga go léir. Bhí na tascanna dea-phleanáilte agus bhí straitéisí éifeachtacha san áireamh iontu chun dul chun cinn a mheas agus tuiscint a sheiceáil. I measc straitéisí éifeachtacha den sórt sin bhí scoláirí ag cur a gcuid oibre i láthair os comhair an ranga go léir, ina n-aonar agus i ngrúpaí, agus ag freagairt ceisteanna óna gcomhghleacaithe agus ón múinteoir. Sa cheacht ab fhearr, baineadh feidhm den scoth as ról an mhúinteora mar éascaitheoir agus baineadh leas as gach deis foghlama.
- In dhá cheacht, bhí an soláthar sásúil. Bhí scóip sa dá cheacht chun níos mó deiseanna a chur ar fáil do scoláirí le bheith rannpháirteach ar bhealach níos gníomhaí in ábhar an cheachta. Le linn na gceachtanna sin, is beag ábhar nua a tugadh isteach agus, ainneoin gur léirigh scoláirí a gcuid inniúlachta maidir leis na topaicí, mar thoradh air sin ní dhearnadh dóthain dul chun cinn san fhoghlaim ná ní raibh an t-ábhar sách dúshlánach d'fhorhór na scoláirí.
- Bhí cáilíocht fhoriomlán na foghlama go maith ar fud na gceachtanna a breathnaíodh. Rinneadh réamheolas ábhartha a shainaithint sular tugadh isteach ábhar nua agus leag múinteoirí síos teorainneacha ama do thascanna lena chinntiú gur coinníodh luas maith sa cheacht. Baineadh feidhm as réimse acmhainní TFC chun tacú leis an bhfoghlaim. D'fhéadfadh scoláirí rochtain a fháil ar ábhar agus ar naisc ábhartha a bhí á roinnt ag múinteoirí, obair bhaile a chur isteach ar líne, agus cumarsáid a dhéanamh le múinteoirí ar ríomhphost. I gceacht amháin, d'fhéadfaí cur go mór leis an bhfoghlaim dá mbainfí feidhm as léaráidí dinimiciúla digiteacha; bhí samplaí aonair á dtáirgeadh ag scoláirí ar a gcuid gléasanna táibléid agus d'fhéadfaí iad sin a roinnt.
- Bhí sprioc soiléir don fhoghlaim sna ceachtanna ab fhearr a ndearnadh foghlaim iontu. Bhí deiseanna ag scoláirí éisteacht, plé a dhéanamh, smaoinreamh agus réimse ceisteanna a fhreagairt, ina n-aonar agus i ngrúpaí beaga. Baineadh feidhm éifeachtach as straitéisí ceistiúcháin chun cuimsiú agus difreáil a dhéanamh, chun seiceáil ar thuiscint agus chun leideanna a thabhairt. I roinnt cásanna, d'fhéadfaí feidhm a bhaint as réimse níos leithne de straitéisí ceistiúcháin chun breis scoláirí a chur san áireamh agus chun deiseanna a chur ar fáil i gcomhair smaointeoireacht ardoird.
- Bhí cáilíocht fhoriomlán an mheasúnaithe go maith. Baineadh feidhm as éagsúlacht straitéisí measúnaithe chun tacú leis an bhfoghlaim agus ina measc sin bhí cur i láthair, plé agus obair a chur i gcomparáid. Thug tascanna i gcomhar deiseanna do scoláirí tuilleadh forbartha a dhéanamh ar a gcuid scileanna i dtaca le piarmheasúnú agus féinmheasúnú. I bhformhór na

gceachtanna, d'úsáid múinteoirí na deiseanna a chruthaigh scoláirí agus iad ag obair ar thascanna socraithe chun gluaiseacht timpeall, monatóireacht a dhéanamh ar chóipleabhair agus tacaíocht ar chur ar fáil. Tugadh aiseolas foirmitheach ar ardcháilíocht faoi deara i gcuid de na cóipleabhair a breathnaíodh. Mar phríomhréimse i gcomhair feabhais, ba cheart do roinn na matamaitice díriú ar aiseolas foirmitheach níos comhsheasmhaí agus níos rialta i scríbhinn a chur ar fáil ar obair scoláirí.

2. SOLÁTHAR AN ÁBHAIR AGUS TACAÍOCHT NA SCOILE UILE

- Tá an soláthar don ábhar agus tacaíocht na scoile uile i leith na matamaitice go han-mhaith. Déantar scoláirí a theagasc i suíomhanna cumais mheasctha sa chéad bhliain. Cuireann tráthchlár chomhthráthacha ar chumas bliainghrúpaí eile bogadh idir leibhéil. Tugtar spreagadh do na scoláirí go léir staidéar a dhéanamh ar an leibhéal is airde is féidir.
- Spreagann an fhoireann bhainistíochta rannpháirtíocht múinteoirí i bhforbairt ghairmiúil leanúnach (CPD) agus tacaíonn siad leis an rannpháirtíocht sin. San áireamh i CPD scoile uile le déanaí bí oiliúint i dtaca le cómhúinteoireacht agus difreáil sa seomra ranga. Tá comhroinnt eolais agus cleachtas ranga ag cruinnithe foirne seanbhunaithe agus le moladh go mór.
- Déantar freastal maith ar scoláirí a bhfuil riachtanais foghlama sa bhreis acu trí mhúnla tacaíochta solúbtha. Baintear feidhm as tacaíochtaí inranga, amhail cómhúinteoireacht, chomh maith le haistarraingt chuig suíomhanna ina bhfuil grúpaí beaga. Tá sonraí maidir le spriocanna aonair agus straitéisí tacaíochta do gach scoláire a bhfuil riachtanas foghlama aitheanta aige nó aici ar fáil don fhoireann go léir tríd an ardán comhroinnte ar líne. Oibríonn múinteoirí príomhshrutha go dlúth le comhordaitheoir na riachtanas speisialta oideachais (SEN) chun monatóireacht a dhéanamh ar an dul chun cinn atá á dhéanamh ag gach scoláire ar leith.
- Tugann múinteoirí spreagadh agus tacaíocht do rannpháirtíocht scoláirí i roinnt imeachtaí seach-churaclaim agus comhchuraclaim a bhaineann leis an Matamaitic. Mar shampla, tuairiscítear go bhfuil an club matamaitice seachtainiúil ag am lóin rathúil maidir le rannpháirtíocht scoláirí.
- Tá na hacmhainní TFC an-mhaith. Tá acmhainní maithe ag roinn na matamaitice. Cuirtear buiséad ar fáil di gach bliain agus úsáidtear é chun tacú le forbairt na timpeallachta foghlama: maisíodh na seomraí ranga le póstaer ábhartha; ceannaíodh sraitheanna ranga de threalamh, agus tá banc acmhainní praiticiúla ar fáil chun tacú leis an bhfoghlaim.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhí an phleanáil agus an t-ullmhúchán ar ardcháilíocht d'fhormhór na gceachtanna a breathnaíodh. Sna ceachtanna sin, rinneadh tascanna a dhifreáil go cuí lena chinntiú go mblaisfeadh na scoláirí go léir gnéithe den rath agus den dúshlán; rinneadh an comhar a éascú go maith; agus bhí deiseanna chun seiceáil a dhéanamh ar thuiscint mar chuid lárnach den cheacht. I roinnt ceachtanna, áit a raibh scóip chun feabhais, bhí na scoláirí ag brath an iomarca ar léiriú an mhúinteora; bhí béim ar ábhar a chlúdach seachas ar rannpháirtíocht na scoláirí san ábhar; agus cailleadh deiseanna chun leibhéil dul chun cinn agus tuisceana a mheas go héifeachtach.

- Baineadh úsáid an-mhaith as an bhféidearthacht a bhaineann le TFC chun tacú leis an gcomhar i measc na múinteoirí. Tagann roinn na matamaitice le chéile go rialta mar roinn agus coinnítear miontuairiscí ar an tiomántán comhroinnte ar líne. Tá breac-chuntas soiléir ar dhualgais chomhordaitheoir na roinne agus déantar ról an chomhordaitheora a mhalartú, nós a léiríonn dea-chleachtas. Tá scóip ann le go dtabharfadh an roinn cuairt eile ar na straitéisí um fheabhsú scoile uile i dtaca le measúnú, litearthacht agus uimhearthacht a comhaontaíodh agus iad a chorprú sna doiciméid pleanála ábhair agus sa chleachtas sa seomra ranga.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, an príomhoide ionaid agus múinteoirí an ábhair.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Is mian leis an mBord Bainistíochta a chuid buíochas a ghabháil as an dtuairisc seo agus na cinntí is na moltaí a fhoilsíodh inti. Tá an Bord Bainistíochta thar a bheith sásta leis na cinntí a nochtadh le linn cuairte an chigire.

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

Maidir leis an gcéad mholadh, tá an Roinn Matamaitic tar éis glacadh le treoir agus comhairle le córas a mholadh ina bhíonn píar-bhreathnóireacht i bhfeidhm i dtaobh aiseolais foirmitheach a sholáthar do scoláirí i scríbhinn ar bhonn rialta.

I gcás an dara mholadh, tá straitéisí um fheabhsú scoile uile, a saináithníodh mar chuid de phróiseas na féinmheastóireachta scoile (FMS), léirithe níos cruinne agus níos doimhne sa phlean ábhair chun cur i bhfeidhm ar fud na gceachtanna ar fad.

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 bíonn cáilíocht an tsoláthair ar a ndearnadh meastóireacht thar cionn agus is eiseamláir 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 ² sárchaighdeán; le láidreachtaí an-suntasach; ² thar barr
Maith	Úsáidtear Go maith 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
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;

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Department of Education and Skills

Subject Inspection in Mathematics

REPORT

Ainm na scoile / School name	Gaelcholáiste Luimnigh
Seoladh na scoile / School address	Meal Sior Anraí Luimneach
Uimhir rolla / Roll number	76101I

Date of Inspection: 17-01-2019



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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 Mathematics 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.

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

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

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	16 and 17 January 2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during six class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Gaelcholáiste Luimnigh is a co-educational post-primary school situated in Limerick city operating through the medium of Irish. Currently, 630 students are enrolled and the curricular programmes offered are the Leaving Certificate (LC) and Junior Certificate (JC) programmes as well as an optional Transition Year (TY) programme.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching observed was good overall, ranging from exceptional practice noted in one lesson to satisfactory practice in two lessons.
- The overall quality of learning was good.
- A range of assessment strategies was employed to support learning to good effect in the majority of lessons; the quality and level of written formative feedback on students' work varied across lessons.
- All aspects of subject provision and whole-school support for Mathematics are very good.
- Planning and preparation were of a high quality for the majority of lessons visited; collective and collaborative planning was supported by very good use of digital technology.
- There was scope to incorporate a number of whole-school improvement strategies into the subject planning documents and classroom practice in the majority of lessons.

Recommendations

- Practices around monitoring students' work and providing regular written formative feedback should be a focus area for improvement.
- It is recommended that the whole-school improvement strategies, identified as part of the school self-evaluation (SSE) process, be incorporated into the subject plan and implemented across all lessons.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching was good, with elements of both satisfactory and exceptionally high-quality practice observed. In the majority of lessons, students worked on bespoke tasks which were suitably differentiated to allow all students to experience elements of success and challenge. Some very innovative resources were used to engage students, most of which were produced by the teachers, many using information and communications technology (ICT).
- In all lessons, teachers demonstrated high levels of subject knowledge and enthusiasm for Mathematics. There was very good rapport between teachers and students as well as very good relationships among students. The strategic grouping of students to support learning was a commendable feature of many lessons.
- Where the quality of teaching and learning was very high, a variety of methodologies was used to ensure students were engaged actively and purposefully for the entire lesson. Tasks were well planned and included effective strategies to assess progress and check for understanding. Such effective strategies included students presenting their work, individually and in groups, to the whole class and answering questions from peers and the teacher. In the best lesson, the teacher's role as facilitator was used exceptionally well and all learning opportunities were exploited.
- In two lessons, provision was satisfactory. There was scope in both lessons to provide more opportunities for students' active engagement with the lesson content. During these lessons, little new material was introduced and, despite students' demonstrating competency with the topics, this resulted in insufficient progress in learning or challenge for the majority of students.
- The overall quality of learning was good across the lessons observed. Relevant prior knowledge was identified before new content was introduced and teachers set time limits for tasks to ensure that good lesson pace was maintained. A range of ICT resources was used to support learning. Students could access content and relevant links shared by teachers, submit homework online and communicate with teachers through email. In one lesson, learning could have been greatly enhanced with the use of dynamic digital diagrams; students were producing examples individually on their tablet devices which could have been shared.
- Where learning was best, lessons had a clear learning focus. Students had opportunities to listen, discuss, think and respond to a range of questions, both individually and in small groups. Questioning strategies were used effectively to include, differentiate, check for understanding and prompt. In some instances, a broader range of questioning strategies could have been used to include more students and to provide opportunities for higher-order thinking.
- The overall quality of assessment was good. A variety of assessment strategies was used to support learning which included students presenting, discussing and comparing work. Collaborative tasks provided opportunities for students to further develop their skills to peer and self-assess. In the majority of lessons, teachers used the opportunities created by students working on set tasks to circulate, monitor copies and provide support. High-quality formative feedback was noted in some of the copies examined. More consistent and regular use of written formative feedback on students' work should be targeted as a key area for improvement by the mathematics department.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole-school support for Mathematics are very good. Students are taught in mixed-ability settings in first year. Concurrent timetabling for the other year groups allows students to move between levels. All students are encouraged to study at the highest level possible.
- The management team encourages and supports teachers' engagement with continuing professional development (CPD). Recent whole-school CPD has included training for team-teaching and differentiation in the classroom. In-house sharing of knowledge and classroom practices at staff meetings is well established and highly commended.
- Students with additional learning needs are well catered for through a flexible model of support. In-class supports, such as team teaching, are used as well as withdrawal into small-group settings. Detail in respect of individual targets and support strategies for each student with an identified learning need are available to all staff through the online shared platform. Mainstream teachers work closely with the special educational needs (SEN) co-ordinator to set targets and monitor progress of each individual student.
- Teachers encourage and support students' involvement in a number of extra-curricular and co-curricular events relating to Mathematics. For example, the weekly mathematics club run at lunchtime is reported to be successful in terms of student engagement.
- ICT facilities are very good. The mathematics department is well resourced. It receives a budget each year which is used to support the development of the learning environment: classrooms have been decorated with relevant posters; class sets of equipment have been purchased; and a bank of hands-on resources is available to support learning.

3. PLANNING AND PREPARATION

- Planning and preparation were of a high quality for most of the lessons observed. In these lessons, tasks were suitably differentiated to ensure that all students experienced elements of success and challenge; collaboration was well facilitated; and opportunities to check for understanding were an integral part of the lesson. In some lessons where there was scope to improve, students were overly dependent on teacher exposition; there was a focus on covering content rather than on students' engagement with the content; and opportunities were missed to assess levels of understanding and progress effectively.
- The potential of ICT has been used very well to support collaboration amongst the teachers. The mathematics teachers meet regularly as a department and minutes are maintained on the online shared drive. There is a clear outline of duties for the department co-ordinator and the co-ordination role is rotated, which is indicative of good practice. There is scope for the department to re-visit agreed whole-school improvement strategies for assessment, literacy and numeracy and incorporate them more consistently into the subject planning documents and into classroom practice.

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.

Appendix

TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The board of management is thankful for the report and its findings and recommendations. The board is very happy with the findings identified during the inspection.

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

In relation to the first recommendation, the mathematics department has accepted the guidance and advice to put a peer-observation system in place to provide regular formative written feedback for students.

In relation to the second recommendation, the whole-school improvement strategies identified as part of the school self-evaluation (SSE) process will be included more precisely and comprehensively in the subject plan to ensure implementation in all 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 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 <i>very good</i> 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;