



An Roinn Oideachais
Department of Education

Cigireacht Ábhair: Tíreolaíocht

Tuairisc

TUAIRISC

Ainm na scoile/School name	Coláiste Naomh Feichín
Seoladh na scoile/School address	Corr Na Mona Co Na Gaillimhe
Uimhir rolla/Roll number	71320S
Dáta na cigireachta/ Date of evaluation	12-05-2023

Cad is cigireacht ábhair ann?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise 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 Tíreolaíocht faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht 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 meastóireacht 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.

Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi.

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>Frithbhulaíocht</i>
<ol style="list-style-type: none">1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeánt go feiceálach gar do phríomhdhoras na scoile.2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas.3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go dtuigeann siad a bhfreagrachtaí mar dhaoine atá faoi shainordú.	<ol style="list-style-type: none">1. Tá polasaí frithbhulaíochta forbartha ag an scoil a shásaíonn na <i>Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013)</i>, agus athbhreithnítear an polasaí seo go bliantúil.2. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide tuairisc ar fáil don bhord ar a laghad uair sa téarma ar líon iomlán na gcásanna bulaíochta a tuairiscíodh (tríd an teimpléad taifeadta bulaíochta atá ar fáil sna <i>Gnásanna</i>) ó cuireadh an tuairisc roimhe sin ar fáil don bhord.3. Tá polasaí frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do dhaltaí/scoláirí.

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

Cigireacht ábhair

Dáta na cigireachta	11-05-2023 & 12-05-2023
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaPlé leis an bpríomhoide agus le príomhbhaill foirneCaidreamh le scoláirí, fócasghrúpaí san áireamh	<ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn dhá thréimhse rangaScrúdú ar obair na scoláiríAiseolas don phríomhoide agus don fhoireann ábhartha

Is ar Thíreolaíocht na Sraithe Sóisearaí amháin a bhí fócas na cigireachta ábhair seo.

Comhthéacs na Scoile

Is iar-bhunscoil lán-Ghaeilge chomhoideachais í Coláiste Naomh Feichín, a chuireann oideachas dara leibhéal ar fáil trí mheán na Gaeilge. Bhí scoláire is seasca cláraithe ann ag am na meastóireachta. Feidhmíonn an scoil faoi Bhord Oideachais agus Oiliúna na Gaillimhe agus Ros Comáin (BOOGRC). Chuir an scoil an tSraith Shóisearach, clár Idirbhliana roghnaí, Gairmchlár na hArdteistiméireachta agus an Ardteistiméireacht sheanbhunaithe ar fáil.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Bhain cáilíocht mhaith ar an iomlán leis an teagasc agus an fhoghlaim sna ceachtanna a breathnaíodh agus bhí roinnt eiseamláirí de chleachtas an-mhaith ann.
- Breathnaíodh cleachtas maith i gceachtanna na sraithe sóisearaí agus bhí béim shoiléir ar théarmeolaíocht sainiúil don ábhar agus ar phríomhchoincheapa tíreolaíocha chun feabhas a chur ar an úsáid a bhain scoláirí as foclóir a bhain le tíreolaíocht.
- Múineadh na scoláirí i dtimpeallacht thacúil inar cothaíodh caidreamh measúil.
- Ba ábhar roghnach é an Tíreolaíocht sa tSraith Shóisearach agus cé go raibh líon na scoláirí an-íseal, bhí an soláthar ábhair agus an tacaíocht scoile uile go maith; rinne scoláirí uile na hIdirbhliana staidéar ar mhodúl Tíreolaíochta d'fhonn cuidiú le líon na scoláirí a dhéanann staidéar ar an ábhar sa tsraith shinsearach a mhéadú.
- Tá an scoil lonnaithe i gceantar atá an-tábhachtach ó thaobh na tíreolaíochta de agus go hinmholta, rinneadh tagairt do líon tréithe fisiceacha áitiúla sna ceachtanna a breathnaíodh.
- Bhain cáilíocht shásúil ar an iomlán leis an bpleanáil don tSraith Shóisearach, is gá ámh athbhreithniú a dhéanamh ar an bpleanáil do Thíreolaíocht na Sraithe Sóisearaí.

Moltaí

- Tá gá le coigeartuithe suntasacha ar na haonaid foghlama i bplean na Sraithe Sóisearaí don Tíreolaíocht lena chinntiú go bhfuil na riachtanais uile den *Chreat don tSraith Shóisearach* á gcomhlíonadh.
- Ba chóir don roinn ábhair agus don fhoireann ardbhainistíochta féachaint ar bhealaí chun an t-ábhar a chur chun cinn agus an líon a mhéadú atá ag staidéar na Tíreolaíochta sa tSraith Shóisearach.
- Ba chóir straitéisí a fhorbairt chun machnamh níos doimhe de chuid na scoláirí a spreagadh ina ligtear dóibh rianú a dhéanamh ar an dul chun cinn a dhéanann siad agus na bearnaí ina gcuid foghlama a aithint.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhain cáilíocht mhaith ar an iomlán leis an teagasc agus an fhoghlaim sna ceachtanna a breathnaíodh agus bhí roinnt eiseamláirí de chleachtas an-mhaith ann. Múineadh na ceachtanna uile trí mheán na Gaeilge. Bhí eolas ábhair agus oideolaíoch an mhúinteora an-mhaith.
- Pleanáladh na ceachtanna chun tacú le heispéiris dhearfacha foghlaimeoirí agus bhí an caidreamh idir na scoláirí agus an múinteoir an-mheasúil, a chuir atmaisféar foghlama dearfach chun cinn.
- I gcomhréir leis an dea-chleachtas, leagadh intinní foghlama amach ag tús na gceachtanna. Ba chóir ámh, go mbeadh siad ceangailte leis na critéir ratha a chuideoidh le scoláirí rianú a dhéanamh ar an dul chun cinn a dhéanann siad agus le freagracht níos mó a ghlacadh as a gcuid foghlama féin. Chomh maith le cuidiú le scoláirí tuiscint a fháil ar líon mór briathra gnímh a bhaineann le sonraíocht na tíreolaíochta, moltar go n-úsáidtear na briathra seo nuair atá na hintinní foghlama á leagan amach.
- Lig líon na ranganna a bhí beag don mhúinteoir freagairt go dearfach ar riachtanais aonair na scoláirí agus chuir an múinteoir aiseolas éifeachtach ó bhéal ar fáil do na scoláirí a lig dóibh dul chun cinn maith a dhéanamh.
- Bhí béim láidir ar úsáid foclóra tíreolaíochta na scoláirí a fhorbairt tríd an bpríomh-théarmeolaíocht ábhartha a chomhtháthú isteach go rialta sna ceachtanna a breathnaíodh.
- Baineadh úsáid as réimse oiriúnach de straitéisí suimitheacha agus measúnaithe foirmitheacha sa rang. Rinne an múinteoir meascán de cheisteanna oscailte agus spriocdhírthe a chomhtháthú isteach go héifeachtach ina raibh ar scoláirí réamhfhoghlaim a thabhairt chun cuimhne agus réimsí le haghaidh feabhais a aithint. Spreagadh scoláirí chun a bhfreagraí a fhorbairt agus tuiscint níos doimhne a léiriú faoi na topaicí a bhí á múineadh. Léirigh siad eolas tíreolaíochta a bhí oiriúnach dá gcéim forbartha agus spreagadh iad chun foghlaim a dhéanamh.
- Baineadh úsáid mhaith as áiseanna amhairc sa cheacht chun plé a spreagadh nuair a bhí tús á chur le topaic nua. Bhí gearrthóga físeáin agus léarscáileanna áitiúla an-éifeachtach le scoláirí a mhealladh. Ní raibh an úsáid a baineadh as bileoga oibre sna ceachtanna, go háirithe an cuardach focal, chomh héifeachtach sin i dtaca leis seo ámh mar nár tugadh dóthain dúshlán do na scoláirí le linn na gníomhaíochta. Ba chóir don mhúinteoir machnamh a dhéanamh ar acmhainn atá níos deacra a úsáid ar nós crosfhocal chun measúnú níos éifeachtaí a dhéanamh ar an tuiscint atá ag na scoláirí ar an bhfoclóir nua atá tugtha isteach.
- I gceacht ar leith, go himholta tógadh scoláirí lasmuigh d'fhoirgneamh na scoile chun tréithe fisiceacha a aithint a bhí le feiceáil ó thailte na scoile. Lig sé seo dóibh dul i ngleic go díreach leis na coincheapa a bhí á bplé sa rang, agus na naisc a dhéanamh idir oighriú agus athrú aeráide, agus an gaol idir an teoiric agus an fhírinne a fheiceáil.
- Ba thimpeallacht ábhair i bprionta an seomra ranga tíreolaíochta ina raibh léarscáileanna, grianghraif agus ábhair amhairc eile ar taispeáint ar na ballaí chun tacú leis an bhfoghlaim. Bhí sampla d'obair scoláirí ar ardchaighdeán soiléir freisin timpeall an tseomra.
- Tugadh obair bhaile oiriúnach chun an fhoghlaim a leathnú lasmuigh den seomra ranga. Bhí aiseolas éifeachtach soiléir i gcóipleabhair obair bhaile na scoláirí a ndearnadh athbhreithniú orthu a chuidigh lena bhfoghlaim a threorú.
- I bhfócasghrúpa na scoláirí, luaigh rannpháirtithe gur mhothaigh siad gur thug an múinteoir tacaíocht dóibh agus gur bhain siad taitneamh as na ceachtanna tíreolaíochta. Dúirt siad freisin gur bhain na ceachtanna tíreolaíochta lena ngnáthshaol laethúil, agus tagairt ar leith á déanamh acu don domhan fisiceach timpeall orthu.

2. Soláthar ábhair agus tacaíocht scoile uile

- Bhí an soláthar ábhair agus an tacaíocht scoile uile don Tíreolaíocht go maith ar an iomlán. Bhí an t-amchlárú i gcomhréir leis na moltaí sa tsonraíocht ábhair agus bhí na cáilíochtaí cuí ag na múinteoirí a mhúin na ceachtanna uile.
- Ba ábhar roghnach é an tíreolaíocht sa tSraith Shóisearach agus roghnaigh scoláirí na chéad bhliana a n-ábhair tar éis blaschlár gairid a chur i gcrích. Bhí an líon a bhí ag staidéar na Tíreolaíochta sa tSraith Shóisearach an-íseal ag am na meastóireachta. Ba chóir don roinn ábhair agus an fhoireann ardbhainistíochta féachaint ar bhealaí chun an t-ábhar a chur chun cinn.
- Seachadadh na ceachtanna i seomra ranga tiomnaithe don tíreolaíocht ina raibh rochtain éasca ag an múinteoir ar ábhair agus ar acmhainní chun tacú leis an teagasc agus leis an bhfoghlaím.
- Rinne scoláirí uile na hIdirbhliana staidéar ar mhodúl Tíreolaíochta d'fhonn cuidiú le líon na scoláirí a dhéanann staidéar ar an ábhar sa tsraith shinsearach a mhéadú.

3. Pleanáil agus ullmhúchán

- Bhain cáilíocht shásúil ar an iomlán leis an bpleanáil ábhair agus bhí scóip ann le clár na sraithe sóisearaí a fhorbairt. San áireamh i bplean an ábhair bhí scéim oibre chuimsitheach don tsraith shinsearach, an polasaí measúnaithe, straitéisí chun tacú le scoláirí a bhfuil riachtanais bhreise acu agus raon acmhainní chun tacú leis an teagasc agus leis an bhfoghlaím.
- Is gá don roinn tíreolaíochta coigeartuithe suntasacha a dhéanamh ar aonaid foghlama na sraithe sóisearaí lena chinntiú go bhfuil na gnéithe uile den *Chreat don tSraith Shóisearach* á gcur i bhfeidhm. Ba chóir don roinn ábhair úsáid a bhaint as raon na n-acmhainní agus na dteimpléad atá ar fáil chun tacú lena bpleanáil.
- Bhí an phleanáil múinteora aonair le haghaidh ceachtanna go maith ámh, agus bhí straitéisí teagaisc éagsúla in úsáid chun feabhas a chur ar eispéireas na scoláirí. Go sonrach, bhain an múinteoir úsáid as an timpeallacht áitiúil chun spéis na scoláirí a mhúscailt.
- D'oibrigh an múinteoir tíreolaíochta go héifeachtach le múinteoirí ó scoileanna eile chun riachtanais an phróisis athbhreithnithe foghlama agus mheasúnaithe ábhair do mheasúnú na Sraithe Sóisearaí a chomhlíonadh.
- Bhí roinnt deiseanna curtha ar fáil do scoláirí chun machnamh a dhéanamh ar a gcuid foghlama. Ba chóir forbairt sa bhreis a dhéanamh ar an straitéis seo, ionas go ndéanfaidh scoláirí rianú ar an dul chun cinn atá déanta acu agus a láidreachtaí agus laigí a aithint mar chuid den phróiseas foghlama.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus leis an múinteoir ábhair.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

(Folamh)

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

Cuireann Bord Bainistíochta Choláiste Naomh Feichín fáilte roimh an aiseolas sa Tuairisc

Cigireachta seo. Táimid buíoch as na príomhchinntí atá aitheanta sa tuairisc. Tá an

Tíreolaíocht á múineadh do dhaltáí na hIdirbhliana Chun iad a mhealladh i dtreo na

Tíreolaíochta. Sa tSraith Shinsearach i mbliana, tá 45% de dhaltáí na cúigiú bliana ag tabhairt faoin Tíreolaíocht. Tá tréan iarracht á dhéanamh ag an bhfoireann ard-bhainistíochta féachain ar bhealaí Chun an t-ábhar a Chur Chun cinn sa tSraith Shóisearach ach ó tharla go bhfuil stádas speisialta ag an Stair, tá Sé deacair a bheith seiftiúil.

Tá obair leanúnach á dhéanamh ar phleanáil ábhar.

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 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 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

Subject Inspection: Geography Report

REPORT

Ainm na scoile/School name	Coláiste Naomh Feichín
Seoladh na scoile/School address	Corr Na Mona Co Na Gaillimhe
Uimhir rolla/Roll number	71320S
Dáta na cigireachta/ Date of evaluation	12-05-2023

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 Geography under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. 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.

Actions of the school to safeguard children and prevent and tackle bullying

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>Anti-bullying</i>
<ol style="list-style-type: none">4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> and this policy is reviewed annually.2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the <i>Procedures</i>) since the previous report to the board.3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.

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

Subject inspection

Dates of inspection	11-05-2023 & 12-05-2023
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students, including a focus group	<ul style="list-style-type: none">• Observation of teaching and learning during 2 lessons• Examination of students' work• Feedback to principal and relevant staff

The focus of this subject inspection was on Junior Cycle Geography only.

School context

Coláiste Naomh Feichín is a co-educational, Irish-medium post-primary school, providing second-level education through the medium of Irish. At the time of the evaluation, it had an enrolment of 61 students. The school operates under the Galway and Roscommon Education and Training Board (GRETB). The school offered Junior Cycle, an optional Transition Year (TY) programme, the Leaving Certificate Vocational Programme and the established Leaving Certificate.

Summary of main findings and recommendations:

Findings

- The overall quality of teaching and learning was good in the lessons observed with some examples of very good practice.
- Good practice was observed in the junior cycle lessons with a clear emphasis on subject specific terminology and key geographical concepts to improve students' use of geography-related vocabulary.
- Students were taught in a supportive environment where respectful relationships were fostered.
- Geography was an optional subject at Junior Cycle and although student numbers were very low, subject provision and whole-school support was good; all TY students studied a Geography module to help increase the numbers studying the subject at senior cycle.
- The school is located in an area of significant geographical importance and, commendably, reference was made to a number of local physical features in the lessons observed.
- The overall quality of planning for Junior Cycle was satisfactory: however, a review of planning for Junior Cycle Geography is necessary.

Recommendations

- Significant adjustments are required to the units of learning in the Junior Cycle plan for Geography in order to ensure that all requirements of the *Framework for Junior Cycle* are being met.
- The subject department and senior management team should consider ways to promote the subject and increase the numbers studying Geography at Junior Cycle.
- Strategies should be developed to encourage deeper student reflection allowing them to track their progress and identify gaps in their learning.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The overall quality of teaching, learning and assessment was good in the lessons observed with some examples of very good practice. All lessons were taught through the medium of Irish. The teacher's subject and pedagogical knowledge was very good.
- The lessons were planned to support positive learner experiences and the interactions between students and the teacher were very respectful, promoting an affirmative learning atmosphere.
- In keeping with good practice, learning intentions were outlined at the beginning of lessons. However, they should be linked to success criteria which will help students to track their progress and take greater responsibility for their own learning. In addition, to help students' understanding of the large number of action verbs associated with the geography specification, it is recommended that these verbs are used when outlining the learning intentions.
- Small class sizes allowed the teacher to respond positively to the student's individual needs and students were provided with effective oral feedback by the teacher which allowed them to make good progress.
- In the lessons observed, there was a strong emphasis on developing students' use of geographical vocabulary by regularly integrating appropriate key terminology.
- A suitable range of summative and formative assessment strategies was used in class. The teacher effectively integrated a combination of open and targeted questions which required students to recall prior learning and to identify areas for improvement. Students were encouraged to develop their answers and illustrate deeper understanding of the topics being taught. They demonstrated geographical knowledge appropriate to their stage of development and were motivated to learn.
- There was good use of visuals in the lesson to stimulate discussion when introducing a new topic. Video clips and local maps were particularly effective in engaging students. However, the use of worksheets in lessons, particularly the wordsearch, was less effective in this regard as students were not adequately challenged during the activity. The teacher should consider using a more demanding resource such as a crossword to assess students' understanding of the newly-introduced vocabulary more effectively.
- In one particular lesson, commendably students were taken outside the school building to identify physical features visible from the school grounds. This allowed them to engage directly with the concepts being discussed in class, making the links between glaciation and climate change, and to see the relationship between theory and reality.
- The geography classroom was a print-rich environment with maps, photographs and other visual materials displayed on the walls to support learning. There were examples of high-quality student work also evident around the room.
- Appropriate homework was assigned to extend the learning beyond the classroom. Effective feedback was evident in the students' homework copybooks reviewed which helped to guide their learning.
- In the student focus group, participants stated that they felt supported by the teacher and found the geography lessons enjoyable. They also stated that they found the subject relatable in their everyday lives, making particular reference to the physical world around them.

2. Subject provision and whole school support

- Overall, subject provision and whole-school support for Geography was good. Timetabling was in line with the recommendations in the subject specification and all lessons were taught by a suitably qualified teacher.
- Geography was an optional subject at Junior Cycle and first-year students chose their subjects after completing a short taster programme. At the time of the evaluation, the numbers studying Geography at Junior Cycle were very low. The subject department and the senior management team should consider strategies to promote the subject.
- Lessons were delivered in a dedicated geography classroom where the teacher had easy access to materials and resources to support teaching and learning.
- All TY students studied a Geography module to help increase the numbers studying the subject at senior cycle.

4. Planning and preparation

- The overall quality of subject planning was satisfactory with scope for development of the junior cycle programme. The subject plan included a comprehensive scheme of work for senior cycle, the assessment policy, strategies for supporting students with additional needs and a range of resources to support teaching and learning.
- There is a need for the geography department to make significant adjustments to the junior cycle units of learning to ensure that all elements of the *Framework for Junior Cycle* were being implemented. The subject department should use the range of available resources and templates to support their planning.
- Individual teacher planning for lessons was good however, with a variety of teaching strategies employed to enhance the student experience. Notably, the teacher used their local environment to stimulate student interest.
- The geography teacher worked effectively with teachers from other schools to fulfil the requirements of the subject learning and assessment review process for Junior Cycle assessment.
- There were some opportunities provided to students to reflect on their learning. This strategy should be developed further, so that students track their progress and identify their individual strengths and weaknesses as part of the learning process.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

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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 Naomh Feichín welcomes the feedback in the inspection report

We appreciate the key findings identified in the report.

In Senior Cycle this year 45% of fifth year students are taking Geography. The senior management team is trying hard to find ways to promote the subject in the Junior Cycle but since History has a special status, it is challenging.

Continuous work is being done on content planning.

(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 of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> 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 <i>outstanding</i> 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	<i>Good</i> 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	<i>Satisfactory</i> 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	<i>Fair</i> 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	<i>Weak</i> 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;