

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 Chonaill
Seoladh na scoile / School address	Machaire Chlochair Bun Beag Contae Dhún na nGall
Uimhir rolla / Roll number	18219F

Dáta na cigireachta: 17-05-2019



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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 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.
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 chosaint 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	17-05-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinnithe leis an bpríomhoide agus leis an bpríomhoide tánaisteach• Cruinniú le cathaoirleach an bhoird bhainistíochta• Cruinniú le hionadaí na dtuismitheoirí ar an bhord bhainistíochta• Cruinniú le múinteoir tacaíocht fhoghlama• 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 múinteoirí, agus d'ionadaithe na dtuismitheoirí agus do chathaoirleach an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscóil chomhoideachais í Scoil Náisiúnta Chonaill atá ag feidhmiú faoi phátrúnacht Easpag Chaitliceach Dheoise Ráth Bhotha. Tá an scoil páirteach i bplean gnímh na Roinne do chuimsiú oideachais Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS) agus i Scéim Aitheantais na Scoileanna Gaeltachta (SASG). Tá triúr múinteoirí príomhshrutha, múinteoir tacaíochta foghlama, triúr múinteoirí i ranganna speisialta agus naonúr cúntóirí riachtanais speisialta ar fhoireann na scoile. Tugann múinteoir tacaíochta teanga atá lonnaithe i scoil eile, tacaíocht sa Ghaeilge do dhaltaí na scoile chomh maith. Tá 82 dalta cláraithe ar na rollaí agus tá tinreamh an-mhaith ar a bhformhór.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán.
- Tá cáilíocht an teagasc ar chaighdeán an-mhaith, tá cur chuige imeascaithe an-éifeachtach i bhfeidhm do na daltaí sna ranganna speisialta; tá scóip ann chun an comhartheagasc a chur chun cinn, le freastal níos fearr a dhéanamh ar na cumais éagsúla sna ranganna príomhshrutha.
- Tá cáilíocht an mheasúnaithe ar fhoghlaim agus ar riachtanais na ndaltaí go han-mhaith agus pleanáil dhifreáilte déanta dá réir.
- Tugtar tacaíocht an-mhaith d'fholláine na ndaltaí.
- Tá caighdeán na ceannaireachta agus na bainistíochta go han-éifeachtach sa scoil seo le láidreachtaí suntasacha léirithe i gceannaireacht an phríomhoide.
- Tá cáilíocht na féinmheastóireachta scoile ar chaighdeán an-ard.

MOLTAÍ

- B'fhiú an comhartheagasc in-ranga a chur i bhfeidhm chun freastal ar dhaltaí ar chumais éagsúla i ngach rang ar mhaithe leis an tionchar foghlama is fearr a bhaint amach.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán. Tá na daltaí an-spreagtha chun foghlama agus glacann siad páirt ghníomhach i dtascanna fiúntacha foghlama. Tá gnóthachtáil formhór na ndaltaí sa Ghaeilge ar ard-chaighdeán agus labhraíonn siad le líofacht, cruinneas agus muinín ar leith go háirithe sna hardranganna. Cé go bhfuil gnóthachtáil an-ard ag roinnt daltaí sna méanranganna, is gá forbairt a dhéanamh ar ghnóthachtáil líon áirithe daltaí ó thaobh forbairt ar scileanna teanga ó bhéal, na léitheoireachta agus tuisceana sa Ghaeilge agus sa Bhéarla. Tá na daltaí sna bunranganna tumtha sa teanga agus is féidir leo freagraí a thabhairt ar cheisteanna an mhúinteora go hinmholta. Is féidir leo cur síos a dhéanamh go leanúnach ar théamaí teagaisc mar pháirt den chlár *Aistear: Creatchuraclam na Luath-Óige* go caighdeán an-mhaith. Tá raon leathan d'fhuaimneanna na Gaeilge ar eolas acu agus tá a scileanna luathléitheoireachta ar cháilíocht an-ard.
- Tá caighdeán an-mhaith bainte amach ag na daltaí sa Mhatamaitic agus léiríonn siad inniúlacht mhaith sa tuisceant choincheapúil agus an Mhatamaitic mheabhreach san áireamh. Baineann siad úsáid as an téarmaíocht chuí sa Mhatamaitic agus iad ag freagairt ceisteanna dúshlánacha an mhúinteora sna hardranganna.
- Léiríonn na daltaí go bhfuil eolas an-mhaith acu ar théamaí in ábhair trasna an churaclam. Is inmholta mar atá tionscadail Staire, Tír Eolaíochta agus sna hAmharcealaíona, ar taispeáint, a cuireadh i gcrích ar bhonn aonair agus go comhoibritheach. Baineann na daltaí taitneamh as na gníomhaíochtaí sa Drámaíocht ina bhforbraíonn siad suímh chruthaitheacha agus ina gcuireann siad iad féin in iúl go muiníneach. Moltar an éagsúlacht sna heispéiris fhoghlama a chuirtear ar fáil do na daltaí sa Drámaíocht, san fhilíocht, sa spórt agus tionscadail comhshaoil san áireamh.
- Tá béim an-éifeachtúil curtha ar mhodhanna chun foghlama trí shúgradh sa chlár *Aistear: Creatchuraclam na Luath-Óige* a úsáid sa dá rang speisialta, an rang luath-idirghabhála foghlama do dhaltaí le huathachas agus an rang speisialta do dhaltaí le huathachas. Déantar forbairt an-chéimíúil ar scileanna teanga agus cumarsáide na ndaltaí trí rannpháirtíocht na ndaltaí a chothú i ngníomhaíochtaí tairbheacha foghlama. Tá na daltaí sa rang luath-idirghabhála in ann rímeanna agus dánta a aithris go deas réidh agus faoi threoir an mhúinteora chun fuaimniú na bhfocal a fhorbairt agus struchtúir abairtí a dhaingniú. Is inmholta mar a oibríonn na daltaí sna ranganna speisialta, na daltaí le huathachas agus ar ilchumais ar thascanna dúshlánacha sa Ghaeilge agus sa Mhatamaitic faoi threoir agus go neamhspléach agus tá dul chun cinn an-mhaith á dhéanamh acu de réir a gcumais féin.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc ar chaighdeán an-ard ar an iomlán. Oibríonn na múinteoirí go comhoibritheach le chéile chun an phleanáil chuí dhifreáilte a dhéanamh, chun an fhoghlaim a chur chun cinn, do dhaltaí sna ranganna príomhshrutha agus don imeascadh oideachais a sholáthraítear do dhaltaí ó na ranganna speisialta. Tá ionchais arda sa phleanáil do chainteoirí ó dhúchas agus d'fhoghlaimeoirí na teanga. Déanann na múinteoirí sna ranganna speisialta planáil chuimsitheach bunaithe ar riachtanais ar leith na ndaltaí agus tugtar aird ar leith don teagasc trí Ghaeilge sna ranganna seo.
- Baineann na múinteoirí príomhshrutha úsáid as modhanna múinte atá an-rathúil chun na cuspóirí foghlama a bhaint amach agus chun freastal ar na ranganna ilghrádacha agus riachtanais aonair na ndaltaí. Baintear úsáid an-mhaith as téamaí comhtháite chun taitní

foghlama shaibhir a chur ar fáil do dhaltaí. Cuirtear timpeallacht fhoghlama atá fáilteach, sábháilte, tarraingteach agus tumtha sa Ghaeilge ar fáil i ngach rang sa scoil. Tá timpeallacht Ghaelach cruthaithe ar fud na scoile trí thaispeántais d'ábhair scríofa agus ealaíne na ndaltaí a chur ar taispeánt go tarraingteach. Tá raon de ghradaim agus coirn atá buaite ag an scoil i gcúrsaí cultúrtha agus teanga ar taispeánt chomh maith.

- Cuireann na múinteoirí ar fad eiseamláir de Ghaeilge chruinn ar fáil do na daltaí agus éiríonn leo modhanna múinte ar ard-chaighdeán a úsáid a nascann múineadh teanga agus múineadh ábhar go héifeachtach ar bhonn comhtháite. Cuireadh na ceachtanna a breathnaíodh i láthair ar bhonn struchtúrtha agus le luas oiriúnach. Is inmholta mar a dhéantar freastal ar na stíleanna foghlama éagsúla trí úsáid an-tairbhiúil a bhaint as ábhair nithiúla agus teicneolaíocht dhigiteach chun tacú leis an teagasc.
- Spreagann na múinteoirí an chumarsáid trí idirghníomhaíochtaí trí Ghaeilge a chur chun cinn le scéalaíocht, amhráin, rainn ghníomhaíochta agus rólghlacadh. Tá an luath-thumadh á chur i bhfeidhm go han-éifeachtach i ranganna na naíonán agus tá clár luath-léitheoireachta agus fónáice Gaeilge grádaithe in úsáid. Is inmholta mar a mhúineann na múinteoirí an téarmaíocht shainiúil ag tús nó le linn na gceachtanna chun cur le tuiscint na ndaltaí agus tógáil ar stór focal na ndaltaí sna hábhair éagsúla.
- Faigheann na daltaí tacaíocht ón mhúinteoir tacaíochta Gaeilge agus cuntóir teanga chun sainspriocanna foghlama teanga a bhaint amach d'fhoghlaimoirí na teanga agus do dhaltaí a bhfuil an Ghaeilge ó dhúchas acu ar bhonn leanúnach. Tá raon leathan de shamplaí scríbhneoireachta na ndaltaí sna cóipleabhair agus i dtionscadail agus tá caighdeán an-mhaith ar a bhformhór. Tacaíonn na múinteoirí leo chun struchtúr ceart abairte agus an teanga chruinn ó bhéal agus i scríbhinn a chur chun cinn. Chun tógáil ar na heispéiris scríbhneoireachta, is fiú cur chuige córasach i bpróiseas na scríbhneoireachta a chur chun cinn sa Ghaeilge agus sa Bhéarla.
- Déantar tús a chur le teagasc an Bhéarla go struchtúrtha i rang a haon agus de réir torthaí foghlama atá leagtha síos i *gCuraclam Teanga na Bunscoile (2015)*. Tá forbairt an-sciliúil á dhéanamh ar an ngramadach sa Bhéarla sna méanranganna agus ar thógáil abairtí chun scileanna cumarsáide na ndaltaí a chothú a thuilleadh. Chun cur leis an dea-chleachtas atá ar bun sna méanranganna b'fhiú leabhair ghrádaithe sa bhreis a chur ar fáil agus a úsáid don léitheoireacht sa Ghaeilge agus sa Bhéarla. Tá scileanna léitheoireachta agus scríbhneoireachta formhór na ndaltaí go han-mhaith ar an iomlán. Chun tógáil ar an dul chun cinn atá á dhéanamh ag na daltaí, b'fhiú an comhartheagasc a chur chun cinn chun freastal ar dhaltaí ar chumais éagsúla i ngach rang.
- Tá cáilíocht an mheasúnaithe go han-mhaith agus tá raon an-chuimsitheach measúnaithe déanta ar fhoghlaim agus ar riachtanais na ndaltaí agus pleanáil dhifreáilte déanta dá réir. Tá córas scoile uile an-éifeachtach ann chun torthaí na ndaltaí a choimeád sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic a léiríonn dul chun cinn gach dalta go han-soiléir. B'fhiú anailís níos doimhne a dhéanamh ar thorthaí an mheasúnaithe chun gníomhaíochtaí idirghabhála ar leith sa chomhartheagasc a phleanáil go cúramach agus a chur chun cinn, ar mhaithe leis an tionchar is fearr foghlama a bhaint amach do na daltaí go léir. Cé go bhfuil measúnuithe an-fhiúntacha curtha chun cinn ar bhonn scoile uile, níl an leas iomlán á bhaint as an monatóireacht ar obair na ndaltaí. Chun tógáil ar an gcóras measúnaithe fiúntach reatha moltar do na múinteoirí tuilleadh aiseolais scríofa a chur sna cóipleabhair agus aird na ndaltaí a dhíriú air chun go mbeadh na daltaí in ann a gcuid oibre a fhorbairt go leanúnach iad féin.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tugtar tacaíocht an-mhaith d'fholláine agus leas na ndaltaí. Le linn na meastóireachta, ba léir go raibh caidreamh an-dearfa idir na daltaí agus an fhoireann agus i measc na ndaltaí chomh maith. Comhoibríonn na daltaí go han-mhaith le chéile agus tá dea-iompar, cúirtéis agus fonn oibre na ndaltaí le moladh.
- Sna ceistneoirí a dáileadh, d'aontaigh formhór na ndaltaí gur scoil mhaith í seo agus go dtaitníonn an scoil leo. Ní aontaíonn líon beag acu go bhfuil fhios acu conas mar atá ag éirí leo sa Mhatamaitic agus sa léitheoireacht.
- Tá na seomraí ranga eagraithe go han-éifeachtach agus tá na spásanna foghlama do dhaltaí le riachtanais ar leith foghlama leagtha amach go cuspóireach dóibh. Tacaíonn sé seo le hatmaisféar dearfach socair, suaimhneach agus le heispéiris foghlama atá cuidiúil agus fabhrach don fhoghlaim a chruthú ar bhonn scoile uile.
- Baineann láidreachtaí suntasacha le cáilíocht an teagaisc do dhaltaí le riachtanais ar leith foghlama sna ranganna príomhshrutha agus sna trí ranganna speisialta. Baintear úsáid as raon leathan de thástálacha mheasúnaithe agus diagnóiseacha agus tuairiscí proifisiúnta ó ghníomhaireachtaí seachtracha chun deacrachtaí an ndaltaí a aithint agus chun spriocanna foghlama a dhearadh dóibh.
- Oibríonn an múinteoir tacaíochta go comhoibritheach leis na múinteoirí ranga. Tá na stráitéisí atá curtha i bhfeidhm trí phleanáil chuimsitheach, i gcur i bhfeidhm *Chontanam na Tacaíochta*, ag cinntiú go bhfuil ionchuimsiú an-fhiúntach ann i saol an ranga agus na scoile. Déantar an phleanáil, monatóireacht agus teagmháil le tuismitheoirí ag na trí céimeanna tacaíochta – tacaíocht ranga, tacaíocht scoile agus tacaíocht scoile móide ag leibhéal an-arda sa scoil. Tá planáil oideachais aonair agus comhaid tacaíochta coinnithe go cúramach ag na múinteoirí go léir.
- Tá nasc an-mhaith cruthaithe ag an scoil leis an naíonra áitiúil agus leis an iarbhunscóil áitiúil ar mhaithe le leanúnachas a chinntiú san fhorbairt teanga agus foghlama idir an oideachas luath-óige, an bhunscolaíocht agus an iar-bhunscolaíocht. Eagraítear laethanta eolais do dhaltaí na scoile chun an trasnú a éascú dóibh ón bhunleibhéal go dtí an dara leibhéal. Cothaíonn an fhoireann agus éascaíonn siad an fhorbairt ar ghuth na ndaltaí, ar rannpháirtíocht na ndaltaí agus ar cheannaireacht na ndaltaí trí imeachtaí scoile ar nós tionóil scoile, agus pairtíocht i gcomórtais a chothú ina measc. B'fhiú comhairle daltaí a bhunú chun guth na ndaltaí a chinntiú i bhforbairt na scoile.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá caighdeán na ceannaireachta agus na bainistíochta an-éifeachtach sa scoil seo. Cuireann an bord bainistíochta fíis agus éiteas Caitliceach na scoile chun cinn agus bíonn an fhís sin mar threoir ag an scoil agus tá ag éirí go han-mhaith leis an bhord i mbaint amach na físe.
- Baineann láidreachtaí suntasacha le ceannaireacht phríomhoide na scoile. Riarann sé a chuid dualgais ó thaobh ceannasaíochta ar an churaclam go han-sciliúil agus oibríonn sé go comhoibríoch leis na múinteoirí agus foireann iomlán na scoile chun cultúr d'fheabhsú, comhoibriú, nuálaíocht agus cruthaitheacht san fhoghlaim, sa teagasc agus sa mheasúnú a chur chun cinn. Tá sé tiomanta don ionchuimsiú, do chomhdheiseanna agus d'fhorbairt iomlánaíoch gach dalta sa scoil. Bainistíonn sé an phleanáil stráitéiseach don tumoideachas, d'fhorbairt polasaithe riaracháin agus cur i bhfeidhm an churaclaim na scoile go han-éifeachtach. Cothaíonn sé forbairt ghairmiúil do mhúinteoirí a shaibhríonn foghlaim na múinteoirí agus na ndaltaí. Eagraíonn sé deiseanna an-torthúla i measc na múinteoirí chun

pleanáil go comhoibríoch, comhmhachnamh agus athbhreithniú ar mhodhanna teagaisc a chur chun cinn.

- Tugann an príomhoide tanáisteach tacaíocht iomlán don cheannaireacht agus d'fhorbairt rannpháirtíocht na foirne i bpróiseas na féinmheastóireachta scoile.
- Tá caidreamh an-mhaith le tuismitheoirí na scoile. D'aontaigh iomlán na dtuismitheoirí sna ranganna speisialta agus príomhshrutha sna ceistneoirí go bhfuil atmaisféar maith sa scoil, go ritear an scoil go maith, go bhfuil an teagasc go maith, agus go gcuirtear fáilte rompu sa scoil.
- Cuirtear sochrúcháin ar fáil d'ábhar oidí agus tugtar tacaíocht dóibh chun taithe a fháil i dtimpeallacht teagaisc agus foghlama trí mhéan na Gaeilge.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile (FMS) ar chaighdeán an-ard. Tá bainistíocht an-mhaith á dhéanamh ar bhonn comhoibríoch ar chur i bhfeidhm na gcritéir theanga-bhunaithe sa phlean gníomhaíochta feabhsúcháin scoile d'aitheantas mar bhunscoil Ghaeltachta. Tá taifid chúramacha coinnithe ag gach múinteoir ar an dul chun cinn san fhéin-mheastóireacht scoile.
- Tá an próiseas FMS ag dul i bhfeidhm go dearfach ar thorthaí foghlama na ndaltaí. Is inmholta an rannpháirtíocht a bhí ag tuismitheoirí agus daltaí i suirbhéanna mar chuid den phróiseas um feabhsúchán scoile.

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 Chonaill iontach sásta le torthaí dearfa na tuairisce. Dearbhaíonn an tuairisc ár ndearcadh fá ard chaighdeán na bainistíochta, na ceannaireachta, agus na foghlama i Scoil Chonaill. Tá an bord sásta go bhfuil aitheantas tugtha sa tuairisc do cháilíocht an teagaisc agus an cur chuige imeascaithe an-éifeachtach atá i bhfeidhm do na páistí sna ranganna speisialta. Tá aitheantas tugtha sa tuairisc chomh maith don tacaíocht an-mhaith a thugtar d'fholláine na ndaltaí agus an atmaisféar dearfach foghlama atá ar fud na scoile.

Aithníonn an bord cinntí dearfach eile na tuairisce, go háirithe:

- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán.
- Tá cáilíocht an mheasúnaithe ar fhoghlaim agus ar riachtanais na ndaltaí go han-mhaith agus pleanáil dhifreáilte déanta dá réir.
- Tá caighdeán na ceannaireachta agus na bainistíochta go han-éifeachtach sa scoil seo le láidreachtaí suntasacha léirithe i gceannaireacht an phríomhoide.
- Tá cáilíocht na féinmheastóireachta scoile ar chaighdeán an-ard.

Ba mhaith le Bord Bainistíochta na scoile ár mbuíochas a chuir in iúil do fhoireann bhainistíochta na scoile, na múinteoirí, na cúntóirí riachtanais speisialta, foireann iomlán na scoile, tuismitheoirí agus an pobal don obair leanúnach atá a dhéanamh acu le foghlaim na bpáistí a chur chun cinn i Scoil Chonaill.

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 Bord Bainistíocht Scoil Chonaill le moltaí na tuairisce ina n-iomláine.

Tá cuid mhór eolas cruinnithe ag an scoil fríd ár gcóras féin mheastóireacht scoile agus tá sé i gceist againn an comhartheagasc in-ranga a chur i bhfeidhm go luath sa scoil bhliain 2019_2020 le freastal ar dhaltaí ar chumais éagsúla in achan rang ar mhaithe leis tionchar foghlama is fearr a bhaint amach.

Bhí athbhreithniú déanta ar chúrsaí léitheoireachta sna bunranganna le gairid agus an clár luath léitheoireachta curtha i bhfeidhm ó Naíonáin Bheaga go Rang 2. Tá sé mar phlean againn i mbliana athbhreithniú a dhéanamh ar na scéimeanna léitheoireachta sna meán ranganna agus leabhair ghrádaithe sa bhreis a chur ar fáil do na páistí le freastail a dhéanamh ar réimse ábaltacht na bpáistí.

Beidh anailís déanta ar thorthaí na scrúdaithe agus an mheasúnaithe ranga agus plean a chur le chéile leis an tacaíocht is éifeachtaigh a thabhairt de na páistí sin a bhfuil sé de dhíth orthu.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán 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 Chonaill
Seoladh na scoile / School address	Machaire Chlochair Bunbeg County Donegal
Uimhir rolla / Roll number	18219F



**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 inspector 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	17-05-2019
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with the principal and deputy principal• Meeting with the chairperson of the board of management• Meeting with parent representatives on the board of management• Meeting with learning support teacher• Review 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 the principal, deputy principal and teachers, and parent representatives and the chairperson of the board of management

SCHOOL CONTEXT

Scoil Náisiúnta Chonaill is a co-educational, primary school under the patronage of the Catholic Bishop of Raphoe. The school is participating in the Department's action plan for educational inclusion, Delivering Equality of Opportunity in Schools (DEIS) and in the Gaeltacht School Recognition Scheme (SASG). There are three mainstream teachers, a learning support teacher, three teachers in special classes and nine special needs assistants on the school staff. A language support teacher, based in another school, also provides Irish language support to the pupils in the school. There are 82 pupils enrolled in the school and the attendance of the majority is very good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of pupils' learning is very good overall.
- The quality of teaching is of a very high standard and a very effective approach to the integration of pupils in special classes is being implemented; there is scope to progress collaborative teaching to respond more effectively to the various abilities in mainstream classes.
- The quality of assessment of pupils' learning needs is very good and differentiated planning is completed accordingly.
- There is very good support for the well-being of pupils.
- The standard of leadership and management in this school is very effective with significant strengths displayed in the leadership of the principal.
- The quality of school self-evaluation is of a very high standard.

RECOMMENDATIONS

- To maximise the impact on learning it would be of benefit to implement in-class, collaborative teaching to cater for pupils of varying ability in each class.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good overall. The pupils are very motivated to learn and they actively participate in worthwhile learning tasks. The attainment of the majority of pupils in Irish is of a very high standard and they speak Irish with fluency, accuracy and confidence, particularly in the senior classes. Although some pupils in the middle classes have achieved a very high standard of Irish, the attainment of a certain number of pupils needs to be developed in terms of oral language skills, reading and comprehension in Irish and English. The pupils in the junior classes are immersed in the language and they can answer the teachers' questions commendably. They can describe at length the teaching themes that form part of the *Aistear: The Early Childhood Curriculum Framework*, to a very good standard. They know a wide range of the sounds in Irish and their early literacy skills are of a very high quality.
- Pupils have achieved a very good standard in Mathematics and they demonstrate good competency in conceptual understanding and mental Mathematics. They use the appropriate terminology in Mathematics when answering the teachers' challenging questions in senior classes.
- Pupils display a very good knowledge of themes across the curriculum. The display of History, Geography and Visual Arts projects that were completed individually and collaboratively, is commendable. The pupils enjoy Drama activities in which they develop creative situations and present themselves confidently. The variety in learning experiences provided for pupils in Drama, poetry, sport and environmental projects inclusively, is commendable.
- Very effective emphasis has been placed on using methodologies for learning through play in *Aistear: The Early Childhood Curriculum Framework* in the two special classes, in the early intervention learning class for pupils with autism and in the special class for pupils with autism. Pupils' language and communication skills are developed very progressively through cultivating their participation in worthwhile learning activities. The pupils in the early-intervention class are able to recite rhymes and poems at ease and under the direction of the teacher to develop word pronunciation and consolidate sentence structures. The manner in which pupils in the special classes, those with autism, and those with varying abilities, work under direction and independently on challenging tasks in Irish and Mathematics is praiseworthy, and they are making very good progress relative to their abilities.

2. THE QUALITY OF TEACHING

- The quality of teaching is of a very high standard overall. Teachers work collaboratively to complete appropriate, differentiated planning to progress learning for pupils in mainstream classes and to provide for the educational integration of pupils in special classes. There are high expectations evident in planning for native Irish speakers and for those who are learning the language. Teachers in the special classes plan comprehensively based on pupils' specific needs and particular attention is given to teaching through Irish in these classes.
- Mainstream teachers use teaching methodologies very successfully to achieve learning objectives, and to meet the needs of multi-grade classes and individual pupils. Integrated themes are used very well to provide pupils with rich learning experiences. Each class in the school has a welcoming, safe, appealing learning environment, immersed in Irish. An Irish environment has been created throughout the school by attractively displaying pupils' written work and artwork. An array of awards and trophies that the school has won in cultural and language events is also displayed.

- All teachers model Irish accurately for pupils and they succeed in using high quality teaching methods that integrate language learning and subject teaching effectively. The lessons observed were presented in a structured way and at an appropriate pace. The manner in which the various learning styles are accommodated, through the very productive use of concrete materials and digital technology to support teaching is commendable.
- Teachers encourage communication by promoting interactions through Irish with story, songs, action rhymes and role play. Early immersion is being implemented very effectively in the infant classes and an early literacy programme and graded Irish phonics programme are used. The way in which teachers use specific terminology at the beginning of, or during lessons to enhance pupils' understanding and to expand pupils' vocabulary in the various subjects is praise-worthy.
- The pupils receive support from the Irish language support teacher and a language assistant, on an ongoing basis in order to achieve the specific language learning objectives set for learners of the language and for pupils for whom Irish is their native language. There is a wide array of samples of pupils' writing in copybooks and projects and most are of a very good standard. Teachers support them to develop correct sentence structure and accuracy in oral and written language. To build on writing experiences, it would be worth developing a systematic approach to the writing process in both Irish and English.
- The teaching of English begins in a structured manner in first class in accordance with the learning outcomes outlined in the *Primary Language Curriculum (2015)*. English grammar and sentence construction are being very skilfully developed in the middle classes to progress pupils' communication skills further. To extend this good practice in the middle classes it would be worth providing and using additional graded books for reading in Irish and English. The reading and writing skills of the majority of pupils are very good overall. To build on the progress pupils are making, collaborative teaching should be progressed to cater for pupils of varying ability in each class.
- The quality of assessment is very good and a very comprehensive range of assessments of pupils' learning and needs is undertaken, on which differentiated planning is based. A very effective whole-school system is in place in which pupils' results in Irish, English and Mathematics are retained, which very clearly show the progression of each pupil. It would be worth conducting a more detailed analysis of assessment results in order to carefully plan and progress specific intervention activities in team-teaching, to maximise the impact on learning for all pupils. Although very worthwhile assessments have been developed on a whole-school basis, the monitoring of pupils' work is not being used to full advantage. To build on the current worthwhile assessment system, teachers are advised to include more written feedback in copybooks and to direct pupils' attention to this so that they themselves can develop their work continuously.

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

- The well-being and welfare of pupils is very well supported. During the evaluation, it was clear that there was a very positive relationship between the pupils and the staff and amongst the pupils also. The pupils cooperate very well with each other and pupils' good behaviour, courtesy and desire to work is commendable.
- In the questionnaires that were distributed, the majority of pupils agreed that this was a good school and that they like the school. A small number disagreed that they know how they are doing in Mathematics and reading.

- The classrooms are organised very effectively and the learning areas for pupils with specific learning needs are laid out purposefully for them. This supports a positive, calm, peaceful atmosphere and the creation of learning expectations that are helpful and favourable to learning on a whole-school basis.
- There are significant strengths in the quality of teaching for pupils with specific learning needs in mainstream classes and in the three special classes. A wide range of assessment and diagnostic tests is used as well as professional reports from external agencies to identify the difficulties pupils have and to devise learning objectives for them.
- The support teacher works cooperatively with the class teachers. Strategies that are implemented through comprehensive planning in the implementation of a *Continuum of Support* ensure that there is worthwhile integration between class and school life. Planning, monitoring and communication with parents is undertaken at the three support levels – classroom support, school support and school support plus to very high levels in the school. All teachers carefully maintain individual education plans and support files.
- The school has created a very good link with the local *naíonra* and post-primary school to ensure continuity in language development and learning between early childhood education, primary school and secondary school. Information days are organised for pupils to facilitate their transfer from primary to post-primary school. The staff fosters and facilitates the development of the pupils' voice, including pupil participation and leadership through school activities such as school assemblies, and their participation in competitions. It would be worth establishing a student council to ensure the voice of pupils in the development of the school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The standard of leadership and management is very effective in this school. The board of management promotes the school's Catholic vision and ethos; a vision that guides the school and which the board is very successfully realising.
- Significant strengths pertain to the leadership of the school principal. He administers his responsibilities in terms of curriculum leadership very skilfully and he works cooperatively with the teachers and with the whole-school team to progress a culture of improvement, cooperation, innovation and creativity in learning, teaching and assessment. He is committed to inclusion, equality of opportunities and the holistic development of every pupil in the school. He very effectively manages the strategic planning for immersion education, the development of administrative policies and the implementation of the school curriculum. He fosters professional development for teachers that enriches the learning of teachers and pupils. He organises very productive opportunities amongst teachers to progress cooperative planning, reflection and review of teaching methods.
- The deputy principal fully supports the leadership and the development of staff participation in the school's self-evaluation process.
- There is a very good relationship with the parents of the school. All parents of special classes and mainstream classes agreed in the questionnaires that there is a good atmosphere in the school and that it is well-run, that the teaching is good, and that they are welcomed in the school.
- Student teachers are accommodated and supported in gaining experience in an Irish-medium teaching and learning environment.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- School self-evaluation (SSE) is of a very high standard. The implementation of the language-based criteria in the school improvement action plan for recognition as a Gaeltacht primary school is being managed very well on a cooperative basis. Each teacher keeps careful records of the progress made in school self-evaluation.
- The SSE process is having a positive impact on pupils' learning outcomes. The participation of parents and pupils in surveys as part of the school improvement process is commendable.

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 Chonaill welcomes the very positive and affirming report of the Whole School Evaluation. The report reaffirms our view of the very high standard of management, leadership and learning in Scoil Chonaill. The board also welcomes the recognition given to the quality of teaching and the very effective approach to the integration of pupils in special classes. The report also recognises the excellent focus on the children's well-being as well as the very positive atmosphere created by staff and children within the school.

The board also acknowledges the other positive findings within the report, in particular:

- The quality of pupils' learning is very good overall.
- The quality of assessment of pupils' learning needs is very good and differentiated planning is completed accordingly.
- The standard of leadership and management in this school is very effective with significant strengths displayed in the leadership of the principal.
- The quality of school self-evaluation is of a very high standard.

The Board of Management of Scoil Chonaill would like to express our gratitude to the school management team, teachers, special needs assistants, ancillary staff, parents and the community for their ongoing commitment and their enthusiasm in creating a positive learning environment for the children. Go raibh maith agaibh.

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 of Management accepts the findings of the WSE-MLL report in its entirety.

The school's management team and staff have gathered a lot of information through our process of Self Evaluation and it is our intention to implement in-class, collaborative teaching as recommended in the report. We plan to begin this process in the early part of the 2019_2020 school year to cater for pupils of varying ability in each class and to maximise the impact on learning in those classes.

A review of the reading schemes in the junior classes has been undertaken already with the 'Clár Luath Léitheoireachta' in place from Junior Infants to second class. It is planned to review the reading schemes in the middle classes of the school this year with a view of introducing a graded reading scheme to cater for pupils of varying ability in each class.

An analysis of Standardised test results as well as ongoing classroom assessments will be undertaken and a plan will be put in place to effectively support those pupils who require additional support.

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;