



Coláiste Treasa  
Kanturk  
Co Cork

71000A

### FREAGAIRT SCOILE / SCHOOL RESPONSE

### FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE / RESPOND WITHIN TEN SCHOOL DAYS

DÁTA FILLTE / RETURN DATE: 19/06/2024

**Chuig/To:** Veronica Walsh, Príomhoide/Principal

**Cc:** John Paul O'Shea, Cathaoirleach BB/Chairperson BoM  
Denis Leamy, CE ETB

**Dáta/Date:** 05/06/2024

A chara,

Gheobhaidh tú faoi iamh an tuairisc dheiridh de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig pátrún nó iontaobhaithe na scoile (nó príomhfheidhmeannach an bhoird oideachais agus oiliúna) ar aon dul leis na forálacha atá sna *Treoirlínte um Fhoilsiú Tuairiscí Cigireachta Scoile* (arna n-athbhreithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998 (Foilsiú Tuairiscí Cigireachta ar Scoileanna agus ar Lárionaid Oideachais), 2015*. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc na scoile.

Tarraingítear d'aird ar Chaibidil 3 de na Treoirlínte go háirithe, áit a bhfuil amchlár leagtha amach d'éisiúnt na tuairisce. Ceadáitear **deich lá scoile le haghaidh an Fhoirm Freagartha Scoile a chur ar ais** (faoi iamh).

A chara,

Please find attached the final report of a recent inspection undertaken in your school. This copy of the report is being sent to the principal, to the chairperson of the board of management and to the school's patron or trustees (or the chief executive of the Education and Training Board) in line with the provisions contained in *Guidelines for the Publication of School Inspection Reports* (Revised 2015) and *Education Act 1998 (Publication of Inspection Reports on Schools and Centres for Education) Regulations 2015*. Depending on the language of instruction in your school, the inspection report may be available in both Irish and English.

Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes are set out. These allow **ten school days for the return of the School Response Form** (attached).

### Dáileadh na tuairisce

Foráiltear le Rannán 3 de na *Treoirlínte* go gcuirfidh cathaoirleach an bhoird bhainistíochta nó duine atá údaraithe aige/aici cóip den tuairisc ar fáil do gach múinteoir a mbaineann an chuairt leo agus do na baill den bhord bainistíochta (féach Rannán 3.3 de na *Treoirlínte*). Ba cheart é sin a dhéanamh láithreach.

### Freagairt scoile

Déanann Cuid 3.4 de na *Treoirlínte* cur síos ar an tslí inar féidir leis an mBord Bainistíochta freagairt don tuairisc. Ba cheart freagairt na scoile a chur isteach ar Fhoirm Freagartha Scoile na Tuairisce Cigireachta trí ríomhphost chuig [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) roimh an spriocdháta thuasluaite.

Tá cóip leictreonach ar fáil sa chuid Foirmeacha Scoile den leathanach Tuarascálacha Cigireachta atá ar fáil faoin Oideachas ar <https://www.gov.ie/ga/foirm/foirmeacha/>

Agus é ag freagairt, féadfaidh an bord ceann **amháin** de na roghanna seo a leanas a roghnú:

- **ROGHA A:** Féadfaidh an bord glacadh leis an tuairisc gan barúil a thabhairt. Sa chás seo, ba chóir do chathaoirleach an bhoird Rogha A den Fhoirm don Fhreagairt ar Thuairisc na Cigireachta a roghnú, an fhoirm a shíniú agus a chur ar ais ar ríomhphost chuig an seoladh thíos.
- **ROGHA B:** Féadfar gur mian leis an mBord freagairt go foirmiúil don tuairisc. Sa chás seo, ba chóir don Chathaoirleach Rogha B ar an bhFoirm do Fhreagairt na Scoile ar Thuairisc na Cigireachta a roghnú agus Freagairt na Scoile a chur sna boscaí atá ar fáil. Ba chóir don Chathaoirleach an fhoirm a shíniú ansin agus í a chur ar ais ar ríomhphost chuig an seoladh thíos.

Tá treoir maidir le freagairt scoile a scríobh i Rannán 3.5 de na *Treoirlínte*. Is éard atá sa fhreagairt scoile ná deis don scoil barúil a thabhairt ar **ábhar** na tuairisce agus béim a leagan ar na **bearta leantacha** a bhfuil ar intinn aici iad a dhéanamh (nó atá déanta aici

### Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the visit and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

### School response

Section 3.4 of the *Guidelines* outlines how the board of management can respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email to [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) reports **before the due date outlined above**.

An electronic copy is available in the School Forms section of the Inspectorate Reports page which is available under Education on <https://www.gov.ie/en/form/inspection-report-forms/>

When responding, the board may choose **one** of the following options:

- **OPTION A:** The board may accept the report without comment. In this case, the chairperson of the board should choose Option A on the *Inspection Report School Response Form*, sign the form and return it by email to the address below.
- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should choose Option B on the *Inspection Report School Response Form* and include the *School Response* in the boxes provided. *The chairperson should then sign the form* and return it by email to the address below.

Guidance on writing a school response is contained in Section 3.5 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the visit. Please note that comments on the **process** or **reference to the Inspector** should not be included in the school response

cheana féin) tar éis na cigireachta. Tabhair faoi deara nár cheart barúlacha ar an bpróiseas ná tagairt don Chigire a chur san áireamh sa fhreagairt scoile. Ní cóir focail bhuíochais d'fhoirne scoile, don fhoireann chigireachta ná do dhaoine eile a bheith san áireamh. Níor cheart níos mó ná **500 focal** san iomlán a bheith sa fhreagairt scoile.

**I gcás rogha A nó B, ba chóir do chathaoirleach an bhoird Foirm Freagartha Scoile na Tuairisce Cigireachta a sheoladh ar ais trí ríomhphost chuig an seoladh thíosluaithe roimh an spriocdháta thuasluaite.** I gcás scoileanna atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an Fhoirm Freagartha Scoile a bheith comhlánaithe i gcomhairle le príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna.

- **ROGHA C:** D'fhéadfadh an bord bheith míshásta leis an tuairisc agus/nó leis an gcigireacht agus féadfaidh sé athbhreithniú ar an gcigireacht a iarraidh faoin *Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998* (arna leasú in 2022). Sa chás sin, ba cheart don chathaoirleach athbhreithniú a iarraidh trí scríobh chuig an Príomhchigire, An Roinn Oideachais, Sráid Mhaoilbhríde, Baile Átha Cliath 1, DOI RC96. **Ní mór an t-iaratas ar athbhreithniú a bheith faighte ag an bPríomh-Chigire roimh an spriocdháta thuasluaite.** Tá cóip den *Nós Imeachta um Athbhreithniú* ar fáil ar shuíomh Gréasáin na Roinne.

### **Gan freagairt**

Más rud é nach bhfaightear comhfhreagras ar bith i dtaca le Freagairt Scoile agus nach bhfaightear iaratas ar athbhreithniú faoin *Nós Imeachta um Athbhreithniú* roimh an spriocdháta thuasluaite, glacfar leis nach mian leis an mbord bainistíochta freagairt a dhéanamh agus ullmhófar an tuairisc lena foilsiú agus/nó lena heisiúint chuig an scoil ansin.

Expressions of thanks to school staffs, the inspector or others should not be included. The total length of the school response should not exceed **500 words**.

**In the case of Option A or Option B, the *Inspection Report School Response Form* should be returned by the chairperson of the board by email to the address below before the due date outlined above.** In schools operating under the auspices of an Education and Training Board (ETB), the School Response Form must be completed in consultation with the chief executive of the ETB.

- **OPTION C:** The board may be dissatisfied with the report and/or the visit and may seek a review of under *Procedure for Review of Inspections carried out by the Department of Education Inspectorate under Section 13 (9) of the Education Act 1998* (revised 2022). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education, Marlborough Street, Dublin 1, DOI RC96. **The request for a review must be received by the Chief Inspector before the due date outlined above.** A copy of the *Procedure for Review* is available on the website of the Department.

### **No reply**

If no correspondence is received in respect of a School Response and if a request for a review under the *Procedure for Review of* has not been received before the due date, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication and/or issued to the school.

**Foilsiú/Eisiúint na tuairisce**

Tar éis an *Fhoirm Freagartha Scoile* a fháil, ullmhóidh an Chigireacht an tuairisc chigireachta scoile le foilsíú/eisiúint don scoil. De ghnáth, cuirfeadh cóip den Fhreagairt Scoile san áireamh sa leagan foilsithe den tuairisc nó sa leagan a eisíodh don scoil. Más rud é go roghnaíonn an Roinn gan an Fhreagairt Scoile a fhoilsíú/a chur san áireamh sa tuairisc ar chúis ar bith, cuirfidh sí an bord bainistíochta ar an eolas faoin gcinneadh sin agus faoin gcúis leis.

**Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:**

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise le meas,  
Joanne OSullivan

Pp: Martin Lally  
Príomh-Chigire Cúnta

**Publication/Issue of the report**

Following receipt of the *School Response Form*, the Inspectorate will prepare the school inspection report for publication/issue to the school. Normally, a copy of the School Response will be included in the published version of the report or the version issued to the school. If for any reason, the Department opts not to publish/include the School Response with the report, it will inform the board of management of this decision and the reason for it.

**Forms should be emailed to:**

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise, le meas,  
Joanne OSullivan

Pp: Martin Lally  
Assistant Chief Inspector

# Foirm Freagartha Scoile na Tuairisce Cigireachta

Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:  
[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>Ainm agus seoladh na scoile:</b>	Coláiste Treasa Kanturk Co Cork  71000A
<b>Cineál cigireachta</b>	Subject Inspection a sheoladh ar 02/05/2024
<b>Dáta eisiúna na tuairisce</b>	05/06/2024
<b>Don oifig amháin</b>	Uimhir cigireachta: 38009

Roghnaigh rogha A, B nó C

<b>ROGHA A</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus ní mian leis freagairt go foirmiúil don tuairisc.	
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<b>ROGHA B</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus is mian leis freagairt go foirmiúil don tuairisc. Aontaíonn an Bord go gcuirfean an fhreagairt atá curtha isteach san áireamh mar aguisín leis an tuairisc fhoilsithe. Tá freagairt an bhoird curtha isteach thíos.	
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<b>ROGHA C</b>	Ní ghlacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh agus tá sé ag déanamh iarratas ar athbhreithniú ar an gcigireacht faoin <i>Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998</i> . Cuirfidh an bord iarratas i scríbhinn isteach/tá iarratas i scríbhinn curtha isteach ag an mbord ar athbhreithniú chuig Oifig an Phríomh-Chigire.	
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## Freagairt scoile: Cuid A

Tabhair barúil i dtaobh ábhar na tuairisce cigireachta (tuairim is 100-150 focal)

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## Freagairt scoile: Cuid B

Luaigh na bearta atá déanta ag an scoil nó a bhfuil ar intinn aici iad a dhéanamh chun aghaidh a thabhairt ar gach ceann de na moltaí sa tuairisc (tuairim is 350-400 focal)

### Síniú

<b>Cathaoirleach, an Bord Bainistíochta</b>	<i>Ainm i gcló:</i>
	<i>Síniú:</i>
	<i>Dáta:</i>

Ní mór an fhoirm seo a bheith sínithe ag cathaoirleach bhord bainistíochta na scoile. I gcás scoile atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an fhoirm a bheith comhlánaithe ag cathaoirleach an bhoird bhainistíochta i gcomhairle le Príomhfheidhmeannach (nó oifigeach ainmnithe) an Bhoird Oideachais agus Oiliúna.

**Ní mór an fhoirm a chur ar ais chuig Rúnaíocht na Cigireachta laistigh deich lá scoile ó dháta eisiúna na tuairisce deiridh le haghaidh freagairt scoile.**

## Inspection Report School Response Form

Forms should be emailed to: [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>School details</b>	Coláiste Treasa  Kanturk Co Cork  71000A
<b>Inspection details</b>	Subject Inspection conducted on 02/05/2024
<b>Date of issue of inspection report</b>	05/06/2024
<b>For office use</b>	Inspection Number: 38009

Please choose option A, or B, or C

<b>OPTION A</b>	The board accepts the report as the final inspection report available for final issue and does not wish to respond formally to the report	
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<b>OPTION B</b>	The board accepts the report as the final inspection report available for final issue and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the final report. The board's response is submitted below.	
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<b>OPTION C</b>	The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for the review of inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998</i> . The board will submit/has submitted a written request for a review to the Office of the Chief Inspector.	
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### School response: Part A

Please comment on the content of the inspection report (approximately 100-150 words)

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**School response: Part B**

*Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)*

**Signature**

<b>Chairperson, Board of Management</b>	<i>Print name:</i>
	<i>Signature:</i>
	<i>Date:</i>

This form must be signed by the chairperson of the board of management of the school. In the case of a school operating under the auspices of an Education and Training Board, the form must be completed by the chairperson of the board of management in consultation with the Chief Executive (or nominated officer) of the Education and Training Board.

**The form must be returned to the Inspectorate Secretariat within ten schools days of the date of issue of the final report for school response.**





An Roinn Oideachais  
Department of Education

# Subject Inspection: Science Report

## REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name	Coláiste Treasa
Seoladh na scoile/School address	Kanturk Co Cork
Uimhir rolla/Roll number	71000A
Dáta na cigireachta/ Date of evaluation	02/05/2024
Dáta eisiúna na tuairisce/ Date of issue of report	05/06/2024

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# 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 Science 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.

Included in this subject inspection report is a student-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.

## 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"><li>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li><li>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li></ol>	<ol style="list-style-type: none"><li>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> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.</li><li>2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and students.</li></ol>

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

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# Subject inspection

<b>Date of inspection</b>	30/04/2024 and 02/05/2024
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and subject teachers</li><li>• Interaction with students, including a focus group</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during six lessons</li><li>• Examination of students' work</li><li>• Feedback to principal, deputy principal, and subject teachers</li></ul>

## School context

Coláiste Treasa is a co-educational post-primary school under the patronage of the Cork Education and Training Board (CETB). At the time of the evaluation, the school had an enrolment of 605 students. It offered the Junior Cycle, an optional Transition Year programme (TY), the Leaving Certificate Vocational Programme (LCVP), and the Leaving Certificate (Established) (LCE).

## Summary of main findings and recommendations:

### Findings

- The quality of teaching, learning and assessment was very good overall.
- A range of highly effective formative assessment practices was observed in all lessons.
- In almost all lessons, student inquiry was central to learning. Tasks were meaningful and well-designed, resulting in high levels of student motivation and engagement.
- Very good use was made of digital technology to support and reinforce learning; simulations supported student understanding of abstract concepts, while matching games enabled student self-assessment.
- The quality of provision and whole-school support for Science was very good.
- Planning and preparation were of a very high standard.

### Recommendations

- In a small number of lessons, not all students were suitably challenged by the tasks set. In order to extend learning opportunities for these students, the teachers should plan extension activities or include various levels of difficulty within tasks.
- While assessment activities were noted for each learning outcome in the junior cycle science plan, in some instances, they did not align with the action verb in the learning outcome. The science teachers should review their junior cycle plan to ensure that the focus of all assessment checks is determined by the relevant action verb.

## Detailed findings and recommendations

### 1. Teaching, learning and assessment

- The quality of teaching, learning and assessment was very good overall. Teachers displayed high levels of subject and pedagogical knowledge, while their enthusiasm for the subject had a positive impact on students' motivation.

- Interactions between students and teachers were highly respectful, and student behaviour was excellent. A key strength of all lessons was the way in which teachers consistently acknowledged and affirmed students' contributions.
- High expectations with regard to student learning were evident in all lessons observed and students displayed very good knowledge and understanding in Science.
- Lessons were very well structured. Almost all lessons began with a recap of prior learning, which allowed teachers to assess student understanding. A range of methods was used to assess this learning, including targeted questioning, digital show-me boards, and online games.
- In lessons where new topics were introduced, students' thoughts and ideas were gathered through brainstorming, think-pair-share, and placemat activities. These allowed teachers to determine the level of students' prior knowledge and to identify any potential misconceptions.
- Learning intentions were frequently shared at the outset of lessons. Where these were used most effectively, teachers explained the intended learning in student-friendly language. This ensured a shared understanding of the purpose of the lesson, enabling students to assess their own learning and to identify areas for improvement. Learning intentions were less effective when they were written as a list of topics that did not provide sufficient guidance for student self-assessment.
- A range of highly effective formative assessment practices was observed in all lessons. Examples included differentiated worksheets, structured discussions, and online quizzes. In a few lessons, success criteria were used to guide students in the completion of homework tasks. In one instance, the students co-constructed the success criteria with the teacher, which helped to develop their assessment literacy and their understanding of quality.
- Very good oral questioning was a feature of all lessons observed. Teachers used a variety of question types, allowed sufficient wait time, distributed questions among the students, and used supplementary questions to probe understanding.
- An effective focus on students' numeracy and scientific literacy was evident in all lessons. Teachers clearly explained and discussed the meaning of new vocabulary and students were expected to use scientific terminology during classroom discussions. Students' engagement with scientific articles helped to develop their ability to comprehend and critically analyse scientific texts, while opportunities were also provided for students to analyse data, predict results, draw conclusions, and justify their reasoning.
- Teachers used models effectively to explain difficult concepts and to encourage students to make predictions about scientific phenomena. It was very positive that in some cases, the students were encouraged to evaluate the strengths and limitations of the models used.
- In almost all lessons, student inquiry was central to learning. In most instances, classroom tasks were meaningful and well-designed, resulting in high levels of student motivation and engagement. The students worked collaboratively and productively, while displaying considerable capacity to take ownership of their learning.
- In a small number of lessons, not all students were suitably challenged by the tasks set. Where this occurred, in order to extend learning opportunities for these students, the teachers should plan extension activities or include various levels of difficulty within tasks.
- Very good use was made of digital technology to support and reinforce learning. Simulations were very successfully used to support student understanding of abstract concepts, while matching games enabled student self-assessment. Teachers also used the school's digital platform to share notes and homework tasks with students.
- During the focus group held with students as part of the evaluation, they indicated that they found Science interesting, describing their science lessons as interactive and engaging. They particularly enjoyed carrying out scientific investigations and research. They also mentioned that videos, simulations, and revision sheets supported their understanding of difficult concepts, while online quizzes, mind maps and collaborative group work further supported their learning and their ability to self-assess.

## 2. Subject provision and whole school support

- The quality of provision and whole-school support for Science was very good; time allocation for junior cycle Science was above the minimum requirements of the specification, and all junior cycle students studied Science.
- All transition-year students sampled each senior cycle science subject through a series of modules, which assisted them in their senior cycle subject choice.
- Student access to senior cycle Science was very good. Agricultural Science, Biology, Chemistry and Physics were available to all students and there was a very high uptake of these subjects.
- There was an excellent level of support for science-related extra-curricular and co-curricular activities, such as participation in the BT Young Scientist and Technology exhibition and a national agricultural science competition. Involvement in these events extended students' learning beyond the classroom and allowed them to explore areas of interest to them, while further developing their appreciation of Science.
- The teachers were very committed to engaging in professional learning and this was encouraged and facilitated by management.

## 3. Planning and preparation

- Planning and preparation were of a very high standard.
- Individual lessons were effectively planned and resource materials were of a very high quality.
- The science department had done extensive work on the junior cycle science plan. Each unit of learning identified key learning from the contextual strands and linked this to relevant learning outcomes from the *Nature of Science* strand. This explicit inclusion of learning from the *Nature of Science* strand in each unit was very positive, as it facilitated an integrated approach to the teaching and learning of investigating and researching in Science.
- Potential teaching resources and assessment activities were noted for each learning outcome, and this highly effective practice was further supported by the use of the school's online platform to share teaching resources. However, in some instances, the assessment activities identified did not align with the action verb in the learning outcome. The science teachers should review their junior cycle plan to ensure that the focus of all assessment checks is determined by the relevant action verb.
- Considerable thought had been given to the order in which units of learning would be taught to ensure that each topic built on learning from previous units. Commendably, the teachers regularly reflected on the plan content, adapting it when necessary, to better support student learning.
- It was very positive that the science policy included differentiated teaching methodologies to cater for mixed ability classes and that many of these strategies were evident in the lessons observed.
- The subject department worked in a highly collaborative manner and the teachers demonstrated an excellent level of formal and informal communication. This was supported by weekly subject department meetings, which provided opportunities for the teachers to discuss teaching methodologies.

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



An Roinn Oideachais  
Department of Education

## For the students of Coláiste Treasa about their learning in Science

02/05/2024

### What kind of inspection did your school have?



Recently, an inspector called to your school to carry out a subject inspection. The inspector visited some classes and had a talk with the principal and teachers. They also met with a focus group of students who study **Science**. The inspector wanted to hear what the focus group of students had to say about their learning experience in that subject.

### What were the main findings of the inspection?



The inspector saw many things during the inspection. The main findings were:

- Teachers used a number of very good ways to see how students were doing in their learning.
- In almost all lessons, students learned by investigating, which made learning interesting.
- Digital simulations and matching games helped students to learn and to check their own progress.

### What did the inspector recommend to make teaching and learning better in Science?



- Teachers should design classroom learning experiences to suit all students by adding extra activities or preparing tasks with different levels of difficulty.
- The teachers had planned activities to check students' learning, but sometimes these did not link directly to the science course. The science teachers should make sure that all planned activities link with the learning outcomes in the course.

**Thank you for taking the time to read this page.  
A special thank you to the students who participated in the focus  
group.**

## 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	Examples of descriptive terms
<b>Excellent</b>	<b>Provision that is excellent</b> is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
<b>Very good</b>	<b>Provision that is very good</b> is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
<b>Good</b>	<b>Provision that is good</b> is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
<b>Requires improvement to achieve a good standard</b>	<b>Provision that requires improvement to achieve a good standard</b> is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
<b>Requires significant improvement to achieve a good standard</b>	<b>Provision that requires significant improvement to achieve a good standard</b> is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective