An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
English

REPORT

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<th>Ainm na scoile / School name</th>
<th>Gaelscoil Donncha Rua</th>
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Date of inspection: 17-01-2018
WHAT IS A CURRICULUM EVALUATION?
Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the Primary School Curriculum (1999). 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 English under the following headings:

1. Quality of pupils’ learning
2. Supporting pupils’ learning through learner experiences and teachers’ practice
3. The effectiveness of school planning, including SSE, in progressing pupils’ learning

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

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.
Curriculum Evaluation

Date of inspection  17-01-2018

Inspection activities undertaken

- Discussion with principal and deputy principal
- Review of relevant documents
- Pupil focus-group interview
- Observation of teaching and learning
- Examination of pupils’ work
- Interaction with pupils
- Feedback to principal and teachers

SCHOOL CONTEXT
Gaelscoil Donncha Rua is a co-educational primary school located in Shannon, County Clare, which operates under the patronage of the Catholic Bishop of Killaloe. The school has three mainstream class teachers, including a teaching principal who was appointed recently to the position. A special education teacher (SET) is based in the school. An Early Intervention Class for pupils with autistic spectrum disorders (ASD) and a class for pupils with ASDs were established in the school in 2016. There were seventy-seven pupils enrolled in the school at the time of the evaluation.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- While the learning achievements in English of the majority of pupils are good, the learning outcomes of some pupils require improvement.
- Pupils demonstrate enjoyment of their learning in English.
- Effective teaching methodologies are used to support pupils’ active engagement in lessons; however, there is scope to improve how the teaching of reading is differentiated to match pupils’ learning needs.
- While a variety of assessment practices is used in all settings, the use of assessment data to monitor pupils’ achievements is limited.
- The quality of school planning, including school self-evaluation (SSE), for English is satisfactory overall; however, limited guidance is provided to teachers on whole-school approaches to the teaching of English.

RECOMMENDATIONS

- Small-group focused instruction in literacy, which is aligned to pupils’ level of ability, should be implemented to support and improve pupils’ reading achievement.
- Rigorous analysis of assessment data and tracking of pupils’ progress should be conducted to inform differentiated instruction.
- Agreed whole-school approaches to the teaching of reading, comprehension skills and the writing genres should be included in the whole-school plan for English.
DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS’ LEARNING

The learning achievements in English of the majority of pupils are good; however, the learning outcomes of some pupils require improvement. During the evaluation, most pupils engaged effectively with learning tasks and demonstrated an interest in their work.

The majority of pupils could discuss their learning in English competently. Pupils in infant classes recite a very wide range of rhymes confidently and with great clarity. Poetry learning in the older classes is less consistent. All pupils should be enabled to explore and memorise a wider range of poems.

Pupils’ early literacy skills in the junior classes are commendable. While the majority of pupils in the middle and senior classes read with appropriate fluency and accuracy, the reading achievements of a significant minority of pupils require improvement. Small-group differentiated instruction in English should support improvement in the reading achievements of this cohort of pupils. Pupils in middle and senior classes indicated that they enjoy the use of novels.

The quality of pupils’ writing outcomes varies from satisfactory to good. Where good standards of writing were in evidence, it was characterised by appropriate structure and good use of vocabulary. Greater emphasis on the systematic teaching of the writing process would scaffold pupils’ learning in relation to the writing genres. Most pupils display a good command of spelling in their writing.

Pupils’ early literacy skills are developed effectively in the class for pupils with ASDs and the pupils therein are progressing in their learning.

2. SUPPORTING PUPILS’ LEARNING: LEARNER EXPERIENCES AND TEACHERS’ PRACTICE

The overall quality of pupils’ learning experiences in English is good. All lessons observed included opportunities for pupils to work collaboratively and to discuss their learning. However, opportunities for pupils to develop their oral language competence should be extended. Pupils in the focus group reported that they enjoy their learning in English.

Pupils experience the reading process being modelled by teachers and pupils. They are also provided with opportunities to engage in shared reading, buddy reading and independent reading. Strong links have been established with the local library. Pupils visit the library regularly and participate in reading events, including storytelling, authors’ visits and the summer reading programme.

The overall quality of teaching in English is good. All teachers demonstrate enthusiasm for their work and commitment to improvement. Where teaching was most effective, lessons were structured carefully and were characterised by the consolidation of pupils’ prior learning, effective questioning skills and active learning methodologies.

Commendable emphasis is placed on the development of pupils’ phonological awareness, word recognition and letter formation in the infant class and in the class for pupils with ASDs. Extended use of large-format books in these settings should be considered to further develop
pupils’ oral, reading and writing skills. Pupils’ comprehension skills are developed effectively in the majority of settings. Whole-school approaches to the teaching of comprehension strategies should be agreed and implemented.

Novels are explored appropriately in middle and senior classes. However, small-group focused instruction in literacy, which incorporates the use of differentiated texts appropriate to pupils’ levels of ability, should be implemented in the middle and senior classes. In-class models of support teaching should also be used to support this work.

Explicit teaching of the writing genres was in evidence in the majority of mainstream settings. Appropriate practices for the teaching of the writing genres in all settings should be agreed and implemented throughout the school. A whole-school approach to pupils’ handwriting should be implemented to enhance the quality and presentation of written work in a minority settings. Pupils in the focus group indicated that they enjoyed their experiences of free writing in the past. Practices in relation to free writing should be agreed and reactivated at whole-school level.

Individual education plans (IEPs) and individual profile and learning programmes (IPLPs) are in place for all pupils in receipt of literacy support and specific targets are identified. The recent introduction of the National Educational Psychological Service (NEPS) Continuum of Support is highly commendable. There is good communication between the SET and mainstream class teachers.

A good range of teaching strategies and programmes is used to address pupils’ language and communication needs in both the Early Intervention Class and the class for pupils with ASDs. Aistear: the Early Childhood Curriculum Framework is used to guide teacher practice in the Early Intervention Class for pupils with ASDs.

Classroom environments, in the majority of settings, were supportive of pupils’ learning. The use of word walls and displays of pupils’ work in English should be extended to all settings.

The quality of assessment is satisfactory overall. A range of assessment practices is implemented including standardised tests, teacher-designed tests and checklists. However, more rigorous analysis of pupils’ attainment in literacy should be conducted and used to inform focused differentiated instruction. Tracking of pupil progress should be an integral part of assessment practices. Copybooks are well monitored in most settings. High-quality formative feedback to pupils was evident at middle class level. This practice should be extended to all settings.

All teachers provide planning documentation. In all settings, teachers’ fortnightly short-term planning should state clearly the expected learning outcomes for all pupils. The thematic approach to planning by teachers in infant classes and classes for pupils with ASDs is highly commendable.

4. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS’ LEARNING

The overall quality of school planning, including SSE, is satisfactory. The school plan for English should be reviewed, however, and agreed whole-school approaches to the teaching of reading skills, comprehension skills and the writing genres should be included. In addition, a whole-
school approach to the development of pupils’ oral language skills should be agreed, documented and implemented.

The school reported that it is not currently engaging in the school self-evaluation process due to industrial action.

5. CHILD PROTECTION

During the evaluation, the following checks in relation to the school’s child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed in the school’s reception area.
3. The school has a child protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example of descriptive terms</th>
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<tbody>
<tr>
<td><strong>Very Good</strong></td>
<td><strong>Very good</strong> 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.</td>
<td>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</td>
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<tr>
<td><strong>Good</strong></td>
<td><strong>Good</strong> 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.</td>
<td>Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td><strong>Satisfactory</strong> 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.</td>
<td>Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas</td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td><strong>Fair</strong> 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.</td>
<td>Fair; evident weaknesses that are impacting on pupils’ learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve</td>
</tr>
<tr>
<td><strong>Weak</strong></td>
<td><strong>Weak</strong> 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.</td>
<td>Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;</td>
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Department of Education and Skills

Meastóireacht Curaclaim
Béarla
TUAIRISC

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Dáta na Cigireachta: 17-01-2018
**CAD IS MEASTÓIREACHT CURACLAIM ANN?**
Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foighlama in ábhair faoi leith i *gCuraclam na Bunscoile* (1999). Dearbhaíonn siad deach cleachtas agus déanann siad moltáí, nuair is cúi, chun cuíidí le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

**CONAS AN TUAIRISC SEO A LÉAMH**
Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc Béarla faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide as contanam cáilíochta na Cigireachta a thaispeáintar le leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplai den teanga a úsáideann cigiri 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 mholtáí na tuairisce i scribhinn; ní bhfuarthas freagra ón mbord.
Meastóireacht Curaclaim

Dáta na Cigireachta: 17-01-2018

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<th>Na gníomhaíochtaí cigireachta ar tugadh fúthu</th>
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<tbody>
<tr>
<td>• Plé leis an bpriomh-oide agus an leas-phríomhoide</td>
<td>• Breathnóireacht ar theagasc agus ar fhoghlaím</td>
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<tr>
<td>• Athbhreithnú ar na cáipéisí cuí</td>
<td>• Scrudú ar obair na ndaltaí</td>
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<td>• Agallamh le fócasaighrúpa daltaí</td>
<td>• Caideamh le daltaí</td>
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<td></td>
<td>• Aiseolas chuig an bpriomh-oide agus na múinteoirí</td>
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COMHTHÉACS NA SCOILE


ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

• Tá gnóthachtála cha foighlama sa Bhéarla go maith i gcás formhór na ndaltaí ach tá gá le feabhas a chur ar thoradh foighlama roinnt daltaí.
• Léirionn na daltaí go mbaineann siad taitneamh as foighlam an Bhéarla.
• Úsáidtear modheolaíochtaí éifeachta a thabhairt go gníomhach faoi na ceachtanna; tá slí ann, áfach, chuimhneachas a chur ar dhifreáil an teagasc léitheoireachta chun go n-oirfeadh sé do riachtanais foighlama na ndaltaí.
• Tá raibh ar Léidleas measeasúntachta sa bhliain 2016, ach tá cáilíocht as an phlanáil le haghaidh daonra na ndaltaí.
• Tá cáilíocht chaiteachtach go bhfuil neámhord ar speictream an uathachais (NSU) agus rang do daltaí ar a bhfuil NSU sa scoil in 2016.

MOLTAÍ

• Ba chóir teagasc atá dírithe ar ghrúpaí beaga sa litearthacht agus ar aon dul le leibhéal cumas na ndaltaí a chur i ngniomh chun tacú le gnóthachtáil léitheoireachta na ndaltaí agus feabhas a chur air.
• Ba chóir dian-anailís a dheanamh ar shonraí measúnachta agus dul chun cinn na ndaltaí a rianú mar bhonn eolaí do theagasc difreáilte.
• Ba chóir chuir chuige scoile uile chomhaontaithe i leith teagasc léitheoireachta, scileanna tuisceana agus na seánaí scribhneoireachta a chur san áireamh sa phlean scoile uile don mBéarla.
MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAIM NA nDALTAÍ

Tá gnóthachtála a bhoghlama sa Bhéarla go maith i gcás formhór na ndaltaí ach tá gá le feabhas a chur ar thrótháil bhoghlama roinnt daltaí. Le linn na meastóireachta thug formhór na ndaltaí go gniomhach faoi na tascanna boghlama agus léirigh siad suim ina gcuide oibre.

Bhí ar chumas formhór na ndaltaí an méid a bhí bhoghlamtha aca a phlé go cumasach. Deir daltaí i ranganna na naíonán réime leathan rannta le muinín agus go han-soiléir. Nil bhoghlaim filiochta sna ranganna níos sine chomh seasmhach sin. Ba chóir na daltaí uile a chumasú réimse níos leithne dánta a phlé agus a bhoghlaim de ghlan-mheabhair.

Tá scileanna litearthachta na ndaltaí sna ranganna sóisearacha inmholta. Tá líofacht chuí agus cruinneas cuí léithireachta ag formhór na ndaltaí sna meánranganna agus sna ranganna sinsearacha ach tá gá le feabhas a chur ar gnóthachtáil léithireachta in gcás mionlach suntasach daltaí. Ba chóir go dtacadh agus dhreáilte i ngrúpaí beaga le feabhas ar gnóthachtála léithireachta an diorma daltaí seo. Chuir daltaí sna meánranganna agus sna ranganna sinsearacha in iúl go mbaineann siad taitneamh as úrscéalta.

Tá cáilíocht torshá scribhneoireachta na ndaltaí idir sásúil agus go maith. Mhá bhí fianaíse ann ar chaighdeáin mhaithe scribhneoireachta bhí struchtúr cuí agus úsáid bhí mhaithe foclóra mar shaintréithe chuí. Thacódh níos mó béime ar thagasc córasach an phróiseas scribhneoireachta le bhoghlaim na ndaltaí maidir leis na seánrai scribhneoireachta. Léirionn bhoghlór na ndaltaí cumas maith litrithe ina gcuid scribhneoireachta.

Forbraítear scileanna litearthachta luatha go héifeachtach sa rang do dhaltaí ar a bhfuil NSU agus tá dul chun cinn ar a gcuid bhoghlama sa rang seo.

2. TACÚ LE FOGHLAIM NA nDALTAÍ: EISPÉIRIS NA bhFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Tá cáilíocht boghlama na ndaltaí sa Bhéarla ar an iomlán go maith. I gach ceacht a cheachta a breathnaithe bhí deiseanna ag na daltaí obair le chéile agus a bhoghlaim a phlé. Ba chóir cur le deiseanna do na daltaí a gcumas teanga labhartha a chur chun cinn, áfach. Thuaríscigh daltaí sa bhfócasghrúpa go mbaineann siad taitneamh as a gcuid bhoghlama sa Bhéarla.

Braitheann na daltaí ar príosóideas léithireachta mar príosóiseas atá á mhuinú ag múinteoirí agus ag daltaí. Léann a chos sin tugtar deiseanna dóbh fhorbairt faoi léithireachta roinnt, léithireachta pháirtíochta agus léithireachta neamhspleách. Bunaíodh naísc léidire leis an leabharlann áitiúil. Tugann na daltaí cuairteanna ar an leabharlann agus glacann siad páirt in imeachtaí lena n-áirítear scéalaiocht, cuairteanna údair agus an clár léithireachta samhraidh.

Tá cáilíocht teagaisc an Bhéarla go maith ar an iomlán. Léiríonn na múinteoirí uile diograis dá gcuid oibre agus tá siad tiomanta d’fhéabhsú. I gcáis an teagaisc ab éifeachtach bhí struchtúrú córamach déanta ar na ceachtanna agus bhí daingniú réamhfhoghlaim na ndaltaí, scileanna ceistiúcháin éifeachtachta agus modheolaiocht an bhoghlama gniomhacha mar shaintréithe chuí.
Is inmholta an rud é go gcuirtear bheim ar fhorbairt feasacht fhoghraiochta na ndaltaí, ar aithint focal agus foirmiú lítreach i rang na naíonán agus sa rang do dhaltaí ar a bhfuil NSU. Ba chóir féachaint ar leabhair i bhformáid mhéadaithe a úsáid sna suimh seo chun scileanna labhartha, scileanna léitheoireachta agus scileanna scribhneoireachta na ndaltaí a fhorbairt tuilleadh. Forbraítear scileanna tuisceana na ndaltaí go hífeachtaí i bhformhór na suíomh. Ba chóir cur chuige scol eile i leith teagasc straitéisí tuisceana a chomhaontú agus a chur i ngníomh. 

Pléitear úrscéalta mar is cuí sna meánranganna agus sna ranganna sinsearacha. Ba chóir teagasc liteartacht atá dírithe ar ghrúpa beaga agus ina n-úsáidtear téacsanna difréáilte de réir leibhéil chúmsa na ndaltaí a chur i bhfeidhm sna meánranganna agus sna ranganna sinsearacha. Lenach chois sin ba chóir múnlaí teagasc acmhainn in-ranga a úsáid chun tacú leis an obair seo.

Bhí teagasc soilleir é an seánaí agus prófachtaí agus cláir cóipeáil foghlama anaim dáanta do gach dálta atá ag fáil tacaíocht liteartacht agus tá sainchuspóirí aitheanta. Moltar go mór gur tugadh isteach Contanam Tacaíochta de chuid na Seirbhísí Náisiúnta Síceolaíochta Oideachais le déanaí. Tá cumarsáid mhaith idir an Múinteoir Oideachais Speisialta agus na múinteoirí ranga.

Baintear úsáid as réimse mhaith straitéisí agus cláir teagasc chun tabhairt faoi riachtanais teanga agus cumarsáide na ndaltaí sa Rang Luath-idirghabhála agus sa rang do dhaltaí ar a bhfuil NSU. Baintear úsáid as Aistear: Creat-Churáilaim Luath-Óige mar theoir go chlachtas múinteora sa Rang Luath-Idirghabhála do dhaltaí ar a bhfuil NSU.

Bhí timpeallachtáí seomra ranga ag tacú le foidhliamh na ndaltaí i bhformhór na suíomh. Ba chóir úsáid ballaí focail agus taispéántais obair na ndaltaí sa Bhéarla a leathnú chuig gach suíomh.


Cuireann gach múinteoir doiciméadú pleanála ar fáil. I ngach suíomh, ba chóir go gcuirfi na toithiú foidhliamh a bhfuiltear ag súil leo do gach dálta in iúl i bpleanáil choicise ghearrthórmach na múinteoirí. Tugtar ar dháthadh don gcur chuige treamhach i leith pleanála a dheanann na múinteoirí i ranganna na naíonán agus i ranganna ina bhfuil daltaí ar a bhfuil NSU.
3. ÉIFEACHT PHLEANÁIL SCOILE, FÉINMHEASTÓIREACHT SCOILE SAN ÁIREAMH, AG CUR FOGLAIRM NA nDALTAÍ CHUN CINN
Tá cáilíocht an phleanáil scoile, féinmheastóireacht scoile san áireamh, sásúil. Ba chóir athbhreithniú a dhéanamh ar an bplean scoile don Bhéarla, áfach, agus ba chóir cuir chuige scoile uile chromhaontaithe i leith teagasc scileanna léitheoireachta, scileanna tuisceana agus na seánraí scribhneoireachta a chur san áireamh. Lena chois sin ba chóir cur chuige scoile uile i leith forbairt scileanna teanga labhartha na ndaltaí a chromhaontú, a dhoiciméadú agus a chur i ngníomh.

Thuairiscigh an scoil nach bhfuil sí ag gabháil do phróiseas féinmheastóireachta faoi láthair mar thoradh ar ghníomhaíocht thionsclaíoch.

4. CAOMHNÚ LEANAÍ
Rinneadh na gnéithe seo a leanas de na nósanna imeachta na scoile maidir le cosaint leanaí a sheiceáil le linn na meastóireachta:

1. Tá príomh-oide na scoile ar an eolas gur tháinig feidhm leis na nósanna imeachta um cosaint leanaí do bhunscoileanna agus d’iarbhunscoileanna ar an 11 Nollaig 2017 agus tá socruithe déanta chun tús a chur le próiseas cur i bhfeidhm na nósanna imeachta seo.
2. Bhí ainm an duine caidrimh ainmnithe do ghnóthai cosaint leanaí ar thaispeáint go soiléir i limistéar fáiltithe na scoile.
3. Tá beartas um cosaint leanaí ag an scoil.
4. Is eol do gach múinteoir gur duine a bhfuil sainordú tugtha dó/di agus is eol dó/di a c(h)uid freagrachtaí ina thaobh seo.

Chomhlíon an scoil na riachtanais maidir le gach gné de na sceiceálacha thuas.
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 thaispeáintar thios. Tugann an contanam cáilíocha 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.

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<th>Leibhéal</th>
<th>Cur-síos</th>
<th>Sampla de na téarmaí tuairisciúla</th>
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<tr>
<td><strong>An-mhaith</strong></td>
<td>Úsáidtear <em>An-mhaith</em> áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhionn tionchar rómhóir ag an lion beag réimsí atá le feabhusú ar cháilíocht an tsoláthair ar an iomlán. Do roint scoileanna sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht <em>thar cionn</em> agus is sampla é do scoileanna eile de shácharaighdeáin soláthair.</td>
<td>An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachta; le moladh go hard; a-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sácharaighdeán; le láidreachtaí an-suntasacha; thar barr.*</td>
</tr>
<tr>
<td><strong>Go maith</strong></td>
<td>Úsáidtear <em>Go maith</em> áit inar léir go bhfuil na láidreachtaí sná réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bhionn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlaíma na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gniomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d’fhonn caighdeán an-mhaith a bhaint amach.</td>
<td>Go maith; cáilíocht maith; fiúntach; cleachtas éifeachta; inniúil; úsáideach; inmholta; caighdeán maith; roint réimsí le feabhsú</td>
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<tr>
<td><strong>Sásuil</strong></td>
<td>Úsáidtear <em>Sásuil</em> 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 bhfuil drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlaíma agus ab chóir déileáil leo d’fhonn caighdeán níos fearr a bhaint amach.</td>
<td>Sásuil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtach ann le feabhas a dhéanamh; leibhéal cáilíocha inghlactha; is gá feabhas a dhéanamh i réimsí áirithe</td>
</tr>
<tr>
<td><strong>Measartha</strong></td>
<td>Úsáidtear <em>Measartha</em> 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 duit i ngleic le easnaimh áirithe gan mhoill lena chinntiú go mbionn an sólathar sásuil nó níos fearr ná sin.</td>
<td>Measartha; laigí soiliéire ann a bhfuil tionchar acu ar fhoghlaим na ndaltaí; gan a bheith sásuil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gniomhú le feabhas a dhéanamh</td>
</tr>
<tr>
<td><strong>Lag</strong></td>
<td>Úsáidtear <em>Lag</em> áit a bhfuil easnaimh thormhúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gniomhú láithreach ar bhonn comhordaithe le duit i ngleic leis na réimsí atá mar ábhar inni. I gcásanna áirithe, b’fhéidir go mbeidh gá le híonchur ó ghniomháireachtái eile le tacú leis na feabhsuíthe.</td>
<td>Lag; mishsásuil; easnaimhach; neamhfeachtaacht; go dona; athrú, forbairt nó feabhas suntasach ag teastál; deacrachtaí suntasach a ann;</td>
</tr>
</tbody>
</table>