

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil An tSlí Dála
Seoladh na scoile / School address	An Bealach Mór Co. Laoise
Uimhir rolla / Roll number	20224K

Dáta na cigireachta: 12-11-2019



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

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

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

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN

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

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire (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.

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 dearbhaite ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.

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

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

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 inscoileCruinniú le hionadaithe an bhoird bhainistíochtaCruinniú le hionadaithe tuismitheoiríCruinniú le múinteoiríAthbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoiríBreathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais í Gaelscoil an tSlí Dála faoi chomhphátrúnacht easpag Caitliceach Chill Dá Lua agus easpag Eaglais na hÉireann Chill Dá Lua, Luimnigh agus Ard Fhearta. Tá beirt mhúinteoirí príomhshrutha, beirt mhúinteoirí do ranganna luath-idirghabhála do pháistí le huathchas agus múinteoir amháin do pháistí le riachtanais speisialta ar fhoireann na scoile. Tá ceathrar cúntóirí riachtanas speisialta oideachais ar an bhfoireann. Tá 46 dalta ar an rolla, daltaí sna ranganna luath-idirghabhála san áireamh.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá atmaisféar sona le braith sa scoil agus is léir go mbaineann na daltaí taitneamh as an eispéireas saibhir foghlama atá acu.
- Tá cailíocht na foghlama an-mhaith ar an iomlán ach tá scóip ann teanga labhartha na ndaltaí sa Ghaeilge a neartú agus a leathnú thar an gcraclam iomlán.
- Tá cáilíocht an teagaisc an-mhaith ar an iomlán agus déantar cúram inmholta d'fhorbairt na ndaltaí i ngach réimse den chraclam, ach i mionlach suíomh ní raibh sé soiléir go raibh an phleanáil ranga á déanamh ar bhonn difreáilte chun freastal ar réimsí cumas na ndaltaí.
- Tá bainistíocht agus ceannaireacht na scoile an-éifeachtach; comhlíonann príomhoide na scoile a dualgais go dúthrachtach, gairmiúil agus le tacaíocht dhearfach ón mbord bainistíochta déantar cúram cuimsitheach d'fhorbairt iomlánaíoch na ndaltaí.
- Tá ag éirí go maith leis an tumoideachas agus tá sé soiléir go bhfuil na daltaí ábalta foghlaim go héifeachtach trí mheán na Gaeilge, ach i gcás múineadh na Matamaitice, níl an scoil ag cloí le prionsabal an tumoideachais ina iomláine.
- Tá cáilíocht na féinmheastóireachta scoile go maith agus tá obair fhiúntach déanta ag an scoil chun na caighdeán a fheabhsú sa litearthacht, san uimhearthacht agus sa Chorpoideachas.

MOLTAÍ

- Is gá athbhreithniú a dhéanamh ar chur chuige na scoile maidir le múineadh na Matamaitice agus an t-ábhar a mhúineadh trí Ghaeilge ionas go dtiocfaidh sé le prionsabal an tumoideachais ina iomláine.
- Moltar planáil straitéiseach agus teagasc a dhéanamh ar bhonn difreáilte i ngach rang chun go mbainfidh na daltaí torthaí foghlama amach atá ag teacht leis na cumais éagsúla atá acu.
- Ba chóir scileanna labhartha na ndaltaí sa Ghaeilge a fhorbairt thar an gcraclam ionas go dtiocfaidh leo labhairt faoina gcuid foghlama ar bhonn níos cuimsithí agus tarraingt ar an sainfhoclóir a bhaineann leis na hábhair éagsúla chuige seo.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí an-mhaith ar an iomlán agus spreagtar iad chun foghlama le réimse leathan gníomhaíochtaí foghlama bríocha. Le linn na meastóireachta chonacthas na daltaí ag obair go fiúntach ina n-aonar agus i ngrupaí beaga i suímh thaitneamhacha fhoghlama.
- Ta scileanna litearthachta na ndaltaí á bhforbairt ar bhonn comhtháite. Tá a gcuid scileanna éisteachta agus tuisceana forbartha go han-mhaith. Léann siad go muiníneach agus scríobhann siad go neamhspleách ar chaighdeán ard. Tuigeann siad an nasc idir an Ghaeilge agus an Béarla agus léiríonn siad gur féidir leo a gcuid scileanna a thraschur agus iad ag scríobh thar na seánraí éagsúla sa dá theanga.
- Labhraíonn na páistí go líofa muiníneach sa Ghaeilge ach tá scóip ann a gcumas in úsáid na struchtúr agus an tsainfhoclóra i ngnéithe den churaclam a fhorbairt ionas go mbeidh siad in ann a gcuid oibre a phlé ar bhonn níos cuimsithí. Moltar straitéisí a chur i bhfeidhm ionas go mbeidh na daltaí in ann caint go leanúnach bríoch faoina gcuid foghlama thar an gcuraclam agus lasmuigh de.
- Sa Mhatamaitic, léiríonn na daltaí inniúlacht mhaith sa tuiscint choincheapúil agus san uimhríocht mheabhrach. Tá gnóthachtáil na ndaltaí i dteanga na Matamaitice go maith ach is trí mheán an Bhéarla den chuid is mó a shealbhaíonn siad na coincheapa nua. Is den riachtanas é go n-úsáidtear an Ghaeilge mar mheán teagaisc i ngach ábhar seachas an Béarla sa suíomh tumoideachais.
- Tá eispéireas foghlama saibhir ag na daltaí sna hEalaíona agus tá na daltaí ag bailiú chucu féin scileanna foghlama don saol atá rompu. Tugtar deiseanna do na daltaí dul i ngleic le snáithe uile an churaclaim cheoil go neamhspleách agus go comhoibritheach agus cruthaíonn siad go hinniúil ag seinm agus ag canadh mar ghrúpa. Chonacthas iad ag úsáid an eolais a bhailíonn siad ón nGaeilge agus ón Stair go cruthaitheach, samhlaíoch i suímh dhrámatúla agus ealaíne.
- Bíonn deiseanna fiúntacha ag na daltaí obair mar eolaithe agus mar staraithe agus iad ábalta páirt bhríoch a ghlacadh i ngníomhaíochtaí praiticiúla agus taighde ar bhonn indibhidiúil nó go comhoibritheach. Baintear leas éifeachtach as na teicneolaíochtaí digiteacha i ngach suíomh ranga d'fhonn na daltaí a chumasú taighde a dhéanamh agus torthaí a gcuid foghlama a léiriú.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc an-mhaith ar an iomlán. Tá atmaisféar dearfach tarraingteach le braith sa scoil agus tá an idirghníomhaíocht idir na múinteoirí agus na daltaí fabhrach don fhoghlaim rannpháirtíoch.
- Cuirtear béim ar rannpháirtíocht ghníomhach na ndaltaí sna ceachtanna agus mealltar iad chun freagraí a mhíniú agus chun gnéithe éagsúla dá n-eispéiris a phlé.
- Tá cuspóirí teagaisc agus measúnaithe leagtha amach le cruinneas agus soiléireacht sa phleanáil agus i suímh áirithe déantar pleanáil chun scileanna labhartha na ndaltaí a fhorbairt agus a chothú go córasach. I mionlach suíomh áfach, níor léir go raibh an phleanáil forbartha a dhóthain ar bhonn straitéiseach chun freastal ar éagsúlacht chumas na ndaltaí. Is den riachtanas é go mbeidh na ceachtanna agus na spriocanna foghlama atá le baint amach ag tabhairt dúshláin chuí do gach léibhéal chumais.
- Tá cleachtais chuimsitheacha éifeachtacha á gcur i bhfeidhm i dtaca le freastal ar dhaltaí le riachtanais speisialta oideachais agus tá cáilíocht an tsoláthair do na daltaí seo le moladh go hard. Úsáidtear an *Contanam Tacaíochta* go héifeachtach chun na riachtanais speisialta a

aithint agus idirghabhálacha straitéiseacha a dhéanamh chun freastal ar na daltaí. Tá na modhanna múinte seo páiste-lárnach agus spreagúil.

- Baintear úsáid fhóna as *Aistear: Creatchuraclam na Luathóige* chun scileanna éisteachta, rannpháirtíochta agus cumarsáide na ndaltaí a neartú.
- Tá córas measúnaithe i bhfeidhm a léiríonn dul chun cinn gach dalta go han-soiléir. Déantar cúram maith den mheasúnú chun foghlama agus glacann na daltaí ról gníomhach sa phróiseas seo. Sna cleachtais ab fhearr a breathnaíodh, tugadh deiseanna do na daltaí macnamh a dhéanamh ar a sainriachtanais foghlama féin agus tugadh tacaíocht foirmitheach maidir le feabhas a dhéanamh ina gcuid oibre.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-ard sa scoil agus leagtar béim ar fhorbairt an dalta ina iomláine ar bhonn scoile-uile.
- Cuirtear raon leathan d'imeachtaí tairbheacha comh-churaclaim agus seach-churaclaim ar fáil do na daltaí agus glacann siad páirt i ndíospóireachtaí, i ndrámaí, i gceolchoirmeacha agus i dtionscadail oidhreachta agus imshaoil. Cothaíonn na himeachtaí seo go léir neamhspleáchas agus féinmhuinín i measc na ndaltaí agus iad ag cruthú naisc leis an bpobal áitiúil agus leis an saol i gcoitinne.
- Sna ceistneoirí a chomhlánaigh na daltaí, léirigh siad uile go dtaitníonn an scoil leo, go réitíonn siad go maith leis na páistí eile sa scoil agus gur scoil mhaith í.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta sa scoil an-mhaith. Oibríonn an bord agus an príomhoide go dúthrachtach le chéile chun folláine na ndaltaí a chinntiú agus a chur chun cinn. Tionóltar cruinnithe go rialta chun freagairt do riachtanais na scoile atá ag athrú agus déantar cúram cuí d'acmhainní na scoile a bhainistiú. Tacaíonn an bord le forbairt agus foghlaim leanúnach na foirne chun dul i ngleic le sainriachtanais na scoile. Tá comhghaol comhoibritheach, rathúil le sonrú ina measc maidir le dualgaisí ceannaireachta agus bainistíochta.
- Tá a dualgaisí bainistíochta agus eagrúcháin á gcomhlíonadh ag an bpríomhoide go han-éifeachtach. Éiríonn léi atmaisféar fáilteach a chruthú sa scoil – atmaisféar ina léirítear an cultúr Gaelach, meas ar an teanga agus mórtas chomhthionól na scoile as a bhfuil á dhéanamh sa scoil. Eagraíonn sí cruinnithe rialta leis an bhfoireann ar mhaithe le gnéithe feabhsúcháin agus gnéithe chun forbartha a aithint sa bhfoghlaim. Oibríonn an príomhoide tánaisteach agus foireann na scoile go comhoibritheach, athmhacnamhach i gcomhpháirt leis an bpríomhoide chun a bhfís d'fhorbairt na scoile a chur i gcrích.
- Tá ról fiúntach gníomhach á ghlacadh ag na tuismitheoirí i saol na scoile. Tugann siad tacaíocht dhearfach d'iarrachtaí na scoile ar son na ndaltaí. Léiríonn torthaí na gceistneoirí go n-aontaíonn na tuismitheoirí uile go ritear an scoil go maith, go bhfuil atmaisféar maith ann agus go gcuirtear fáilte rompu.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá obair fhiúntach ar siúl ag an scoil sa bhféinmheastóireacht. Rinneadh iniúchadh criticiúil cheana féin ar chur chuige na scoile sa litearthacht, san uimhearthacht agus sa Chorpoideachas. Tá fianaise ann gur baineadh torthaí fiúntacha amach dá bharr ach ní mór tuilleadh athbhreithnithe a dhéanamh ar an gcur chuige don uimhearthacht agus soláthar a dhéanamh chun an teanga a mhúineadh trí Ghaeilge.
- Agus an fhoireann scoile ag déanamh athbhreithniú i mbliana ar thacaíocht d'fholláine na ndaltaí ní mór a chinntiú go bhfuil cuspóirí beachta leagtha síos acu agus go mbeidh na spriocanna seo intomhaiste nuair a bheidh an scoil ag déanamh féinmheasúnú ar a dul chun cinn agus ag tuairisciú do chomhphobal na scoile ar thorthaí na hoibre.

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile / School name	Gaelscoil An tSlí Dála
Seoladh na scoile / School address	An Bealach Mór Co. Laoise
Uimhir rolla / Roll number	20224K

Date of inspection: 12-11-2019

Date of issue of report:



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

HOW TO READ THIS REPORT

During this inspection, the inspector(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 school met the requirements in relation to each of the checks above.

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	12-11-2019
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with the principal and the in-school management team• Meeting with representatives of the management board• Meeting with parent representatives• Meeting with teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent, pupil and teacher questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to the principal, deputy principal and teachers, and to representatives of the management board

SCHOOL CONTEXT

Gaelscoil an tSlí Dála is a co-educational, primary school under the joint patronage of the Catholic Bishop of Killaloe and the Church of Ireland Bishop of Killaloe, Limerick and Ardfert. There are two mainstream teachers, two teachers of early intervention classes for children with autism and one teacher for children with special needs on the school staff. There are four special needs assistants on the staff. There are 46 pupils enrolled, including pupils in the early intervention classes.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- A happy atmosphere exists in the school and the pupils clearly enjoy the rich learning experience that they have.
- The quality of learning is very good overall, but there is scope to strengthen and broaden pupils' oral language in Irish across the entire curriculum.
- The quality of teaching is very good overall and pupil development is commendably catered for in all areas of the curriculum, although in a minority of settings it was not clear that class planning was completed in a differentiated manner to cater for the range of pupil abilities.
- The management and leadership of the school is very effective; the school principal fulfils her duties diligently and professionally and with positive support from the board of management the holistic development of the pupils is catered for comprehensively.
- Immersion education is being successfully implemented and it is clear that the pupils can learn effectively through the medium of Irish, but the school does not fully adhere to the principles of immersion education in relation to the teaching of Mathematics.
- The quality of school self-evaluation is good and worthwhile work has been carried out by the school to improve standards of literacy, numeracy and Physical Education.

RECOMMENDATIONS

- The school's approach to the teaching of Mathematics should be reviewed so that the subject is taught through the medium of Irish with a view to adhering fully to the principles of immersion education.
- It is recommended that strategic planning and differentiated teaching is carried out in every class so that pupils achieve learning outcomes aligned with their individual abilities.
- The pupils' oral language skills in Irish should be developed across the curriculum so that they may speak more comprehensively about their learning experiences using subject-specific vocabulary.

DETAILED FINDINGS AND RECOMMENDATIONS

THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good overall and a broad range of meaningful learning activities encourages them to learn. During the evaluation, pupils were observed working in a purposeful manner individually and in small groups in enjoyable learning situations.
- The pupils' literacy skills are being developed in an integrated manner. Their listening and comprehension skills are very well developed. They read confidently and write independently at a high standard. They understand the link between Irish and English and show that they can transfer their skills when they write in the various genres in both languages.
- The pupils speak fluently and confidently in Irish but there is scope to develop their ability in the use of structures and specific vocabulary in aspects of the curriculum, to enable them to discuss their work more comprehensively. It is recommended that strategies be implemented to enable the pupils to talk continuously and meaningfully about their learning across and beyond the curriculum.
- In Mathematics, the pupils demonstrate good ability in conceptual understanding and mental arithmetic. The pupils' achievement in mathematical language is good but new concepts are primarily acquired through the medium of English. The use of Irish as a medium of instruction is necessary in every subject, other than English, in the immersion education context.
- The pupils have a rich learning experience in the Arts and are acquiring learning skills for life. Pupils are afforded opportunities to get involved in all strands of the music curriculum independently and collaboratively and perform capably when playing and singing as a group. They were observed using knowledge they gather from Irish and History creatively and imaginatively in dramatic and artistic settings.
- The pupils have worthwhile opportunities to work as scientists and as historians and can participate meaningfully in practical activities and research on an individual basis or collaboratively. Effective use is made of digital technologies in all class settings to enable the pupils to carry out research and display the outcomes of their learning.

2. THE QUALITY OF TEACHING

- The quality of teaching is very good overall. A positive, engaging atmosphere can be perceived in the school and the interaction between the teachers and the pupils is conducive to participatory learning.
- The active participation of pupils is emphasised in lessons and they are encouraged to explain answers and to discuss various aspects of their experiences.
- Teaching and assessment objectives are laid out with accuracy and clarity in planning and in some settings planning is carried out to systematically develop and foster the oral language skills of the pupils. However, in a minority of settings, it was not clear that planning was sufficiently developed on a strategic basis to cater for the various abilities of the pupils. It is necessary that the lessons and the learning targets to be achieved provide appropriate challenges to every level of ability.
- Comprehensive and effective practices are being implemented to cater for pupils with special educational needs and the quality of provision for these pupils is to be highly commended. The *Continuum of Support* is used effectively to identify special needs and to carry out strategic interventions to cater for pupils. These teaching methods are child-centred and motivating.

- Appropriate use is made of *Aistear: Creatchuraclam na Luath-Óige* to strengthen the listening, participatory and communicative skills of the pupils.
- A system of assessment is being implemented which illustrates very clearly the progress of each pupil. Assessment for Learning is catered for well and the pupils take an active role in this process. In the best practices observed, the pupils were afforded opportunities to consider their own specific learning needs and were given formative support regarding the improvement of their own work.

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

- The quality of support for pupils' well-being in the school is very high and there is an emphasis on the holistic development of the pupil on a whole-school basis.
- A wide range of beneficial co-curricular and extra-curricular activities are provided for the pupils and they participate in debates, plays, concerts and in heritage and environmental projects. All these activities foster independence and self-confidence on the part of pupils as they create links with the local community and with the wider world.
- In the questionnaires completed by the pupils, all agreed that they enjoyed school, that they get along well with the other children in the school and that it is a good school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management in the school is very good. The board and principal work diligently together to ensure and promote the well-being of the pupils. Meetings are held regularly to respond to the changing needs of the school and the school's resources are appropriately managed. The board supports the staff's continuous development and learning to meet the specific needs of the school. A collaborative, successful relationship is discernible in the school regarding leadership and management duties.
- The principal fulfils her managerial and organisational duties very effectively. She succeeds in creating a welcoming atmosphere in the school - an atmosphere which promotes Gaelic culture, respect for the language and pride in the school community for everything the school achieves. She organises regular meetings with the staff to identify aspects for improvement and development in learning. The deputy principal and school staff work collaboratively and reflectively in conjunction with the principal to bring their vision for the development of the school to fruition.
- The parents have a worthwhile, active role in the life of the school. They support the school's efforts on behalf of the pupils in a positive manner. According to the questionnaires, all parents agree that the school is well-run, that the atmosphere is pleasant and that they are made to feel welcome there.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The school undertakes worthwhile work in self-evaluation. A critical examination of the school's approach to literacy, numeracy and Physical Education has already been carried out. There is evidence that worthwhile outcomes have been achieved as a result, but the approach to numeracy should be revised further and provision made to teach the subject through the medium of Irish.
- As the staff of the school carry out a review this year of support for pupils' wellbeing, they need to ensure that precise objectives are laid down and that these targets will be measurable when the school is evaluating its progress and reporting to the school community on the outcomes of its work.

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 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;