

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil Mhic Amhlaigh
Seoladh na scoile / School address	Lána An Mhuilleora Cnoc Na Cathrach Gaillimh
Uimhir rolla / Roll number	19994G

Dáta na cigireachta: 21-11-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

MEASTÓIREACHT SCOILE UILE - BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM

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 na cigirí meastóireacht agus tuairisciú faoi na ceanteidil 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 Leanaí 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 Leanaí 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

Dáta na cigireachta	21-11-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoileCruinniú le hionadaithe an bhoird bhainistíochtaCruinniú le hionadaithe tuismitheoiríCruinnithe le múinteoiríAthbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoiríBreathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Tá Gaelscoil Mhic Amhlaigh, atá faoi phátrúnacht Easpag na Gaillimhe, suite i gCnoc na Cathrach in iarthar chathair na Gaillimhe. Bunaíodh an scoil seo sa bhliain 1993 le fiche dalta. Bhog an scoil go foirgneamh nua, geal, fairsing ag tús 2018. Bhí 578 dalta ar an rolla ag am na meastóireachta. Bhí dhá mhúinteoir is fichead leithdháilte ar an scoil le haghaidh ranganna príomhshrutha. Bhí ochtar múinteoirí oideachais speisialta ag an scoil, duine amháin acu á roinnt le scoil eile. Tá an scoil ag glacadh páirt sa Scéim Aitheantais Scoileanna Gaeltachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Bhí cáilíocht na foghlama an-mhaith.
- Bhí an teagasc an-mhaith i gcoitinne; bhí úsáid an-éifeachtach á baint as an gcómhúinteoireacht chun an fhoghlaim a fheabhsú agus chun cleachtas na múinteoirí a fhorbairt.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith.
- Sonraíodh láidreachtaí an-suntasacha san tacaíocht a thugann an scoil d'fholláine na ndaltaí; bhí na cleachtais scoile-uile, na hidirghabhálacha agus na caidrimh an-rathúil.
- Sna ceachtanna a breathnaíodh ba bheag deis a bhí ag daltaí teicneolaíocht faisnéise agus cumarsáide a úsáid san fhoghlaim.
- Bhí beirt de na múinteoirí a bhí faighte ag an scoil faoi sceideal soláthar foirne na Roinne imlonnaithe mar mhúinteoirí oideachais speisialta ag am na meastóireachta, socrú nach raibh ag teacht le ceanglais Imlitir 10/2018.

MOLTAÍ

- Ba chóir don scoil féachaint chuige go mbeadh níos mó deiseanna ag daltaí úsáid a bhaint as teicneolaíocht faisnéise agus cumarsáide mar chuid den fhoghlaim.
- Ba chóir do na húdaráis scoile an leithdháileadh múinteoirí a fhaigheann an scoil faoi sceideal soláthar foirne na Roinne a imlonnú le haghaidh ranganna príomhshrutha amháin chun a chinntiú go gcoinneofar an líon daltaí in aon rang amháin chomh híseal agus is féidir.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Bhí cáilíocht na foghlama an-mhaith ar an iomlán. I bhformhór na gceachtanna a breathnaíodh bhí leibhéal spéise agus rannpháirtíocht na ndaltaí san fhoghlaim ar chaighdeán an-ard. I mbeagnach gach rang a breathnaíodh ba léir go raibh na daltaí cumasaithe chun bheith ag obair go neamhspleách agus go comhoibríoch. Bhí gnóthachtáil na ndaltaí an-mhaith i dtrialacha caighdeánaithe sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic.

- Bhí cáilíocht na foghlama sa Ghaeilge an-mhaith ar an iomlán. Ba léir ó chomhrá leis na daltaí agus ó bhreathnóireacht ranga go raibh an Ghaeilge ó bhéal á forbairt go h-éifeachtach. Bhí scileanna scríbhneoireachta agus léitheoireachta na ndaltaí á gcur chun cinn go córasach freisin. I roinnt bheag cásanna ní raibh an téarmaíocht chúil ag daltaí chun a gcuid tuisceana in ábhair áirithe den churaclam a chur in iúl. B'fhiú go mór cur chuige scoile-uile a aontú agus a chur i bhfeidhm chun tabhairt faoin dúshlán seo.
- Bhí an fhoghlaim sa Bhéarla ar ardchaighdeán. Bhí cnuasach maith leabhar i ngach seomra ranga agus forbairt na leabharlainne scoile faoi lánseol. Bhí deiseanna fiúntacha scríbhneoireachta á soláthar do na daltaí go rialta.
- Bhí an fhoghlaim sa Mhatamaitic ar cháilíocht an-ard. D'fhreagair na daltaí go cumasach ar an iomlán nuair a ceistíodh iad. Bhí dea-nósanna á gcothú maidir le taifead a choimeád ar an obair.
- Ba chóir don scoil féachaint chuige go mbeadh níos mó deiseanna ag daltaí úsáid a bhaint as teicneolaíocht faisnéise agus cumarsáide mar chuid den fhoghlaim.

2. CÁILÍOCHT AN TEAGAISC

- Bhí cáilíocht an teagaisc an-mhaith i gcoitinne sna ceachtanna a breathnaíodh. Bhí planáil chomhchoiteann na múinteoirí an-éifeachtach i gcoitinne agus bhí comhsheasmhacht agus leanúnachas inmholta le sonrú i gcleachtas na múinteoirí aonair. Léirigh na múinteoirí inniúlacht an-mhaith ina gcuid Gaeilge féin agus thug siad dea-shampla do na daltaí maidir le foclóir, foghraíocht agus foirmeacha teanga.
- Bhí cáilíocht an teagaisc do dhaltaí le riachtanais speisialta oideachais ar cháilíocht an-ard agus bhí comhordú an-éifeachtach á dhéanamh ar an soláthar. Bhí raon d'idirghabhálacha a gcur i bhfeidhm go tomhaiste, stuama, cuid acu sa seomra ranga agus cuid acu sa seomra tacaíochta. Bhí caighdeán na planála agus an mheasúnaithe a bhí ar siúl ag na múinteoirí oideachais speisialta an-mhaith.
- Cé go raibh cáilíocht an mheasúnaithe go maith sna ranganna príomhshrutha, d'fhéadfaí níos mó a dhéanamh i gcásanna chun fianaise ar cháilíocht na foghlama agus an teagaisc a bhailiú, ar leibhéal an ranga agus ar leibhéal scoile-uile araon. B'fhiú freisin gléas measúnaithe cuí a úsáid chun measúnú a dhéanamh ar éirim neamhléitheoireachta gach dalta sa scoil.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Bhí cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith. Sna ceachtanna a breathnaíodh bhí an caidreamh idir na daltaí agus na múinteoirí, agus idir na daltaí féin, ómósach agus dearfach. Bhí raon leathan d'idirghabhálacha agus cleachtais scoile-uile á gcur i bhfeidhm ag an scoil chun féinbhraistint, féinbhainistíocht agus athléimneacht a chur chun cinn i measc na ndaltaí.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- B'fhollasach go raibh cleachtas na scoile an-mhaith i ngach ceann de réimsí na ceannaireachta agus na bainistíochta.
- Bhí an cheannaireacht ar fhoghlaim agus ar theagasc an-mhaith. B'éifeachtach go háirithe an úsáid a bhí á baint as an gcómhúinteoireacht mar ghléas chun cultúr d'fheabhsú, comhoibriú, nuálaíocht agus cruthaitheacht á chur chun cinn. Bhí an-cheannaireacht á tabhairt ag an bhfoireann oideachais speisialta maidir leis seo.

- Maidir leis an eagraíocht a bhainistiú, ba léir go raibh timpeallacht foghlama ordúil, slán, sláintiúil bunaithe agus í á coimeád mar sin trí chumarsáid éifeachtach. Ba léir ó na freagraí a thug na múinteoirí sa cheistneoir go raibh meanma na foirne an-dearfach. Bhí beirt de na múinteoirí a bhí faighte ag an scoil faoi sceideal soláthar foirne na Roinne imlonnaithe mar mhúinteoirí oideachais speisialta ag am na meastóireachta; socrú nach raibh ag teacht le ceanglais Imlitir 10/2018. Moltar do na húdaráis scoile an leithdháileadh múinteoirí a fhaigheann an scoil faoi sceideal soláthar foirne na Roinne a imlonnú le haghaidh ranganna príomhshrutha amháin chun a chinntiú go gcoinneofar an líon daltaí in aon rang amháin chomh híseal agus is féidir.
- Bhí an cheannaireacht ar fhorbairt na scoile ar cháilíocht an-ard. Ba léir go raibh an fhís atá mar threoir ag an scoil curtha in iúl do phobal na scoile ag cathaoirleach an bhoird bhainistíochta agus ag an bpríomhoide agus go raibh siadsan ag tabhairt ceannaireacht an-éifeachtach do bhaint amach na físe sin. Bhí ceannaireacht an-éifeachtach á tabhairt d'fhorbairt an fhoirgnimh agus an champais, d'fhorbairt áiseanna don oideachas sna luathbhlianta agus d'fhorbairt nascanna le heagraíochtaí éagsúla sa phobal, lena n-áirítear na heagraíochtaí a raibh baint acu leis an teanga Gaeilge agus leis an gcultúr Gaelach.
- Bhí an cleachtas maidir le forbairt acmhainn na ceannaireachta an-mhaith. Bhí sé curtha ar chumas na foirne róil cheannaireachta a ghlacadh agus a chur i bhfeidhm. Ba léir go raibh dualgais éagsúla cheannaireachta tarmligthe ar an bpríomhoide tánaisteach agus na baill eile den fhoireann bhainistíochta inscoile agus go raibh na dualgais sin á gcomhlíonadh go han-éifeachtach. Bhí comhairle na ndaltaí bunaithe sa scoil agus ba léir go raibh iarracht á déanamh chun tuairimí na ndaltaí agus na dtuismitheoirí a chur san áireamh i ndéanamh cinní sa scoil.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Bhí cáilíocht na féinmheastóireachta scoile an-mhaith ar an iomlán. Bhí plean gníomhaíochta feabhsúcháin scoile á chur i bhfeidhm ag an scoil faoin Scéim Aitheantais do Scoileanna Gaeltachta. Bhí plean stráitéiseach na scoile agus cumas forbartha agus feabhsúcháin na scoile ar ardchaighdeán.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann bord bainistíochta Ghaelscoil Mhic Amhlaigh fáilte mhór roimh an tuarascáil agus táimid an-bhródúil as an aitheantas a thugann an tuarascáil do na dea-chleachtais ar fad atá ar siúl inár scoil, ar a n-áirítear go bhfuil:

- Cáilíocht na ceannaireachta agus na bainistíochta an-mhaith i ngach réimse; cumarsáid éifeachtach; meanma na fóirne an-dearfach; an cheannaireacht ar fhorbairt scoile ar cháilíocht an-árd; an bhainistíocht ag tabhairt ceannaireacht an-éifeachtach do bhaint amach fíis na scoile le pobal na scoile; cleachtais an-mhaith maidir le forbairt acmhainn na ceannaireachta
- Láidreachtaí an-súntasach san tacaíocht a thugann an scoil d'fhollaine na ndaltaí; cleachtais scoile-uile, idirghabhálacha agus caidrimh an-mhaith; cáilíocht an-ard san teagasc do dhaltaí le riachtanais speisialta oideachais agus comhordú an-éifeachtach á dhéanamh ar an soláthar
- Cáilíocht na foghlama agus an teagasc an-mhaith agus an cheannaireacht ar fhoghlaim agus ar theagasc an-mhaith leis; usáid an-éifeachtach á baint as an gcómhúinteoireacht chun an fhoghlaim a fheabhsú agus chun cleachtas na múinteoirí a fhorbairt (is cúis bróid dúinn an t-aitheantas sonracha a fuair an chomhúinteoireacht mar ghléas chun cultúr d'fheabhsú, comhoibriú, nualaíocht agus cruthaitheacht a chur chun cinn sa scoil)
- Léibhéil an-ard spéise agus rannpháirtíochta san fhoghlaim i measc na ndaltaí; gnóthachtáil na ndaltaí an-mhaith i dtrialacha caighdeánaithe sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic; an Ghaeilge ó bhéal á forbairt go héifeachtach agus na scileanna scríbhneoireachta agus léitheoireachta á gcur chun cinn go córasach; an fhoghlaim sa Bhéarla ar ardchaighdeán; an fhoghlaim sa Mhatamaitic ar cháilíocht an-ard agus deá-nósanna a gcothú maidir le taifid
- An inniúlacht an-mhaith a léirigh na múinteoirí ina gcuid Gaeilge
- Pleanáil chomhchoiteann na múinteoirí an-éifeachtach agus comhsheasmhacht agus leanúnachas inmholta le sonrú i gcleachtas na múinteoirí aonair
- Nascanna inmholta á gcothú le heagraíochtaí sa phobal, ina measc iad siúd atá bainteach leis an teanga agus cultúr Gaeilge
- Cáilíocht na féinmheastóireachta scoile an-mhaith agus plean stráitéiseach na scoile agus cumas feabhsúcháin na scoile ar ardchaighdeán

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

Tá an bord bainistíochta tar éis díriú ar na moltaí a ndearnadh tagairt dóibh sa tuairisc, ar a n-áirítear:

- Beidh an bheirt mhúinteoirí faoi sceideal soláthar fóirne na Roinne ag obair i ranganna príomhshrutha in áit mar mhúinteoirí tacaíochta don scoilbhliain 2019/20. Tá an bord bainistíochta an-sásta gur tugadh aitheantas don usáid an-éifeachtach a bhí ag baint leis an gcómhúinteoireacht a raibh an bheirt mhúinteoirí seo i bhfeighil uirthi chun an fhoghlaim a fheabhsú agus chun cleachtas na múinteoirí a fhorbairt go dtí seo.
- Aithníonn an bord bainistíochta an gá le deiseanna níos mó bheith ag daltaí úsáid a bhaint as teicneolaíocht fáisnéise agus cumarsáide (TFC) mar chuid den fhoghlaim agus tá céimeanna sonracha glactha cheana féin chun na deiseanna sin a threisiú. Mar shampla, táimid i dteannta leis an ngrúpa fócais tar éis forbairt a dhéanamh ar an gcreat foghlama digití chun teicneolaíocht dhigiteach a neartú sa teagasc, san fhoghlaim agus sa mheasúnú. Tá an fhoireann taréis páirt a ghlacadh i dtuilleadh forbartha proifisiúnta sa TFC agus beimid ag leanúint leis seo. Bhí roinnt fadhbanna againn le cúrsaí idirlín agus infreastruchtúir nuair a bhogamar isteach go dtí an scoil nua mí Eanáir 2018 agus bhí moill ar réiteach a fháil orthu siúd. Tá na fadhbanna sin réitithe anois agus tá toradh na hoibre atá curtha i bhfeidhm le roinnt míonna le feiceáil cheana féin agus beimid ag súil le tógáil ar sin ar bhonn céimnithe sna scoilbhlianta atá romhainn.

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	Gaelscoil Mhic Amhlaigh
Seoladh na scoile / School address	Miller's Lane Knocknacarra Galway
Uimhir rolla Roll number	19994G

Date of inspection: 21-11-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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:

6. The quality of pupils' learning
7. The quality of teaching
8. The quality of support for pupils' well-being
9. The quality of leadership and management
10. 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 of 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.

CHILD PROTECTION

During the evaluation, 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

Date of inspection	21-11-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and with in-school leadership team• Meeting with representatives of the board of management• Meeting with parent representatives• Meetings with teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent, pupil and teacher questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal, and teachers, to parent representatives and to representatives of the board of management.

SCHOOL CONTEXT

Gaelscoil Mhic Amhlaigh, which is under the patronage of the Bishop of Galway, is situated in Knocknacarra in the western part of Galway City. The school was founded in 1993 with an enrolment of twenty pupils. At the beginning of 2018, the school moved to a new, bright, spacious building. There were 578 pupils enrolled at the time of the evaluation. Twenty-two teachers were allocated to the school for mainstream classes. The school had eight special education teachers, one being shared with another school. The school is participating in the Gaeltacht Schools Recognition Scheme.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning was very good.
- The overall quality of teaching was very good; team teaching was used very effectively to enhance learning and to develop teachers' practice.
- The quality of leadership and management was very good.
- There were very significant strengths in the support that the school gives to pupils' wellbeing; whole-school practices, interventions and interactions were very successful.
- In the lessons observed, there were very few opportunities for pupils to use information and communications technology in their learning.
- Two of the teachers allocated to the school under the Department's primary staffing schedule were deployed as special education teachers at the time of the evaluation, an arrangement that did not comply with the requirements of Circular 10/2018.

RECOMMENDATIONS

- The school should ensure that pupils have greater opportunities to use information and communications technology in their learning.
- The school should deploy posts allocated on the basis of the Department's primary staffing schedule in mainstream classes only, in order to ensure that the number of pupils in each class is kept as low as possible.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The overall quality of learning was very good. In most of the classes observed, the pupils' level of interest and participation in learning was of a very high standard. In almost all lessons observed, it was evident that pupils were enabled to work independently and collaboratively. Pupil attainment in standardised tests in Irish, English, and Mathematics was very good.

- The overall quality of learning in Irish was very good. It was evident from conversing with pupils, and from classroom observation, that oral Irish was being developed effectively. Pupils' writing and reading skills were also being developed in a co-ordinated way. In a small number of cases, pupils lacked the appropriate terminology to demonstrate their understanding in particular areas of the curriculum. It would be beneficial if the school were to agree and implement a whole-school approach to address this challenge.
- Learning in English was of a high standard. Each classroom had a good collection of books and the development of the school library was under way. Pupils were given worthwhile writing opportunities on a regular basis.
- Learning in Mathematics was of a very high quality. Overall, pupils answered capably when questioned. Good habits were being fostered in relation to the recording of work.
- The school should ensure that pupils have more opportunities to use information and communications technology in their learning.

2. THE QUALITY OF TEACHING

- The quality of teaching was very good in general in the lessons observed. Teachers' collective planning was very effective generally and there was commendable consistency and continuity in individual teachers' practice. Teachers demonstrated very good ability in their own Irish and were positive role models for pupils in relation to vocabulary, pronunciation and language structures.
- The quality of teaching for pupils with special educational needs was of a very high quality and provision was being co-ordinated in a very effective manner. A range of interventions was being implemented in a measured, prudent manner, some in the classroom and some in the support room. The standard of planning and assessment by the special education teachers was very good.
- Even though the quality of assessment in the mainstream classes was good, more could be done in some cases to gather evidence about the quality of learning and teaching at classroom level and whole-school level. The school should consider using an appropriate assessment tool to assess the non-reading intelligence of each pupil.

3. THE QUALITY OF SUPPORT FOR PUPILS' WELLBEING

- The quality of support for pupils' wellbeing was very good. In the lessons observed, interactions between pupils and teachers, and between the pupils themselves, were respectful and positive. A wide range of whole-school interventions and practices was being implemented by the school to develop self-awareness, self-management and resilience among the pupils.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- It was clear that school practice was very good in each of the domains of leadership and management.
- Leadership of learning and teaching was very good. The use of team teaching as a means of promoting a culture of improvement, co-operation, innovation and creativity was especially effective. The special education team was providing very good leadership in this regard.
- In relation to the management of the organisation, it was evident that an orderly, safe, healthy learning environment had been created and was being maintained by effective communication. Teachers' responses to a questionnaire administered as part of this

evaluation indicated that staff morale was very positive. Two of the teachers allocated to the school under the Department's primary staffing schedule were deployed as special education teachers at the time of the evaluation: an arrangement that did not comply with the requirements of Circular 10/2018. The school should deploy posts allocated on the basis of the Department's primary staffing schedule in mainstream classes only, in order to ensure that the number of pupils in each class is kept as low as possible.

- The leadership of school development was of a very high quality. It was evident that the chairperson of the board of management and the principal had communicated the school's guiding vision clearly to the school community and that they were also providing very effective leadership towards the realisation of that vision. Very good leadership was being provided in relation to the development of the building and the campus, facilities for early years education and links with various organisations in the community, including organisations involved with the Irish language and culture.
- Practice in relation to the development of leadership capacity was very good. Staff were enabled to assume and fulfil leadership roles. It was evident that various leadership duties have been delegated to the deputy principal and other members of the in-school management team and that those duties were being fulfilled very effectively. A pupils' council had been established and it was evident that an effort was being made to involve pupils and parents in school decision making.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The overall quality of school self-evaluation was very good. A school improvement action plan was being implemented by the school as part of its participation in the Gaeltacht School Recognition Scheme. The school's strategic plan and the school's capacity for development and improvement were of a high standard.

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 Gaelscoil Mhic Amhlaigh welcomes the report and we are very proud of the recognition given in the report to the many instances of good practice in the school, including the following:

- The very good quality of leadership and management in every domain; effective communication and fostering of very positive staff morale; very high-quality leadership of school development; very effective leadership by management of the realisation of the school vision within the community; very good practices regarding the development of leadership capacity
- Very significant strengths in support for pupils' wellbeing; very good whole-school practices, interventions and relationships; very high-quality teaching for pupils with special educational needs and effective co-ordination of provision
- Very good teaching and learning and very good leadership of teaching and learning; very effective use of team teaching to improve learning and develop teachers' practice; (it is a source of pride to us that team teaching received significant recognition as a means of promoting a culture of improvement, co-operation, innovation and creativity in the school)
- Very high levels of interest and participation by pupils in their learning
- Very good attainment by pupils in standardised attainment tests in Irish, English and Mathematics
- Effective development of oral Irish and systematic promotion of writing and reading skills; the high standard of learning in English, very high standard of learning in Mathematics and fostering of good habits with regard to recording
- Very good ability shown by the teachers regarding their own Irish
- Very effective collective planning by the teachers and commendable consistency and continuity in individual teachers' practice
- Fostering of commendable links with community organisations, including those associated with Irish language and culture
- Very good quality of school self-evaluation and the high standard of the school's strategic plan and the school's capacity for improvement

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 has given attention to the report's recommendations, including the following:

- The two teachers provided in accordance with the Department's primary staffing schedule will work in mainstream classes rather than as special education teachers for the 2019/20 school year. The board of management is very pleased that recognition was given to the very good use made of team teaching, in which these teachers were involved, to improve learning and develop teachers' practice.
- The board of management recognises the need for greater opportunities for pupils to use ICT in their learning and significant steps have been taken already to strengthen these opportunities. For example, along with a focus group we have developed the digital learning framework to strengthen the use of digital technology in teaching, learning and assessment. The team has participated in further professional development in ICT and we will be continuing this. We had some problems with internet and infrastructure when we moved to the new school in January 2018 and there was a delay in resolving these. These problems have now been resolved and the result of several months' work is to be seen already and we hope to build on that in an incremental manner in the coming years.

[This is a translation of the response provided by the school.]

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the of quality the school's provision of each area.

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