

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

**Meastóireacht Scoile Uile**  
**Bainistíocht, Ceannaireacht agus Foghlaim**

**TUAIRISC**

<b>Ainm na scoile</b>	S N Naomh Ciarán
<b>Seoladh na scoile</b>	Cill Chiaráin Conamara Co. Na Gaillimhe
<b>Uimhir rolla</b>	17574U

**Dáta na cigireachta: 20-09-2016**



## **CAD IS MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN?**

Déanann Meastóireachtaí Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

## **CONAS AN TUAIRISC SEO A LÉAMH**

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

1. Teagasc agus Foghlaim
2. Tacaíocht d'fholláine na ndaltaí
3. Ceannaireacht agus bainistíocht na 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.

## Meastóireacht Scoile-Uile Bainistíocht, Ceannaireacht agus Foghlaim

### GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	20-09-2016
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>• Cruinniú leis an bpríomhoide agus leis an leas-phríomhoide</li><li>• Cruinniú le hionadaithe an bhoird bhainistíochta</li><li>• Cruinniú le hionadaithe tuismitheoirí</li><li>• Cruinniú le múinteoirí</li><li>• Athbhreithniú ar cháipéisí ábhartha</li></ul>	<ul style="list-style-type: none"><li>• Anailís ar cheistneoirí tuismitheoirí agus daltaí</li><li>• Breathnóireacht ar theagasc agus ar fhoghlaim</li><li>• Scrúdú ar obair na ndaltaí</li><li>• Caidreamh le daltaí</li><li>• Aiseolas don fhoireann bhainistíochta sinsearaí agus do na múinteoirí agus d'ionadaithe na dtuismitheoirí agus an bhoird bhainistíochta</li></ul>

### COMHTHÉACS NA SCOILE

Is scoil Ghaeltachta í seo, lonnaithe i gceantar a aithnítear a bheith faoi mhíbhuntáiste. Tá an scoil páirteach sa scéim DEIS (Comhionannas Deiseanna i Scoileanna a Sheachadadh). Tá 31 dalta ar an rolla. Mar chuid de Phlean Gnímh DEIS na scoile, cuireadh béim ar thinreamh na ndaltaí. Ó shin, tá feabhas tagtha ar thinreamh na ndaltaí; moltar níos mó béime a leagan ar phoncúlacht anois.

Tá beirt mhúinteoirí príomhshrutha, maraon le múinteoir tacaíochta foghlama amháin agus múinteoir acmhainne amháin atá lonnaithe i scoileanna eile, ar fhoireann teagaisc na scoile.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

#### CINNTÍ

- Tá gnóthachtáil na ndaltaí go maith i réimse ábhair curaclaim. Tá caighdeáin na ndaltaí sa Ghaeilge an-mhaith.
- Baineann na múinteoirí úsáid as modhanna múinte éagsúla. Níl modhanna múinte difreáilte in úsáid rialta go leor. Tá pleanáil scoile agus oidí measartha.
- Tá iompar agus cúram na ndaltaí i ngach rang an-mhaith.
- Níl cumann na dtuismitheoirí sa scoil.
- Tá an príomhoide nuacheaptha tiomanta d'fhorbairt na scoile.
- Tugann an bord bainistíochta tacaíocht don scoil. Ní dhéantar deimhniú bliantúil ar chuntais airgeadais na scoile. D'fhéadfaí na seomraí ranga a dháileadh i mbealach níos oiriúnaí chun an próisis teagaisc agus foghlama a mhéadú.

#### MOLTAÍ

- Ba chóir modhanna difreáilte a chleachtadh níos rialta.
- Ba chóir athbhreithniú a dhéanamh ar chúrsaí pleanála scoile agus oidí.
- Ba chóir cumann na dtuismitheoirí a bhunú sa scoil.
- Ba chóir cuntais na scoile a dheimhniú nó a iniúchadh go bliantúil.
- Ba chóir athchóiriú a dhéanamh ar dháileadh na seomraí ranga.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC AGUS FOGHLAIM

#### CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán. Sroicheann formhór na ndaltaí i ngach rang caighdeán maith i réimse ábhair curaclaim.
- Sroicheann beagnach gach dalta caighdeán an-ard i nGaeilge. Tá gnóthachtáil d'fhormhór na ndaltaí sa Bhéarla go maith. Taitníonn an léitheoireacht san dá theanga leis na daltaí ag gach rang-leibhéal. Tá ag éirí go maith leis an gcuid is mó de na daltaí sa scríbhneoireacht. Chun caighdeán a fhorbairt a thuilleadh, moltar deiseanna níos rialta a thabhairt do dhaltaí scríbhneoireacht chruthaitheach a chleachtadh.
- Sroicheann formhór na ndaltaí caighdeán maith sa Mhatamaitic, le gnóthachtáil de chuid de na daltaí an-mhaith. Tá deacrachtaí foghlama i leith na Matamaitice ag roinnt daltaí. Ba ghá cumas, muinín agus tuiscint na ndaltaí seo a mhéadú sa Mhatamaitic.

#### CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc go maith ar an iomlán. Tá scileanna ceistiúcháin agus míniúcháin éifeachtacha ag formhór na múinteoirí. Chun feabhais a chur ar an dteagasc go ginearálta, moltar grúpmhodhanna teagaisc a chleachtadh níos mó agus díriú ar riachtanais na ndaltaí le deacrachtaí foghlama.
- Oibríonn na múinteoirí go torthúil le chéile chun bunúis éifeachtach a thabhairt do na ranganna naíonán. Tá moladh speisialta tuillte don obair atá tosaithe ar chur i bhfeidhm Aistear, Creatchuraclam na Luath-Óige. Moltar cuir chuige cosúil le seo a chleachtadh níos mó.
- Leathnaítear scileanna na ndaltaí sa Ghaeilge go cumasach. Chun cur leis an dteagasc trí Ghaeilge, áfach, moltar foclóir sainiúil a mhúineadh níos foirmiúla sna ceachtanna do na hachair curaclaim eile, mar shampla, Stair agus Eolaíocht.
- Moltar cló sa timpeallacht a mhéadú chun cabhrú le scileanna léitheoireachta agus tuisceana na ndaltaí a fheabhsú. Mar shampla, moltar méid na bhfógraí agus comharthaí lasmuigh agus laistigh de na seomraí ranga, agus den fhoirgneamh scoile féin, a ardú.
- Déantar monatóireacht rialta ar shaothar scríofa na ndaltaí i ngach rang, agus tugtar aiseolas cabhrach ó bhéal agus i scríbhinn do dhaltaí. Moltar cleachtaí scríbhneoireachta a dhifreáil chun freastail níos fearr ar riachtanais na ndaltaí uile.
- Tá múineadh na Matamaitice sa scoil measartha. Le ceithre rang-ghrúpaí i ngach seomra ranga, ba chóir smaoinemh ar bhealaí chun na ceachtanna matamaitice a bhainistiú níos éifeachtaí. Mar bhunchloch, ba chóir ceachtanna atá difreáilte idir na rang-ghrúpaí a ullmhú. B'fhiú Matamaitic sa timpeallacht a mhéadú ar fud na scoile.
- Tá ceithre sheomra ranga sa scoil, seomra mór atá in úsáid faoi láthair mar sheomra tacaíochta san áireamh. Moltar athbhreithniú a dhéanamh ar dháileadh na seomraí ranga agus na seomraí is mó a úsáid mar ranganna príomhshrutha amach anseo.
- Tá plean scoile ar fáil lena n-áirítear gnéithe ábhartha riaracháin agus curaclaim. Ba ghá an plean a athchóiriú, áfach, chun a chinntiú go bhfuil polasaithe scoile bunaithe ar riachtanais reatha na scoile.
- Tá pleanáil na n-oidí agus nósanna imeachta measúnaithe sásúil ar an iomlán. Tá pleanáil sna suímh tacaíochta foghlama agus acmhainne go maith. Tá bearnaí le sonrú i gcuid den phleanáil oidí, áfach. Ba chóir athbhreithniú a dhéanamh ar an gcleachtas reatha, chun a chinntiú go bhfuil ullmhúchán na n-oidí cabhrach do mhodhanna múinte difreáilte a úsáid.

## 2. TACAÍOCHT D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht an chúraim agus bainistíocht na ndaltaí an-mhaith.
- Sna ceistneoirí do dhaltaí, tuairiscíodh go réitíonn na daltaí sa scoil go maith lena chéile. Ceapann siad go míníonn na múinteoirí nithe go soiléir agus go bhfuil ag éirí go maith leo sa léitheoireacht.
- De réir cheistneoirí na dtuismitheoirí, braitheann tuismitheoirí na scoile go bhfuil atmaisféar maith sa scoil, go bhfuil fáilte rompu inti, agus go gcaithear go cothrom agus go homósach lena bpáistí ar scoil.
- Níl cumann na dtuismitheoirí sa scoil. Moltar cumann na dtuismitheoirí a bhunú chun tuairimí tuismitheoirí a chur san áireamh i gcúrsaí scoile.
- Thug údaráis na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile*, gan athrú ná leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile*.

## 3. CEANNAIREACHT AGUS BAINISTÍOCHT NA SCOILE

- Tá cáilíocht na ceannaireachta agus na bainistíochta sa scoil go maith ar an iomlán. Tacaíonn an bord bainistíochta leis an scoil. Déanann an cathaoirleach teagmháil leis an bpríomhoide go minic.
- Ní dhéantar deimhniú ar chuntais airgeadais na scoile. Moltar cuntais na scoile a chur faoi bhráid chuntasóra agus deimhniú nó iniúchadh a dhéanamh ar na cuntais gach bliain amach anseo, de réir an Achta Oideachais (1998).
- Thosaigh príomhoide nuacheaptha sa scoil i mí Aibreáin 2016. Tá an príomhoide tiomanta don obair atá le déanamh aici chun feabhais a chur ar ghnéithe éagsúla scoile.
- Cuidíonn an fhoireann teagaisc agus an fhoireann chúnta le hoibriú réidh na scoile.

## FÉINMHEASTÓIREACHT SCOILE

- Tá plean gnímh DEIS á chur i bhfeidhm ag an scoil le roinnt blianta. Le príomhoide nua i gceannas, moltar spriocanna a dhíríonn ar na dúshláin reatha is mó atá ag an scoil a aithint, don chéad chéim eile de phleanáil gnímh DEIS.

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

## **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

Glacann Scoil Naomh Ciarán le moltaí an Mheastóireacht Uile Scoile. Is treoir iontach é an tuairisc seo d'fhoireann agus Bord Bainistíochta na scoile, agus don Phríomhoide nua-cheaptha sa scoil. Ba mhaith linn deimhniú go bhfuil muid ag feabhsú agus ag cur athrú ar struchtúir agus ar pholasaithe na scoile, agus gur próiseas leanúnach a bheidh ann. Tá cur i bhfeidhm na moltaí atá leagtha amach sa tuairisc mar phríoracht ag an scoil, agus go deimhin tá muid á gcomhlánú ó dháta na tuairisce.

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

I láthair na huaire, tá Príomhoide nua-cheaptha na scoile ag obair ar phlean scoile atá ag luí le deá-chleachtais idirdhealaithe na modhanna múinte. Mar chuid den phlean scoile seo, tá sé socraithe ag foireann na scoile tabhairt faoi chúrsaí forbairt ghairmiúil i rith na scoil bliana chun dearchtaí agus smaointe úra a fháil, agus freisin chun dul i ngleic le riachtanaisí gach rang leibhéal sa scoil, go háirithe ó thaobh an Oideachais Speisialta, Múineadh na Mata agus Curaclam nua na dTeangacha. Tá sé mar aidhm againn anseo chuile deis a thabhairt do chuile pháiste a c(h)umas f(h)éin a bhaint amach.

Tuigeann foireann Scoil Naomh Ciarán an rithábhacht atá ag baint le pleanáil chumasach, éifeachtach na n-oidí. Tá teimpléid nua curtha le chéile ag an bhfoireann chun pleanáil mhíosúil agus bliantúil na ranganna measctha a thairgeadh. Tá muid ag forbairt plean scoile ina bhfuil téamaí éagsúla in ábhair ar nós an Stair, an Tír Eolaíochta agus an Eolaíochta á rothlú gach trí/cheithre bliana. Freisin, tá muid ag obair ar bhealaí gur féidir an pleanáil bhliantúil a nascadh le chéile idir an scoil uile.

Tá Coiste na dTuistí faoi lán tseoil sa scoil anois. Bíonn cruinnithe acu sa scoil agus glacann an Príomhoide nó an Leas Phríomhoide páirt sna cruinnithe seo. Tá tuismitheoirí fuinneamhach, díograsach sa scoil seo agus eagraíonn siad imeachtaí bríomhara dúinn go rialta. Tá tábhacht faoi leith ag baint le glór na dTuismitheoirí i dtaobh forbairt na scoile amach anseo. Is iontach an deis atá againn scoil ionchuimsitheach a threisiú le cabhair ó Thuismitheoirí na scoile.

Tá cuntasóir faighte ag Scoil Naomh Ciarán, a chabhróidh linn na dualgaisí atá againn ó thaobh an cuntasáiocht scoile dhe a bhaint amach.

Moladh dúinn úsáid a bhaint as an leabharlann mar sheomra ranga mar gheall go bhfuil neart spáis istigh ann, mar shampla chun modhanna múinte na stáisiúin a úsáid níos minicí. Cuirfear an rang leis an líon is mó páistí sa leabharlann as seo amach.

## 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 mbaineann cigirí feidhm aisti 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 <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 bíonn an cháilíocht ar a ndearnadh meastóireacht <b>thar cionn</b> agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	<b>An-mhaith</b> ; ar cháilíocht an-ard; an-éifeachtach; 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-suntasach; thar barr
Go maith	Úsáidtear <b>Go maith</b> áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu 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 leis an gcaighdeán <b>an-mhaith</b> a bhaint amach.	<b>Go maith</b> ; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <b>Sásúil</b> áit a bhfuil cáilíocht an tsoláthair sách maith. Tá díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic leo d'fhonn caighdeán níos fearr a bhaint amach.	<b>Sásúil</b> ; 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 <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.	<b>Measartha</b> , laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith chomh sásúil sin; deacrachtaí ann; níor mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	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.	<b>Lag</b> ; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas atá suntasach ag teastáil; deacrachtaí suntasacha ann



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

**Whole School Evaluation**  
**Management, Leadership and Learning**

<b>Ainm na scoile / School name</b>	S N Naomh Ciarán
<b>Seoladh na scoile / School address</b>	Cill Chiaráin Conamara Co. Galway
<b>Uimhir rolla / Roll number</b>	17574U



## **WHAT IS A WHOLE-SCHOOL EVALUATION: MANAGEMENT, LEADERSHIP AND LEARNING?**

Whole-School Evaluations – Management, Leadership and Learning report on the quality of teaching and learning and on the quality of management and leadership in 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(s) evaluated and reported under the following headings or areas of enquiry:

1. Teaching and learning
2. Support for pupils' wellbeing
3. School leadership and management

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 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.

## Whole-School Evaluation – Management, Leadership and Learning Report

### INSPECTION ACTIVITIES DURING THIS INSPECTION

<b>Date of inspection</b>	20-09-2016
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meeting with principal and deputy principal</li><li>• Meeting with representatives of the board of management</li><li>• Meeting with parent representatives</li><li>• Meeting with teachers</li><li>• Review of relevant documents</li></ul>	<ul style="list-style-type: none"><li>• Analysis of parent and pupil questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to senior management team and teachers, and to parent and board of management representatives</li></ul>

### SCHOOL CONTEXT

This is a Gaeltacht school, situated in an area which is recognised as disadvantaged. The school participates in the DEIS scheme (Delivering Equality of Opportunity in Schools). There are 31 pupils on the roll. As part of the school's DEIS action plan, emphasis was placed on the pupils' attendance. Since then, the pupils' attendance has improved; it is recommended that more emphasis be placed on punctuality now.

There are two mainstream teachers, as well as one learning support teacher and one resource teacher who are based in other schools, on the school's teaching staff.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### FINDINGS

- Pupils' achievement in a range of curriculum subjects is good. The pupils' standard in Irish is very good.
- The teachers use various teaching methods. Differentiated teaching methods aren't being used regularly enough. The quality of the school and teachers' planning is fair.
- The behaviour and care of the pupils in every class is very good.
- There is no parents' association in the school.
- The newly appointed principal is committed to the school's development.
- The board of management supports the school. The school's financial accounts are not certified annually. The classrooms could be allocated in a more suitable manner to enhance the teaching and learning process.

#### RECOMMENDATIONS

- Differentiated methods should be practised more regularly.
- School planning and teachers' planning should be reviewed.
- A parents' association should be established in the school.
- The school's accounts should be certified or audited every year.
- The allocation of classrooms should be reorganised.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 2. TEACHING AND LEARNING

#### PUPILS' LEARNING ACHIEVEMENT

- The quality of pupils' learning is good overall. Most of the pupils in each class achieve a good standard in a range of curriculum subjects.
- Almost all pupils achieve a very high standard in Irish. The achievement of the majority of pupils in English is good. The pupils enjoy reading in both languages at each class level. Most pupils are succeeding well in writing. To further improve standards, it is recommended that pupils be given more regular opportunities to practise creative writing.
- The majority of pupils achieve a good standard in Mathematics, with the achievement of some of the pupils being very good. Some pupils have learning difficulties in Mathematics. There is a need to increase these pupils' ability, confidence and understanding in Mathematics.

#### QUALITY OF TEACHING

- The quality of teaching is good overall. The majority of the teachers have effective questioning and explaining skills. To improve teaching in general, it is recommended that group teaching methods be practised more and that more attention be given to the needs of pupils with learning difficulties.
- The teachers work productively together to provide an effective foundation in the infant classes. The work that has begun on the implementation of *Aistear, The Early Childhood Curriculum Framework* deserves special commendation. It is recommended that more approaches such as this be practised.
- The pupils' skills in Irish are competently expanded. To enhance the teaching through Irish, however, it is recommended that specific vocabulary be taught in a more formal way in lessons for the other curricular areas, for example, History and Science.
- It is recommended that the print-rich environment be expanded to assist with improving pupils' reading and comprehension skills. For example, it is recommended the number of notices and signs outside and inside the classrooms, and of the school building itself, be increased.
- The written work of the pupils in each class is monitored regularly, and helpful verbal and written feedback is given to pupils. It is recommended that written exercises be differentiated to cater more effectively for the needs of all pupils.
- The teaching of Mathematics in the school is fair. With four class groups in every classroom, some thought should be given to how Mathematics lessons could be managed more effectively. As a first step, exercises that differentiate between the class groups should be prepared. It would be worthwhile increasing the Mathematics-rich environment throughout the school.
- There are four classrooms in the school, including a large room that is being used at present as a support room. It is recommended that the distribution of classrooms be reviewed and that the biggest rooms be used as mainstream classes in the future.
- A school plan is available which includes relevant administrative and curricular aspects. The plan needs to be restructured, however, to ensure that school policies are based on the school's current needs.
- Teachers' planning and assessment procedures are satisfactory overall. The planning in learning support and resource settings is good. There are gaps, however, in some of the teachers' planning. The current practice should be reviewed, to ensure that teachers' preparation assists in the use of differentiated teaching methods.

## **2. SUPPORT FOR PUPILS' WELL-BEING**

- The quality of the care and management of pupils is very good.
- In the questionnaires for pupils, it was reported that the pupils in the school get along well with each other. They think that the teachers explain things clearly and that they are getting on well with reading.
- According to the parents' questionnaires, the parents of the school feel that there is a good atmosphere in the school, that they are welcome in the school, and that their children are treated fairly and respectfully at school.
- There is no parents' association in the school. It is recommended that a parents' association be established to include the parents' opinions in school matters.
- The school authorities confirmed that the board of management has formally accepted the *Child Protection Procedures in Primary and Post-Primary Schools*, without change or amendment, and that the school's practice is in accordance with what is required under the *Child Protection Procedures in Primary and Post-Primary Schools*.

## **3. THE SCHOOL'S LEADERSHIP AND MANAGEMENT**

- The quality of leadership and management is good overall. The board of management supports the school. The chairperson contacts the principal frequently.
- The financial accounts of the school are not certified. It is recommended that the school's accounts be presented to an accountant, to certify or audit, annually from now on, in accordance with the Education Act (1998).
- A newly appointed principal started in the school in April 2016. The principal is committed to the work that she has to undertake to improve various school issues.
- The teaching staff and the auxiliary staff assist with the smooth running of the school.

## **SCHOOL SELF-EVALUATION**

- The DEIS action plan has been implemented by the school for some years. With a new principal in charge, it is recommended to identify that targets that focus on the school's current greatest challenges be identified, for the next stage of DEIS action planning.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

Scoil Naomh Ciarán accepts the recommendations of the Whole School Evaluation. The report is a wonderful guide for the school staff and board of management, and for the school's newly-appointed principal. We would like to confirm that we are improving and changing the structure and policies of the school, and that this will be a continuous process. The implementation of the recommendations made in the report are a priority for the school, and indeed we are addressing these since the report was issued.

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

Currently, the newly-appointed principal is working on a school plan that accords with good practice in differentiated teaching methods. As part of this school plan, the school staff has decided to undertake professional development courses during the school year to get fresh viewpoints and ideas, and also to address the needs of each class level in the school, especially in terms of special education, the teaching of Maths and the new Primary Language Curriculum. Our aim here is to provide every opportunity for each pupil to achieve his/her potential.

The staff of Scoil Naomh Ciarán understands that competent, effective planning is very important. The staff has put together new templates to record monthly and yearly planning for mixed classes. We are developing a school plan where different themes in subjects such as History, Geography and Science are rotated every three/four years. Also, we are working on ways to enable yearly planning to be linked together with the whole school.

A parents' association is now up and running in the school. They have meetings in the school and the principal or deputy principal participates in these meetings. There are energetic, devoted parents in this school and they regularly organise lively activities for us. The parents' voice will be especially important in developing the school from now on. We have a wonderful opportunity, with help from the parents in the school, to develop an inclusive school.

Scoil Naomh Ciarán has acquired the services of an accountant who will help us to fulfil our obligations regarding the school accounts.

It was suggested to us that the library be used as a classroom because there was ample space there, for example to use station teaching methods more often. The class with the greatest number of children will be in the library from now on.

*(This is a translation of the school response submitted by the board of management.)*

## 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.	<b>Very good</b> ; 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
<b>Good</b>	<b>Good</b> 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.	<b>Good</b> ; 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. 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.	<b>Satisfactory</b> ; 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.	<b>Fair</b> ; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</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.	<b>Weak</b> ; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties