

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil Bhun Crannacha
Seoladh na scoile / School address	Ascaill An Chaisleáin Bun Crannacha Contae Dhún na nGall
Uimhir rolla / Roll number	20097G

Dáta na cigireachta: 12-11-2019



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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 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.

COSAINTE 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 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 mhaoriseachta 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.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le seiceáil 4 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 le na riachtanais seo.

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	12-11-2019
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, múinteoirí agus ionadaí an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscóil lán-Ghaeilge chomhoideachais í Gaelscoil Bhun Cranncha a fheidhmíonn faoin Fhoras Pátrúnachta. Tá an scoil lonnaithe i halla pobail agus club óige Bhun Cranncha. Tá cúigear múinteoirí príomhshrutha, triúr múinteoirí oideachas speisialta agus príomhoide ar fhoireann na scoile. Tá múinteoir ranga breise fostaithe ag an bhord agus tá an príomhoide ag feidhmiú mar phríomhoide riaracháin de réir comhshocrú idir an bord agus pobal na dtuismitheoirí. Ag am na meastóireachta bhí 130 dalta cláraithe ar rollaí na scoile agus tinreamh maith ar a bhformhór.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán; tá na daltaí in ann a smaointeoireacht mhatamaiticiúil a chur in iúl go muiníneach ag úsáid téarmaíocht chruinn na matamaitice.
- Tá cáilíocht an teagasc go maith ar an iomlán; roinneann na múinteoirí a scileanna agus eolas le chéile ar bhonn rialta agus déanann siad freastal ar dheiseanna forbairt ghairmiúil bunaithe ar thosaíochtaí aitheanta na scoile.
- Tá cáilíocht an mheasúnaithe ar fhoghlaim agus ar riachtanais na ndaltaí sásúil; níl an measúnú á chur i bhfeidhm go córasach i ngach rang.
- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith; tá caidrimh an-dearfach cruthaithe idir na múinteoirí agus na daltaí agus tá béim scoile uile ar chur chun cinn na folláine sa scoil.
- Tá an cheannaireacht agus an bhainistíocht éifeachtach; éascaíonn an príomhoide cultúr comhoibritheach i measc na múinteoirí.
- Tá cáilíocht na féinmheastóireachta scoile (FMS) go maith; tá an fhoireann ag díriú go h-inmholta ar scileanna cumarsáide na ndaltaí sa teanga a neartú ar bhonn scoile uile.

MOLTAÍ

- Tá gá le polasaí measúnaithe na scoile a athbhreithniú agus a fhorbairt chun treoir níos soiléire a thabhairt do mhúinteoirí mar gheall ar an phleanáil, an mheasúnú agus monatóireacht ar an dul chun cinn ar bhonn scoile uile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán. Sonraítear béim láidir ar an nGaeilge a chur chun cinn go laethúil sa scoil trí úsáid éifeachtach a bhaint as an fhilíocht, amhránaíocht, dramaíocht agus úsáid na Gaeilge shóisialta. Baineann na daltaí leas as eispéiris shaibhir sa teanga le linn a gcuid foghlama agus léiríonn siad inniúlacht in úsáid eocharfhocail in ábhair éagsúla. Labhraíonn cuid mhaith de na daltaí le cumas agus muinín i nGaeilge agus i mBéarla agus is soiléir go bhfuil ionchais arda ann chun an Ghaeilge a úsáid mar theanga shóisialta i measc na ndaltaí.
- Cuireann na daltaí san ard-roinn iad féin in iúl trí mheán na Gaeilge le muinín ar leith agus le cruinneas an-mhaith san obair labhartha agus scríofa. Léiríonn na daltaí eolas agus tuiscint an-mhaith ar úrscéalta atá léite acu. Tá córas peannaireachta scoile uile i bhfeidhm agus samplaí maithe scríbhneoireachta sna seomraí éagsúla.
- Tá caighdeán an-mhaith bainte amach ag na daltaí sa Mhatamaitic. Léiríonn formhór díobh inniúlacht agus eolas fiúntach ar an méid atá foghlamtha acu. Le linn na meastóireachta léirigh na daltaí cumas maith rannpháirtíochta san obair comhoibritheach sa Mhatamaitic.
- I dtorthaí na gceistneoirí a dáileadh i measc na ndaltaí le linn na cigireachta, léirigh tromlach acu go n-oibríonn siad i ngrúpaí ar an gcuid is mó de na laethanta. Tá na daltaí in ann a smaointeoireacht mhatamaiticiúil a chur in iúl go muiníneach ag úsáid téarmaíocht chruinn na Matamaitice. Tá siad in ann réasúnú go torthúil sa Mhatamaitic agus a gcuid freagraí agus modhanna a mhíniú go soiléir.
- Tá obair na ndaltaí curtha i gcrích go han-mhaith sna tionscadail éagsúla sa Tír Eolaíocht agus sna hAmharcealaíona atá ar taispeáint ar fud na scoile. Léiríonn siad tuiscint an-mhaith ar théamaí sna hábhair churaclaim éagsúla. Is léir go bhfuil suimeanna na ndaltaí á n-úsáid go torthúil chun iad a spreagadh agus iad i mbun na ngníomhaíochtaí foghlama.
- Glacann na daltaí páirt i ndeiseanna fiúntacha i gcleachtadh agus i gcur i láthair a gcuid scileanna ag seinm uirlisí ceoil. Léiríonn na daltaí cumas an-mhaith i gcanadh amhráin trí mheán na Gaeilge.
- Baineann na daltaí sóisearacha leas thairbhiúil as gníomhaíochtaí foghlama bunaithe ar chlár *Aistear: Creatchuraclam na Luath-Óige* agus is féidir leo freagraí a thabhairt ar cheisteanna an mhúinteora go hinmholta.
- Tá scileanna léitheoireachta na ndaltaí ar chaighdeán an-ard ar an iomlán sna méan agus sna hard-ranganna agus tá siad in ann ceisteanna dúshlánacha a fhreagairt faoin léamh.
- I dtorthaí na gceistneoirí, léirigh níos lú ná leath de na daltaí go bhfuil deis acu a gcuid tuairimí a thabhairt faoin mbealach ina ndéantar rudaí ar scoil. Is fiú athbhreithniú a dhéanamh ar an gcaoi ina bhforbraítear guth na ndaltaí sa scoil agus comhairle na ndaltaí a chruthú chun a ról ceannaireachta a threisiú.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc go maith ar an iomlán. Soláthraítear timpeallacht foghlama atá fáilteach agus spreagúil i ngach rang sa scoil. Usáideann na múinteoirí an Ghaeilge mar theanga teagaisc agus is inmholta an ionchur agus cruinneas na teanga atá in úsáid le linn na gceachtanna. Tá timpeallacht d'obair scríofa agus ealáine na ndaltaí a cheiliúran an cultúr Gaelach cruthaithe ar fud na scoile.
- Tá straitéisí teagaisc comhtháite an-éifeachtacha á gcur i bhfeidhm ag mionlach múinteoirí sna hábhair churaclaim agus sa teanga, is gá na straitéisí an-éifeachtacha seo a roinnt agus a leathnú go gach rang. Tá forbairt an-sciliúil á déanamh ar an ngramadach sa Ghaeilge san ard-roinn. Roinneann mórchuid na múinteoirí intinní foghlama a ghabhann leis na ceachtanna go rathúil.

- Tá comhartheagasc ag feidhmiú go h-éifeachtach san uimhearthacht ag pointí áirithe i rith na bliana agus tá samplaí maithe comh-phleanála ann chun tacú leis an chlár foghlama. Tá torthaí an-rathúil bainte amach sa Mhatamaitic de bharr na h-idirghabhála seo. Is fiú an cleachtas inmholta seo a chur i bhfeidhm do gach múnla idirghabhála atá in úsáid ag na múinteoirí i mbun an chomhartheagaisc agus córas monatóireachta a aontú chun athbhreithniú agus anailís ar an dul chun cinn a mheas.
- Tá cáilíocht na pleanála go h-éifeachtach ar an iomlán. Baineann roinnt de na múinteoirí úsáid as *Curaclam Teanga na Bunscoile* go h-éifeachtach agus tá an phleanáil bunaithe ar na mórchéimeanna dul chun cinn atá aitheanta mar phríoracht don todhchaí. Tá gá ann chun an phleanáil gearrthréimhseach a fhorbairt chun freastal ar riachtanais na ranganna ilghrádacha.
- Tá obair na múinteoirí ó thaobh tacaíocht do dhaltaí le riachtanais speisialta oideachais (RSO) ar chaighdeán an-mhaith ar an iomlán. Tá comhaid tacaíochta oiriúnach ullmhaithe agus cumarsáid idir an scoil agus an baile le sonrú iontu. Is inmholta an tacaíocht agus an treoir atá ar fáil ón fhoireann oideachas speisialta don fhoireann múinteoirí príomhshrutha maidir le cur chun feidhme straitéisí ranga rathúla a thacaíonn le h-ionchuimsiú.
- Tá cáilíocht an mheasúnaithe sásúil ar an iomlán. Tá an measúnú suimitheach sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic go maith le torthaí inmholta a mbaint amach ag tromlach na ndaltaí. Is gá an córas féin-cheartaithe atá i bhfeidhm go han-mhaith i mionlach ranganna a leathnú go gach rang. Is gá freisin leas níos córasaí in-ranga a bhaint as an monatóireacht ar obair na ndaltaí in ábhair éagsúla an churaclaim. Léiríonn torthaí ceistneoirí na ndaltaí go dtaitníonn a gceachtanna agus a gcuid foghlama leo agus d'aontaigh líon an-bheag go bhfuil ag éirí go maith leo sa léitheoireacht agus sa Mhatamaitic. Is gá páirtíocht na ndaltaí i bhféin agus i bpiar-mheasúnú a chur chun cinn go córasach. Chun tógáil ar an gcóras measúnaithe reatha, moltar do na múinteoirí nasc níos soiléire a dhéanamh idir na h-intinní foghlama, critéir ratha agus athmhacnamh na ndaltaí ar an bhfoghlaim ag deireadh ceachtanna.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith. Tá caidrimh an-dearfach cruthaithe idir na múinteoirí agus na daltaí agus tá béim scoile uile ar chur chun cinn na folláine sa scoil.
- Tugann an príomhoide agus na múinteoirí an-aire agus cúram do shabháilteacht na ndaltaí.
- I bhfreagraí na gceistneoirí, d'aontaigh tromlach na ndaltaí go raibh iompar na leanáí sa rang go maith.
- Tá nasc an-mhaith cruthaithe ag an scoil leis na naíonraí agus na h-iarbhunscoileanna áitiúla chun leanúnachas a chinntiú dona daltaí. Tá laethanta eolais eagraithe do dhaltaí na scoile atá ag aistriú ón bhunleibhéil go dtí an dara leibhéil.
- Tá deiseanna ag daltaí rólanna ceannaireachta a chomhlíonadh i ngníomhaíochtaí scoile i spórt agus i gcaomhnú timpeallachta.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá caighdeán na ceannaireachta agus na bainistíochta go maith ar an iomlán. Bíonn cruinnithe rialta ag an bhord bainistíochta; tá na freagrachtaí roinnte go h-éifeachtach agus taifid cuí faoi gnó an bhoird le sonrú. Cothaíonn an bord fíis na scoile i dtreorú cur chun cinn na Gaeilge sa scoil. Tá ag éirí go han-mhaith leis an bhord i mbaint amach na físe seo.
- Tá polasaithe na scoile forbartha agus tá córas céimnithe monatóireachta i bhfeidhm. Tá plean gnímh deartha chun polasaithe a athbhreithniú de réir a chéile. Níl an luath-thumoideachas go h-iomlán i bhfeidhm, cé go bhfuil sé faofa ag an bhord ina bpolasaí iontrála. Múintear an Bhéarla i ranganna na naíonán ar feadh uair an chloig gach seachtain. Is gá an polasaí iontrála

a athbhreithniú chun a chinntiú go bhfuil an cleachtas scoile ó thaobh an luath-thumoideachas ag teacht le polasaí iontrála atá faofa an an bhord.

- Riarann an príomhoide a cuid dualgais ó thaobh ceannasaíocht ar an churaclam go h-inniúil agus oibríonn sí go comhoibríoch leis na múinteoirí agus foireann iomlán na scoile chun cultúr dearfach oscailte a chruthú agus a choimeád. Tá sí tiomanta d'fhorbairt iomlánaíoch gach dalta sa scoil.
- Oibríonn an príomhoide mar phríomhoide riaracháin de réir comhshocrú idir an bord bainistíochta agus pobal na dtuismitheoirí cé nach bhfuil ach cúigear múinteoirí ranga sa scoil.
- Oibríonn an príomhoide agus ceannairí eile sa scoil chun cultúr foghlama a chur chun cinn. Roinneann na múinteoirí a scileanna agus eolas le chéile ar bhonn rialta agus déanann siad freastal ar dheiseanna forbartha gairmiúla atá ailínithe le tosaíochtaí aitheanta na scoile.
- Tugann an fhoireann bhainistíochta inscoile tacaíocht iomlán don cheannaireacht agus d'fhorbairt rannpháirtíocht na foirne i bproiséas na féinmheastóireachta scoile. Comhlíonann siad réimse leathan dualgaisí.
- Tá gaol an-mhaith ag an scoil le tuismitheoirí. D'aontaigh formhór na dtuismitheoirí sna ceistneoirí go bhfuil atmaisféar maith sa scoil, go ritear an scoil go maith, go bhfuil an teagasc go maith, agus go bhfuil fáilte rompu sa scoil. Léirigh na ceistneoirí chomh maith, neamhchinnteacht ó thaobh cumarsáid idir an bord, coiste na dtuismitheoirí agus na tuismitheoirí go ginearálta. Is fiú fiosrú conas tuairimí na dtuismitheoirí a threisiú i bhforbairt na scoile agus eolas mar gheall ar obair an bhoird agus obair choiste na dtuismitheoirí a scaipeadh i measc na dtuismitheoirí ar bhonn níos rialta.
- Oibríonn coiste na dtuismitheoirí leis an phobal níos leithne chun tacú leis an scoil mar gheall ar imeachtaí éagsúla agus mar gheall ar ghníomhaíochtaí bailiúcháin airgid. Tá scóp ann chun tacaíocht sa bhreis a thabhairt do thuismitheoirí chun a ról comhpháirtíochta a chomhlíonadh agus chun tacú le rannpháirtíocht na dtuismitheoirí uile. B'fhiú do choiste na dtuismitheoirí clárú le Comhairle Náisiúnta na dtuismitheoirí.
- Cuirtear sochrúcháin ar fáil d'ábhar oidí agus tugtar tacaíocht dóibh chun taithí a fháil i dtimpeallacht teagasc agus foghlama trí mhéan na Gaeilge.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile go maith. Tá an scoil ag díriú ar an teanga ó bhéal a neartú ar bhonn scoile uile. Tá treoir á glacadh ó na seirbhísí tacaíochta do mhúinteoirí chun cur chuige scoile uile a dhearadh agus a chur i bhfeidhm chun tuilleadh forbartha a dhéanamh sa ghné seo.
- Tá tionchar an-dearfach ag na spriocanna atá aitheanta agus curtha i bhfeidhm i dteagasc na Matamaitice i ngach rang agus torthaí an-rathúil a mbaint amach ag na daltaí.
- Tá an próiseas FMS ag dul i bhfeidhm go dearfach ar thorthaí foghlama na ndaltaí. Is fiú ról rannpháirtíochta níos lárnaigh a bheith ag tuismitheoirí agus daltaí i ngach tréimhse eile FMS sa todhchaí mar chuid den phróiseas athbhreithnithe agus feabhsúcháin scoile.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Gaelscoil Bhun Cranncha roimh an tuairisc dhearfach seo ar bhainistíocht, ceannaireacht, agus foghlaim i nGaelscoil Bhun Cranncha.

Aithníonn an tuairisc an bhéim atá curtha ag an scoil ar an Ghaeilge agus ar an chultúr Ghaelach, ar dhearcadh na ndaltaí ar fhoghlaim agus úsáid na Gaeilge. Is cinnte gur ábhar misnigh é don scoil gur moladh an fhoghlaim, an teagasc, agus an t-atmaisfear dearfach atá cothaithe sa scoil.

Admhaíonn an tuairisc go dearfach go dtugtar an-aire agus cúram do shabháilteacht na ndaltaí i nGaelscoil Bhun Cranncha agus go gcuirtear béim ar fhorbairt iomlánaíocht gach páiste. Dearbhaíonn sé tiomántas an bhoird agus na foirne do chur i bhfeidhm an Ráiteas Misin scoile .

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 lán-sásta díriú ar mholtaí na dtuairisc MSU-BCF i gcomhpháirtíocht leis an fhoireann agus páirtnéirí na scoile, chun leanúint le forbairt na scoile.

- Táimid chun athbhreithniú a dhéanamh ar pholasaí measúnaithe na scoile. Déanfar iniúchadh ar na stráitéisí meastóireachta chun foghlama atá i bhfeidhm sa scoil faoi láthair, go háirithe na stráitéisí atá bunaithe ar féin-mheastóireacht agus piar-mheastóireacht na ndaltaí.

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

DRÉACHT-THUAIRISC LE HAGHAIDH DEARBHÚ FÍRICÍ

Ainm na scoile / School name	Gaelscoil Bhun Crannacha
Seoladh na scoile / School address	Castle Avenue Buncrana County Donegal
Uimhir rolla / Roll number	20097G

Dáta na cigireachta: 12-11-2019

Dáta eisiúna na tuairisce: 20-12-2019



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.

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

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

HOW TO READ THIS REPORT

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

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

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

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.

5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

The school did not meet the requirements in relation to 4 at the time of the evaluation and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

Whole-School Evaluation – Management, Leadership and Learning

Date of Inspection	12-11-2019
Inspection Activities Undertake	
<ul style="list-style-type: none">• Meetings with the 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• Interactions with pupils• Feedback to the principal, teachers and representatives of the board of management

SCHOOL CONTEXT

Gaelscoil Bhun Cranncha is a co-educational all-Irish primary school operating under An Foras Pátrúnachta. The school is located in Buncrana's community hall and youth club. The school has five mainstream teachers, three special education teachers and a principal. An additional class teacher is employed by the board and the principal acts as administrative principal by arrangement between the board and the parent body. At the time of the evaluation, 130 pupils were enrolled in the school with the majority demonstrating good attendance.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of pupils' learning is very good overall; pupils are able to express their mathematical thinking confidently using accurate mathematical terminology.
- The quality of teaching is good overall; the teachers share their skills and knowledge on a regular basis and they avail of professional development opportunities based on the school's identified priorities.
- The quality of assessment for learning (AfL) and of the needs of pupils is satisfactory; assessment is not implemented systematically in every class.
- The quality of support for pupils' wellbeing is very good; very positive relationships have been established between teachers and pupils and there is a whole-school emphasis on the promotion of wellbeing in the school.
- Leadership and management are effective and the principal facilitates a co-operative culture among teachers.
- The quality of school self-evaluation (SSE) is good; the staff demonstrates a praiseworthy focus on the strengthening of pupils' communicative language skills on a whole-school basis.

RECOMMENDATIONS

- There is a need to review and develop the school's assessment policy to provide clearer guidance for teachers on planning, assessment and monitoring of progress on a whole-school basis.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good overall. A strong focus on promoting Irish in everyday use is evident in the school through the effective use of poetry, song, drama and the social use of Irish. Pupils benefit from rich language experiences during their learning and demonstrate competence in the use of key words in different subjects. Many of the pupils speak with competence and confidence in Irish and English and it is clear that there are high expectations for the social use of the Irish language among the pupils.
- Pupils in senior classes express themselves through the medium of Irish with particular confidence and very good accuracy in spoken and written work. The pupils demonstrate very good knowledge and understanding of novels they have read. A whole-school approach to handwriting is being implemented and there are good examples of writing in the various rooms.
- Pupils have achieved a very good standard in Mathematics. Most of them demonstrate good competence and knowledge of what they have learned. During the evaluation, the pupils demonstrated a good ability to participate in their collaborative work in Mathematics.
- In the results of the questionnaires distributed among the pupils during the inspection, the majority of them indicated that they work in groups most days. Pupils are able to express their mathematical thinking confidently using accurate mathematical terminology. They are able to reason constructively in Mathematics and to explain their answers and methods clearly.
- Pupils' have completed very good work in various projects in Geography and Visual Arts which are on display throughout the school. They show a very good understanding of themes in the various subjects of the curriculum. It is evident that the interests of the pupils are used productively to motivate them when they engage in learning activities.
- Pupils participate in worthwhile opportunities to practise and perform their skills while playing musical instruments. The pupils display very good ability in song singing through the medium of Irish.
- Junior pupils make beneficial use of learning activities based on the *Aistear: the Early Childhood Curriculum Framework* programme and they can respond to questions from the teacher in a commendable manner.
- Pupils' reading skills are of a very high standard overall in the middle and senior classrooms and they are able to answer challenging questions about their reading.
- In the results of the questionnaires, less than half of the pupils indicated that they have an opportunity to give their views on how things are done in school. Reviewing how pupil voice is developed in the school would be beneficial a pupil council should be established to strengthen their leadership roles.

2. QUALITY OF TEACHING

- The quality of teaching is good overall. A welcoming and stimulating learning environment is provided in every class in the school. The teachers use Irish as the language of instruction and the input and accuracy of the language used during lessons is commendable. Pupils' artistic and written work is displayed throughout the school. Displays of pupils' written work and artwork which celebrates the Irish culture have been created throughout the school.
- A minority of teachers implement very effective teaching strategies in integrating the subject content with the language; these very effective strategies need to be shared and extended to all classes. Grammar is developed very skilfully in senior classes. Most teachers share the learning intentions of lessons successfully.

- Co-teaching is operating effectively in numeracy at certain points throughout the year and good co-planning examples are in place to support the learning programme. This intervention has resulted in very successful achievements in Mathematics. This commendable approach should be implemented for every model of intervention used by teachers engaged in co-teaching and a monitoring system to review and analyse progress should also be agreed.
- The quality of planning is effective overall. Some teachers make effective use of the *Primary Language Curriculum* and planning based on progression milestones has been identified as a priority for the future. There is a need to develop short-term planning to accommodate the needs of multi-grade classes.
- The work of the teachers in supporting pupils with special educational needs (SEN) is of a very good standard overall. Appropriate support files have been prepared and communication between the school and the home is evident. The support and guidance available to the mainstream class teachers from the special education team is commendable regarding the implementation of successful classroom strategies in promoting inclusion.
- The quality of assessment is satisfactory overall. Summative assessment results in Irish, English and Mathematics are good with the majority of pupils achieving commendable results. The very good implementation of self-assessment in a minority of classes needs to be extended to all classes. There is also a need to monitor pupils' work in the various subjects of the curriculum in a more systematic manner. The results of the pupils' questionnaires indicate that they enjoy their lessons and learning and a very small number agreed that they are doing well in reading and Mathematics. Pupil participation in self and peer assessment needs to be systematically promoted. To build on the assessment system currently in place, it is recommended that teachers make a clearer connection between the learning intentions, success criteria and pupils' reflection on learning at the end of lessons.

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

- The quality of support for pupils' wellbeing is very good. Relationships between teachers and pupils are very positive and there is a whole-school emphasis on promoting wellbeing in the school.
- The principal and teachers take great care of the safety needs of pupils.
- In the questionnaires responses, the majority of pupils agreed that the behaviour of the children in the class was good.
- The school has established a very good link with the local pre-school and post-primary schools to ensure continuity for the pupils. Information days have been organised for pupils as they transition from primary to second level.
- Pupils are provided with opportunities to fulfil leadership roles through school activities in sport and environmental conservation.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is good overall. The board of management holds regular meetings; duties are effectively shared and appropriate records of the board's business are documented. The board fosters the school's vision in guiding the promotion of Irish in the school. The board is doing very well in achieving this vision.
- The school's policies have been developed and a monitoring system is in place. An action plan has been designed to review policies on a phased basis. Early immersion education is not being fully implemented, though the admissions policy, as ratified by the board, details full early immersion. English is taught in infant classes for one hour each week. It is necessary to review the admissions policy to ensure that school practice in relation to early immersion education is in line with the board's ratified admissions policy.

- The principal discharges her curricular leadership responsibilities competently and works collaboratively with the teachers and the whole-school staff to create and maintain a positive and open culture. She is committed to the holistic development of all pupils in the school.
- The principal works as administrative principal by arrangement between the board of management and the parent body, though there are only five mainstream class teachers in the school.
- The principal and other leaders in the school work to promote a learning culture. Teachers share their skills and knowledge on a regular basis and avail of opportunities for professional development aligned with the school's identified priorities.
- The in-school management team fully supports school leadership and actively encourages staff participation in the school self-evaluation process. They fulfill a wide range of duties.
- There is a very good relationship with the parents of the school. The majority of parents agreed in the questionnaires that there is a good atmosphere in the school, that the school is well run, that the teaching is good, and that they are welcome in the school. The questionnaires also showed uncertainty in terms of communication between the board, the parents' committee and parents in general. The board should explore how parents' opinions could be further strengthened in school procedures and how information about the work of the board and the work of the parents' committee could be distributed among parents on a more regular basis.
- The parents' committee engages the wider school community in school initiatives as part of their fund-raising activities. There is scope to provide additional support to parents in fulfilling their partnership role and supporting the involvement of all parents. It would be worth establishing a parents' committee which is registered with the the National Parents' Council.
- Provision is made for student teachers and they are supported to gain experience in a teaching and learning environment through the medium of Irish.

5. QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation (SSE) is good. The school is focusing on strengthening spoken language on a whole-school basis. Teachers have received guidance from the support services to design and implement a whole-school approach to develop this area further.
- The targets identified and approaches implemented in the teaching of Mathematics in all classes are having a very positive impact and the pupils have achieved very good results.
- The SSE process is having a positive effect on pupils' learning outcomes. It would be worthwhile for parents and pupils to have a more central role in all future SSE cycles as part of the school review and improvement process.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The board of management of Gaelscoil Bhun Cranncha welcomes this positive report regarding the management, leadership and learning in Gaelscoil Bhun Cranncha.

The report acknowledges the emphasis placed by the school on Irish language and culture, on pupils' attitudes to learning and the use of Irish. It is certainly encouraging for the school that the learning, the teaching, and the positive atmosphere which has been nurtured by the school has been commended.

The report recognises, in a positive manner, that the safety needs of pupils are given great care and attention in Gaelscoil Bhun Cranncha and that an emphasis is placed on the holistic development of each child. It affirms the commitment of the board and the staff in the implementation of the school's mission statement.

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 is happy to focus on the recommendations of the WSE-MLL report in partnership with staff and school partners, to continue the development of the school.

- We will review the school assessment policy. The assessment of learning strategies currently in place in the school will be examined, in particular the strategies based on pupil self-assessment and peer-assessment.

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;