

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Treoir

TUAIRISC

Ainm na scoile	Gairmscoil Chú Uladh
Seoladh na scoile	Béal An Átha Móir An Clochán Leifear Contae Dhún na nGall
Uimhir rolla	71242B

Dáta na Cigireachta: 10-01-2018



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

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

CAD IS MEASTÓIREACHT 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 Treoir faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

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

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

CIGIREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dáta na cigireachta	10-01-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus le príomhbhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide, don phríomhoide tánaisteach agus don mhúinteoir.

Comhthéacs na scoile

Iar-bhunscoil chomhoideachais lán-Ghaeilge faoi Bhord Oideachais agus Oiliúna Dhún na nGall í Gairmscoil Chú Uladh, i nGaeltacht Láir Thír Chonaill. Tá an scoil páirteach i bplean gníomhaíochta na Roinne Oideachais agus Scileanna um chuimsiú oideachais, Comhionannas Deiseanna sna Scoileanna a Sheachadadh (CDSS). Is iad an Teastas Sóisearach, Clár Scoile an Teastais Shóisearaigh, an Idirbhliain atá roghnach, an Ardeistiméireacht agus Clár Gairme na hArdeistiméireachta na cláir atá ar fáil. Tá 187 scoláire ar an rolla.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith sna ceachtanna a breathnaíodh; bhí scóip chun forbartha ann maidir le tuilleadh plé agus saintearmaíocht a chleachtadh sna ranganna.
- Tá tacaíocht agus soláthar na scoile don Treoir i gcoitinne go maith, ach níl na socrúithe maidir le himlonnú acmhainní don Treoir iomlán sásúil.
- Oibríonn an fhoireann tacaíochta scoláirí go héifeachtach i gcomhar leis na háisíneachtaí tacaíochta cuí sa cheantar.
- Tá coiste sláinte ionadaíoch ag feidhmiú go han-éifeachtach sa scoil.
- Tá an phleanáil agus an t-ullmhúchán don Treoir go han-mhaith.
- Is dearfach an ní é go lorgaítear aiseolas ó na scoláirí mar chuid den phróiseas féin-mheastóireachta sa roinn.

Moltaí

- B'fhiú níos mó deiseanna a chruthú do na scoláirí chun a gcuid freagraí agus tuairimí a phlé i gceachtanna chun a gcuid foghlama a dhaingniú.
- Ba chóir níos mó béime a leagan ar shaintearmaíocht Ghaeilge a athchleachtadh sna ceachtanna chun cur le saibhreas teanga na scoláirí.
- B'fhiú don scoil nó don Bhord Oideachais agus Oiliúna tacaíocht a thabhairt do mhúinteoir ar an bhfoireann freastal ar chúrsa aitheanta páirtaimseartha chun an cháilíocht ghairmiúil mar threoirchomhairleoir a bhaint amach chomh luath agus is féidir.
- Ba chóir go mbainfeadh an scoil lántairbhe as an leithdháileadh iomlán atá leagtha amach in Imlitir na Roinne 0012/2017 chun níos mó uaireanta a bhronnadh ar an tseirbhís chun cruinnithe aonair treoirchomhairleoireachta a chur ar fáil do scoláirí.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith sna ceachtanna a breathnaíodh. Bhí scóip chun forbartha ann maidir le breis plé a chothú i measc na scoláirí agus saintearmaíocht Ghaeilge a athchleachtadh sna ceachtanna.
- I gcás gach ceachta a breathnaíodh roghnaíodh ábhar cuí a bhí tráthúil, suimiúil agus bainteach le saol na scoláirí féin. Tugadh faoi deara go raibh meas agus idirchaidreamh an-dearfach idir an múinteoir agus na scoláirí a chuir leis an timpeallacht dhearfach foghlama sa rang.
- Ullmhaíodh go críochnúil roimh ré acmhainní tarraingteacha spreagthacha a bhí oiriúnach d'intinní foghlama sainiúla gach ceachta. Baineadh úsáid an-éifeachtach as bileoga oibre, gearrthóg físe agus sleamhnáin shuimiúla a réitíodh go rímhaith roimh ré. Roinneadh na hintinní foghlama leis na scoláirí ag tús an cheachta agus fillleadh go cuí orthu arís roimh dheireadh an cheachta chun an fhoghlaim a mheasúnú agus a dhaingniú.
- Ullmhaíodh agus cuireadh i bhfeidhm go héifeachtach sraith de thascanna agus gníomhaíochtaí foghlama a bhí dírithe ar rannpháirtíocht na scoláirí a mhealladh. Tugadh deiseanna fiúntacha do na scoláirí féinmhachnamh agus obair aonair a dhéanamh ar dtús. Ina dhiaidh sin baineadh úsáid éifeachtach as modhanna gníomhacha comhoibríocha ar nós obair bheirte agus obair ghrúpa chun tógáil go céimniúil ar an bhfoghlaim. Bhí an rath ar na gníomhaíochtaí seo.
- Rinneadh plé sásúil ar an aiseolas ó na grúpaí chun an fhoghlaim a dhaingniú. Bhí scóip ann uaireanta chun an plé a fhorbairt agus dúshláin scoláirí a thabhairt níos mó chun a gcuid tuairimí a chosaint. Sa chleachtas ab fhearr a breathnaíodh tugadh deis do na scoláirí fadhb chasta a réiteach ina ngrúpaí. Ba léir ó fhreagraí na scoláirí go ndearna siad machnamh agus plé domhain ar an gceist agus gur tháinig siad ar thuiscint ní b'fhearr dá bharr. Moltar tuilleadh deiseanna a chruthú do na scoláirí chun a gcuid freagraí agus tuairimí a phlé agus a chosaint i gceachtanna chun a gcuid foghlama a dhaingniú.
- Ba í an Ghaeilge an ghnáth-theanga teagaisc agus chumarsáide. Tugadh faoi deara áfach gur fhreagair roinnt scoláirí cuid de na ceisteanna i mBéarla agus gur aistrigh an múinteoir na freagraí go Gaeilge. Uaireanta cuireadh saintearmaíocht nua i láthair sa cheacht ach ní dharna na scoláirí go leor athchleachtadh orthu. Moltar go leagfaí níos mó béime ar eochairfhocail agus ar shaintearmaíocht Ghaeilge a chleachtadh sna ceachtanna chun cur le saibhreas teanga na scoláirí.
- Is inmholta an rud é go bhfuil fillteán treorach ag gach scoláire sinsearach agus go ndéantar monatóireacht rialta air.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar agus tacaíocht na scoile don Treoir agus do chúram na scoláirí i gcoitinne go maith; níl na socruithe maidir le himlonnú acmhainní sa roinn iomlán sásúil áfach. Le linn na meastóireachta ní raibh cáilíocht aitheanta mar threoirchomhairleoir ag aon bhall den fhoireann teagaisc, cáilíocht atá riachtanach don phost mar a leagtar amach in Imlitir na Roinne 09/2012.
- Tá ag éirí go measartha maith le múinteoir amháin ar an bhfoireann tabhairt faoin treoir oideachasúil agus treoirghairm sa scoil. Tá seantaithí agus an-suim aige san obair seo. Tráthchláraítear go cuí ceachtanna sa Treoir do scoláirí san Idirbhliain, sa chúigiú agus sa séú bliain. Ina theannta sin cuirtear modúil fhiúntacha ar fáil do scoláirí sa chéad agus sa tríú bliain.

Eagraítear taithí oibre agus turais thairbheacha chuig aontáí gairmeacha agus laethanta oscailte choláistí breisoideachais agus tríú leibhéal do na scoláirí.

- Maidir le treoir phearsanta, tá sé mar nós imeachta ag an scoil go dtéann scoláirí a mbíonn fadhb phearsanta acu chun cainte le ball den fhoireann tacaíochta scoláirí de ghnáth, cé nach bhfuil cáilíocht ag aon bhall sa treoirchomhairleoireacht ann. Níl an socrú seo iomlán sásúil.
- Moltar don scoil nó don Bhord Oideachais agus Oiliúna tacaíocht a thabhairt do mhúinteoir ar an bhfoireann freastal ar chúrsa aitheanta páirtaimseartha chun an cháilíocht ghairmiúil mar threoirchomhairleoir a bhaint amach chomh luath agus is féidir.
- Maidir le folláine na scoláirí a chur chun cinn, tá cur chuige comhtháite agus comhoibriú an-éifeachtach ann i measc phobal iomlán na scoile. Tá coiste sláinte, a bhfuil ionadaíocht ó mhúinteoirí, scoláirí agus tuismitheoirí air, an-éifeachtach agus an-ghníomhach sa scoil.
- Bíonn teagmháil rialta ag an scoil leis na bunscoileanna áitiúla agus tá clár cuimsitheach ann chun cabhrú le scoláirí nua socrú isteach sa chéad bhliain. Tá córas éifeachtach meantóireachta agus cinnireachta ann. Tá an scoil le moladh as ucht deis a thabhairt do na scoláirí ábhair roghnacha a thriail sula ndéanann siad cinneadh orthu.
- Buailéann an fhoireann tacaíochta scoláirí le chéile gach seachtain mar is cuí agus oibríonn sí go héifeachtach i gcomhar leis na háisíneachtaí tacaíochta sa cheantar.
- Faoi láthair níl na huaireanta ar fad a dáileadh ar an scoil le haghaidh treoirchomhairleoireachta á n-úsáid ag an roinn. Ba chóir go mbainfeadh an scoil lántairbhe as an leithdháileadh iomlán mar atá leagtha amach in Imlitir na Roinne 12/2017 chun níos mó uaireanta a bhronnadh ar an tseirbhís chun cruinnithe aonair treoirchomhairleoireachta a chur ar fáil do scoláirí.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá an phleanáil agus an t-ullmhúchán don Treoir go han-mhaith. Rinneadh athdhréachtú ar an bplean treorach i mbliana. Moltar an plean a chur faoi bhráid an bhoird bainistíochta le faomhadh.
- Is dearfach an ní é go lorgaítear aiseolas cuiditheach ó scoláirí, i ndiaidh dóibh freastal ar chainteanna nó laethanta oscailte, mar shampla, mar chuid de phróiseas féin-mheastóireachta na roinne. Tá an scoil le moladh as taifead cruinn a choimeád ar an áit a dtéann na scoláirí tar éis na hArdteistiméireachta maidir le hoideachas nó saol na hoibre.

4. CAOMHNÚ LEANAÍ

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

1. Is eol do phríomhoide na scoile gur tháinig nósanna imeachta athbhreithnithe i bhfeidhm ar 11 Nollaig 2017 maidir le caomhnú leanaí do bhunscoileanna agus iar-bhunscoileana. Tugadh deimhniú go bhfuil socruithe déanta chun tosú ar chur i bhfeidhm na nósanna imeachta seo.
2. Ag am na meastóireachta bhí ainm an teagmhálaí ainmnithe le haghaidh ceisteanna caomhnaithe leanaí ar taispeáint go feiceálach i limistéar fáiltithe na scoile.
3. Tá polasaí caomhnaithe leanaí ag an scoil.
4. Is eol do gach múinteoir gur duine faoi shainordú é/í agus tá gach múinteoir feasach ar a c(h)uid freagrachtaí maidir leis seo.

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

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

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 shárchaighdeán 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 <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Guidance
REPORT

School name	Gairmscoil Chú Uladh
School address	Béal an Átha Móir An Clochán Lifford County Donegal
Roll number	71242B

Date of Inspection: 10-01-2018



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

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

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 Guidance under the following headings:

4. Teaching, learning and assessment
5. Subject provision and whole-school support
6. 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 on the findings and recommendations of the report; the board chose to accept the report without response.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date of inspection	10-01-2018
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documentation• Discussion with the principal and with key staff members• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Examination of students' work• Feedback to the principal, the deputy principal and the teacher.

School context

Gairmscoil Chú Uladh is a co-educational, all-Irish post-primary school situated in the Donegal Gaeltacht. It operates under the auspices of Donegal Education and Training Board. The school participates in Delivering Equality of Opportunity in Schools (DEIS), the Department of Education and Skills action plan for educational inclusion. The programmes provided are the Junior Cycle, the Junior Certificate School Programme, an optional Transition Year (TY), the Leaving Certificate and the Leaving Certificate Vocational Programme. There are 187 students enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and learning was very good in the lessons observed; there was scope for development in terms of promoting additional discussion amongst students and practicing specific Irish terminology in lessons.
- School provision and support for Guidance is good overall, but arrangements regarding the allocation of resources for Guidance are not entirely satisfactory.
- The student support team works effectively in partnership with local support agencies.
- A representative health-promotion committee is operating very effectively in the school.
- The quality of planning and preparation for Guidance is very good.
- It is commendable that feedback is sought from students as part of the department's self-evaluation process.

Recommendations

- More opportunities should be provided for students to discuss and defend their answers and opinions in lessons in order to consolidate their learning.
- Greater emphasis should be placed on practising specific Irish terminology in lessons to enrich the students' range of vocabulary.
- School management or the Education and Training Board should consider facilitating a member of staff to attend a part-time recognised course to obtain the professional qualification of school guidance counsellor as soon as possible.
- The school should make full use of the hours allocated for Guidance as outlined in Department Circular 12/2017, ensuring more hours are designated for individual guidance counselling meetings with students.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching and learning was very good in the lessons observed. There was scope for development in terms of promoting additional discussion amongst students and practising specific Irish terminology in lessons.
- Appropriate topics were selected for all of the lessons observed; these were current, interesting and relevant to the lives of the students. Lessons were characterised by mutual respect, a positive learning environment and very positive interactions between the teacher and the students.
- Resources were very well prepared in advance; they were appealing and stimulating and were appropriate for the specific learning intentions of each lesson. Interesting work-sheets, video clips and presentation slides were used very effectively to support learning. The learning intentions were shared with the students at the beginning of the lessons and these were revisited appropriately before the end of the lesson to assess and consolidate learning.
- A series of learning tasks and activities that focused on encouraging student participation was prepared and implemented effectively. Valuable opportunities were provided for students to engage in personal reflection and individual work. Afterwards, active cooperative methodologies, such as pair work and group work, were used effectively to build systematically on learning. These activities were successful.
- The feedback from groups was discussed satisfactorily to reinforce what had been learned. There was scope at times to develop the discussion and to challenge the students further to defend their opinions. In the best practice observed, students were given an opportunity, in groups, to solve a complex problem. It was evident from the responses of students that they reflected on the question and discussed it in-depth, thereby gaining a better understanding. It is recommended that more opportunities be provided for students to discuss and defend their answers and opinions in lessons and to consolidate their learning.
- Irish was the normal language of instruction and communication during the lessons observed. It was noted, however, that some students answered questions in English and that the teacher translated these answers into Irish. Sometimes, specific new terminology was presented in the lesson but the students did not practise these words sufficiently. It is recommended that greater emphasis be placed on practising key words and specific Irish terminology in the lessons to further enrich students' vocabulary.
- It is commendable that each senior student has a guidance folder and that this is monitored regularly.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of provision for Guidance and student support is good. However, the deployment of resources in the guidance department is not entirely satisfactory. During the evaluation, it was noted that no member of the teaching staff had a recognised qualification as a guidance counsellor, a qualification that is essential for the post as outlined in Circular 09/2012.
- A member of staff is providing educational and career guidance in the school. He has a lot of experience and a great interest in this work. Guidance classes are timetabled appropriately for students in TY, in fifth year and in sixth year. Appropriate modules are provided for students in first year and third year. Valuable opportunities, such as work experience and trips to career fairs and open days to colleges of further education and third level, are organised.

- With regard to individual counselling, it is the current practice in the school that students who have a personal problem or issue usually talk to a member of the student support team, although no member of staff has a specific qualification in this area. This arrangement is not entirely satisfactory.
- It is recommended that school management or the Education and Training Board consider facilitating a member of staff to attend a part-time recognised course to obtain the professional qualification as a school guidance counsellor as soon as possible.
- Commendably, there is an integrated and very collaborative approach taken to the promotion of student wellbeing amongst the whole-school community. The school has a very effective and very active health-promotion committee with representation from teachers, students and parents.
- The school has regular contact with the local primary schools and there is a comprehensive programme in place to support new students settling into first year. There is an effective peer mentoring and student leadership system in place. The school is commended for providing an opportunity for students to sample subjects before making a final decision on their options.
- The student support team meets each week as appropriate and it works effectively in conjunction with the local support agencies.
- Currently, the full complement of hours that have been allocated to the school for guidance counselling is not used. It is recommended that the school make full use of the hours allocated for Guidance as outlined in Department Circular 12/2017, ensuring more hours are designated for individual guidance counselling meetings with students.

3. PLANNING AND PREPARATION

- The quality of planning and preparation for Guidance is very good. The guidance plan was redrafted this year. It is recommended that the plan now be submitted to the board of management for ratification.
- It is positive that constructive feedback is sought from students as part of the department's self-evaluation process, after the students have attended talks or open days, for example. The school is to be commended for tracking the initial career and course destinations of students after they have completed their Leaving Certificate.

4. 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 near the main door of the school / 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 draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and with the teacher at the conclusion of the evaluation.

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 of quality the school's provision of each area.

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