

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Cigireacht Ábhair sa Treoir**  
**TUAIRISC**

<b>Ainm na scoile</b>	Gaelcholáiste Luimnigh
<b>Seoladh na scoile</b>	Meal Sior Anraí Luimneach Contae Luimnigh
<b>Uimhir rolla</b>	76101I

**Dáta na Cigireachta: 06-03-2020**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

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

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

### **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 i scríbhinn; ní bhfuarthas freagra ón mbord.

### **COSAINT LEANAÍ**

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

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

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

# CIGIREACHT ÁBHAIR

## GNÍOMHAÍOCHTAÍ CIGREACHTA

<b>Dáta na cigireachta</b>	06-03-2020
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Plé leis an bpríomhoide, an príomhoide tánaisteach, an comhairleoir treorach agus príomhbhaill foirne</li><li>• Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Breathnú ar theagasc agus foghlaim le linn dhá thréimhse ranga</li><li>• Scrúdú ar obair na scoláirí</li><li>• Aiseolas don phríomhoide agus don chomhairleoir treorach</li></ul>

### Comhthéacs na scoile

Iar-bhunscoil chomhoideachais lán-Ghaeilge is ea Gaelcholáiste Luimnigh atá faoi iontaobhas Bhord Oideachais agus Oiliúna Luimnigh agus an Chláir. Tá 649 scoláire ar an rolla. Is iad an tSraith Shóisearach, an Idirbhliain (roghnach) agus an Ardeistiméireacht na cláir atá ar churaclam na scoile.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama a breathnaíodh go maith, ach bhí scóip ann chun níos mó deiseanna a thabhairt do na scoláirí saintearmaíocht nua a chleachtadh chun cur lena scileanna litearthachta agus le húsáid na Gaeilge, agus plé níos doimhne a dhéanamh ar ábhar an cheachta.
- Bhí an-chur amach ag scoláirí ar an nua-theicneolaíocht toisc ríomhaire glúine a bheith curtha ar fáil do gach duine acu.
- Tá soláthar agus tacaíocht na scoile uile don Treoir go han-mhaith.
- Tá polasaithe agus cleachtais éifeachtacha i bhfeidhm chun tacú le folláine oideachais, shóisialta agus phearsanta na scoláirí.
- Tugtar deiseanna ceannaireachta do na scoláirí agus cuireann an scoil guth na scoláirí chun cinn mar ghné thábhachtach de phlean feabhsúcháin na scoile.
- Tá cáilíocht na pleanála agus an ullmhúcháin sa roinn go han-mhaith.

### Moltaí

- Ba chóir saintearmaíocht nua a bhaineann leis an gceacht a mhíniú, a phlé agus a chleachtadh leis na scoláirí ag an tús, chun an litearthacht agus úsáid na Gaeilge mar theanga trína ndéantar an fhoghlaim a chur chun cinn tuilleadh sna ceachtanna treorach.
- Ba chóir níos mó ama a thabhairt do na scoláirí chun plé níos doimhne a dhéanamh sa rang ar an aiseolas ó obair ghrúpa chun an fhoghlaim a chomhlánú.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagasc agus na foghlama go maith. Rinneadh ullmhúchán an-mhaith roimh ré don teagasc. Baineadh úsáid an-tairbheach as acmhainní breise ar nós bileoga oibre, gearrthóga físe agus teicneolaíochtaí digiteacha chun tacú leis an bhfoghlaim. Tá aitheantas bainte amach ag an ngaelcholáiste mar scoil dhigiteach, agus bhí an-chur amach ag scoláirí ar an nua-theicneolaíocht toisc ríomhaire glúine a bheith curtha ar fáil do gach duine acu.
- Ba léir go raibh caidreamh an-dearfach idir an múinteoir agus na scoláirí sna ceachtanna a breathnaíodh agus cruthaíodh timpeallacht dhearfach foghlama iontu dá bharr.
- Cuireadh na hintinní foghlama i láthair na scoláirí go soiléir sna ceachtanna ar fad. Filleadh orthu arís, mar is cuí, ag deireadh an cheachta chun an fhoghlaim a mheas agus a dhaingniú.
- Baineadh úsáid as téarmaíocht nua a bhain le treoirghairm sna ceachtanna ach níor thuig gach duine sa rang í. Moltar saintéarmaíocht úr a mhíniú, a phlé agus a chleachtadh ag tús an cheachta chun litearthacht agus úsáid na Gaeilge a chur chun cinn tuilleadh sna ceachtanna treorach. B'fhiú scoláirí a spreagadh chun breathnú ar fhoclóirí ar líne agus gluais saintéarmaíochta a fhorbairt.
- Sna ceachtanna ab fhearr, baineadh úsáid éifeachtach as obair ghníomhach chomhoibríoch i mbeirteanna agus i ngrúpaí ina raibh gach scoláire rannpháirteach. Cuireadh srian ama cuí leis na tascanna ar fad. Tugadh deis do na grúpaí aiseolas a thabhairt ach ní dhearnadh go leor plé ar an aiseolas. Moltar níos mó ama a thabhairt do na scoláirí chun plé níos doimhne a dhéanamh sa rang ar an aiseolas ó obair ghrúpa chun deiseanna a chruthú dóibh chun an saintéarmaíocht nua a úsáid agus a ionramháil agus an fhoghlaim a chomhlánú.
- Bhí cáilíocht an mheasúnaithe agus an cheistiúcháin go maith ar an iomlán. Breathnaíodh samplaí maithe d'fhéinmheasúnú agus d'fhéinmhachnamh na scoláirí ar a gcuid foghlama. Is inmholta an ní é go bhfuil filteán treorach ar líne cruthaithe ag gach scoláire sinsearach agus go ndéantar monatóireacht rialta air.
- Ar lá na meastóireachta, reáchtáladh na ceachtanna a breathnaíodh trí Bhéarla don chuid ba mhó toisc gur múinteoir ionaid a bhí ann. Labhair na scoláirí níos mó Béarla san obair ghrúpa ná mar a mbeifí ag súil leis. Moltar níos mó Gaeilge a úsáid mar theanga chumarsáide sa rang.

### 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar agus tacaíocht na scoile uile don Treoir go han-mhaith. Glacann roinn na treorach ról lárnach i saol na scoile. "Ag forbairt le chéile" an mana atá ag an scoil, agus cuirtear polasaithe agus cleachtais éifeachtacha i bhfeidhm chun tacú le folláine oideachais, shóisialta agus phearsanta na scoláirí.
- Le linn na cigireachta bhí comhairleoir treorach láncháilithe ag obair sa scoil mar ionadaí. Tráthchláraítear ceachtanna sa Treoir don Idirbhliain, don chúigiú agus séú bliain, mar is ceart. Baintear úsáid éifeachtach as tromlach na n-uaireanta eile chun treoirchomhairleoireacht a chur ar fáil, mar is cuí, do scoláirí ina n-aonar nó i ngrúpaí beaga.
- Eagraítear a lán imeachtaí tairbheacha ar leas na scoláirí, lena n-áirítear seachtain na ngairmeacha, aoichainteoirí agus cuairteanna ar laethanta oscailte coláistí agus ar ghnólachtaí áitiúla. Spreagtar suim i measc na scoláirí sna hábhair Eolaíochta, Teicneolaíochta, Innealtóireachta agus Matamaitice (ETIM) agus ábhair eile trí pháirt a ghlacadh in go leor imeachtaí seach-churacalaim ar nós Scifest agus Eolaí Óg BT, mar shampla.

- Aithníonn an scoil an tábhacht a bhaineann le taithí oibre agus obair tréadchúraim a bheith ar chlár na hIdirbhliana. Tá an-ord agus eagar ar na socrúcháin oibre seo agus tuairiscítear go mbaineann na scoláirí an-tairbhe astu. Déanann na scoláirí féinmheasúnú ar a n-eispéiris trí fhísbhlag a chruthú agus tuairisc a chur le chéile; is dea-chleachtas é seo.
- Cuirtear rogha leathan ábhar ar fáil do na scoláirí sna ranganna sóisearacha agus sinsearacha, agus bíonn deis ag scoláirí sa chéad bhliain agus san Idirbhliain triail a bhaint as ábhair roghnacha sula ndéanann siad cinneadh orthu. Tá na múinteoirí ábhair agus scoláirí le moladh as an gcur-i-láthair spreagthach a dhéanann siad ar na hábhair roghnacha do na scoláirí eile, agus as cur síos a dhéanamh sa bhliainiris ar na gradaim agus na buaicphointí a bhaintear amach sna himeachtaí comhchuraclaim.
- Tugtar deiseanna ceannaireachta go rialta do scoláirí. Feidhmíonn na scoláirí sinsearacha mar mheantóirí do lucht na chéad bhliana, mar shampla, mar chuid de chlár cuimsitheach ionductaithe. Tá an scoil le moladh as cluas le héisteacht a thabhairt do ghuth na scoláirí mar chuid den phlean feabhsúcháin scoile.
- Tá comhoibriú an-éifeachtach ann idir roinn na treorach agus foireann na scoile, an roinn tacaíochta foghlama agus an coiste folláine. Eagraítear a lán imeachtaí tairbheacha ar leas na scoláirí lena n-áirítear Lá Folláine, Cairde Buana, Mind Out, Cúrsa Athléimneachta de chuid Tigh Pieta, agus Ag Siúl ó Dhólás go Sólás. Ina theannta sin, glacann an scoil páirt ghníomhach sa tionscnamh *Scoil Mhaith Amháin* de chuid Jigsaw.
- Tá ballraíocht ag an gcomhairleoir treorach ar an bhfoireann tacaíochta scoláirí agus ar na coistí tréadchúraim a bhaineann le gach bliainghrúpa. Bíonn cruinnithe seachtainiúla ag na foirne seo, ag a bpléitear fadhbanna agus dul chun cinn na scoláirí go discréideach agus go héifeachtach. Tá naisc luachmhara cruthaithe ag an scoil leis na háisíneachtaí tacaíochta cuí sa cheantar.
- Cuirtear áiseanna cuí ar fáil lena n-áirítear oifig, leabharlann ghairmeacha agus seomra ranga ar leith don Treoir.
- Freastalaíonn an comhairleoir treorach go rialta ar mhaoirseacht chomhairleoireachta agus ar chúrsaí ábhartha a bhaineann le forbairt ghairmiúil leanúnach, mar is cóir.

### 3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá cáilíocht na pleanála agus an ullmhúcháin sa roinn go han-mhaith. Tá an plean scoile uile um Threoir, a bhfuil leagan Gaeilge agus leagan Béarla de ar fáil, ar cháilíocht an-ard. Tá scéim oibre cuimsitheach leagtha amach do gach bliainghrúpa ann.
- Tá na polasaithe a bhaineann le Treoir, lena n-áirítear an polasaí frithbhulaíochta agus freagairt do theagmhais chriticiúla, cothrom le dáta.
- Tá cáilíocht choimeád taifead ar líne i roinn na treorach go han-mhaith.
- Tá an roinn le moladh as béim a leagan ar fhéinmheastóireacht scoile agus dáiltear ceistneoirí ar thuismitheoirí agus ar scoláirí chun a dtuairimí a fháil faoi conas an tseirbhís treorach a fheabhsú.
- Is inmholta go ndéantar rianú ar dhul chun cinn na scoláirí le linn a gcuid scolaíochta agus go gcoimeádtar taifead cruinn ar an áit a dtéann na scoláirí tar éis na hArdteistiméireachta maidir le hoideachas nó saol na hoibre.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus leis an gcomhairleoir treorach.

## 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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> 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
<b>Maith</b>	Úsáidtear <b>Go maith</b> 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 <b>an-mhaith</b> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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
<b>Lag</b>	Úsáidtear <b>Lag</b> 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 of Guidance**  
**REPORT**

<b>School name</b>	Gaelcholáiste Luimnigh
<b>School address</b>	Sir Harry's Mall Limerick County Limerick
<b>Roll number</b>	761011

**Date of Inspection: 06-03-2020**



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

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

## **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:

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

## **CHILD PROTECTION**

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

1. The name of the designated liaison person and the statement of safeguarding of children matters is prominently displayed near the main door of the school / in the school's reception area.
2. Each teacher who was visited has confirmed that they have read the school's statement of safeguarding of children and that they are aware of the responsibilities they have as a mandated person.
3. The school's statement of safeguarding of children has been approved by the board, including an annual review and risk assessment.

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



## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

<b>Inspection Date</b>	06-03-2020
<ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with the principal, deputy principal, guidance counsellor and key members of staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during two class periods</li><li>• Examination of students' work</li><li>• Feedback to the principal and the guidance counsellor</li></ul>

### School context

Gaelcholáiste Luimnigh is an all-Irish co-educational post-primary school, which is under the patronage of Limerick and Clare Education and Training Board. There are 649 students enrolled. The school offers the Junior Cycle, an optional Transition Year and the Leaving Certificate.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### Findings

- The quality of teaching and learning observed was good, but there was scope to provide the students with more opportunities to practice new terminology, to increase their literacy skills and their use of Irish, and engage in deeper discussion on lesson content.
- The students demonstrated a high level of competence and familiarity with modern technology as every student had been supplied with their own computer device.
- The quality of provision and whole-school support for Guidance is very good.
- Effective policies and practices are in place to support a holistic, collaborative approach to the educational, social and personal wellbeing of students.
- Students are provided with leadership opportunities and the promotion of the student voice is a key element of the school's improvement plan.
- The quality of planning and preparation in the department is very good.

#### Recommendations

- In order to further progress literacy and to increase the use of Irish as the language of learning, new subject-specific terminology should be introduced, discussed and practised with students at the start of guidance lessons.
- More time should be given to students in lessons for in-depth discussion of group feedback in order to consolidate their learning.

## FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING AND ASSESSMENT

- The quality of teaching and learning was good. The quality of advance preparation for lessons was very good. Resources were used effectively to support learning, and these included work sheets, video clips and digital technologies. The gaelcholáiste is recognised as a digital school. The students demonstrated a high level of competence and familiarity with modern technology as everyone had been supplied with their own personal computer device.
- Very positive relationships between the teacher and the students were evident in the lessons observed and this led to the creation of a positive learning environment.
- The learning intentions were clearly presented to students in all of the lessons. Commendably, the learning intentions were revisited at the end of each lesson to assess and consolidate learning.
- New guidance-related terminology was used in the lessons which some of the students did not understand. It is recommended that new subject-specific terminology be introduced, discussed and practised with students at the start of guidance lessons in order to further progress Irish-language literacy and usage in the school. Students should be encouraged to consult online dictionaries and develop a glossary of important terminology.
- In the best lessons, all students were engaged effectively in collaborative work, either in pairs or groups. Every task was appropriately timed and groups were given an opportunity to provide feedback. Best outcomes were achieved when students were given opportunities to discuss the feedback in more detail. It is recommended that more time be given to students during lessons for in-depth discussion of group feedback in order to develop mastery of the new vocabulary and consolidate their learning.
- Overall, the quality of assessment and questioning was good. Good examples of student self-assessment and reflection on their learning were evident. It is positive that each senior student has developed an online guidance folder which is monitored and assessed on a regular basis.
- On the day of the evaluation, the guidance lessons were conducted by a substitute teacher mainly through English. This led to students conversing more frequently in English during the group work than one would expect. It is recommended that more Irish be used as the language of communication in guidance lessons.

### 2. SUBJECT PROVISION AND WHOLE-SCHOOL SUPPORT

- The quality of provision and whole-school support for Guidance is very good. The guidance department plays a central part in the life of the school. "Developing together" is the school motto, and effective policies and practices have been put in place to support a holistic approach to the educational, social and personal wellbeing of students.
- At the time of the evaluation, a fully qualified guidance counsellor had been employed as a substitute in the school. Guidance is timetabled appropriately for students in TY, fifth and sixth year. Most of the remaining hours are used effectively for guidance counselling with individual students or small groups, as appropriate.
- Many beneficial career-guidance events are organised for students, including a careers' week, guest speakers and visits to local businesses and college open days. Interest in Science, Technology, Engineering and Mathematics (STEM) and other subjects is promoted through a wide range of extra-curricular activities, including Scifest and BT Young Scientist.
- The school recognises the importance of work experience and voluntary community work as an intrinsic part of its TY programme. The work placements are very well organised and the

school authorities report that these are very beneficial for students. Students assess and reflect upon their experiences by way of a video blog and a report; this is good practice.

- A wide range of subjects is offered to students in junior and senior cycle. Students in first year and TY are provided with worthwhile opportunities to sample optional subjects before making their final decision. Commendably, subject teachers and students present on subject options to other students, and report on their co-curricular highlights and achievements in the school's yearbook.
- Students are regularly provided with leadership opportunities. Senior students act as mentors for their first-year peers, as part of a comprehensive induction programme. The promotion of the student voice is a key element of the school's improvement plan.
- There is effective co-operation between the guidance department and the school staff, the special educational needs (SEN) department and the Wellbeing committee. Many beneficial events are organised for the students such as a Wellbeing Day, Friends for Life, Mind Out, Pieta House Resilience Academy and From Darkness into Light. Commendably, the gaelcholáiste also participates in the *One Good School* initiative, promoted by Jigsaw.
- The guidance counsellor is a member of the student support team and the care teams for each year group. The teams meet weekly to discuss students' problems in a discreet and efficient manner. The school has established close links with the appropriate support agencies in the area.
- Appropriate facilities are provided and these include a guidance office, a careers library and a designated guidance classroom.
- It is commendable that the guidance counsellor regularly attends counselling supervision and relevant courses relating to continuing professional development.

### **3. PLANNING AND PREPARATION**

- The quality of planning and preparation in the department is very good. The whole-school guidance plan, versions of which are available in both Irish and English, is of a very high quality. Comprehensive schemes of work are set out for each year group.
- All guidance-related policies are up to date. These include the anti-bullying policy and responding to critical incidents.
- The quality of online record keeping in the guidance department is very good.
- Great emphasis is placed on school self-evaluation; parents and students are surveyed for their views on how the guidance service could be further improved.
- It is positive that students' progress through their school years is closely tracked, and an accurate record is kept of the initial career and course destinations of students after they have completed their Leaving Certificate.

At the end of the evaluation the draft-findings and draft-recommendations of the evaluation were discussed with the principal and the guidance counsellor.

## 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 the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very good</b>	<b>Very good</b> 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 <b>outstanding</b> and provides an example for other schools of exceptionally high standards of provision.	Very good; of very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of high standard. Excellent; brilliant; of exceptional standard; possessing very significant strengths; above average
<b>Good</b>	<b>Good</b> applies where it is obvious that 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 standard</i> .	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> applies where the quality of provision is adequate. The strengths in the area evaluated are just about stronger than the weaknesses. 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
<b>Fair</b>	<b>Fair</b> 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
<b>Poor</b>	<b>Weak</b> 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