An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Chláir san Idirbhliain

TUAIRISC

Ainm na scoile / School name	Meánscoil Gharman
Seoladh na scoile / School address	Teach Choill an Bhrúnaigh Coill an Bhrúnaigh Inis Córthaidh
Uimhir rolla / Roll number	68080H

Dáta na Meastóireachta: 06-03-2020

An Roinn Oideachais agus Scileanna
Department of Education and Skills

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 CHLÁIR ANN?

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

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

CONAS AN TUAIRISC SEO A LÉAMH

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

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

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

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

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

Meastóireacht chláir san Idirbhliain

Dátaí na cigireachta:	**5 & 6-03-2020**
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Cruinniú leis an bpríomhoide agus leis an bpríomhoide tánaisteach • Cruinniú le príomhbhaill foirne • Athbhreithniú ar cháipéisí ábhartha	• Breathnóireacht ar theagasc agus ar fhoghlaim le linn 7 dtréimhse ranga • Agallamh le fócasghrúpa scoláirí • Scrúdú ar obair na scoláirí • Caidreamh le scoláirí • Aiseolas don fhoireann bainistíochta shinsearach

Comhthéacs na scoile

Is iar-bhunscoil chomhoideachais í Meánscoil Gharman a chuireann oideachas dara leibhéal trí mheán na Gaeilge ar fáil do pháistí ó ghaelscoileanna i gCo. Loch Garman agus páistí ó réimse bhunscoileanna a fheidhmíonn trí mheán an Bhéarla. Tá an scoil faoi phátrúnacht Foras Pátrúnachta na Scoileanna lánGhaeilge. Tá rollachán reatha de 247 scoláire sa scoil. Cuireann an scoil an tSraith Shóisearach, Idirbhbliain atá éigeantach agus an Ardteistiméireacht bhunaithe ar fáil.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Cuireann an scoil clár Idirbhliana ilghnéitheach spreagúil ar fáil agus baineann dea-eagar le leagan amach agus feidhmiú an chláir; tá comhordaitheoir tiomanta i mbun an chláir le cabhair ó chúpla múinteoir eile.
- Bhí caighdeán foriomlán an teagaisc go han-mhaith; bhain cáilíocht an-mhaith le ceithre cinn de na ceachtanna, bhí cúpla ceacht ag leibhéal maith agus bhain scóip chun feabhais le ceacht amháin. Bhí trasnaíl bheag sa chlár oibre i gcúpla ábhar rud a chiallaigh go raibh scoláirí ag tabhairt faoin saghas oibre céanna i gcúpla ceacht.
- Bhí caighdeán na foghlama go han-mhaith; bhí foghlaim ghníomhach mar chuid lárnach de na ceachtanna go léir agus bhí scoláirí spreagtha agus rannpháirteach go hiomlán i ngníomhaíochtaí ceachta.
- Tá caighdeán na pleanála go han-mhaith ar an iomlán agus tá féilire cuimsitheach suimiúil leagtha amach don bhliain.
- Baineadh úsáid éifeachtach as an teicneolaíocht dhigiteach i roinnt ceachtanna, cur chuige a bhí spreagúil agus spéisiúil, ach, chuirfeadh úsáid níos leithne leis an bhfoghlaim i gceachtanna eile.
- Is beag tagairt a rinneadh d'fhorbairt na litearthachta nó na huimhearthachta sa Ghaeilge, mar shampla, ní dhearnadh tagairt do chruinneas na Gaeilge nó do shaibhriú teanga na scoláirí ach i gcás ceachta amháin.

Moltaí

- Moltar croífhoireann a chur le chéile ar bhonn foirmeálta chun cabhrú leis an gcomhordaitheoir an clár a phleanáil agus a chur i bhfeidhm.
- Moltar don chomhordaitheoir, i gcomhpháirt le múinteoirí a bhfuil ábhair nó modúil ghaolmhara á múineadh acu, comhphleanáil a dhéanamh le cinntiú nach bhfuil an t-ábhar céanna á mhúineadh faoi dhó.

- Ní mór díriú ar fhorbairt na litearthachta agus na huimhearachta mar chuid den phróiseas féinmheastóireachta scoile agus mar chuid de phlean feabhsúcháin scoile.
- Moltar úsáid níos forleithne a bhaint as an teicneolaíocht dhigiteach chun tacú le foghlaim na scoláirí.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí caighdeán an teagaisc go han-mhaith ar an iomlán; bhain cáilíocht an-mhaith le ceithre cinn de na ceachtanna, bhí cúpla ceacht ag leibhéal maith agus bhain scóip chun feabhais le ceacht amháin.
- Roinneadh na hintinní foghlama leis na scoláirí ag tús formhór na gceachtanna agus chuathas siar orthu ag an deireadh chun an fhoghlaim a mheas, cur chuige a mholtar.
- Bhí eispéireas foghlama na scoláirí go han-mhaith ar an iomlán. Bhí an fhoghlaim ghníomhach chun tosaigh sna ceachtanna ar fad. Tugadh deis do scoláirí a bheith ag obair i mbeirteanna agus i ngrúpaí agus ba léir go raibh siad ag baint taitnimh agus tairbhe as a bheith ag obair le chéile. Lorgaíodh tuairimí agus moltaí uathu ag deireadh tascanna agus d'eascair plé bríomhar astu sin i gceachtanna áirithe.
- Mhair roinnt tascanna ranga ró-fhada i mionlach de cheachtanna, áfach, agus sna cásanna sin ba léir gur bhain leadrán áirithe leis an bhfoghlaim. Moltar do mhúinteoirí a chinntiú go bhfuil an t-am cuí leagtha amach do ghníomhaíochtaí éagsúla agus bogadh ar aghaidh go tapa nuair atá scoláirí críochnaithe.
- Sna ceachtanna uile a breathnaíodh, bhí scoláirí spreagtha chun foghlama, rannpháirteach in obair phraiticiúil, grúpaí oibre nó tascanna ina raibh orthu cleachtadh a dhéanamh ar scileanna teanga. Tugadh deis do scoláirí léamh os ard sna ceachtanna teanga ar fad, agus glacadh go fonnmhar leis na deiseanna sin.
- Tugadh suntas don chaidreamh measúil cáirdiúil idir scoláirí agus múinteoirí agus idir na scoláirí féin. Bhí úsáid na Gaeilge mar theanga an teagaisc agus na bainistíochta sa rang agus mar theanga an tsóisialaithe idir scoláirí go han-mhaith laistigh agus lasmuigh de na ranganna. Moltar díograis na múinteoirí agus na scoláirí i leith úsáid na Gaeilge mar fhíortheanga chumarsáide na scoile.
- I gceachtanna áirithe, baineadh úsáid éifeachtach as an teicneolaíocht dhigiteach chun spéis na scoláirí a spreagadh in ábhar an cheachta agus chun ceangal fíorúil a dhéanamh idir an ceacht agus saol comhaimseartha na scoláirí féin. Chabhródh úsáid níos leithne na teicneolaíochta i gceachtanna eile leis an ábhar a dhéanamh níos spéisiúla agus ábhartha do scoláirí. Moltar do mhúinteoirí an ghné seo den teagasc agus den fhoghlaim a chur san áireamh agus iad ag pleanáil don fhoghlaim.
- Ní dhearnadh tagairt do chruinneas na Gaeilge agus do shaibhriú teanga na scoláirí ach i gcás ceachta amháin. Tá scóip bhreise ann le linn ceachtanna aird na scoláirí a dhíriú ar cheisteanna gramadaí i gcomhthéacs, ar chruinnscríobh na teanga agus ar shaibhriú na Gaeilge in obair na scoláirí i gcoitinne. Moltar mar shampla, abairtí iomlána a lorg mar fhreagraí ar cheisteanna seachas glacadh le freagraí aon fhocal.
- Dhírigh múinteoirí áirithe aird na scoláirí ar théarmaíocht nua agus i líon beag cásanna léiríodh iad ar an gclár bán nó ar bhealaí eile. Moltar go gcuirfeadh na múinteoirí go léir an cleachtas sin i bhfeidhm agus sa bhreis air sin, go gcinnteofaí go mbeadh scoláirí in ann téarmaí nua a úsáid i gceart agus i gcomhthéacs.

2. SOLÁTHAR AN CHLÁIR AGUS TACAÍOCHT SCOILE UILE

- Tugtar an-tacaíocht don chomhordaitheoir agus do na múinteoirí eile atá bainteach leis an gclár ina gcuid oibre chun raon eispéireas foghlama, nuálach, cruthaitheach agus fiúntach a chur ar fáil. Moltar, áfach, croífhoireann foirmeálta a bhunú don chlár chun an obair a roinnt agus chun cur le cumas múinteoirí eile sa réimse seo.
- Tá na ceithre gnéithe de chlár Idirbhliana éifeachtach leagtha amach go cothrom don bhliain. Bíonn deis ag scoláirí tabhairt faoi na croí-ábhair, blaiseadh a fháil ar ábhair na hArdteistiméireachta, dul ar thurais, taithí oibre agus taithí oibre sa Fhrainc san áireamh, rannpháirtíocht i raon imeachtaí, ócáidí aon uaire agus réimse modúl. Chomh maith leis sin, bíonn scoláirí páirteach i gníomhaíochtaí carthannachta in Éirinn agus thar lear.
- Glacann scoláirí páirt i réimse leathan comórtas agus baineann siad teastais amach i réimsí ar nós féinchosaint, an fhoghlaim dhigiteach, agus scrúduithe teanga ar nós an Teastas Eorpach na Gaeilge (TEG) agus Diplôme d'Études en Langue Francaise (DELF).
- Bíonn na scoláirí ag obair le soláthróirí seachtracha freisin, faoi stiúir na scoile, go háirithe mar a bhaineann sé le forbairt scileanna scríbhneoireachta, ceoil agus drámaíochta.

3. PLEANÁIL, COMHORDÚ AGUS ATHBHREITHNIÚ CLÁIR

- Bhí cáilíocht na pleanála don chlár Idirbhliana go han-mhaith ar an iomlán agus bhí caighdeán pleanála na múinteoirí aonair do na ranganna agus modúil go maith.
- Tá comhordaitheoir tiomanta i mbun an chláir agus baineann dea-eagar agus riarachán éifeachtach le leagan amach agus le feidhmiú an chláir.
- Bhí na scoláirí ar cuireadh agallamh orthu le linn na meastóireachta thar a bheith dearfach faoin gclár Idirbhliana agus faoi na heispéiris foghlama a bhí ar fáil dóibh, na turais agus imeachtaí aon uaire san áireamh. Bhí siad den tuairim, áfach, gur tharla buaicphointí an chláir ag tús na bliana agus go mba mhaith an rud é dá mbeadh mór-imeacht ag deireadh na bliana. Ba cheart don chroífhoireann an cheist seo a chíoradh leis na scoláirí d'fhonn teacht ar chomhréiteach.
- Bhí trasnaíl bheag sa chlár oibre i gcúpla ábhar rud a chiallaigh go raibh scoláirí ag tabhairt faoin obair chéanna i gcúpla ceacht. Moltar don chomhordaitheoir, i gcomhpháirt le múinteoirí an chláir a bhfuil ábhair nó modúil ghaolmhara á múineadh acu comhphleanáil a dhéanamh le cinntiú nach bhfuil an t-ábhar céanna á mhúineadh faoi dhó.
- Déantar measúnú bliantúil ar an gclár bunaithe ar aiseolas ó scoláirí, óna dtuismitheoirí agus ó mhúinteoirí agus déantar leasuithe ar an soláthar dá réir.
- Déantar measúnú ar obair scoláirí trí scrúduithe ranga, measúnú leanúnach agus agallamh deireadh bliana.

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 cáilíocht an tsoláthair ar a rinneadh meastóireacht *thar cionn* agus is sampla 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 sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear *Go maith* áit inar léir go bhfuil na láidreachtai 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 *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 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

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Programme Evaluation in Transition Year

REPORT

Ainm na scoile / School name	Meánscoil Gharman
Seoladh na scoile / School address	Brownswood House Brownswood Enniscorthy County Wexford
Uimhir rolla / Roll number	68080H

Date of Evaluation: 06-03-2020

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil anseo.

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

WHAT IS A PROGRAMME EVALUATION?

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

- Junor Cycle School Programme (JCSP)
- Transition Year Programme (TY)
- The Leaving Certificate Applied (LCA)
- The Leaving Certificate Vocational Programme (LCVP)

HOW TO READ THIS REPORT

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

1. Teaching and learning
2. Programme provision and whole-school support
3. Programme planning, co-ordination and evaluation

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

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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

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

Programme Evaluation in Transition Year

Dates of inspection:	**5 & 6-03-2020**
Inspection activities undertaken • Meeting with principal and vice-principal • Meeting with key staff members • Review of relevant documents	• Observation of teaching and learning during 7 class periods • Interview with a student focus-group • Examination of students' work • Interaction with students • Feedback to the coordinator and senior management team

School context

Meánscoil Gharman is a co-educational, Irish-medium post primary school providing second-level education through the medium of Irish to children from gaelscoileanna in Co. Wexford and children from a range of English-medium primary schools. The school is under the patronage of Foras Pátrúnachta na Scoileanna lánGhaeilge. The school has a current enrolment of 247 students. The school provides the Junior Cycle, a compulsory Transition Year and the established Leaving Certificate.

Summary of main findings and recommendations:

Findings

- The school provides an inspiring and varied Transition Year programme, the layout and implementation of which is well organised, a dedicated coordinator runs the programme with assistance from a couple of other teachers.
- The overall standard of teaching was very good; four of the lessons were of a very good quality, a couple of lessons were good and one lesson had scope for improvement. There was a small degree of crossover in the work schedule in a couple of subjects, meaning that students were engaging in the same type of work in a couple of lessons.
- The standard of learning was very good; active learning was an integral part of all lessons and students were motivated and fully engaged in lesson activities.
- The standard of planning is very good overall, and a comprehensive and interesting calendar has been set out for the year.
- Effective use was made of digital technology in a number of lessons, an approach that was both stimulating and interesting. Its wider use would enhance learning in other lessons.
- Very little reference was made to the development of literacy or numeracy in Irish. For example, apart from one lesson, no reference was made to accuracy in the Irish language or to the enrichment of students' language.

Recommendations

- It is recommended that a core team be formally established to assist the coordinator in planning and implementing the programme.
- The coordinator and those teaching related subjects or modules are advised to engage in joint planning in order to ensure that the same subject matter is not being taught twice.
- A focus must be placed on the development of literacy and numeracy as part of the school self-evaluation process and as part of a school improvement plan.
- It is recommended that digital technology be used more widely in order to support student learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The standard of teaching was very good overall; four of the lessons were of a very good quality, a couple of lessons were at a good level and one lesson had scope for improvement.
- Learning intentions were shared with students at the beginning of most lessons and were revisited at the end in order to assess learning. This approach is to be commended.
- The student learning experience was very good overall. Active learning was central in all lessons. Students were given the opportunity to work in pairs and in groups and it was clear that they both enjoyed and benefitted from working together. Comments and suggestions were sought at the end of tasks, resulting in a lively discussion in some lessons.
- However, some class tasks lasted too long in a very small number of lessons and it was clear that learning was tedious to some degree in those cases. Teachers are advised to ensure that appropriate time is set out for different activities and to move on quickly as soon as students are finished.
- In all lessons observed, students were motivated to learn and participated in practical work, work groups or tasks in which they had to practice language skills. Students were given, and eagerly seized, the opportunity to read aloud in all languages.
- A respectful and friendly relationship was noted between students and teachers and between the students themselves. The use of Irish as the language of instruction and management in class and as the social language between students was very good both inside and outside of class. The dedication of teachers and students to using Irish as the school's true language of communication is commended.
- In some lessons, effective use was made of digital technology in order to stimulate the students' interest in the subject matter of the lesson and to create a virtual connection between the content of the lesson and the students' own contemporary lives. Wider use of technology in other lessons would help to make the subject matter more interesting and relevant to students. Teachers are advised to take this element of teaching and learning into account when planning for learning.
- Apart from one lesson, no reference was made accuracy in the Irish language or to the enrichment of students' language. There is additional scope during lessons to focus the students' attention on aspects of grammar in context, on accurate written language and on Irish-language enrichment in student work in general. It is recommended, for example, that complete sentences be sought as answers to questions, rather than accepting one-word answers.
- Some teachers drew the students' attention to new terminology and, in a small number of cases, this was displayed on the whiteboard or in other ways. It is recommended that all teachers apply this practice. It is also recommended that an effort be made to ensure that students can use new terms correctly and in context.

2. PROGRAMME PROVISION AND WHOLE-SCHOOL SUPPORT

- The coordinator and the other teachers involved in the programme are very well supported in their work providing a range of innovative, creative and worthwhile learning experiences. However, it is recommended that a formal core team be established for the programme in order to share work and enhance other teachers' capacity in this area.
- The four elements of an effective Transition Year programme are set out evenly for the year. Students have the opportunity to engage in the core subjects, sample Leaving Certificate subjects, go on trips, undertake work experience, including work experience in France, and

participate in a range of activities, one-off events and a variety of modules. In addition, students participate in charitable activities in Ireland and abroad.

- Students take part in a wide range of competitions and achieve certification in areas such as self-defence and digital learning and in language examinations such as the European Certificate in Irish (TEG) and Diplôme d'Études en Langue Française (DELF).
- Students also work with external providers under the direction of the school, especially in relation to the development of writing, music and drama skills.

3. PROGRAMME PLANNING, CO-ORDINATION AND REVIEW

- The quality of planning for the Transition Year programme was very good overall and the standard of individual teachers' planning for classes and modules was good.
- A dedicated coordinator oversees the programme, the layout and implementation of which is both well-organised and administered effectively.
- Students interviewed during the evaluation were extremely positive about the Transition Year programme and the learning experiences available to them, including the trips and one-off events. They felt, however, that the programme peaked at the beginning of the year and that it would be good to organise a major event at the end of the year. The core team should discuss this issue with students with a view to reaching a compromise.
- There was a small degree of crossover in the work programme in a couple of subjects, meaning that students were doing the same work in a couple of lessons. The coordinator and those teaching related subjects or modules as part of the programme are advised to engage in joint planning in order to ensure that the same subject matter is not being taught twice.
- The programme is assessed annually based on feedback from students, their parents and from teachers, and provision is revised accordingly.
- Student work is assessed through class examinations, continuous assessment and end of year interviews.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum, which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	*Very good* applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is *outstanding* and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	*Good* applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a *very good* standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	*Satisfactory* applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	*Fair* applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	*Weak* applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties

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