

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil Liatroma
Seoladh na scoile / School address	Cora Droma Rúisc Contae Liatroma
Uimhir rolla / Roll number	20212D

Dáta na cigireachta: 12-12-2018



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

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

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN

Déanann Meastóireacht Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaítear dea-chleachtas agus déantar moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne 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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.

5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le seiceáil (2) thuas; 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, agus roimh dheireadh na cigireachta, 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	05/06-12-2018
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 ó choiste na dtuismitheoirí• 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'ionadaí na dtuismitheoirí agus an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is Gaelscoil chomhoideachais faoi phatrúnacht an Fhorais Patrúnachta í Gaelscoil Liatroma. Tá 133 dalta ar na rollaí dailte trasna cúig rang príomhshrutha. Tá beirt oidí riachtanais speisialta oideachais (RSO) sa scoil, post amháin díobh nach raibh líonta ag am na meastóireachta. Tá tinreamh na ndaltaí go han-mhaith ar an iomlán.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht foghlama agus ghnóthachtála na ndaltaí go han-mhaith sa litearthacht agus san uimhearthacht ach go háirithe agus caighdeán den scoth a bhaint amach acu sa Ghaeilge.
- Ar an iomlán, tá cáilíocht an teagaisc go han-mhaith le samplaí de chleachtais atá ar fheabhas; usáideann na múinteoirí cur chuige teagaisc atá an-éifeachtach agus tá scóp ann chun an difreáil ag leibhéal ranga a chur chun cinn.
- Tá cáilíocht eispéiris na bhfoghlaiméoirí ar chaighdeán an-ard sa scoil agus cuirtear an luath-thumoideachas agus an tumoideachas i ngach ábhar i bhfeidhm go han-rathúil.
- Baineann caighdeán an-ard leis an tacaíocht d'fholláine na ndaltaí.
- Tá cáilíocht na bainistíochta agus na ceannaireachta go maith ar an iomlán le láidreachtaí suntasacha i ngnéithe áirithe; níl leithdháileadh agus úsáid na n-acmhainní teagaisc do dhaltaí le RSO ag teacht le forálacha na Roinne.
- Tá obair an-fhiúntach reatha déanta ag an bhfoireann maidir le forbairt an tumoideachais mar pháirt den fhéinmheastóireacht scoile (FMS) agus torthaí inmholta a mbaint amach sa litearthacht agus san uimhearthacht; ní bhíonn na tuismitheoirí agus an bord lárnach sa phróiseas FMS.

MOLTAÍ

- Is gá don bhord bhainistíochta a chinntiú go gcloínn an scoil le forálacha an Chiorcláin 0013/2017 maidir le leithdháileadh an mhúinteoireacht oideachais speisialta.
- Tá gá le difreáil a chur chun cinn i bpleanáil na múinteoirí.
- Ba chóir ról na dtuismitheoirí agus an bhoird a fhorbairt sa phróiseas féinmheastóireachta scoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán. Tá torthaí na bhfoghlaimoirí sna ceachtanna a breathnaíodh ar ard-chaighdeán. Bíonn na daltaí an-ghníomhach agus rannpháirteach san fhoghlaim agus cuirtear raon leathan de dheiseanna inmholta foghlama ar fáil dóibh sa rang agus i dtimpeallacht na scoile.
- Baineann láidreachtaí suntasacha le scileanna labhartha, léitheoireachta agus scríbhneoireachta na ndaltaí sa Ghaeilge. Tá scileanna éisteachta agus rannpháirtíochta na ndaltaí a bhforbairt go sciliúil trí mhéan an tsúgartha mar pháirt den chlár *Aistear: Creatchuraclam na Luath-Óige* sa bhun roinn. I ngach rang, is féidir leis na daltaí comhrá a thuiscint, miniúcháin a thabhairt, agus tuairimíocht a léiriú go muiníneach. Is féidir leis na daltaí sna hard ranganna scéalta athinsint ina bhfocail féin agus ceisteanna a chur agus a fhreagairt. Léann siad le cruinneas agus le líofacht tá a scileanna tuisceana go han-mhaith. Baineann na daltaí úsáid as stór leathan focail go cruinn ina n-iarrachtaí scríbhneoireachta i réimse leathan seanraí sa dá theanga agus is féidir leo tabhairt faoi litriú na Gaeilge ach go háirithe go muiníneach. Is inmholta na samplaí scríbhneoireachta i dtionscadail trasna ábhair an churaclaim atá curtha i gcrích trí Ghaeilge, go háirithe sa mhéan agus san ard-roinn agus tá sé ar chumas na ndaltaí cur síos go muiníneach a dhéanamh ar na tionscadail seo. Sa Mhatamaitic, léiríonn na daltaí inniúlacht an-mhaith sa tuiscint choincheapúil agus an mhatamaitic mheabhrach san áireamh.
- Tá eolas an-mhaith ag na daltaí ar theicnící na hEalaíne agus is léir ó fhilleáin ealaíne agus na samplaí atá ar taispeántas go bhfuil forbairt an-mhaith deánta ar a scileanna Ealaíne. Tá sé ar chumas na ndaltaí friotal cuí a usáid agus iad ag freagairt d'eispéiris amharcealaíne, gnéithe tábhachtacha den dearadh a aithint agus cur síos ar chuid den phroiseas chruthaitheachta atá i gceist sna snáithí *Cré; Tógáil; Fabraic agus Snáithín* agus *Péint agus dath*. Bíonn deiseanna den scoth ag daltaí chun oibriú mar eolaithe agus páirt a ghlacadh i ngníomhaíochtaí praiticiúla agus taighde ar bhealach sábháilte ina ngrúpaí beaga agus ina n-aonair. Déanann na daltaí machnamh go cuiditheach ar a bhfoghlaim féin agus cláraíonn siad na príomhfhíorais agus scileanna atá sealbhaithe.
- Léiríonn na daltaí tuiscint an-mhaith ar scileanna an cheoil agus amhránaíochta; tagann an fhoghlaim seo go breá leis an gcultúr gaelach atá cruthaithe go láidir sa scoil. Is inmholta an pháirtíocht a ghlacann na daltaí sna heispéiris éagsúla foghlama a chuirtear ar fáil agus go leor gradaim bainte amach acu; cúrsaí díospóireachta, cúrsaí spóirt agus cúrsaí comhshaoil san áireamh. Tá gnóthachtáil na ndaltaí i dtrialacha suimitheacha ar chaighdeán an-ard ar an iomlán. D'aontaigh formhór na ndaltaí sna ceistneoirí go dtaitníonn na ceachtanna agus foghlaim leo.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc ar chaighdeán an-mhaith le samplaí de shárchleachtas i bhfeidhm. Úsáideann na múinteoirí cur chuige teagaisc atá an-éifeachtach agus solathraíonn siad eispéiris foghlama an-ráthúil chun na cuspóirí foghlama a bhaint amach go háirithe sa litearthacht, san uimhearthacht, san Eolaíocht agus san Ealaín. Baineann siad úsáid thairbhiúil

as ábhair nithiúil agus teicneolaíocht na fáisnéise agus cumarsáide (TEC) chun tacú leis an teagasc.

- Cuireann na múinteoirí ar fad eiseamláir de Ghaeilge chruinn ar fáil do na daltaí le linn an teagaisc. Soláthraíonn siad ionchur teanga acadúil, cognaíoch agus sóisialta chun go bhfaighidh na daltaí blaiseadh de ghnéithe éagsúla den teanga i dtimpeallachtaí atá saibhir ó thaobh teanga de. Tá cur amach ag múinteoirí ar mhodhanna múinte maithe a nascann múineadh teanga agus múineadh ábhair go héifeachtach ar bhonn comhtháite.
- Tá caighdeán na pleanála an-chuimsitheach ar an iomlán i mórchuid ranganna ach i líon an-bheag ranganna is gá an difreáil a chinntiú sa teagasc laethúil. Tá *Curaclam Teanga na Bunscoile* (2015) in úsáid mar threoir chun torthaí foghlama na ndaltaí a aithint thar na snáitheanna teanga ó bhéal, léitheoireacht agus scríbhneoireacht. Tá an phleanáil scoile-uile don chlár lán-thumtha agus an téarmaíocht cuí do na hábhair mar threoir an-rathúil do phleanáil aonair agus cur i bhfeidhm an churaclaim ag gach rang-leibhéal.
- Cuirtear an grúpobair agus an teagasc dhifreáilte i bhfeidhm go torthúil ach is gá an teagasc dhifreáilte a chur i bhfeidhm chun freastal ar riachtanais na ndaltaí ar fad i líon an-bheag ranganna. Chóthodh an chomh-mhúinteoireacht agus an chomhartheagasc le forbairt a dhéanamh ar an teagasc dhifreáilte i ngach rang.
- Tá cáilíocht an mheasúnaithe go han-mhaith le coráis thairbheach i bhfeidhm a léiríonn fianaise de dhul chun cinn leanúnach na daltaí go han-soiléir. Tá cáilíocht an teagaisc do dhaltaí le riachtanais ar leith ar chaighdeán ard. Tá na daltaí aitheanta de réir *Chontanam na Tacaíochta* agus tá próifílí den scoth ar riachtanais na ndaltaí i roinnt pleananna na múinteoirí. Baintear úsáid as raon leathan de thástálacha measúnaithe, tástálacha dhiagnóiseacha san áireamh, chun deacrachtaí na ndaltaí a aithint. Faoi láthair, ní léir go bhfuil na daltaí leis na riachtanais is mó ag fáil an méid soláthar ar chóir dóibh. Is gá treoir níos soiléire a chur ar fáil sa tsoláthar don oideachas speisialta sa scoil.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith ar an iomlán. Eagraíonn na múinteoirí a lán gníomhaíochtaí tairbhiúla comh-agus seach churaclaim do na daltaí. Glacann na daltaí páirt i ndrámaí, ceolchoirmeacha, comórtais filíochta, amhránaíochta agus díospóireachta. Sonraítear go ndéantar an-chúram d'fhorbairt fhéinmhuinín na ndaltaí. Léiríonn na múinteoirí an-chineáltacht agus aire i leith na ndaltaí. Cuirtear go leor deiseanna ar fáil do na daltaí chun a dtalainn a roinnt le pobal na scoile agus tá deiseanna acu chun a nguth a chur in iúl trí thionscadail scoil-bhunaithe. Chun togáil ar scileanna ceannaireachta na ndaltaí i bhforbairt scoile, b'fhiú comhairle daltaí a bhunadh sa scoil. D'aontaigh formhór na ndaltaí i gceistneoir na Cigireachta a dáilíodh orthu go dtaitníonn an scoil leo agus gur scoil mhaith í.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta go héifeachtach ar an iomlán le láidreachtaí suntasacha i ngnéithe áirithe. Cuireann an cheannaireacht inscoile an fhís mar Ghaelscoil chun cinn go han-éifeachtach agus tá baint ag gach oide le baint amach na físe seo. Tacaíonn an bord d'fhoghlaim leanúnach agus d'fhorbairt ghairmiúil leanúnach chun tacú le sainriachtanais na

fóirne sa scoil atá ag feidhmiú trí mhéan na Gaeilge. Cothaíonn an príomhoide agus an bord comhghaol comhoibritheach an-rathúil leis an bhfoireann agus tugann na múinteoirí faoina bhfreagrachtaí go díograiseach. Mar sin féin, tá gá ann don bhord bhainistíochta athbhreithniú a dhéanamh ar leithdháileadh na n-acmhainní don tacaíocht do dhaltáí le RSO chun a chinntiú go gcloínn an scoil le forálacha an Chiorcláin 0013/2017 maidir le leithdháileadh an mhúinteoireacht oideachais speisialta.

- Tá caighdeán ard le sonrú in obair an phríomhoide agus comhlíonann sí a ról ceannaireacht theagascach go hinmholta. Déanann sí cruinnithe rialta a eagrú le foireann na scoile ar mhaithe le gnéithe feabhsúcháin agus gnéithe chun forbairt a aithint san fhoghlaim agus gníomhartha a leagan síos chun dul i ngleic leis an bhfeabhsúchán san oideachas trí mhéan na Gaeilge. Bíonn foireann iomlán na scoile páirteach ann. Tá dílseacht ar leith ag an bpríomhoide don Ghaeilge agus cothaíonn sí timpeallacht spreagúil agus thacúil imeasc na fóirne don oideachas trí mhéan na Gaeilge.
- Tacaíonn an príomhoide tánaisteach feidhmeach go han-chumasach le hobair an phríomhoide. Comhlíonann sí a cuid freagrachtaí mar a bhaineann sé le forbairt polasaithe eagrúcháin agus curaclama na scoile ach go háirithe, go han-éifeachtach agus treoraíonn sí an fhoireann go han-mhaith chun torthaí feabhsaithe ar chaighdeán an-ard a bhaint amach. Tacaíonn sí le cleachtas athmhachnamhach agus cuireann sí cultúr feabhsúcháin chun cinn le linn cruinnithe fóirne. Déanann sí clár meantóireachta an-éifeachtach a sholáthar agus a bhainistiú chun tacú le múinteoirí nua-cháilithe.
- Tá cumarsáid an-mhaith idir an scoil agus na tuismitheoirí. Cothaíonn an scoil dea-chaidreamh le tuismitheoirí/ caomhnóirí trí aiseolas réamhghníomhach soiléir agus cuiditheach a thabhairt dóibh maidir le dul chun cinn na ndaltaí. I gceistneoirí na Cigireachta d'aontaigh formhór na dtuismitheoirí go bhfuil atmaisféar maith sa scoil agus go bhfuil an teagasc go maith agus d'aontaigh beagnach gach tuismitheoir go mbraitheann siad go bhfuil fáilte rompu.
- Glacann an scoil le hiarratais ó sholáthróirí Oideachais Tosaigh Múinteoirí (ITE) agus cuirtear sochrúcháin ar fáil d'ábhar oidí ar chlár ITE agus tugtar tacaíocht dóibh chun taithí a fháil i dtimpeallacht teagaisc agus foghlama trí mhéan an Gaeilge.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile (FMS) ar cháilíocht an-mhaith mar a bhaineann sé le cruinneas agus saibhreas na Gaeilge a chur chun cinn. Tá torthaí foghlama an-dearfa a bhaint amach ag na daltaí in ceart-úsáid na dtéarmaí agus comhréir na teanga mar gheall ar cur chuige na múinteoirí trí FMS. Oibríonn na múinteoirí le chéile le gnéithe feabhsúcháin a aithint agus tá gníomhartha an-thorthúil leagtha amach do chur i bhfeidhm an tuidéachais.
- Treoraíonn an príomhoide agus an príomhoide tanáisteach feidhmeach an cleachtas comhchoiteann FMS imeasc na múinteoirí go han-chumasach chun oideolaíochtaí tras-teanga a oireann don chomhthéacs scoile a shainaithint agus chun stráitéisí foghlama lárnacha a threisiú ar bhealach chomhordaithe. Tá torthaí den scoth bainte amach ag an scoil san litearthacht agus san uimhearthacht bunaithe ar cur chuige scoile-uile sa FMS. Tá tuairiscí feabhsúcháin curtha le chéile agus seoltar tuairisc bhliantúil chuig na tuismitheoirí.
- Moltar rannpháirtíocht an bhoird agus na dtuismitheoirí a láidriú i bproiséas na féinmheastóireachta scoile.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuid A: Cinntí

Tá ríméad ar an mBord gur tugadh aitheantas don ardchaighdeán teagaisc agus do cháilíocht an-ard i leith foghlaim na ndaltaí atá ag tarlú sa scoil. Tugadh aitheantas freisin don tacaíocht an-mhaith atá sa Ghaelscoil d'fholláine na ndaltaí. Aontaímid go bhfuil ceannaireacht agus bainistíocht éifeachtach faoi threoir Bord Bainistíochta, Príomhoide agus foireann bhainistíochta in-scoile. Táimid sásta go raibh obair an-fhiúntach FMS aitheanta sa tuairisc freisin.

Fáiltímid go mór roimh na príomhchinntí agus na moltaí dearfacha sa tuairisc.

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

Cuid B: Moltaí

1. Tá an Bord Bainistíochta agus foireann na scoile taréis athbhreithniú a dhéanamh ar sholáthar Tacaíocht Foghlama do dhaltaí na scoile agus tá Ciorclán 0013 curtha i bhfeidhm ina iomláine anois.
2. Tá foireann na scoile ag cinntiú go bhfuil difreáil á chur chun cinn sa phleanáil agus sa mhúinteoireacht.
3. Táimid ag treisiú/láidriú ról na dtuismitheoirí agus an Bhoird sa phróiseas féinmheastóireacht le nuachtlitreacha leictreonach, aiseolas rialta á lorg ó pháirtithe agus grúpaí fócais na scoile á athbhunú.

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 Liatroma
Seoladh na scoile / School address	Carrick-on-Shannon County Leitrim
Uimhir rolla / Roll number	20212D

Date of Inspection: 12-12-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

WHOLE-SCHOOL EVALUATION: MANAGEMENT, LEADERSHIP AND LEARNING

Whole-School Evaluations – Management, Leadership and Learning report on the quality of teaching and learning and on the quality of management and leadership in a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the provision of education 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 planning and 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 (2) above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with this requirement.

Whole-School Evaluation - Management, Leadership and Learning

Date(s) of Inspection	05/06-12-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with the principal and the in-school leadership team• Meeting with representatives of the board of management• Meeting with representatives from the parents' association• 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 the principal, deputy principal and the teachers and to a representative from the parents' association and the board of management

SCHOOL CONTEXT

Gaelscoil Liatroma is a co-educational Gaelscoil under An Foras Patrúnachta. There are five mainstream classes and a total of 133 pupils enrolled. The school has two special educational needs teachers (SEN), one of these posts had not been filled at the time of the evaluation. Pupil attendance overall is very good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of pupils' learning and achievement are very good in literacy and numeracy in particular and they are achieving an excellent standard of Irish.
- Overall, there is a very high standard of teaching and some excellent practices; teachers use very effective approaches; there is scope to promote differentiation at class level.
- The quality of learning experiences provided are very good; early immersion strategies as well as total immersion in all subjects are most successful.
- Support for pupils' wellbeing is of a good standard.
- Management and leadership are generally good with significant strengths in certain areas; the allocation and use of teaching resources for pupils with SEN are not in line with the Department's provisions.
- Highly commendable work has been undertaken at whole-school level in the development of immersion education as part of the school self-evaluation (SSE) process and praiseworthy results were achieved in literacy and numeracy; neither parents nor the board are central to the SSE process.

RECOMMENDATIONS

- The board of management needs to ensure that the school adheres to the provisions of Circular 0013/2017 regarding the allocation of special education needs teaching.
- Differentiation needs to be promoted as part of teachers' planning.
- The role of parents and the board should be developed in the school self-evaluation process.

DETAILED DECISIONS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good overall. In the lessons observed pupils' learning outcomes were of a high standard. They are very active, engaged and participate readily in learning activities. A wide range of valuable learning opportunities is provided in class and in the school environment.
- The pupils' spoken, reading and writing skills in Irish are significant strengths in learning. Pupils' listening and participation skills are skilfully developed through play as part of the programme *Aistear: The Early Childhood Curriculum Framework* in the junior section. In every class, pupils have the ability to understand, give explanations as well as give their own opinions confidently. Pupils in the senior classes can repeat stories in their own words and both ask and answer questions based on the stories. They read fluently and accurately and their comprehension skills are very good. The pupils employ a wide range of vocabulary in their written efforts across various genre in both languages and approach the spelling of Irish with confidence. Projects through Irish in various subjects on the curriculum have shown praiseworthy written results, especially in the middle and senior classes and pupils have confidence in describing and discussing the projects through Irish. In Mathematics, the pupils are very capable in their understanding of concepts and this includes mental arithmetic.
- Pupils have a very good knowledge of artistic techniques and it is clear from their art folders and examples of work displayed that artistic skills are being very well developed. The pupils are able to use appropriate vocabulary in response to their visual art experiences. They recognise important aspects of design and can describe some of the creative process involved in the strands *Clay; Building; Fabric and fibre and Paint and colour*. Pupils have excellent opportunities to work as scientists, taking part in practical activities and research in safety both in small groups and individually. They engage in helpful reflection on their own learning and they record the main facts and skills acquired.
- Pupils show a very good understanding of music and singing; this learning accords very well with the Irish cultural environment which has been created in the school. Pupils' participation in various learning experiences is praiseworthy and they have received many awards; for example in debating, sport and the environment. Pupils' achievements in standardised tests are of a very high standard overall. In the Inspectorate questionnaires, a majority of pupils agreed that they enjoy lessons and learning.

2. QUALITY OF TEACHING

- The quality of teaching is of a very good standard with some examples of excellent practice. Teachers' approach to teaching is very effective and they provide successful learning experiences towards achieving learning objectives especially in literacy, numeracy, Science and Art. Good use is made of concrete materials as well as information and communications technology (ICT) as teaching supports.
- All teachers provide very effective learning experiences by using accurate and rich language expressions in their teaching. They provide a cognitive and social academic language input so as to give the pupils high quality experiences of various aspects of the language in enriched language environments. Teachers are aware of good teaching approaches which effectively link language and subject acquisition in a coherent manner.

- The standard of planning is generally comprehensive in most classes but the differentiation needs to be defined in a few classes for the differing abilities of pupils. The *Primary Language Curriculum* (2015) is in use as a guide to identify pupils' learning outcomes across the language strands of oral, reading and writing. The whole school planning for the total immersion programme along with appropriate subject terminology is a very successful guide to individual planning and application of the curriculum at every class level.
- Group work and differentiated approaches are implemented well; however differentiated teaching approaches should be used to address the needs of all pupils in a small number of classes. Team teaching and co-operative teaching would help develop differentiated approaches in each class.
- The quality of assessment is very good including a tracking system which clearly shows continuous progress of pupils. The quality of teaching of pupils with special educational needs is of a high standard. Pupils are identified according to *The Continuum of Support* and some teachers' plans contain excellent profiles of students' needs. There is use of a wide range of assessment tests, including diagnostic tests, in order to identify pupils' difficulties. Currently it is not clear that the pupils with the greatest needs are receiving the required provision. Clearer guidelines are needed regarding the provision of special education in the school.

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

- The quality of support for students' well-being is very good. The teachers organise several worthwhile activities both co-curricular and extracurricular. Pupils take part in drama, concerts, poetry competitions, singing and debates. Specific attention to developing pupils' self-confidence is evident. Teachers show particular kindness and care in their interactions with pupils. Pupils are given many opportunities to share their talents with the school community and express their ideas through school-based projects. The establishment of a pupils' council would be worthwhile in order to increase the pupils' leadership skills towards school development. A majority of pupils agreed in the Inspectorate questionnaires that they like school and that it is a good school.

4. QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership is generally effective with significant strengths in certain aspects. Leadership within the school effectively promotes a vision of the school as a Gaelscoil and every teacher is involved in achieving this vision. The board supports continuous learning and professional development to meet the particular needs of staff in an Irish-medium school. The principal and board promote a co-operative relationship with staff, and teachers are diligent in carrying out their responsibilities. However, the board of management needs to review the allocation of resources to support pupils with SEN in order to ensure that the school complies with Circular 0013/2017 regarding the allocation of teaching provision for special educational needs.
- The principal's work is of a high standard and she fulfils her instructional leadership role in a praiseworthy manner. She arranges regular meetings with regard to improvements such as learning and activity developments as well as actions designed to improve the standard of education through Irish. All staff are involved in these meetings. The principal is particularly dedicated to the Irish language and she fosters and promotes a supportive and encouraging environment amongst staff for the delivery of education through the medium of Irish.

- The acting deputy-principal supports the principal's work in a very capable manner. She fulfils her duties regarding organisational policy and school curriculum development most efficiently, she guides the staff very effectively towards achieving a high standard of results. She supports reflective practices and promotes a culture of improvement during staff meetings. She provides and manages a very effective mentoring programme in the school to support newly qualified teachers in their role.
- Communication between the school and the parents is very good. The school nurtures a spirit of good communication with parents/guardians through clear, proactive and helpful feedback on pupils' progress. In the Inspectorate questionnaires, most of the parents agreed that there is a good atmosphere in the school; that teaching is good and almost all agreed that they felt they were welcome in the school.
- The school accepts applications from providers of Initial Teacher Education (ITE) and arranges placements for student teachers on ITE programmes, supporting them in gaining experience of a teaching and learning environment through the medium of Irish.

5. THE QUALITY OF SCHOOL PLANNING AND SCHOOL SELF-EVALUATION

- The quality of school self-evaluation (SSE) is very good in the areas of promotion of accuracy of usage in the language and the enrichment of pupils' vocabulary. It is having a very positive effect on pupils' correct use of language structure and syntax. Teachers work together to identify areas for improvement and have organised some very worthwhile approaches in the implementation of total immersion education in the school.
- The principal and acting deputy-principal guide collective practice among the teachers in a very competent manner in order to identify cross-language pedagogies which are appropriate and can be transferred and implemented in both languages so as to strengthen key learning strategies in a co-ordinated manner. The school has achieved excellent results in literacy and numeracy based on a whole school approach to school self-evaluation. School improvement reports have been created and parents receive an annual report.
- A strengthening of board and parental participation in school self-evaluation is recommended.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The board is very happy that the high standards of teaching and very high standards in pupils' learning in the school is acknowledged. The very good support provided in the Gaelscoil for pupils' wellbeing is also acknowledged in the report.

We agree that the school leadership and management guided by the board of management, principal and the in-school management team is effective. We are happy that the invaluable work completed in SSE is acknowledged in the report.

We welcome the main findings and the positive recommendations in the report.

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

Part B: Recommendations:

1. The board of management and staff have reviewed the provision for learning support for pupils and Circular 0013 is now fully implemented.
2. The school staff is ensuring that differentiation in the planning and teaching is progressed.
3. We are strengthening/developing the role of parents and the board in school self-evaluation through electronic newsletters, seeking regular feedback and by re-establishing school focus groups.

(The above is a translation of the School Response provided by the board of management)

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of 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 very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of 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 very good 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;