

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair Matamaitice

TUAIRISC

Ainm na scoile / School name	Coláiste Ghobnait
Seoladh na scoile / School address	Inis Oírr Oileáin Árann Co. na Gaillimhe
Uimhir rolla / Roll number	71370K

Dáta na Cigireachta: 28 Aibreán 2017



CAD IS CIGIREACHT ÁBHAIR ANN?

Déanann cigireachtaí ábhair tuairisciú ar cháilíocht na hoibre i réimsí curaclaim faoi leith 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 na Matamaitice faoi na ceanteidil seo a leanas:

1. Foghlaim, teagasc agus measúnú
2. Soláthar don ábhar agus tacaíocht na scoile uile
3. Pleanáil agus ullmhúchán

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

Cigireacht Ábhair

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	28 Aibreán 2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an bpríomhoide agus le príomhbhaill foirne• Idirghníomhú le daltaí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim i dhá cheann de thréimhsí ranga• Iniúchadh ar obair na scoláirí• Aiseolas don phríomhoide agus do na baill foirne chuí

COMHTHÉACS NA SCOILE

Is é Coláiste Ghobnait an t-aon iar-bhunscoil atá suite ar Inis Oírr, an t-oileán is lú de thrí Oileán Árann. Múineadh a scoláirí go léir trí mheán na Gaeilge. Scoil chomhoideachais atá ag oibriú faoi choimirce Bhord Oideachais agus Oiliúna na Gaillimhe agus Ros-Comáin. Tá 29 scoláire ar an rolla agus tairgtear Idirbhliain éigeantach ann chomh maith leis an Ardteistiméireacht bhunaithe agus an Teastas Sóisearach.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Bhí cáilíocht an teagasc sásúil ar an iomlán.
- Shín caighdeán na foghlama a breathnaíodh ó leibhéal measartha go leibhéal sásúil.
- Baineadh úsáid as réimse mhaith cleachtas mheasúnachta agus bhí cuid díobh ní b'éifeachtaí ná cuid eile.
- Tá soláthar ábhair don Matamaitic an-mhaith má chuirtear san áireamh na srianta atá ar shocrú amchlár i scoil den méid seo.
- Níl ach líon fíor-bheag d'acmhainní nithiúla ar fáil ag roinn na matamaitice chun tacú le foghlaim agus teagasc.
- Tá gá le forbairt shuntasach ar an roinn na matamaitice agus ar phleanáil ceachtanna aonair.

MOLTAÍ

- Ba chóir tuilleadh forbartha a dhéanamh ar chleachtas piarmheasúnaithe agus féinmheasúnaithe d'fhonn acmhainneacht foghlama a bharrfheabhsú.
- Ba chóir go gcinnteodh pleanáil na gceachtanna go bhfaigheadh na scoláirí eispéiris foghlama éagsúla a spreagfadh comhar agus neamhspleáchas agus go mbainfí rúin foghlama atá ard a ndóthain amach.
- Ba chóir tuilleadh forbartha a dhéanamh ar scéimeanna oibre do gach bliainghrúpa agus gach leibhéal ar shlí go gcuimseofaí rúin foghlama atá dírithe ar an scoláire agus a bhfuil modheolaíochtaí, acmhainní agus modhanna measúnachta nasctha leo.
- Ba chóir do roinn na matamaitice pleanáil a taisce acmhainní a mhéadú trí iarratais a dhéanamh ar ábhar a úsáidfear sa rang chun tacú le foghlaim agus teagasc.

MIONCHINNTÍ AGUS MOLTAÍ

TEAGASC, FOGHLAIM AGUS MEASÚNACHT

- Bhí cáilíocht an teagaisc sásúil ar an iomlán. Bhí líon beag scoláirí sna ranganna a breathnódh agus bhí scoláirí ag obair ina n-aonar ar feadh tréimhsí suntasacha den am a bhí acu sa rang. Is é a bhí sa chuid ba mhó de cheacht amháin ná bileoga oibre chun codáin a chleachtadh. Ba ar an múinteoir amháin a bhí na scoláirí ag brath chun tacú le dul chun cinn agus chun réitigh a thabhairt dóibh. I gceacht eile níor cuireadh an bhéim ar úsáid léaráidí beachta de réir dea-chleachtais. Tríd scrúdú ar chóipleabhair deimhníodh gur glacadh le sceitsí garbha seachas cruinneas a chur chun cinn. D'fhéadfaí ionchais níos airde a leagan amach do cháilíocht na hoibre a dhéantar. Moltar deiseanna do na scoláirí a chur san áireamh i bpleanáil na gceachtanna go n-oibreoidís i gcomhar le chéile, go sníomhfaí acmhainní agus samplaí ábhartha isteach sna ceachtanna agus go mbainfí úsáid as modheolaíochtaí teagaisc éagsúla.
- Shín caighdeán na foghlama a breathnaíodh ó leibhéal measartha go leibhéal sásúil. Bhí an timpeallacht foghlama deisithe le roinnt taispeántais d'obair na scoláirí. Moltar gníomhaíochtaí beirte agus grúpa a bhfuil pleanáil mhaith déanta orthu a úsáid chun na tairbhí a ghabhann le tacaíocht phiara a bharrfheabhsú agus chun deiseanna do phlé idir scoláirí a éascú.
- Ullmhaíodh cuspóirí foghlama a bhí sonrath agus ábhartha roimh gach ceacht a breathnaíodh. Bhí scóip ann chun fócais níos láidre ar scileanna ardleibhéil agus tuisceana a chur san áireamh.
- Breacadh rúin foghlama chuimsitheacha ar an gclár bán ag tosach gach ceachta. Iarradh ar na scoláirí iad a scríobh amach ina gcóipleabhair. Moltar slí atá níos éifeachtaí ó thaobh ama de a úsáid chun rúin foghlama a chomhroinnt. Má dhéantar machnamh ar na leibhéil ghnóthachtála tar éis ceachtanna ba chóir smaoineamh ar an bhfuil nó nach bhfuil na rúin foghlama agus na leibhéil a bhfuiltear ag súil leo ard a ndóthain. Ba chóir cinntí ó mhachnaimh ar cheachtanna a úsáid mar bhonn eolais faoi phleanáil do cheachtanna amach anseo.
- Ba é ceann de láidreachtaí na roinne matamaitice ná cáilíocht mhaith an aiseolais mhúnlaithigh scríofa a bhí le feiceáil sna cóipleabhair. Thug na tuairimí treoir maidir le feabhas a chur ar an obair agus moladh maidir le réimsí láidreachta ar leith. Lena chois sin baineadh úsáid as piarmheasúnú agus féinmheasúnú chun obair bhaile agus obair ranga a cheartú. Moltar tuilleadh forbartha a dhéanamh ar na straitéisí seo agus critéir ratha a leagan amach le hionchur na scoláirí.
- Bheadh úsáid na teicneolaíochta faisnéise agus cumarsáide (TFC) tairbheach do na ceachtanna a breathnaíodh. D'fhéadfaí úsáid a bhaint aisti chun ábhar réamh-ullmhaithe, léaráidí cruinne agus samplaí úsáideacha a thaispeáint chun cur tuilleadh leis an bhfoghlaim. Ba chóir úsáid a bhaint as an oiliúint a rinneadh le linn feidhmiú céimneach Tionscadail Mhata trí cuid den líon mór gníomhaíochtaí agus acmhainní áisiúla a úsáid atá ar fáil do cheachtanna.

SOLÁTHAR ÁBHAR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar don ábhar agus tacaíocht na scoile uile do Mhatamaitic an-mhaith. Tá ceithre thréimhse ranga Matamaitice in aghaidh na seachtaine ag an Idirbhliain agus tá teagmháil laethúil ag gach blianghrúpa eile leis an ábhar, rud a moltar mar dhea-chleachtas. Tá socrú amchlár ann ina múintear scoláirí na chéad agus na dara bliana le chéile dhá lá sa tseachtain. Dá thoradh sin tá deichniúr sa rang san dá cheacht seo. Moltar an fhoireann bhainistíochta as ucht an t-amchlár a eagrú ar shlí ina íoslaghdaítear an tionchar ar Mhatamaitic de dheasca srianta ar shocrú amchlár i scoil atá chomh beag léi.

- Múintear na scoláirí uile i suíomhanna cumais mheasctha ach is rogha le formhór na scoláirí staidéar a dhéanamh ar na cúrsaí gnáthleibhéil. Le linn na cigireachta ní raibh aon scoláire na sraithe sinsearaí ag ullmhú chun tabhairt faoi pháipéir ardleibhéil sna scrúduithe teastais agus bhí níos lú ná leathchuid de ghrúpa na dara bliana ag staidéar ag an ardleibhéal. Ba chóir gach iarracht a dhéanamh chun tacú leis na scoláirí agus chun iad a spreagadh, go háirithe sa tsraith shóisearach, le fanacht ag an ardleibhéal chomh fada agus is féidir.
- Tacaítear le scoláirí ag a bhfuil deacrachtaí leis an Matamaitic go mór mór trí cheachtanna breise don duine aonair ina ndéantar ábhar ceachta a mhúineadh roimh ré. Go hiondúil, tá an múinteoir matamaitice ábhartha ar an amchlár do na ranganna seo agus tacaítear leis an múinteoir le heolas a thugann an comhordaitheoir riachtanas speisialta don mhúinteoir i ndáil le riachtanais gach duine ar leith. Ba chóir don bhfoireann bainistíochta cuimhneamh ar shlite chun a chinntiú go mbaineann éagsúlacht leis na heispéiris foghlama agus modhanna múineadh a fhaigheann na scoláirí.
- Tá áiseanna maithe TFC i ngach seomra ranga agus tá stór gairis táibléid ar fáil do na scoláirí. Lena chois sin tá teacht ag na múinteoirí ar ríomhairí glúine na scoile. Is féidir iad a úsáid ar scoil agus sa bhaile. Léiríonn an bhainistíocht go mbeadh sí sásta airgead a chur ar fáil d'aon iarratais ar achmhainní breise. Níor bhain roinn na matamaitice úsáid as an rogha seo fós áfach agus dá thoradh sin níl acmhainní maithe ag an roinn.
- Tacaíonn an fhoireann bhainistíochta go mór le rannpháirtíocht na múinteoirí i bhforbairt ghairmiúil leanúnach, agus bhain an fhoireann ábhartha as laethanta oiliúna chun tacú le feidhmiú céimneach Tionscadail Mhata. Lena chois sin ghlacadar páirt i gcúrsaí ábhartha in-seirbhíse eile. Tá an tiomantas seo inmholta. Ba chóir cuid den ábhar, de na modheolaíochtaí agus de na rúin foghlama a léiríodh sna cúrsaí a úsáid i bpleanáil ceachtanna agus i gcleachtas seomra ranga d'fhonn a chinntiú go bhfuil eispéiris foghlama thaitneamhacha ag na scoláirí a mbeidh torthaí orthu agus a chabhróidh leo a n-acmhainneacht a bhaint amach sa Mhatamaitic.

PLEANÁIL AGUS ULLMHÚ

- Tá pleanáil agus ullmhú i gcomhair foghlaim agus teagasc na Matamaitice measartha. Tá lán-fhreagracht ar an gcomhordaitheoir ábhair as plean ábhair don Matamaitic a dhéanamh. Tá gá le feabhas a chur ar phlean na roinne ábhair agus spriocanna feabhsúcháin a chur ar chóir dóibh cabhrú chun próifíl na Matamaitice a ardú. Trí anailís a dhéanamh ar thorthaí na scrúduithe teastais is féidir bonnlínte maithe a chur ar fáil as ar féidir spriocanna feabhsúcháin a chur. Ní mór na smaointe fíor-mhaithe a luaitear sna físeanna do Mhatamaitic agus foghlaim atá i dtosach an phlean a léiriú i scéimeanna oibre, pleananna ceachta aonair agus i gcleachtas seomra ranga.
- Sna scéimeanna oibre cuimsítear breac-chuntas ginearálta ar ábhar le línte ama garbha do gach bliainghrúpa. Is dea-chleachtas é tuairimí machnamhacha a scríobh tar éis ceachtanna áirithe. Ba chóir leanúint ar aghaidh leis agus é a mhéadú agus athruithe dearfacha a spreagadh i gcleachtas seomra ranga. Moltar na scéimeanna seo a fhorbairt ina gcáipéisí oibre níos cuimsithí ar cuid iad de phlean na roinne ábhair. D'fhéadfadh sé siúd feidhmiú mar phleananna ceachta aonair an mhúinteora lena mbaineann sa chás seo. Ba chóir do na scéimeanna oibre a bheith comhdhéanta de rúin foghlama atá dírithe ar an scoláire agus iad nasctha le réimse modheolaíochtaí, acmhainní agus modhanna measúnachta ábhartha.
- Bhí cáilíocht na pleanála do cheachtanna aonair measartha. I ngach ceacht a breathnaíodh, bhí sé soiléir go raibh an múinteoir ar an eolais faoi ábaltacht na scoláirí agus na deacrachtaí a bhí acu. Bhí beagán fiainise ar fáil go ndearnadh pleanáil bunaithe ar seo leis an bhfoghlaim a uasmhéadú agus chun timpeallachta foghlama cuimsitheacha tairgiúla a chruthú. Moltar

réimse modheolaíochtaí a úsáid le hacmhainní éagsúla chun a chinntiú go ndéanfaidh na scoláirí dul chun cinn ar luas oiriúnach chun rúin foghlama atá ard a dhóthain a bhaint amach.

Pléadh na dréacht-thorthaí agus na dréacht-mholtaí a eascraíonn as an mheasúnacht seo leis an bpríomh-oide, an leas-phríomhoide agus an mhúinteoir ábhair ag deireadh na measúnachta. Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce 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

Glacann Bord Bainistíochta Choláiste Ghobnait go gcuirfear na moltaí atá luaite sa tuairisc i bhfeidhm.

Tá an scoil ag díriú ar mheasúnú mar chuid den FMS agus beidh forbairt á dhéanamh ar chleachtais piarmheasúnaithe agus féinmheasúnaithe.

Tá roinn na Matamaitice tar éis roinnt achmhainní a fháil a úsáidfear sa rang chun tacú le Teagasc agus Foghlaim.

Don scoilbhliain 2017/18 tá Coláiste Ghobnait ag oibriú ar an Réimse Cleachtais Comhchoiteann/Comhoibríoch na múinteoirí agus i gcomhar lena chéile, déanfar forbairt agus cuirfear i bhfeidhm cleachtais piarmheasúnaithe agus féinmheasúnaithe chun barr fheabhais a chur ar Theagasc agus Foghlaim.

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 eiseamláir 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-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 scoláirí. 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 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 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 a chur ar 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;

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Department of Education and Skills

Subject Inspection in Mathematics

REPORT

Ainm na scoile / School name	Coláiste Ghobnait
Seoladh na scoile / School address	Inis Oírr Oileáin Árann Co. na Gaillimhe
Uimhir rolla / Roll number	71370K

Date of Inspection: 28 April 2017



WHAT IS A 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. Learning, teaching and assessment
5. Subject provision and whole-school support
6. Planning and preparation

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

Subject Inspection

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	28 April 2017
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 two class periods• Examination of students' work• Feedback to principal and relevant staff

SCHOOL CONTEXT

Coláiste Ghobnait is the only post-primary school situated on Inis Oírr, the smallest of the three Aran Islands. All students are taught through the medium of Irish. It is a co-educational school operating under the auspices of Galway Roscommon Education and Training Board (GRETB). It has an enrolment of 29 and offers a compulsory Transition Year (TY) as well as the established Leaving Certificate and the Junior Certificate.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall quality of teaching was satisfactory.
- The standard of learning observed ranged from fair to satisfactory.
- A good range of assessment practices was used, some assessment practices were more effective than others.
- Subject provision for Mathematics is very good considering the timetabling constraints experienced by a school of this size.
- The mathematics department has very few hands-on resources to support teaching and learning.
- Subject department and individual lesson planning are in need of significant development.

RECOMMENDATIONS

- Peer and self-assessment practices should be further developed to maximise learning potential.
- Lesson planning should ensure students enjoy a variety of learning experiences which would help foster collaboration and independence as well achievement of suitably high learning intentions.
- Schemes of work for all year groups and all levels should be further developed to include student-centred learning intentions linked with methodologies, resources and assessment modes.
- The mathematics department should plan to build its bank of resources by making applications for materials which will be used in class to support learning and teaching.

DETAILED FINDINGS AND RECOMMENDATIONS

TEACHING, LEARNING AND ASSESSMENT

- The overall quality of teaching was satisfactory. In the lessons observed, class numbers were small and students worked individually for a significant amount of their class time. One lesson comprised mainly of worksheets to practise fractions. Students were solely dependent on the teacher to support progress and supply solutions. In another lesson, emphasis was not placed on the use of accurate diagrams as is good practice and an examination of copybooks confirmed that rough sketches were accepted where accuracy should have been promoted. Higher expectations could have been set for the quality of work produced. It is recommended that lesson planning include opportunities for students to work collaboratively, that relevant resources and examples are incorporated and that a variety of teaching methodologies be employed.
- The standard of learning observed ranged from fair to satisfactory. The learning environment was enhanced by some displays of students' work. It is recommended that well-planned pair and group activities be used to maximise the benefits of peer support and to facilitate opportunities for student discussion.
- Detailed and relevant learning intentions were prepared in advance of each lesson observed. There was scope for the learning intentions to include a stronger focus on developing higher level skills and understanding.
- Comprehensive learning intentions were written on the whiteboard at the start of each lesson. Students were expected to transcribe them into their copybooks. It is recommended that a more time-efficient means of sharing learning intentions be used. When reflecting on the levels of achievement after lessons, consideration should be given as to whether the learning intentions and expectations are suitably high. Findings from lesson reflections should be used to inform planning for future lessons.
- One of the main strengths of the mathematics department was the good quality of written formative feedback evident in copybooks. The comments provided guidance on how to improve and praised specific areas of strength. Peer and self-assessment were also used to correct homework and in-class work. It is recommended that these strategies be further developed and success criteria be formulated with student input.
- The lessons observed would have benefited from the use of information and communications technology (ICT). It could have been used to display pre-prepared material, accurate diagrams and useful examples to further enhance learning. The training availed of during the roll out of Project Maths should be put into use by including some of the many useful activities and resources that are available for lessons.

SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Subject provision and whole-school support for Mathematics are very good. TY have four class periods of Mathematics per week and all other year groups have daily contact with the subject which is recommended as good practice. First and second-year students are timetabled to be taught together for two days a week. This results in a class size of ten for these two lessons. Management is commended for organising the timetable in such a way as to minimise the impact on Mathematics due to timetabling constraints in a school of this size.
- All students are taught in mixed-ability settings but the majority of students choose to study the ordinary-level courses. At the time of the inspection, no senior-cycle student was preparing to take higher-level papers in the certificate examinations and less than half of the

second-year group were studying at higher level. Every effort should be made to support and encourage students, particularly at junior level, to stay at higher level for as long as possible.

- Students experiencing difficulties with Mathematics are predominantly supported through additional individual lessons where lesson content is pre-taught. Generally, the relevant mathematics teacher is timetabled for these classes, supported by information provided by the special needs co-ordinator as to each individual's needs. Management should consider other options to ensure students are receiving a greater variety of learning experiences and of teaching approaches.
- All classrooms are equipped with good ICT facilities and there is a bank of tablet devices available for students to use. All teachers also have access to school laptops which can be used, both in-school and at home. Management has indicated a willingness to finance any requests for additional resources. However, the mathematics department has not yet availed of this option and hence, is not well resourced.
- Management is very supportive of teachers' engagement with CPD and the relevant staff have availed of the training days to support the roll-out of Project Maths, as well as other relevant in-service courses. This commitment is commendable. Lesson planning and classroom practice should now include some of the material, methodologies and learning intentions modelled at the courses to ensure students have enjoyable, fruitful learning experiences which will help them achieve to their potential in Mathematics.

PLANNING AND PREPARATION

- Planning and preparation for learning and teaching Mathematics is fair. The subject co-ordinator carries full responsibility for producing a subject plan for Mathematics. There is a need to improve the subject department plan and set improvement targets which should help raise the profile of Mathematics. Analysis of certificate examination results can provide good baselines from which to set improvement targets. The very good ideas mentioned in the visions for Mathematics and learning, included at the beginning of the plan, need to be reflected in the schemes of work, individual lesson plans and classroom practice.
- The schemes of work comprise a general outline of content with broad timelines for each year group. The good practice of writing reflective comments after some lessons should continue, be expanded and prompt positive changes to classroom practice. It is recommended that these schemes be developed into more comprehensive working documents which form part of the subject department plan which, in this instance, could also serve as individual lesson plans of the teacher concerned. The schemes of work should consist of student-centred learning intentions linked to a range of relevant methodologies, resources and assessment modes.
- The quality of planning for individual lessons was fair. In each lesson observed, the teacher demonstrated a good level of awareness of students' abilities and difficulties. There was limited evidence that lessons were planned accordingly to maximise learning and create inclusive, productive learning environments. It is recommended that a range of methodologies be used with a variety of resources to ensure that students' progress at an apt pace towards achieving suitably high learning intentions.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

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 board of management of Coláiste Ghobnait accepts that the recommendations made in the report will be implemented.

The school is focusing on assessment as part of SSE and the practices of peer-assessment and self-assessment will be developed.

The mathematics department has acquired a number of resources which will be used to support teaching and learning in the classroom.

For the school year 2017/18, Coláiste Ghobnait is working on teachers' collective and collaborative practices; peer-assessment and self-assessment practices will be developed collaboratively to further improve teaching and learning.

(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 <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;