



An Roinn Oideachais
agus Óige
Department of Education
and Youth

TUAIRISC

Gaeilge

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| Ainm na scoile/School name | Scoil Náisiúnta Ghleann an Chaisil |
| Seoladh na scoile/School address | Bun na hAbhna Béal an Átha Co. Mhaigh Eo |
| Uimhir rolla/Roll number | 13222P |
| Dáta na cigireachta/ Date of evaluation | 13/11/2025 |
| Dáta eisiúna na tuairisce/ Date of issue of report | 24/02/2026 |

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

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

Cad is meastóireacht curaclaim ann?

I meastóireachtaí curaclaim déantar tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair ar leith de *Curaclam na Bunscoile (1999)*, agus *Curaclam na Bunscoile (2025)* athfhorbartha. Dearbhaítear dea-chleachtas agus déantar moltaí iontu nuair is cuí, d'fhonn cuidiú forbairt bhreise a dhéanamh ar an ábhar nó réimse curaclaim sa scoil.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne an cigire meastóireacht ar an bhfoghlaim agus ar an teagasc sa Ghaeilge faoi na ceanteidil seo a leanas:

1. Cáilíocht thorthaí foghlama na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeachtacht na planála scoile, lena n-áirítear féinmheastóireacht scoile (FMS), ag cur foghlaim na ndaltaí chun cinn

Déanann 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. Soláthraítear sa chontanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

San áireamh sa tuairisc ar an meastóireacht curaclaim seo tá leathanach atá sothuigthe do dhaltaí lena dtugtar eolas do na páistí/daoine óga i do scoil faoin gcigireacht a tharla le déanaí. Déantar achoimre ann ar chuid de na príomhthorthaí agus na príomh-mholtaí dóibh. 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.

| Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta: | |
|--|---|
| <i>Cosaint Leanaí</i> | <i>Bí Cineálta</i> |
| <ol style="list-style-type: none">1. Tá ainm an Duine Idirchaidrimh Ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach in aice le príomhdhoras na scoile / sa limistéar fáiltithe. I ndiaidh don scoil nósanna imeachta nuashonraithe 2025 a ghlacadh, ní mór freisin leagan atá oiriúnach do scoláirí, ina dtugtar ainm an DIA, a chur ar taispeáint le hais an Ráitis um Chumhdach Leanaí.2. Tá ráiteas um chumhdach leanaí na scoile faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas.3. Bhí a fhios ag na múinteoirí go léir ar tugadh cuairt orthu cén duine ar cheart dul chuige/chuici dá mbeadh ábhar imní maidir le cosaint leanaí acu. | <ol style="list-style-type: none">1. Tá polasaí frithbhulaíochta forbartha ag an scoil ag úsáid Aguisín A de <i>Bí Cineálta</i>, déantar é a athbhreithniú gach bliain (nó níos minice más gá) agus san áireamh ann tá leagan atá oiriúnach do scoláirí/dhaltaí atá ar taispeáint in áit ar féidir le scoláirí/daltaí agus pobal na scoile é a fheiceáil.2. Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do bhaill foirne, do thuismitheoirí agus do dhaltaí/scoláirí.3. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide uasdátú ar fáil don bhord ag gach gnáthchruinniú den bhord a shásaíonn riachtanais <i>Bí Cineálta</i> |

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht Curaclaim

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|--|---|
| Dáta na cigireachta | 13/11/2025 |
| Na gníomhaíochtaí cigireachta ar tugadh fúthu | <ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide agus do na múinteoirí |
| <ul style="list-style-type: none">Plé leis an bpríomhoide agus leis na múinteoiríAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí | |

Comhthéacs na scoile

Is bunscoil chomhoideachais í Scoil Náisiúnta Ghleann an Chaisil, suite i nGleann an Chaisil, Contae Mhaigh Eo. Is é Ardeaspag Caitliceach Thuama, ina ról mar Riarthóir Aspalda Chill Ala, pátrún na scoile. Tá an scoil páirteach i bplean gníomhaíochta na Roinne Oideachais agus Óige d'ionchuimsiú oideachais, Comhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS).

Tá príomhoide riaracháin i gceannas ar an scoil. Oibríonn triúr múinteoirí ranga príomhshrutha, triúr múinteoirí ranga speisialta, múinteoir oideachais speisialta amháin atá lonnaithe anseo, agus múinteoir oideachais speisialta páirtaimseartha atá lonnaithe i scoil áitiúil eile, sa scoil. Bhí ceithre dhalta is seasca ar na rollaí ag am na meastóireachta seo.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhí cáilíocht thorthaí foghlama na ndaltaí sa Ghaeilge an-mhaith ar an iomlán.
- Bhí eispéiris foghlama na ndaltaí go maith, agus roinnt eispéireas a bhí an-mhaith; bhí féidearthachtaí ann eispéiris foghlama eile a mhéadú.
- Bhí cleachtas na múinteoirí an-mhaith ar an iomlán; bhí scóip ann cuir chuige teagaisc áirithe a fheabhsú.
- Bhí caighdeán na pleanála scoile, pleanáil ghníomhaíochta DEIS san áireamh, an-mhaith ar an iomlán.

Moltaí

- Ba chóir do na múinteoirí níos mó béime a leagan ar neartú bunscileanna comhrá na ndaltaí sa Ghaeilge.
- Ba chóir ceachtanna agus gníomhaíochtaí a dhifreáil níos mó chun freastal ar aoiseanna agus cumais éagsúla na ndaltaí.
- Ba chóir do na múinteoirí réimse níos leithne amhrán agus dánta a mhúineadh, agus iad seo a chleachtadh níos minice.

Mionchinntí agus moltaí

1. Cáilíocht thorthaí foghlama na ndaltaí

Bhí cáilíocht thorthaí foghlama na ndaltaí sa Ghaeilge an-mhaith ar an iomlán. Léirigh na daltaí ag gach leibhéal ranga dearcadh dearfach i leith na Gaeilge. Bhí beagnach gach dalta deaspreagtha agus bhí siad an-sásta páirt a ghlacadh sna ceachtanna Gaeilge agus na gníomhaíochtaí éagsúla a bhain leo. Chabhraigh an dea-chaidreamh idir múinteoirí agus daltaí, agus i measc na ndaltaí féin, chun torthaí foghlama na ndaltaí a mhéadú.

Bhí an chuid ba mhó de na daltaí ag gach leibhéal ranga compordach agus iad ag éisteacht leis an múinteoir, agus ag leanúint treoracha, le linn na gceachtanna a breathnaíodh ar lá na meastóireachta. D'oibrigh siad go fonnmar le chéile ina mbeirteanna agus i ngrúpaí beaga, ag cur agus ag freagairt ceisteanna. Bhí stór leathan focal ag na daltaí agus, ar an iomlán, léirigh siad tuiscint an-mhaith ar ábhar an cheachta.

Bhí tromlach na ndaltaí in ann iad féin a chur in iúl go muiníneach agus bhí siad in ann labhairt go simplí ar ábhair éagsúla. É sin ráite, ba ghá níos mó airde a thabhairt ar dhaingniú frásaí bunúsacha. Moltar dul siar go laethúil ar bheannachtaí agus ar chomhrá, mar shampla, faoin teaghlach, faoin aimsir, faoin am, agus faoi chaithimh aimsire na ndaltaí.

Chan na daltaí i ngach rang amhráin agus d'aithris siad dánta as Gaeilge. Bhí fuaimniú agus foghraíocht na ndaltaí san amhránaíocht agus in insint na filíochta go maith, le roinnt den aithris an-mhaith. Bhí canadh an Amhráin Náisiúnta sna hardranganna le moladh go speisialta. Mar sin féin, moltar réimse na n-amhrán agus dánta a bhí ar eolas ag na daltaí a leathnú, chun fuaimeanna na teanga a chothú níos mó fós, agus chun gníomhaíochtaí taitneamhacha agus spráúla i gceachtanna Gaeilge a mhéadú.

Léirigh an chuid ba mhó de na daltaí ó rang a dó ar aghaidh scileanna léitheoireachta maithe. Bhí sé soiléir gur leagadh béim chuí ar an snáithe seo de *Curaclam Teanga na Bunscoile*. D'fhreagair na daltaí ceisteanna ar an méid a bhí léite acu go cruinn. Nuair a bhí siad ag léamh os ard, bhí a gcuid foghraíochta le moladh. Bhí dea-shamplaí d'obair scríofa na ndaltaí le sonrú ina gcóipleabhair, leabhair saothair agus bileoga oibre. B'fhiú, áfach, deiseanna a thabhairt do na daltaí saor-scríbhneoireacht agus scríbhneoireacht chruthaitheach a chleachtadh níos minice.

Sa chruinniú leis an bhfócasghrúpa, thuairiscigh na daltaí gur thaitin an Ghaeilge leo agus go raibh siad an-sásta an teanga a fhoghlaim. Dúirt siad gur eagraigh na múinteoirí ceachtanna spéisiúla dóibh agus go raibh sé ní ba éasca dóibh an Ghaeilge a fhoghlaim nuair a d'oibrigh siad le chéile.

2. Tacú le foghlaim na ndaltaí: Eispéiris na bhfoghlaimoirí agus cleachtas na múinteoirí

Bhí tacú le foghlaim na ndaltaí sa Ghaeilge go maith ar an iomlán. Bhí eispéiris na bhfoghlaimoirí go maith ag gach leibhéal ranga. Bhí roinnt eispéireas acu a bhí an-mhaith. Ba ghá eispéiris eile a shaibhriú, áfach, chun rannpháirtíocht na ndaltaí uile a chinntiú. D'fhéadfadh soláthar tascanna difriúla do dhaltaí ar aoiseanna agus leibhéil chumais éagsúla cuidiú leis seo.

Bhain ardchaighdeán le cleachtas na múinteoirí ar an iomlán. Bhí gach seomra ranga leagtha amach mar thimpeallacht oideachasúil an-tarraingteach, le póstaer, lipéid agus taispeántais Gaeilge an-fhollasach ar fud na scoile uile. Léirigh gach múinteoir scileanna oideolaíochta éifeachtacha agus thuig siad na modhanna múinte ar leith a bhí ag teastáil do mhúineadh teanga. D'éirigh leis na múinteoirí uile an dearcadh dearfach a bhí acu féin i leith na Gaeilge a chothú sna daltaí. Leag siad an bhéim cheart ar scileanna teanga labhartha a mhúineadh, cé go mb'fhiú na frásaí ba bhunúsacha a mhúineadh go leanúnach ag gach leibhéal ranga.

Ghlac na daltaí páirt fhothmhar sna cluichí teanga, ról-imirt, agus spraoi drámaíochta a sonraíodh i ngach seomra ranga. Léirigh an chuid ba mhó de na daltaí cumas inmholta nuair a bhí siad ag obair i mbeirteanna, cé go raibh féidearthachtaí ann na cleachtadh seo a leathnú. B'fhiú do na múinteoirí, mar shampla, níos mó ama a chaitheamh ar an tréimhse réamhchumarsáide, chun a chinntiú go mbeadh na daltaí ullmhaithe níos fearr don tréimhse chumarsáide. Ba ghá níos mó airde a thabhairt do dhul siar ar an méid a bhí foghlamtha ag na daltaí sa tréimhse iarchumarsáide freisin.

Leag na múinteoirí béim chuí ar mhúineadh na léitheoireachta sa Ghaeilge. Phléigh siad na focail nua ag tús an cheachta agus mhínigh siad ábhar an cheachta léitheoireachta go soiléir. Sna cleachtaí scríbhneoireachta freisin, d'ullmhaigh na múinteoirí na daltaí go maith ar an iomlán, cé go raibh féidearthachtaí ann scileanna scríbhneoireachta na ndaltaí a fhorbairt a thuilleadh. Sa léitheoireacht agus sa scríbhneoireacht, ba ghá cleachtaí a dhifreáil chun freastal níos éifeachtaí a dhéanamh ar riachtanais na ndaltaí idir na ranganna difriúla, mar aon le riachtanais daltaí aonair.

Bhí cáilíocht an mheasúnaithe sa Ghaeilge go maith ar an iomlán. Rinne na múinteoirí uile monatóireacht rialta ar shaothar na ndaltaí. Sholáthraigh siad aiseolas cabhrach i scríbhinn do na daltaí ina gcóipleabhair. Rinneadh tástáil chaighdeánaithe go bliantúil sa Ghaeilge ar dhul chun cinn na ndaltaí ó rang a dó ar aghaidh. Sa tslí seo, fuair na múinteoirí eolas ar an gcaighdeán a bhí bainte amach ag na daltaí sna snáitheanna curaclaim éagsúla. B'fhiú an t-eolas seo a úsáid ar bhealach níos diongbháilte amach anseo, mar chuid de chlár níos difreáilte a chur i bhfeidhm do na daltaí, go háirithe sna meánranganna agus na hardranganna.

3. Éifeachtacht na pleanála scoile, féinmheastóireacht scoile san áireamh, ag cur foghlaim na ndaltaí chun cinn

Bhí an phleanáil scoile uile agus comhoibriú na múinteoirí i gcur i bhfeidhm *Curaclam Teanga na Bunscoile* don Ghaeilge an-éifeachtach. Chuir an fhoireann plean gníomhaíochta DEIS oiriúnach le chéile a chlúdaigh na hocht dtéama DEIS, litearthacht san áireamh. D'fhéadfaí sain-spriocanna don Ghaeilge a aithint sa phlean gníomhaíochta DEIS, d'fhonn stádas na teanga a ardú i measc an phobail scoile uile. B'fhiú freisin clár nó liosta d'amhráin agus dánta a mhúinfí i rith na bliana a chur ar fáil ag gach leibhéal ranga.

Léirigh príomhoide na scoile tréithe ceannaireachta den scoth. Chomh maith le tiomantas do theagasc agus foghlaim na Gaeilge, bhí moladh faoi leith tuillte ag an bpríomhoide mar gheall ar an mbéim a leag sí ar oideachas speisialta sa scoil. Le spreagadh an phríomhoide, thapaigh na múinteoirí deiseanna rialta na daltaí sna ranganna speisialta a imeascadh sna ranganna príomhshrutha. Nuair a bhí sé indéanta, ghlac na daltaí páirt i ngníomhaíochtaí feiliúnacha, lena n-áiríodh, ó am go céile, gníomhaíochtaí sna ceachtanna Gaeilge.



Le haghaidh daltaí Scoil Náisiúnta Gleann an Chaisil faoina gcuid foghlama sa Ghaeilge

Dáta na cigireachta: 13/11/2025

13/11/2025



Réamhrá

Rinneadh cigireacht ar Ghaeilge i do scoil le déanaí. Ar an leathanach seo, déantar cur síos ar an méid a fuair an cigire amach agus tugtar smaointe ann faoi na rudaí a d'fhéadfadh an scoil a dhéanamh chun an fhoghlaim a fheabhsú.



Cad a rinne an cigire i rith na cuairte?

Thug an cigire cuairt ar sheomraí ranga agus labhair sé leis na múinteoirí agus na daltaí faoin obair a bhí ar siúl acu. Chas an cigire le grúpa fócais daltaí freisin chun labhairt leo faoina gcuid foghlama.



Cad a fuair an cigire amach?

Seo roinnt de na príomhrudaí:

- Bhí foghlaim na ndaltaí sa Ghaeilge an-mhaith.
- D'eagraigh na múinteoirí ceachtanna spéisiúla don Ghaeilge; d'fhéadfaí roinnt gníomhaíochtaí a dhéanamh níos spéisiúla fós.
- D'ullmhaigh na múinteoirí a gcuid oibre go cúramach.



Cad a dúirt an cigire a bhí le déanamh ag an scoil chun an fhoghlaim a fheabhsú?

- Ba chóir do na múinteoirí níos mó béime a leagan ar scileanna comhrá na ndaltaí a neartú.
- Ba chóir do na múinteoirí freastal níos mó a dhéanamh ar aoiseanna agus cumais éagsúla na ndaltaí.
- Ba chóir níos mó amhrán agus dánta a mhúineadh.

Go raibh maith agat as an am a ghlacadh chun an leathanach seo a léamh. Gabhtar buíochas speisialta leis na daltaí a ghlac páirt sa ghrúpa fócais.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Táimid sásta go n-aithnítear sa tuairisc chigireachta ardleibhéal an teagaisc agus na foghlama sa scoil againn.

Chomh maith leis sin, go raibh pleanáil scoile an-mhaith, ar an iomlán.

Táimid sásta go háirithe go n-aithnítear sa tuairisc tréithe ceannaireachta den scoth an phríomhoide agus an rath a bhí aici na ranganna oideachais speisialta a chomhtháthú i gcorp príomhshrutha na scoile.

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 | Samplaí de na téarmaí tuairisciúla |
|--|---|--|
| Ar fheabhas | Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeáin rí-ard é do scoileanna agus do shuíomhanna eile. | Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis |
| An-mhaith | Is é atá i gceist le soláthar an-mhaith ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach. | An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil |
| Go maith | Is é atá i gceist le soláthar atá go maith ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach. | Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fóna; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann |
| Teastaíonn feabhas chun caighdeán maith a bhaint amach | Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr. | Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaimeoirí; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonrathaithe a fheabhsú; gníomhaíocht chun feabhais de dhíth |
| Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach | Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní. | Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach |



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and Youth

Curriculum Evaluation: Irish REPORT

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|---|-----------------------------------|
| Ainm na scoile/School name | Glencastle National School |
| Seoladh na scoile/School address | Bunnahowen Ballina Co. Mayo |
| Uimhir rolla/Roll number | 13222P |
| Dáta na cigireachta/ Date of evaluation | 13/11/2025 |
| Dáta eisiúna na tuairisce/ Date of issue of report | 24/02/2026 |

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What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the redeveloped *Primary School Curriculum (2025)*. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curricular area in the school.

How to read this report

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

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning experiences and teachers' practice
3. The effectiveness of school planning, including school self-evaluation (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.

Included in this curriculum evaluation report is a pupil-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations. 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.

| During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted: | |
|---|--|
| <i>Child Protection</i> | <i>Bí Cineálta</i> |
| 4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS. | 4. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i> , it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it. |
| 5. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. | 5. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils. |
| 6. All teachers visited were aware of who to go to if they had a child protection concern. | 6. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of <i>Bí Cineálta</i> . |

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

Curriculum Evaluation

| | |
|---|---|
| Date of inspection | 13/11/2025 |
| Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview | <ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers |

School context

Glencastle National School is a co-educational primary school, located in Glencastle, County Mayo. The Catholic Archbishop of Tuam, in his role as Apostolic Administrator of Killala, is the patron of the school. The school participates in the Department of Education and Youth's action plan for educational inclusion, Delivering Equality of Opportunity in Schools (DEIS).

The school is headed by an administrative principal. The school has three mainstream class teachers and three special class teachers, along with one special education teacher who is based in the school, and one part-time special education teacher who is based in another local school. Sixty-four pupils were enrolled at the time of this evaluation.

Summary of main findings and recommendations

Findings

- The quality of pupils' learning outcomes in Irish was very good overall.
- Pupils' learning experiences were good, with some experiences being very good; there was potential to enhance other learning experiences.
- Teachers' practice was very good overall; there was scope to improve certain teaching approaches.
- The standard of school planning, including DEIS action planning, was very good overall.

Recommendations

- Teachers should place more emphasis on strengthening pupils' basic conversation skills in Irish.
- Lessons and activities should be further differentiated to cater for the different ages and abilities of pupils.
- Teachers should teach a wider range of songs and poems, and practise these more often.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning outcomes in Irish was very good overall. Pupils at each class level displayed a positive attitude towards the Irish language. Almost all pupils were well-motivated and very willing to participate in the Irish lessons and the various related activities. The good relationship between teachers and pupils, and among the pupils themselves, helped enhance the pupils' learning outcomes.

Most pupils at each class level were comfortable listening to the teacher, and following instructions, during the lessons observed on the day of the evaluation. They worked together enthusiastically in pairs and small groups, asking and answering questions. Pupils possessed a broad vocabulary and, overall, they displayed a very good understanding of the lesson content.

The majority of pupils were able to express themselves confidently and talk about a variety of topics in simple terms. There was a need, nevertheless, for more attention to be given to consolidating basic phrases. It is recommended that greetings, and conversations about family, the weather, the time, and pupils' hobbies, be revised daily.

Pupils in all classes sang songs and recited poems in Irish. Pupils' pronunciation and enunciation when singing and when performing poetry were good, with some of the recitation being very good. The singing of the National Anthem in the senior classes was particularly commendable. It is recommended, however, that the range of songs and poems the pupils know be expanded, to further cultivate the sounds of the language and to provide further enjoyable and fun activities in Irish lessons.

Most pupils from second class onwards demonstrated good reading skills. It was clear that appropriate focus had been placed on this strand of the *Primary Language Curriculum*. Pupils accurately answered questions on what they had read. Their pronunciation when reading aloud was commendable. Good examples of the pupils' written work were evident in their copybooks, workbooks and worksheets. It would be worthwhile, however, providing pupils with opportunities to practise free writing and creative writing more often.

In the focus group meeting, pupils reported that they liked Irish and were very happy to learn the language. They said that the teachers organised interesting lessons for them and that they found it easier to learn Irish when working together.

2. Supporting pupils' learning: Learner experiences and teachers' practice

The support for pupils' learning in Irish was good overall. Learner experiences were good at each class level. Some experiences were very good. Other experiences needed to be enriched, however, to ensure the participation of all pupils. The provision of different tasks to pupils of different ages and levels of ability could assist with this.

Teachers' practice was of a high standard overall. A very attractive educational environment had been created in every classroom, with Irish-language posters, labels and displays featuring prominently throughout the school. Each teacher demonstrated effective pedagogical skills and understood the specific teaching methods required for language teaching. All of the teachers succeeded in using their own positive attitude towards the Irish language to foster a similar attitude in their pupils. While they placed the right focus on teaching oral language skills, it would be worthwhile teaching the most basic phrases consistently at each class level.

Pupils participated enthusiastically in the language games, role play and dramatic play which took place in every classroom. Most pupils displayed commendable ability when working in pairs, although there was scope to expand this practice. For example, it would be worthwhile for

teachers to spend more time on the pre-communication period, to ensure that pupils are better prepared for the communication period. More attention also needed to be given, in the post-communication period, to revising what the pupils had learnt.

Teachers placed appropriate emphasis on the teaching of reading in Irish. They discussed the new words at the beginning of the lesson and explained the content of the reading lesson clearly. Teachers also prepared the pupils well overall in the writing exercises, although there was potential to further develop the pupils' writing skills. In reading and writing, exercises needed to be differentiated in order to cater more effectively for the needs of pupils across the different class grades, as well as the needs of individual pupils.

The quality of assessment in Irish was good overall. All of the teachers regularly monitored the pupils' work. They provided pupils with helpful written feedback in their copybooks. Standardised testing was used to assess the pupils' progress in Irish each year from second class onwards. This resulted in teachers gaining information on the standard achieved by pupils in the various strands of the curriculum. It would be worthwhile using this information in a more purposeful manner in future, as part of the implementation of a more differentiated programme for pupils, especially in the middle and senior classes.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Whole-school planning and teacher collaboration in the implementation of the *Primary Language Curriculum* for Irish was very effective. The staff had put together an appropriate DEIS action plan covering the eight DEIS themes, including literacy. Specific targets for Irish were set out in the DEIS action plan, with a view to raising the status of the language among the entire school community. It would also be worthwhile providing a programme, or list, of songs and poems at each class level, which would be taught throughout the year.

The school principal displayed excellent leadership qualities. In addition to her commitment to the teaching and learning of Irish, the principal deserved particular praise for the emphasis she placed on special education in the school. With the principal's encouragement, teachers regularly took the opportunity to integrate special class pupils into mainstream classes. Where possible, pupils participated in appropriate activities, which sometimes included activities in Irish lessons.



Introduction

Your school had an inspection of Irish recently. This page for pupils describes what the inspector found and gives ideas about what the school should do to make learning better.



What did the inspector do during the visit?

The inspector visited classrooms and talked to teachers and pupils about the work they were doing. An inspector also met with a focus group of pupils to talk to them about their learning.



What did the inspector find?

Here are some of the main things:

- Pupils' learning in Irish was very good.
- Teachers organised interesting lessons for Irish; some activities could be made even more interesting.
- Teachers prepared their work carefully.



What the inspector said the school should do to make learning better

- Teachers should place more emphasis on strengthening pupils' conversation skills.
- Teachers should cater more for the different ages and abilities of pupils.
- More songs and poems should be taught.

Thank you for taking the time to read this page. A special thank you to pupils who took part in the focus group.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

We are pleased that the inspection report acknowledges the high level of learning and teaching in our school.

Also, that school planning was very good, overall.

We are especially pleased that the report acknowledges the excellent leadership qualities of the school principal and her success in integrating the special education classes into the mainstream body of the school.