

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Scoil Náisiúnta Taobhóige
Seoladh na scoile / School address	An Clochán Leifear Contae Dhún na nGall
Uimhir rolla / Roll number	17553M

Dáta na cigireachta: 16-10-2018



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agus Scileanna
Department of
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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.

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN

Déanann Meastóireacht Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaítear dea-chleachtas agus déantar moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht agus tuairisciú faoi na ceannteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Cáilíocht an teagaisc
3. Cáilíocht na tacaíochta d'fholláine na ndaltaí
4. Cáilíocht na ceannaireachta agus na bainistíochta
5. Cáilíocht na féinmheastóireachta scoile

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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

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 ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaíte 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.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.

5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

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

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	16-10-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinniú leis an bpríomhoide• Cruinniú le cathaoirleach an bhoird bhainistíochta• Cruinniú le cathaoirleach choiste na dtuismitheoirí• Cruinniú le múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí agus daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoir ranga, agus do chathaoirleach choiste na dtuismitheoirí agus cathaoirleach an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscóil chomh-oideachasúil, faoi phátrúnacht Easpag Chaitliceach Dheoise Ráth Bhotha í Scoil Náisiúnta Taobhóige. Tá an scoil rannpháirteach sa Scéim Aitheantais Scoileanna Gaeltachta (SASG) agus i bplean gnímh na Roinne do chuimsiú oideachais Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS). Tá an scoil páirteach chomh maith i Scéim na gCúntóirí Teanga atá maoinithe ag an Roinn Cultúir, Oidhreacht agus Gaeltachta. Tá beirt oidí príomhshrutha agus oide do dhaltaí le riachtanais speisialta oideachais (RSO) sa scoil. Tá uaireanta páirtaimseartha ceadaithe do mhúinteoir tacaíochta teanga do thacaíocht na Gaeilge. Tá dhá dhalta is daichead ar rollaí an scoile i ndá rang príomhshrutha. Tá tinreamh na ndaltaí go maith.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama an-mhaith ar an iomlán; tá gnóthachtáil na ndaltaí go han-mhaith sa litearthacht agus san uimhearthacht chomh maith leis an oideachas Ealaíon agus Corpoideachas.
- Tá cáilíocht agus cur chuige teagaisc d'ilranganna an-mhaith; tá an tumoideachas a chur i bhfeidhm go han-éifeachtach.
- Baineann caighdeán an-ard leis an tacaíocht d'fholláine na ndaltaí.
- Baineann láidreachtaí suntasacha le cáilíocht an tsoláthair do dhaltaí le RSO, le béim láidir curtha ar thacaíocht luath-idirghabhála a chur chun cinn.
- Tá cáilíocht na bainistíochta agus na ceannaireachta go sár-mhaith le fíis threorach á léiriú ina bhfuil spriocanna agus ionchais an-arda leagtha amach don scoil mar phobal foghlama; tá scóip ann chun taifead a choinneáil ar na freagrachtaí ceannaireachta atá ag an bhainistíocht inscoile.
- Tá obair an-fhiúntach déanta ag an scoil san fhéinmheastóireacht scoile (FMS) ar bhonn leanúnach, le torthaí inmholta bainte amach sa litearthacht agus san uimhearthacht; tá scóip ann chun rannpháirtíocht na dtuismitheoirí a láidriú sa phróiseas FMS.

MOLTAÍ

- Ba chóir rannpháirtíocht na dtuismitheoirí sa phróiseas FMS a chur chun cinn.

- Is gá taifead a choinneáil ar na freagrachtaí ceannaireachta atá dailte chun an dul chun cinn a mheas agus tosaíochtaí nua a aithint ar bhonn corásach.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht torthaí na bhfoghlaimoirí go han-mhaith ar an iomlán. Baineann na daltaí caighdeán an-ard amach sa Ghaeilge labhartha agus cuireann siad iad féin in iúl go muiníneach. Bíonn na daltaí an-ghníomhach san fhoghlaim agus cuirtear raon leathan de dheiseanna foghlama den scoth ar fáil dóibh sa rang agus i dtimpeallacht na scoile. Tá tionscadail an-mhaithe in ábhair trasna an churaclaim curtha i gcrích ag na daltaí agus ar taispeáint go tarraingteach i dtimpeallacht na scoile.
- Glacann na daltaí páirt ghníomhach sa chlár *Aistear: Creatchuraclam na Luath-Óige* sa bhun-roinn agus tá a scileanna éisteachta agus airde ar chaighdeán an-mhaith. Tá scileanna fiosraithe agus úsáide na ndaltaí sa Ghaeilge agus sa Bhéarla, mar a bhaineann siad le ceisteanna a chur agus a fhreagairt, le hathsint, agus leis na scileanna cur síos agus tuar forbartha go sár-mhaith san ard-roinn. Is féidir leo ceisteanna a thuiscint, míniúcháin a thabhairt agus tuairimíocht a léiriú le cumas ar leith. Léiríonn na daltaí cumas an-mhaith in aithint agus i bhfuaimniú litreacha agus focail agus léann na daltaí san ard-roinn téacsanna i réimse seánraí le líofacht. Baineann na daltaí úsáid as stór-leathan focal go cruinn ina gcuid tascanna scríbhneoireachta trasna an churaclaim de réir a n-aoisghrúpa agus a n-ábáltacht.
- Léiríonn na daltaí inniúlacht sa tuiscint choincheapúil sa Mhatamaitic agus is inmholta na straitéisí atá sealbhaithe acu chun freagraí a thabhairt, sa mhatamaitic mheabhrach ach go háirithe. Tá eolas an-mhaith acu ar ghnéithe as na sé cinn de na snáitheanna i gcuraclam na hAmharcealaíona go háirithe mar a bhaineann sé le *Líníocht, Tógáil agus Fabraic agus snáithín*. Is léir ó shamplaí de shaothair ealaíne aonaracha agus comhoibritheacha na ndaltaí, atá ar taispeáint sna seomraí ranga agus i bhfillteáin a choimeádtar, go bhfuil forbairt leanúnach á dhéanamh ar scileanna na ndaltaí sa ghné seo den churaclam. Tá na daltaí in ann raon leathan d'amhráin a chanadh agus uirlisí ceoil ranga a sheinm. Glacann siad páirt inmholta i gcluichí Corpoideachais i gclós na scoile.
- Tá go leor duaiseanna buaite ag na daltaí i gcomórtaisí idir-scoileanna áitiúla agus contae sa spórt agus sna healaíona. Glacann siad páirt ghníomhach in éispéiris fhoghlama mar an Brat Gníomhach, an Brat Glas agus tá Gradam Scoile Digiteach agus gradam do shuíomh gréasáin na scoile bainte amach acu chomh maith. D'aontaigh formhór na ndaltaí sna ceistneoirí a dailíodh orthu go dtaitníonn a gcuid ceachtanna agus an fhoghlaim leo.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc go han-mhaith le samplaí de shárchleachtas le sonrú. Úsáideann na múinteoirí cur chuige teagaisc atá an-éifeachtach; soláthraíonn siad eispéiris fhoghlama an-rathúla chun na cuspóirí foghlama a bhaint amach. Baineann siad úsáid go sár-mhaith as abháir nithiúla agus teicneolaíocht na fáisnéise agus na cumarsáide chun tacú leis an teagasc.
- Tá an luath-thumoideachas agus an tumoideachas á gcur i bhfeidhm sa scoil mar pháirt den Scéim Aitheantais Scoileanna Gaeltachta go han-éifeachtach. Tá *Curaclam Teanga na Bunscoile* (2015) in úsáid mar threoir chun torthaí foghlama na ndaltaí a aithint sa Ghaeilge agus sa Bhéarla ó thaobh teanga ó bhéal, léitheoireacht agus scríbhneoireacht. Is inmholta an comhtheagasc in-ranga atá i bhfeidhm i measc na foirne chun scileanna teanga ó bhéal agus matamaitice na ndaltaí a chur chun cinn. Déantar forbairt go hinniúil ar fheasacht

fhóineolaíoch agus fhóinéimeach na ndaltaí sa bhun-roinn mar thús chéim d'fhoghraíocht cheart na Gaeilge agus déantar tógáil go céimniúil ar fhónaic na Gaeilge ó rang go rang.

- Tá caighdeán phleanáil na múinteoirí go han-mhaith, le béim chuí curtha ar chuspóirí foghlama a léiriú go soiléir inti. Úsáideann siad an Ghaeilge go hiomlán chun an curaclam a chur i bhfeidhm ach chun barr feabhais a chur ar an gclár lán-thumtha trí Ghaeilge, b'fhiú don fhoireann an téarmaíocht do na hábhair chuí a fhorbairt go córasach. B'fhiú na téarmaí cuí a bheith rianaithe go soiléir i bpleanáil na múinteoirí chun an clár lán-thumtha a bheith iomlán rathúil. Moltar go mbeidh freagracht ar leith ar bhall den bhainistíocht inscoile chun an gné pleanála seo a fhorbairt go córasach agus chun monatóireacht a dhéanamh ar an chur i bhfeidhm i gcomhpháirtíocht leis na múinteoirí. B'fhiú tuairisc scríofa a chur ar fáil don bhord bhainistíochta ag deireadh na scoilbliana ar an dul chun cinn.
- Tá cáilíocht an mheasúnaithe ar chaighdeán an-ard. Tá córas scoile-uile an éifeachtach ann chun torthaí na ndaltaí a choiméad sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic a léiríonn dul chun cinn gach dalta go han-soiléir. Tá an córas measúnaithe sna hAmharcealaíona go han-mhaith agus dul chun cinn leanúnach léirithe in iarrachtaí ealaíne na ndaltaí.
- Baineann caighdeán an-mhaith leis an tsoláthar do dhaltaí le riachtanais speisialta oideachais agus tá an *Contanam Tacaíochta* curtha i bhfeidhm go torthúil. Tá spriocanna soiléire foghlama aitheanta sna pleananna aonarach agus athbhreithniú á dhéanamh orthu go rialta de réir riachtanais na ndaltaí. Déantar bainistiú den scoth ar an phleanáil don tacaíocht inranga agus don idirghabháil luath.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí ar chaighdeán an-ard. Bíonn na hidirghníomhaíochtaí idir múinteoirí agus daltaí an-ómósach. Déantar an-chúram chun féinmhuinín na ndaltaí a fhorbairt trína bpartíocht a spreagadh in a lán gníomhaíochtaí comh-curaclaim agus seach-churaclaim.
- Tá nasc idir an scoil agus na seirbhísí seachtracha do dhaltaí le riachtanais speisialta oideachais agus bhreise agus tá cumarsáid á chothú chun rannpháirtíocht na ndaltaí sa timpeallacht foghlama a threisiú.
- Faigheann na daltaí deiseanna a dtuairimí a sholáthar mar chuid den phroiseas FMS. Chun togáil ar an obair mhaith seo, b'fhiú comhairle na ndaltaí a bhunú chun cur le forbairt na scoile. Aontaíonn iomlán na ndaltaí sna ceistneoirí a dáilíodh go dtaitníonn an scoil leo agus gur scoil mhaith í.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta go han-éifeachtach. Oibríonn an bord go dúthrachtach chun foirgneamh agus timpeallacht scoile den scoth a chur ar fáil do phobal na scoile. I gceistneoirí na dtuismitheoirí a dáilíodh d'aontaigh iomlán na dtuismitheoirí, go ritear an scoil go maith agus, ar an iomlán go bhfuil siad sásta leis an scoil.
- Cothaíonn an bord cultúr d'fheabhsú sa teagasc agus foghlaim agus tugann siad lán-tacaíocht don fhoghlaim ghairmiúil leanúnach d'fhoireann na scoile. Cuireann siad an foirgneamh scoile agus na hacmhainní ar fáil do mhúinteoirí ó scoileanna eile don fhorbairt ghairmiúil chomh maith i gcúrsaí ionghairme d'oidí sa samhradh.
- Déanann an príomhoide ceannasaíocht ar an teagasc agus foghlaim le sár-éifeacht. Cuireann sí an fhís atá mar threoir ag an scoil in iúl do phobal na scoile agus bíonn sí i gceannas ar bhaint amach na físe sin.

- Tacaíonn an príomhoide tánaisteach go han-chumasach le hobair an phríomhoide. Tá sé tráthúil chun athbhreithniú a dhéanamh ar na freagrachtaí a bhaineann le bainistíocht inscoile i gcomhthéacs an tumoideachais ach go háirithe. Moltar plean céimnithe a leagadh amach d'fhorbairt téarmaíocht shainiúil na n-ábhar agus monatóireacht a dhéanamh ar a chur i bhfeidhm agus tuairisciú don bhord ar an dul chun cinn ag deireadh na scoilbhliana. Is gá taifead a choinneáil ar na freagrachtaí ceannaireachta atá dailte chun an dul chun cinn a mheas agus tosaíochtaí nua a aithint ar bhonn corásach.
- Coinnítear na tuismitheoirí ar an eolas maidir le dul chun cinn a bpaistí féin. Ag cruinniú le hionadaí ó choiste na dtuismitheoirí le linn na cigireachta, chuir sí in iúl go raibh sí lán-sásta leis an soláthar oideachais sa scoil. D'aontaigh iomlán na dtuismitheoirí a líon ceistneoirí na dtuismitheoirí go raibh an teagasc go maith agus go dtaitníonn an scoil lena bpaistí.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile ar chaighdeán an-ard. Tá plean gníomhaíochta feabhsúcháin scoile ullmhaithe ag an bhord bhainistíochta i gcomhar le múinteoirí agus pobal na scoile bunaithe ar na critéir theanga-bhunaithe d'aitheantas mar scoil Ghaeltachta.
- Treoraíonn an príomhoide an cleachtas comhchoiteann i measc na múinteoirí chun gnéithe feabhsúcháin a aithint agus chun straitéisí trasteanga a chur chun cinn. Tá na gníomhartha aontaithe ag dul i bhfeidhm go dearfach ar an teagasc agus foghlaim sa Mhatamaitic, sa Ghaeilge agus sa Bhéarla ach go háirithe.
- Ba chóir rannpháirtíocht na dtuismitheoirí sa phroiséas FMS a chur chun cinn.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tá Bord Bainistíochta Scoil Taobhóige iontach sásta le torthaí dearfa na tuairisce. Is mian linn aitheantas a thabhairt ar an bhéim a cuireadh ar an chaighdeán an-ard foghlamtha, múinteoireachta agus gnóthachtáil na scoile.

Is mian leis an Bhord aitheantas a thabhairt do:

- An chaighdeán an-ard a bhaineann na daltaí amach sa Ghaeilge labhartha agus go bhfuil siad in ann iad féin a chur in iúl go muiníneach.
- Na torthaí dearfa ó ceistneoirí na ndaltaí agus ceistneoirí na dtuismitheoirí
- An chaighdeán an-ard a bhaineann leis an tacaíocht d'fholláine na ndaltaí sa scoil
- Na láidreachtaí suntasacha a bhaineann le cáilíocht an tsoláthair do dhaltaí le RSO
- Cáilíocht na bainistíochta agus na ceannaireachta atá go sár-mhaith sa scoil

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm

Glacann an Bhord leis an tuairisc ag deimhniú go bhfuil cáilíocht na féinmheastóireachta scoile ar chaighdeán an-ard, agus deánfaidh an Bord cinnte go mbeidh na tuismitheoirí páirteach sa phroiséal forbartha FMS.

Beidh taifead coinnithe ar na freagrachtaí ceannaireachta agus deánfar iad a mheas ar bhonn corásach.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Scoil Náisiúnta Taobhóige
Seoladh na scoile / School address	An Clochán Lifford County Donegal
Uimhir rolla / Roll number	17553M

Date of inspection: 16-10-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

HOW TO READ THIS REPORT

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' well-being
4. The quality of leadership and management
5. The quality of school self-evaluation

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, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

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

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

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

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	16-10-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with principal• Meeting with board of management chairperson• Meeting with chairperson of parents committee• Meeting with teachers• Revision of relevant documentation	<ul style="list-style-type: none">• Analysis of parent and pupil questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal and class teacher, and to parents' committee chairperson and board of management chairperson

SCHOOL CONTEXT

Scoil Náisiúnta Taobhóige is a co-educational primary school, under the patronage of the Catholic Bishop of the Raphoe Diocese. The school participates in the Gaeltacht School Recognition Scheme (GSRS) and in the Department's action plan for educational inclusion, Delivering Equality of Opportunity in Schools (DEIS). The school is also involved in the Language Assistants Scheme which is funded by the Department of Culture, Heritage and Gaeltacht. There are two mainstream teachers and a teacher for pupils with special educational needs (SEN) in the school. There are approved part-time hours for a language support teacher for support with Irish. There are forty-two pupils enrolled in the school in two mainstream classes. Pupil attendance is good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning is very good overall; pupil achievement in literacy and numeracy and in Arts education and Physical Education is very good.
- The quality of teaching approaches for the multi-classes is very good; immersion education is implemented very effectively.
- There is a very high standard in relation to support for pupils' well-being.
- There are significant strengths regarding the quality of provision for pupils with SEN, with strong emphasis placed on promoting early intervention supports.
- The quality of management and leadership is outstanding; there is a guiding vision demonstrated with very high aims and expectations outlined for the school as a learning community; there is scope to keep a record of in-school leadership responsibilities.
- Very constructive work has been carried out by the school in school self-evaluation (SSE) on a continual basis, with commendable results achieved in literacy and in numeracy; there is scope to strengthen parental participation in the SSE process.

RECOMMENDATIONS

- Parental participation in the SSE process should be developed.
- A record should be kept of in-school leadership responsibilities which are allocated to evaluate progress and to recognise new priorities on a systematic basis.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of learners' outcomes is very good overall. Pupils achieve a very high standard in spoken Irish and they express themselves confidently. Pupils are very active in learning and they are provided with a wide range of excellent learning opportunities in the classroom and in the school environment. Pupils have completed very good projects in subjects across the curriculum and these are displayed attractively in the school environment.
- Pupils actively participate in *Aistear: The Early Childhood Curriculum Framework* programme in the junior section and their listening and attentiveness skills are of a very good standard. Pupils' investigative and usage skills in Irish and English, in relation to asking and answering questions, retelling, and descriptive and predictive skills are developed excellently in the senior section. They can understand questions, give explanations and express opinions with exceptional ability. Pupils display very good ability in the recognition and pronunciation of letters and words and the pupils in the senior section read texts in a range of genres with fluency. Pupils use a wide vocabulary accurately in their writing tasks across the curriculum according to their age group and their ability.
- Pupils demonstrate capability in conceptual understanding in Mathematics and the strategies which they have attained to give answers are commendable, in mental Mathematics especially. They have very good knowledge of aspects of the six strands in the Visual Arts curriculum especially in relation to *Drawing, Building and Fabric and fibre*. It is evident from examples of pupils' individual and cooperative art works which are displayed in the classrooms and in folders which are maintained, that there is continual development of pupils' skills in this aspect of the curriculum. Pupils can sing a wide range of songs and play classroom musical instruments. Their participation in physical education games in the school yard is commendable.
- Pupils have won many prizes in local and county inter-school competitions in sport and in arts. They take an active part in learning experiences such as the Active Flag, the Green Flag and they have also achieved a School Digital Award and a school website award. Most pupils agreed, in the questionnaires which were distributed to them, that they enjoy lessons and learning.

2. THE QUALITY OF TEACHING

- The quality of teaching is very good with examples of excellent practice demonstrated. Teachers use very effective teaching approaches; they provide very successful learning experiences to achieve learning outcomes. They make excellent use of concrete materials and information and communication technology to support teaching.
- Early-immersion and immersion education are implemented very effectively as part of the Gaeltacht Schools Recognition Scheme. The *Primary School Language Curriculum (2015)* is used as a guide to identify pupils' learning outcomes in Irish and English regarding oral language, reading and writing. The in-class team-teaching which is implemented among staff is highly commendable in developing pupils' oral and mathematical skills. There is competent development of pupils' phonological and phonemic awareness in the junior section as a stepping stone for accurate phonetics of Irish and there is progressive development of Irish phonics from class to class.
- The standard of teachers' planning is very good and clearly demonstrates appropriate emphasis on learning aims. They use Irish entirely to implement the curriculum; but to improve the fully immersed programme through Irish, teachers are advised to develop the terminology for appropriate subjects systematically. Appropriate terms should be clearly detailed in teacher planning to make the total-immersion programme completely successfully. It is recommended

that a member of in-school management have a specific responsibility for developing this aspect of the planning systematically and for monitoring implementation in consultation with teachers. A written report on progress should be provided to the board of management at the end of the school year.

- The quality of assessment is very high. There is a very effective whole-school system to maintain pupils' results in Irish, English and Mathematics which shows the progress of every pupil very clearly. The assessment system in Visual Arts is very good and continuous progress is shown in pupils' art efforts.
- The standard of provision for pupils with special educational needs is very good and the *Continuum of Support* is implemented productively. There are clear learning intentions identified in individual plans and they are revised regularly according to pupils' needs. Planning for in-class support and early intervention is managed excellently.

3. THE QUALITY OF SUPPORT FOR PUPILS' WELL-BEING

- The quality of support for pupils' well-being is of a very high standard. The interactions between teachers and pupils are very respectful. Great care is taken to develop pupils' self-confidence through encouraging their participation in many co-curricular and extra-curricular activities.
- There is a link between the school and external services for pupils with special and additional educational needs and communication is developed to strengthen pupil participation in the learning environment.
- Pupils receive opportunities to provide their opinions as part of the SSE process. To enhance this good work, it is recommended that a student council be established to improve school development. All pupils agree in the questionnaires which were distributed that they enjoy school and that it is a good school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is very effective. The board works diligently to provide an excellent school building and environment for the school community. In the parental questionnaires which were distributed, all parents agreed that the school is well run and, overall, that they are happy with the school.
- The board promotes a culture of improvement in teaching and learning and they give full support to continuous professional development of school staff. They also make the school building and resources available to teachers from other schools for professional development during in-career courses for teachers in the summer.
- The principal leads teaching and learning very effectively. She communicates the vision which guides the school to the school community and she leads the achievement of that vision.
- The deputy principal supports the principal very capably. It is timely to revise the responsibilities associated with in-school leadership in the context of immersion education in particular. It is recommended that a systematic plan be set out for the development of specific terminology of subjects and to implement monitoring and reporting to the board on progress at the end of the school year. A record should be kept on in-school leadership responsibilities which are allocated to evaluate progress and to recognise new priorities on a systematic basis.
- Parents are informed regarding the progress of their own children. At a meeting with a representative of the parents' committee during the inspection, she stated that she was very satisfied with the provision of education in the school. All parents who completed the parent questionnaires agreed that the teaching was good and that their children enjoyed school.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation is of a very high standard. The board of management has prepared a school improvement action plan in consultation with teachers and the school community, focused on the language-based criteria for recognition as a Gaeltacht school.
- The principal guides the collective practice among teachers of identifying aspects of practice for improvement and developing cross-language strategies. The agreed actions are being positively implemented in the teaching and learning of Mathematics, Irish and English in particular.
- Parental participation should be developed in the SSE process.

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of management of Scoil Taobhóige is delighted with the positive findings of the inspection report. We wish to acknowledge the emphasis placed on the high standard of teaching and learning and achievements in the school. The Board wish to recognise the following:

- The very high standard in spoken Irish and how the pupils express themselves confidently.
- The very positive responses of both parents and pupils to inspectorate questionnaires
- The quality of support in relation to pupils' well-being
- The significant strengths regarding the provision for pupils with SEN
- The outstanding quality of management and leadership

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

The Board welcomes the report noting the very high standard of the quality of school self-evaluation and will ensure that parental participation in the SSE process is developed.

A record shall be kept of in-school leadership responsibilities, and shall be evaluated on a regular basis.

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. Overall, learners have access to a basic level of provision. 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;