

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

**Meastóireacht Scoile Uile**  
**Bainistíocht, Ceannaireacht agus Foghlaim**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Gaelscoil na Mí
<b>Seoladh na scoile / School address</b>	Cill Dhéagláin Thiar Cill Dhéagláin Contae na Mí
<b>Uimhir rolla / Roll number</b>	20382F

**Dáta na cigireachta: 21-11-2018**



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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 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.

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 Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socrúithe 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. Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

## **Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim**

<b>Dátaí na cigireachta</b>	21-11-2018
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b>	<ul style="list-style-type: none"> <li>• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí</li> <li>• Breathnóireacht ar theagasc agus ar fhoghlaim</li> <li>• Scrúdú ar obair na ndaltaí</li> <li>• Caidreamh le daltaí</li> <li>• Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta</li> </ul>
<ul style="list-style-type: none"> <li>• Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile</li> <li>• Cruinniú le hionadaithe an bhoird bhainistíochta</li> <li>• Cruinniú le hionadaithe tuismitheoirí</li> <li>• Cruinniú le múinteoirí</li> <li>• Athbhreithniú ar cháipéisí ábhartha</li> </ul>	

### **COMHTHÉACS NA SCOILE**

Is bunscoil lán-Ghaeilge chomhoideachasúil í Gaelscoil na Mí a fheidhmíonn faoi phatrúnacht an Fhorais Pátrúnachta. Tá dáréag múinteoir príomhshrutha sa scoil faoi láthair agus beirt oidí tacaíochta. Ag am na meastóireachta, bhí 304 dalta cláraithe sa scoil agus tinreamh an-mhaith ag a bhformhór.

### **ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:**

#### **CINNTÍ**

- Ar an iomlán, tá cáilíocht foghlama na ndaltaí go maith trasna an churaclaim le gnéithe áirithe le forbairt.
- Cé go bhfuil próiséis na scríbhneoireachta curtha chun cinn go sistéamach sa Ghaeilge agus sa Bhéarla, níl an bhéim céanna curtha ar ábhar agus ionchur teanga chun scileanna scríbhneoireachta na ndaltaí a fhorbairt go cuí.
- Tá gnóthachtáil na ndaltaí sa Mhatamaitic go maith; ní chuirtear an obair in oiriúint ar bhonn leanúnach do dhaltaí ar gach leibhéal cumais sa teagasc.
- Tá cáilíocht an teagaisc sa scoil ar chaighdeán maith ar an iomlán; téann oidí i mbun teagaisc le díogras agus cúram.
- Tugtar tacaíocht an-mhaith d'fholláine agus do leas na ndaltaí.
- Tá cáilíocht na ceannaireachta agus na bainistíochta fíor-éifeachtach; tá próiseas na féinmheastóireachta scoile (FMS) ag dul i bhfeidhm go dearfach ar thorthaí foghlama na ndaltaí.

#### **MOLTAÍ**

- Is gá do na múinteoirí níos mó béime a chur ar ábhar agus ionchur teanga le linn an teagaisc chun a chinntiú go mbeidh forbairt chuí in ábhar na scríbhneoireachta chomh maith le scileanna scríbhneoireachta na ndaltaí sa Ghaeilge agus sa Bhéarla.

- Tá sé riachtanach go ndéantar breis anailíse ar thorthaí na scrúdaithe caighdeánaithe sa Mhatamaitic chun a chinntiú go gcuirtear an obair in oiriúint do dhaltaí ar gach leibhéal cumais.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith trasna an churaclaim le gnéithe áirithe le forbairt.
- Sonraítear atmaisféar Gaelach sa scoil trí an úsáid éifeachtach a bhaintear as an fhilíocht, amhránaíocht agus úsáid na Gaeilge go neamhfhorimiúil. Úsáideann na múinteoirí togha na Gaeilge chun dea- phrionsabail an tumoideachais a chur ar aghaidh agus éispéireas shaibhir an teanga a thabhairt do na daltaí. Labhraíonn cuid mhaith de na daltaí go cumasach agus go muiníneach. Tá córas sistéamach ann chun struchtúr abairte agus foclóir ó bhéal a mhúineadh agus a chleachtadh sa Ghaeilge.
- Tá scileanna fóineolaíochta agus léitheoireachta na ndaltaí ar chaighdeán maith agus léann siad scéalta sa dá theanga le cumas ar leith. Is léir go bhfuil dul chun cinn an-thairbhiúil a dhéanamh maidir le forbairt ar scileanna éisteachta na ndaltaí. Cé go scríobhann na daltaí go rialta thar raon leathan den churaclam go caighdeán inmholta, is léir ó shamplaí scríbhneoireachta na ndaltaí go bhfuil gá le tuilleadh deiseanna a thabhairt dóibh chun a scileanna scríbhneoireachta neamhspleách a chleachtadh agus a fhorbairt sa Ghaeilge.
- Tá caighdeán maith bainte amach ag na daltaí sa Mhatamaitic. Oibríonn na daltaí go héifeachtach ina rannpháirtíocht i modhanna foghlama gníomhacha ar nós obair i mbeirteanna, obair i ngrúpaí agus obair le hábhair nithiúla. Léiríonn formhór na ndaltaí inniúlacht agus eolas fhiúntach ar an méid atá foghlamtha acu. Múintear luathscileanna na matamaitice go córasach in sna bunranganna. Cuirtear béim áirithe ar scileanna réiteach fadhbanna a fhorbairt agus is léir go bhfuil na daltaí ag feabhsú sa an scil seo, rud a chuireann lena gcumas sa Mhatamaitic go ginearálta. Déantar cúram bhreá chun téarmaíocht shainiúil agus coincheapa na matamaitice a theagasc go struchtúrtha. Chun cur leis an dea-chleachtas seo, is gá breis anailíse á dhéanamh ar thorthaí na scrúdaithe caighdeánaithe chun a chinntiú go gcuirtear an obair in oiriúint do dhaltaí ar gach leibhéal cumais sa Mhatamaitic.
- Tá caighdeán mhaith bainte amach ag na daltaí sa Bhéarla ach tá gnéithe den scríbhneoireacht le forbairt. Oibríonn na daltaí i ngrúpaí léitheoireachta de réir a gcumas go tairbhiúil agus léiríonn siad tuiscint chuí ar phróséas na scríbhneoireachta. Tá gá le breis ionchur ó thaobh ábhair agus teanga shaibhir in obair na ndaltaí chun tógáil ar a scileanna scríbhneoireachta sa Bhéarla.
- Tá na daltaí le riachtanais speisialta oideachais ag foghlaim go breá de réir a riachtanais. Tá an tacaíocht a fhaigheann siad go héifeachtach chun cabhair a thabhairt lena bhforbairt san fhoghlaim sa seomra ranga.
- Tá béim fhiúntach curtha ar mhodhanna chun foghlama trí shúgradh a úsáid i ranganna na naíonáin. I roinnt ceachtanna a breathnaíodh ag na rang léibhéil eile, baintear úsáid as modh na drámaíochta chun éispéireas shaibhir agus foghlaim ghníomhach a chur chun cinn agus ba léir go raibh na daltaí an-tugtha leis an cur chuige foghlama seo; moltar an cur chuige seo a leathnú go gach rang.

- Is léir ó raon de na samplaí ealaíne a bhí ar taispeáint ar fud na scoile go bhfuil forbairt bhreá ar scileanna Ealaíne na ndaltaí.

## 2. CÁILÍOCHT AN TEAGAISIC

- Tá cáilíocht an teagaisic ar chaighdeán maith. Téann oidí i mbun teagaisic le díogras. Úsáideann siad cur chuige teagaisic atá éifeachtach; den chuid ba mó, bhí cuspóirí cinnte, ábhar, struchtúr agus luas na gceachtanna oiriúnach do riachtanais fhoghlama na ndaltaí.
- Soláthraíonn na hoidí taithí fhoghlama atá rathúil chun na cuspóirí foghlama a bhaint amach. Baintear úsáid mhaith as téamaí comhtháite chun taithí foghlama shaibhir a chothú do dhaltaí. Ina measc sin, baineadh úsáid as réimse leathan de mhodhanna múinte go héifeachtach; ról-imirt, grúpobair agus cluichí teanga san áireamh. Baineann na múinteoirí úsáid thairbhiúil as abhár nithiúla agus teicneolaíocht digiteach chun tacú leis an teagasc. I roinnt ceachtanna a breathnaíodh afách, níl a dhótháin éagsúlacht sna modhanna múinte agus ní bhaintear feidhm sheasmhach as straitéisí dhifreálaithe chun freastal ar éagsúlacht cumais na ndaltaí sa Mhatamaitic agus sa Bhéarla i roinnt ranganna.
- Sna ceachtanna a breathnaíodh ina raibh cleachtas den scoth, bhí dúshlán breise tugtha do dhaltaí atá níos cumasaí. I roinnt cásanna eile, bhí easpa dúshláine cuí i ngnéithe den teagasc; is gá do na hoidí seo dúshlán bhreise san fhoghlaim a sholáthar do na daltaí atá níos cumasaí. Mar sin de, moltar béim a chur ar cheisteanna oscailte agus tascanna níos dúshlánaí a chur chun cinn.
- Tá cáilíocht an tsoláthair do dhaltaí a bhfuil riachtanais speisialta oideachais acu go han-mhaith. Breathnaíodh ar chleachtas éifeachtacha a d'fhreastail ar riachtanais fhoghlama na ndaltaí. Baintear leas fóna as *An Contanam Tacaíochta* agus cuirtear réimse tacaíochtaí atá páistelárnach ar fáil chun scileanna foghlama agus shóisialta na ndaltaí a fhorbairt go cuí. Baintear úsáid mhaith as tacaíocht-inranga chun freastal ar riachtanas na ndaltaí i gcomhthéacs an tseomra ranga.
- Tá cáilíocht an mheasúnaithe go maith ar an iomlán ach tá gnéithe áirithe le forbairt. Úsáidtear réimse leathan de straitéisí mheasúnaithe chun gnóthachtáil na ndaltaí a mheas. I roinnt cásanna, déantar monatóireacht éifeachtach ar obair scríofa na ndaltaí le haiseolas cruinn chun an fhoghlaim a fheabhsú; b'fhiú do na múinteoirí an cleachtas seo a leathnú go gach rang chun a chinntiú go bhfuil feabhas suntasach ag teacht ar obair scríofa na ndaltaí. B'fhiú, freisin, béim chórasach a chur ar chumas na ndaltaí chun monatóireacht a dheánamh ar a gcuid foghlama féin sa chaoi go ndéanfar foghlaimeoirí neamhspleácha díobh de réir a chéile.

## 3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tugtar tacaíocht an-mhaith d'fholláine agus leas na ndaltaí. Le linn na meastóireachta ba léir go raibh caidreamh an-dearfach idir na daltaí agus an fhoireann agus i measc na ndaltaí chomh maith.
- Comhoibríonn na daltaí go han-mhaith lena chéile agus tá dea-iompar, cúirtéis agus fonn oibre na ndaltaí le moladh.
- Sna ceistneoirí a dáileadh, d'aontaigh formhór na ndaltaí gur scoil mhaith í Gaelscoil na Mí agus go dtainíonn an scoil leo. Ní aontaíonn mionlach suntasach na ndaltaí, afách, go bhfuil fhios acu conas mar atá ag eirí leo sa Mhatamaitic.

- Tá na seomraí ranga eagraithe go han-mhaith agus feistithe le hacmhainní súl, obair na ndaltaí agus póstaer atá féin-deartha ag na múinteoirí. Tá spásanna foghlama éifeachtacha ar fud na scoile. Tacaíonn sé seo le hatmaisféar dearfach, socair, suaimhneach agus le taithí fhoghlama atá cuidiúil agus fabhrach don fhoghlaim a chruthú ar bhonn scoile-uile.

#### **4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA**

- Tá cáilíocht na ceannaireachta agus na bainistíochta ag feidhmiú ar leibhéal fíor-éifeachtach. Glacann an bord páirt an-ghníomhach i bhforbairt na scoile. Soláthraíonn an príomhoide ceannaireacht eolasach agus tá fíís shoiléir aici don scoil chun ard chaighdeán foghlama a chothú. Tugann an fhoireann bhainistíochta inscoile faoina ndualgaisí le dúthracht chun leasa forbartha na scoile.
- Sna ceistneoirí a dáilíodh i measc na múinteoirí roimh na meastóireachta, d'aontaigh gach múinteoir go noibríonn an fhoireann go maith i gcomhpháirt lena chéile. Is inmholta mar a thugann múinteoirí eile nach bhfuil post fhreagrachta acu, faoi dhualgaisí ar mhaithe le forbairt na scoile. D'aontaigh formhór na múinteoirí sna ceistneoirí go bhfuil an fhorbairt ghairmiúil leanúnach lárnach ina gcuid oibre.
- Cuirtear sochrúcháin ar fáil d'ábhar oidí 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 go maith. Tá an próiséas FMS ag dul i bhfeidhm go dearfach ar thorthaí foghlama na ndaltaí. Soláthraíodh tuairisc féinmheastóireachta agus plean feabhsúcháin scoile do ghnéithe den litearthacht sa Ghaeilge agus sa Bhéarla. Is inmholta an tslí ina raibh torthaí suirbhéanna na dtuismitheoirí roinnte leo mar pháirt den phróiséas FMS.

## 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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> 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
<b>Maith</b>	Úsáidtear <b>Go maith</b> 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 <b>an-mhaith</b> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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
<b>Lag</b>	Úsáidtear <b>Lag</b> 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**

<b>Ainm na scoile / School name</b>	Gaelscoil na Mí
<b>Seoladh na scoile / School address</b>	Cill Dhéagláin Thiar Ashbourne County Meath
<b>Uimhir rolla Roll number</b>	20382F

**Date of inspection: 21-11-2018**



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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.

## **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:

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision 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 evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

The school met the requirements in relation to each of the checks above.

# Whole School Evaluation

## Management, Leadership and Learning

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

### SCHOOL CONTEXT

Gaelscoil na Mí is an all-Irish co-educational primary school operating under the patronage of an Foras Pátrúnachta. There are twelve mainstream teachers in the school at present, as well as two support teachers. At the time of the evaluation, 304 pupils were enrolled, most having a very good attendance record.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- Overall, the quality of pupils' learning is good across the curriculum with some areas for development.
- Even though the writing process has been systemically progressed in both Irish and English, the same emphasis has not been placed on content and language input in order to develop the pupils' writing skills in an appropriate manner.
- Pupils' attainment in Mathematics is good; work is not being adapted for pupils of all ability levels during lessons.
- The quality of teaching in the school is good overall; teachers undertake their teaching with enthusiasm and care.
- The pupils' well-being and interests are very well supported.
- The quality of leadership and management is very effective; the school self-evaluation (SSE) process is having a positive impact on pupils' learning outcomes.

#### RECOMMENDATIONS

- Teachers need to place more emphasis on content and language input during teaching to ensure that pupils' writing material and skills in Irish and English are appropriately developed.
- Further analysis of the results of standardised tests in Mathematics is necessary in order to ensure that the work is adapted for pupils of all ability levels.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is good across the curriculum with certain aspects for development.
- A Gaelic atmosphere is evident in the school through the effective use of poetry, singing and the informal use of Irish. Teachers use excellent Irish to further the good principles of immersion education and give pupils a rich experience of the language. Many pupils speak with competence and confidence. A systemic process is in place to teach and practise sentence structure and oral vocabulary in Irish.
- The pupils' phonological and reading skills are of a high standard and they read stories in both languages with particular competence. It is evident that very good progress is being made in developing the pupils' listening skills. Even though pupils write on a regular basis across a broad range of curricular areas and do so to a commendable standard, it is evident from examples of pupils' writing that they need more opportunities to practise and develop their independent writing skills in Irish.
- Pupils have attained a good standard in Mathematics. Pupils work effectively while participating in active learning methods such as working in pairs, group work and working with concrete materials. Most pupils demonstrate competence and a good knowledge of what they have learned. Early skills in Mathematics are taught in a systematic manner in the junior classes. A specific emphasis is placed on the development of problem-solving skills and it is evident that pupils are improving in this skill, which is also improving their mathematical ability generally. Sustained attention is given to the structured teaching of the specific terminology and concepts of Mathematics. In order to further this good practice, more analysis of the results of standardised tests is necessary in order to ensure that lesson content is adapted for pupils of all ability levels.
- Pupils have attained a good standard in English but aspects of writing requires development. They work well in reading groups according to their abilities and demonstrate an appropriate understanding of the writing process. More input is needed with regard to both content and language in pupils' work in order to build on their writing skills in English.
- Pupils with special educational needs are learning well relative to their needs. The support they receive is effective in helping them to progress in their classroom learning.
- A worthwhile emphasis is placed on the use of learning through play methods in the infant classes. In some lessons observed at other class levels, drama was used effectively to promote a rich and active learning experience for pupils and it was clear that they were very taken with this learning approach; it is recommended that this approach be extended to all classes.
- It is evident from the range of examples of Art on display throughout the school that pupils' artistic skills are being well developed.

## **2. THE QUALITY OF TEACHING**

- The quality of teaching is of a good standard. Teachers are enthusiastic in their teaching. They adopt an approach to teaching which is effective; for the most part, definite objectives were set, and the content, structure and pace of lessons were appropriate to the learning needs of pupils.
- Teachers provide learning experiences that are successful in achieving the learning objectives. Good use is made of integrated themes to foster a rich learning experience for pupils. Among those, a wide range of teaching methods were used effectively; including role play, group work and language games. Teachers make beneficial use of concrete materials and digital technology to support teaching. However, in some lessons observed, teaching methods are not varied enough, and in some classes differentiation strategies are not used in a consistent manner to cater for the differing abilities of pupils in Mathematics and English.
- In classes where excellent practice was observed, more able pupils were given additional challenges. In some other cases, aspects of teaching lacked appropriate challenge; it is necessary for these teachers to present more able pupils with additional challenges in their learning. Therefore, it is recommended that emphasis be placed on open questions and the promotion of more challenging tasks.
- The quality of provision for pupils with special educational needs is very good. Effective practices that catered for pupils' educational needs were observed. Beneficial use is made of the *Continuum of Support* and a range of child-centred supports is made available to develop the pupils' learning and social skills in an appropriate manner. Good use is made of in-class support to cater for pupils' needs in a classroom context.
- The quality of assessment is good overall but there are certain areas for development. A wide range of strategies is used to assess pupils' attainment. In some cases, pupils' written work is effectively monitored with accurate feedback to improve learning; it would be worthwhile for teachers to extend this practice to all classes in order to ensure that there is a significant improvement in pupils' written work. A systematic emphasis should be placed on developing pupils' capacity to monitor their own learning so that they gradually become independent learners.

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

- The pupils' well-being and interests are very well supported. During the evaluation, it was apparent that there was a very good relationship between pupils and teachers and also among pupils themselves.
- There is very good co-operation between pupils and their good behaviour, courtesy and willingness to work are commendable.
- In the questionnaires distributed, most pupils agreed that Gaelscoil na Mí is a good school and that they like the school. However, a significant minority of pupils do not agree that they know how they are progressing in Mathematics.
- The classrooms are very well organised and equipped with visual aids, pupils' work, and posters self-designed by the teachers. There are effective learning spaces throughout the school. This helps to create a positive, calm, peaceful atmosphere that is conducive to creating good quality learning experiences throughout the school.

#### **4. THE QUALITY OF LEADERSHIP AND MANAGEMENT**

- The quality of leadership and management is at a very high level. The board plays a very active role in the school's development. The principal provides knowledgeable leadership and she has a clear vision for the school to foster a high standard of learning. The in-school management team undertake their duties diligently for the benefit of the school's development.
- In the questionnaires distributed among teachers prior to the evaluation, all teachers agreed that the staff work well in partnership with each other. The willingness of teachers who do not have posts of responsibility to undertake duties in supporting school development is commendable. Most teachers agreed in the questionnaires that continuous professional development is central to their work.
- The school provides placement for student teachers and they are supported to gain experience in an all-Irish teaching and learning environment.

#### **5. THE QUALITY OF SCHOOL SELF-EVALUATION**

- The quality of school self-evaluation is good overall. The SSE process is having a positive effect on pupils' learning outcomes. A self-evaluation report and a school improvement plan were provided in relation to aspects of literacy in Irish and English. The way in which the results of parental surveys was shared with parents as part of the SSE process is commendable.

## 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
<b>Very good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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 <b>very good</b> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Poor</b>	<b>Weak</b> 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