

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil Droichead Na Banndan
Seoladh na scoile / School address	Cloch Mhic Shíomoin Droichead na Banndan Co. Chorcaí
Uimhir rolla / Roll number	20025E

Dáta na cigireachta: 19-09-2019



**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 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 (na cigirí) 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINN 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.
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 Leanáí 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 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.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le seiceáil uimhir a trí agus a ceathair agus mar sin, ní raibh an scoil ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta. I ndiaidh sin, áfach, thug an scoil fianaise go bhfuil a cleachtas ag teacht lena n-éilítear maidir leis na riachtanais seo.

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	19-09-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile• Cruinniú le hionadaithe an bhoird bhainistíochta• Cruinniú le hionadaithe tuismitheoirí• Cruinniú le múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí agus daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscoil lán-Ghaeilge chomhoideachais í Gaelscoil Dhroichead na mBanndan atá lonnaithe i nDroichead na Bandan i gContae Chorcaí. Tá aon mhúinteoir déag sa scoil lena n-áirítear príomhoide riaracháin atá ag feidhmiú mar mhúinteoir tacaíochta, ochtar múinteoir príomhshrutha, múinteoir tacaíochta lán-aimseartha agus múinteoir tacaíochta atá roinnte le scoileanna eile sa cheantar. Feidhmíonn an scoil faoi phátrúnacht an Fhorais Pátrúnachta. Tá 180 dalta cláraithe sa scoil agus tinreamh maith ag an bhformhór.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht shásúil ag baint le gnóthachtáil foghlama na ndaltaí ar an iomlán agus tá scóip chun forbartha maidir le leanúnachas agus forbairt i bhfoghlaim na ndaltaí.
- Ar an iomlán, tá cáilíocht an teagaisc sa scoil go maith; Gné chun forbartha is ea an teanga chognaíoch Ghaeilge a mhúineadh níos follasaí tríd an scoil.
- Tugtar tacaíocht an mhaith d'fholláine na ndaltaí trí chlár agus tionscnaimh éagsúla a chur ar fáil.
- Tá cáilíocht na foghlama agus na gnóthachtála sa Ghaeilge sásúil; tá scóip chun forbartha i gcaighdeáin labhartha, i scríbhneoireacht agus i scileanna léitheoireachta na ndaltaí.
- Tá cáilíocht na ceannaireachta agus na bainistíochta sásúil; tá scóip shuntasach chun forbartha maidir le feidhmiú agus le héifeachtacht na ról atá ag na baill den bhainistíocht inscoile.
- Tá cáilíocht na féinmheastóireachta scoile go maith.

MOLTAÍ

- Ba chóir cur chuigí uile scoile a dheardh do na hachair éagsúla den churaclam chun scileanna, eolas agus meoin na ndaltaí a fhorbairt go córasach tríd an scoil agus chun leanúnachas agus forbairt san fhoghlaim a chinntiú.
- Ba chóir an teanga chognaíoch a mhúineadh níos follasaí chun cur le cumas na ndaltaí ábhair eile an churaclaim a fhoghlaim trí mheán na Gaeilge, agus ba chóir deiseanna rialta a thabhairt dóibh an teanga atá foghlamtha a dhaingniú agus a chleachtadh.
- Ba chóir cumas labhartha agus cruinneas teanga na ndaltaí a fhorbairt sa Ghaeilge, agus clár idirdhealaithe léitheoireachta, plean céimnitheach don scríbhneoireacht a chur i bhfeidhm don Ghaeilge agus don Bhéarla.
- Ba chóir go dtuairisceodh na baill den bhainistíocht inscoile don bhord bainistíochta faoina gcúraimí go rialta, agus go mbeadh na dualgais ceangailte le riachtanais reatha na scoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Ar an iomlán, tá cáilíocht shásúil ag baint le gnóthachtáil foghlama na ndaltaí, cé go sroicheann cuid de na daltaí caighdeán arda trasna achair áirithe an churaclaim. Is gá anois cur chuigí uile scoile a dhearadh do na hachair éagsúla den churaclam chun scileanna, eolas agus meoin na ndaltaí a fhorbairt go córasach tríd an scoil agus chun leanúnachas agus forbairt san fhoghlaim a chinntiú.
- Sa Ghaeilge, tá cáilíocht na foghlama agus na gnóthachtála sásúil. Cé go léiríonn na daltaí leibhéal oiriúnacha tuisceana, tá scóip chun forbartha i gcaighdeán labhartha, i scríbhneoireacht agus i scileanna léitheoireachta na ndaltaí. Tá réimse de ghníomhaíochtaí fiúntacha in úsáid sa scoil chun labhairt na Gaeilge a spreagadh i measc na ndaltaí. Is gá anois, áfach, a gcumas labhartha agus a gcruinneas teanga a fhorbairt go córasach chun an teanga atá foghlamtha acu a dhaingniú agus a chleachtadh. Chuirfí go mór fós lena scileanna léitheoireachta sa Bhéarla agus sa Ghaeilge dá mbeadh clár cuimsitheach, idirdhealaithe léitheoireachta curtha i bhfeidhm go córasach sa scoil. Cé go scríobhann na daltaí sleachta simplí i réimse seánraí atá teoranta, tá gá lena gcumas scríbhneoireachta a fheabhsú sa dá theanga. Chuige sin, moltar plean céimnitheach de phróiseas na scríbhneoireachta a chur i bhfeidhm sa scoil agus deiseanna saorscríbhneoireachta níos rialta a thabhairt dóibh.
- Tá cáilíocht na Matamaitice go maith. Moltar an bhéim atá i ranganna áirithe ar an teanga agus an téarmaíocht don Mhatamaitic a fhorbairt, ar réiteach fadhbanna agus ar an obair ó bhéal. Is fiú iad seo a fhorbairt go córasach tríd an scoil. Cé go léiríonn cuid maith de na daltaí tuiscint mhaith ar na coincheapa, moltar a thuilleadh úsáide a bhaint as ábhair léirithe agus nithe coincréiteacha tríd an scoil chun iad a dhaingniú. Moltar athbhreithniú a dhéanamh ar úsáid na dtéacsleabhair Bhéarla don Mhatamaitic i ranganna áirithe.
- Tá cumas na ndaltaí sna hAmharcealaíona le moladh agus tá samplaí den obair á dtaispeáint go tarraingteach sa scoil. Tá gnéithe den Cheol á bhforbairt go córasach tríd an scoil ach ba chóir anois an amharcléamh a chur chun tosaigh. Tugtar deiseanna foghlama cuí do na daltaí san Oideachas Sóisialta, Imshaoil agus Eolaíochta ach moltar anois a thuilleadh béime a leagadh ar an timpeallacht áitiúil.

2. CÁILÍOCHT AN TEAGAISC

- Ar an iomlán, tá cáilíocht an teagaisc sa scoil go maith. Breathnaíodh raon cleachtas, ó chaighdeán measartha go caighdeán an-mhaith. Sna suímh ab fhearr cleachtas, cuireadh modhanna seiftiúla múinte i bhfeidhm agus bhain struchtúr soiléir, céimniúil le forbairt na gceachtanna. Moltar na dea-chleachtas seo a scaipeadh. Ní mór an teanga chognaíoch agus acadúil a mhúineadh níos follasaí chun cur le cumas na ndaltaí ábhair eile an churaclaim a fhoghlaim trí mheán na Gaeilge. Moltar chomh maith deiseanna rialta a thabhairt dóibh an teanga atá foghlamtha acu a shealbhú, a dhaingniú agus a athchleachtadh i réimse de chomhthéacsanna éagsúla.
- Tá cáilíocht shásúil ag baint le cáilíocht an mheasúnaithe sa scoil. Tugann múinteoirí áirithe faoi raon straitéisí meastóireachta, féinmheastóireacht agus piarmheasúnú fiúntach ina measc. Ba chóir anois straitéisí uile scoile a fhorbairt chun monatóireacht chuí a dhéanamh ar leibhéal ghnóthachtála na ndaltaí trasna an churaclaim. Moltar chomh maith an nasc a dhaingniú idir an t-eolas a thagann ón measúnú agus an difreálú sna ceachtanna.

- Tá cáilíocht an tsoláthair do dhaltáí le riachtanais speisialta sásúil. Tá caidreamh tairbheach idir na hoidí tacaíochta agus na daltaí. Baintear dea-úsáid as réimse straitéisí teagaisc, tacaíocht in-ranga ina measc. Ba chóir anois plé a dhéanamh ar an gcóras atá i bhfeidhm ina ndéantar cinntí maidir le soláthar tacaíochta breise agus moltar tacaíocht a bhunú ar riachtanais aitheanta na ndaltaí, agus áit lárnach a thabhairt do thacaíocht sa Ghaeilge. Cuirtear pleananna oideachais aonair oiriúnacha ar fáil i gcomhpháirt le tuismitheoirí. Tá an *Contanam Tacaíochta* (ROS, 2017) in úsáid i bhformhór de na suíomhanna tacaíochta ach moltar anois é a úsáid tríd an scoil, go háirithe ag an leibhéal ranga, chun cothromaíocht an tsoláthair a chinntiú.
- Tá cáilíocht na pleanála aonair sásúil ar an iomlán, cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh. Soláthraíonn gach múinteoir pleanáil fhadtéarmach agus ghearrthéarmach agus ullmhaíonn siad cuntas míosúil. Sa phleanáil is éifeachtaí, tá béim chuí ar chuspóirí foghlama soiléire, ar eispéiris foghlama oiriúnacha agus ar na riachtanais éagsúla, agus níl tús áite tugtha do théacsleabhair. Ba chóir an dea-chleachtas seo a scaipeadh ar bhonn uile scoile.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tugtar tacaíocht an-mhaith d'fholláine na ndaltaí trí chlár agus tionscnaimh éagsúla a chur ar fáil. Eagraítear tionól scoile go rialta ina ndearbhaítear dea-iarrachtaí na ndaltaí i réimsí éagsúla. Léiríonn ceistneoirí na ndaltaí go n-aontaíonn tromlach na ndaltaí go mothaíonn siad sábháilte ar scoil agus go dtaitníonn an scoil leo.
- Tugann coiste na dtuismitheoirí agus na tuismitheoirí tacaíocht mhaith don scoil agus bíonn tuismitheoirí gníomhach i ngnéithe éagsúla de shaol na scoile. Bíonn teagmháil rialta idir an scoil agus na tuismitheoirí agus coimeádtar iad ar an eolas faoi chúrsaí scoile. Léiríonn torthaí na gceistneoirí a dáilíodh ar thuismitheoirí go bhfuil siad den tuairim go bhfuil an t-atmaisféar go maith sa scoil agus go mbíonn fáilte rompu sa scoil.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta sásúil.
- Feidhmíonn an bord mar ba chóir agus bíonn cruinnithe rialta acu. Moltar don bhord athbhreithniú a dhéanamh ar an bpróiseas atá ann maidir le polasaithe a dhearadh agus a dhaingniú. Moltar chomh maith tuairisc aonta faoi obair an bhoird a sholáthar do thuismitheoirí go rialta agus ról comhairliúcháin a thabhairt do choiste na dtuismitheoirí nuair atá polasaithe ábhartha á dhearadh.
- Tá an príomhoide nua-cheaptha an-díograiseach i mbun oibre. Tá fíís láidir aige don Ghaeilge agus don scoil, agus roinneann sé é go héifeachtach le pobal na scoile.
- Tá ról éagsúla chuí ag na baill den bhainistíocht inscoile ach tá scóip suntasach chun forbartha maidir le feidhmiú agus le héifeachtacht na ról. Moltar anois go dtuairisceodh na baill don bhord bainistíochta faoina gcúraimí go rialta agus go mbeadh na dualgais ceangailte le

riachtanais reatha na scoile. Ba chóir dóibh ról lárnach a ghlacadh i gcuir chuigí scoile uile a cur i bhfeidhm trasna an churaclaim.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile go maith. Tá an-obair déanta chun tosaíochtaí a aithint agus chun guthanna éagsúla na bpáirtithe leasmhara a bhailiú. Cé go bhfuil spriocanna aitheanta, ní raibh cur i bhfeidhm na ngníomhaíochtaí éagsúla soiléir i ngach suíomh le linn na meastóireachta. Moltar an próiseas a phlé go réamhghníomhach agus é a úsáid mar uirlis go leanúnach chun tosaíochtaí foghlama a chur chun cinn.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

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

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Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Gaelscoil Dhroichead Na Banndan
Seoladh na scoile / School address	Cloghmacsimon Bandon County Cork
Uimhir rolla / Roll number	20025E

Date of inspection: 19-09-2019



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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(s) 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; a response was not received from the board.

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 practice of the school was not in line with the requirements for checks three and four and therefore the school did not meet the requirements in relation to the checks conducted at the time of the inspection visit. Subsequently, however, the school provided evidence that its practice is in line with what is required in terms of these checks.

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	19-09-2019
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and in-school leadership team• Meeting with representatives of the board of management• Meeting with parent representatives• Meeting with teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent and pupil questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal and teachers, and to parent and board of management representatives

SCHOOL CONTEXT

Gaelscoil Dhroichead na Banndan is an all-Irish, co-educational primary school located in Bandon, County Cork. There are eleven teachers in the school including an administrative principal who serves as a support teacher, eight mainstream teachers, a full-time support teacher and a support teacher who is shared with other schools in the area. The school operates under the patronage of An Foras Pátrúnachta. There are currently 180 pupils enrolled in the school and most pupils have a good attendance record.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The learning attainment of pupils is of a satisfactory quality overall with scope for improvement in the continuity and development of pupils' learning.
- Overall, the quality of teaching in the school is good; an area for development is the more explicit teaching of cognitive and subject specific language throughout the school.
- Very good support is provided for pupils' wellbeing through the provision of various programmes and projects.
- The quality of learning and attainment in Irish is satisfactory; there is scope for development in the standard of oral language, writing and of pupils' reading skills.
- The quality of leadership and management is satisfactory; there is significant scope for development in terms of the implementation and the effectiveness of the roles of the in-school management team.
- The quality of school self-evaluation is good.

RECOMMENDATIONS

- Whole-school approaches should be devised for the various curriculum subjects in order to develop pupils' skills, knowledge and attitudes systematically throughout the school and to ensure continuity and development in learning.
- Cognitive language should be taught more explicitly to enhance pupils' ability to learn other subjects through Irish, and they should be given regular opportunities to consolidate and practice the language that has been taught.
- Pupils' oral language ability and accuracy in Irish should be developed, and a differentiated reading programme and a graded writing plan should be implemented for Irish and English.
- The members of the in-school management team should report regularly to the board of management on their areas of responsibility, and the duties should be linked to the school's current needs.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- Overall, the learning attainment of pupils is of a satisfactory standard, although some pupils achieve high standards across certain curricular areas. Whole school approaches need now to be devised for the various curriculum areas to systematically develop pupils' skills, knowledge and attitudes throughout the school and to ensure continuity and development in learning.
- In Irish, the quality of learning and attainment is satisfactory. Although pupils display appropriate levels of understanding, there is scope for development in the standard of oral language, writing and of pupils' reading skills. A range of worthwhile activities is used in the school to encourage spoken Irish amongst the pupils. However, it is now necessary to develop their oral language ability and their accuracy in the language in a systematic way in order to consolidate and practice the language that they have learned. Pupils' reading skills in English and in Irish would be further enhanced if a comprehensive, differentiated reading programme was systematically implemented in the school. Although pupils write simple passages in a variety of limited genres, their writing ability needs to be improved in both languages. For that purpose, it is recommended that a graded plan be implemented for the writing process in the school and that pupils be given more regular opportunities for free writing.
- The quality of Mathematics is good. The emphasis in some classes on developing language and terminology for Mathematics, on problem solving and on oral work is commendable. It is worth developing these systematically throughout the school. Although many pupils demonstrate a good understanding of concepts, it is recommended that further use be made of illustrations and concrete materials throughout the school to consolidate these. It is recommended that the use, in certain classes, of English textbooks for Mathematics be reviewed.
- Pupils' ability in Visual Arts is commendable and samples of work are displayed attractively in the school. Aspects of Music are being systematically developed throughout the school but sight reading should now be prioritised. Pupils have appropriate learning opportunities in Social, Environmental and Scientific Education but it is now recommended that greater emphasis be placed on the local environment.

2. THE QUALITY OF TEACHING

- Overall, the quality of teaching in the school is good. Practice observed ranged from being of a fair to a very good standard. In settings where best practice was observed, resourceful teaching methods were implemented and there was a clear, incremental structure to the development of the lessons. It is recommended that these good practices be extended. Cognitive and academic language must be more explicitly taught to foster pupils' ability to learn other curriculum subjects through the medium of Irish. It is also recommended that they are provided with regular opportunities to acquire, consolidate and repeat the language that they have learned, in a range of different contexts.
- The quality of assessment in the school is satisfactory. Some teachers engage in a range of assessment strategies, including valuable self-assessment and peer-assessment. Whole school strategies should now be developed to appropriately monitor the achievement levels of pupils across the curriculum. A stronger link between the information generated from assessment and differentiation in lessons is also recommended.

- The quality of provision for pupils with special education needs is satisfactory. There is good interaction between the support teachers and the pupils. A range of teaching strategies, including in-class support, is used to good effect. The system in place regarding the provision of additional supports should now be discussed and it is recommended that support be based on pupils' identified needs, and that Irish be central in the support provided. Appropriate individual education plans are provided in consultation with parents. The *Continuum of Support* (DES, 2017) is used in most of the support settings but it is now recommended that it be used throughout the school, particularly at class level, to ensure a balanced provision.
- The overall quality of individual planning is satisfactory, although there is scope for improvement. Each teacher provides long-term and short-term plans and they prepare monthly reports. In the most effective planning, there is an appropriate emphasis on clear learning objectives, on suitable learning experiences and on differing needs, and textbooks are not dominant in the plans. This good practice should be extended throughout the school.

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

- Very good support is provided for pupils' wellbeing through the provision of various programmes and projects. A school assembly is organised on a regular basis where pupils' good efforts in various areas are affirmed. Pupils' questionnaires indicate that the majority agree that they feel safe at school and that they like the school.
- The school is well-supported by the parents' association and the parents, and parents are active in various aspects of school life. There is regular contact between the school and the parents and they are kept informed of school matters. Responses to questionnaires distributed to parents indicate that they are of the opinion that there is a good atmosphere in the school and that they are welcome in the school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is satisfactory.
- The board operates as it should and convenes meetings regularly. It is recommended that the board reviews the process in place to devise and ratify policies. It is also recommended that an agreed regular report be provided to parents on the work of the board and that the parents' association be given an advisory role when relevant policies are being devised.
- The newly appointed principal is very diligent in his work. He has a strong vision for Irish and for the school, and he shares this effectively with the school community.
- The members of the in-school management team have various appropriate roles but there is significant scope for development in terms of the implementation and effectiveness of the roles. It is now recommended that the members report regularly to the board of management on their responsibilities and that duties are linked to the current needs of the school. They should assume a key role in implementing whole school approaches across the curriculum.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation is good. Very good work has been done to identify priorities and to gather the opinions of stakeholders. Although targets have been identified, the implementation of various actions was not evident in all settings, at the time of the evaluation. It is recommended, that the process be discussed proactively and used in an ongoing manner to progress learning priorities.

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;