

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Coláiste Íosagáin
Seoladh na scoile	Bóthar Stigh Lorgan Baile An Bhóthair An Charraig Dhubh
Uimhir rolla	60042F

Dáta na Meastóireachta: 06-02-2019



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

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

Cad is 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 léi dea-chleachtas agus déantar moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne na cigirí meastóireacht agus tuairisciú faoi na ceanteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Cáilíocht na ceannaireachta agus na bainistíochts scoile
2. Cáilíocht an teagaisc agus na foghlama
3. Cur i bhfeidhm na moltaí ó mheastóireachtaí roimhe seo
4. Próiseas féinmheastóireachta na scoile agus an acmhainn d'fheabhsúchán 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.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsana 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

Dátaí na cigireachta	4, 5 agus 6 Feabhra 2019
Gníomhaíochtaí cigireachta a rinneadh: Cruinniú leis an mBord Bainistíochta Cruinnithe leis an bpríomhoide agus príomhoide tánaisteach Cruinnithe le príomhbhaill foirne Athbhreithniú ar cháipéisí ábhartha Agallamh le fócasghrúpa scoláirí	Cruinniú le tuismitheoirí Anailís ar cheistneoirí ó thuismitheoirí, scoláirí agus múinteoirí Breathnú ar theagasc agus foghlaim Idirghníomhú le scoláirí Scrúdú ar obair na scoláirí Aiseolas don fhoireann bainistíochta shinsearach, bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Meánscoil dheonach Chaitliceach lánGhaeilge do chailíní is ea Coláiste Íosagáin, atá faoi choimirce iontaobhas Scoileanna Éamainn Rís. Tá 484 scoláire ar an rolla faoi láthair. Soláthraíonn an scoil na cláir seo a leanas: an tSraith Shóisearach, clár Idirbhliana atá éigeantach agus an Ardeistiméireacht bhunaithe. Roinneann Coláiste Íosagáin agus Coláiste Eoin, meánscoil dheonach lánGhaeilge do bhuachaillí faoin iontaobhas céanna, an suíomh céanna agus roinnt áiseanna. Is nasc tairbheach é seo a théann chun leasa na scoláirí uile.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Bhí cáilíocht na ceannaireachta agus na bainistíochta scoile go han-mhaith, ach tá scóip chun forbartha ann maidir le leithdháileadh uaireanta teagasc ar an amchlár agus na dualgais a bhaineann leis na poist freagrachta.
- Bhí cáilíocht an teagasc agus an mheasúnaithe sna ceachtanna a breathnaíodh go maith; bhí an cleachtas go han-mhaith i mionlach suntasach de na ceachtanna, agus breathnaíodh roinnt mhaith samplaí de chleachtais eiseamláireacha i ngach ceacht.
- Bhí cáilíocht na foghlama sna ceachtanna a breathnaíodh go han-mhaith.
- Tá an fhoireann le moladh as réimse leathan d'imeachtaí comhchuraclaim agus eischuraclaim a chur ar fáil ar mhaithe le forbairt iomlánaíoch na scoláirí.
- Tá dul chun cinn an-mhaith déanta i gcur chun cinn na moltaí a rinneadh i meastóireachtaí roimhe seo.
- Bhí cáilíocht an phróisis féinmheastóireachta scoile (FMS) éifeachtach, cé nach raibh plean gníomhaíochta spriocdhírthe ann i gcás gach réimse forbartha; léirigh pobal na scoile tiomantas agus ardchumas d'fheabhsúchán scoile.

Moltaí

- Ba chóir an t-amchlár a athbhreithniú chun a chinntiú go bhfuil gach múinteoir lán-aimseartha buan tráthchláraithe go cuí ar feadh 18 uair a chloig ar a laghad de threímhsí teagasc in aghaidh na seachtaine.
- Ba cheart féachaint in athuair ar na dualgais a ghabhann le poist freagrachta chun cúrsaí a bhaineann le teagasc, foghlaim, measúnú agus FMS a chur chun cinn ar shlí níos córasaí.
- Ar mhaithe le comhsheasmhacht in eispéreas foghlama na scoláirí a chinntiú, b'fhiú tógáil ar an bhforbairt atá ar bun maidir le cleachtais bunaithe ar an mbuíonteachas agus ar úsáid na teicneolaíochta faisnéise agus cumarsáide (TFC) a chur chun cinn, agus leas a bhaint as breathnóireacht chomhoibríoch múinteoirí chuige sin, mar chuid den phróiseas FMS.
- Ba chóir an próiseas FMS a fhorbairt trí fochoistí a bhunú, plean gníomhaíochta a dhréachtú, spriocanna sonracha, intomhaiste, comhaontaithe, réaláiocha agus uainithe (SICRU) a leagan amach, agus monatóireacht rialta a dhéanamh ar an dul chun cinn.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

Tá cáilíocht na ceannaireachta agus na bainistíochta scoile go han-mhaith, ach moltar athbhreithniú a dhéanamh ar leithdháileadh uaireanta teagasc ar an amchlár agus ar na dualgais a bhaineann leis na poist freagrachta.

Ceannaireacht ar fhoghlaim agus ar theagasc

Tá cáilíocht na ceannaireachta ar fhoghlaim agus ar theagasc go han-mhaith. Oibríonn an príomhoide agus an príomhoide tánaisteach go dlúth le chéile chun cultúr foghlama d'ardchaighdeán a chur chun cinn agus pobal foghlama lánGhaeilge a chruthú. Tá ionchais arda acu do na scoláirí agus do na múinteoirí i leith ardghnóthachtáil sna scrúduithe teistiméireachta. Cuirtear tacaíocht ar fáil do mhúinteoirí tabhairt faoi fhorbairt ghairmiúil leanúnach ar nós *TL21*, cúrsaí iarchéime agus cúrsaí inseirbhíse.

Cuireann an bord bainistíochta agus an príomhoide curaclam leathan ar fáil chun freastal ar riachtanais na scoláirí. Cabhraíonn an nasc tairbheach atá cruthaithe acu le Coláiste Eoin le raon leathan ábhar a chur ar fáil sa tsraith shinsearach. Thug na scoláirí le fios go bhfuil siad sásta ar an iomlán leis an rogha ábhar atá ar fáil sa scoil, ach gur mhaith leo go mbeadh Staidéar Gnó agus Cuntasaíocht ar fáil freisin, agus go dtabharfaí comhairle níos fearr dóibh faoi roghnú ábhar i gcoitinne. Chuir bainistíocht na scoile in iúl go bhfuiltear ag smaoinemh ar Léann Clasaiceach a chur ar fáil, agus b'fhiú fochoiste nó bord léinn a bhunú chun na féidearthachtaí ar fad a chíoradh agus a phlé le pobal na scoile.

Déantar an fhoireann a dháileadh go cuí de réir a gcuid cáilíochtaí agus réimsí saineolais a oiread agus is féidir. Tugadh faoi deara le linn na meastóireachta go raibh cúpla múinteoir lán-aimseartha buan ann a raibh níos lú ná 18 uaireanta cloig teagasc tráthchlárúil dóibh in aghaidh na seachtaine. Ba chóir an t-amchlár a athbhreithniú chun a chinntiú go bhfuil gach múinteoir lán-aimseartha buan tráthchlárúil go cuí ar feadh 18 uair a chloig ar a laghad de threimhsí teagasc in aghaidh na seachtaine.

Spreagtar teagasc sa scoil atá mealltach agus dúshlánach, agus chun cur ar chumas na scoláirí uile a bheith ina bhfoghlaimoirí gníomhacha agus spreagtha. Tugadh suntas do dhílseacht na mball foirne don scoil agus dá n-inniúlacht ar labhairt agus ar scríobh na Gaeilge. Tá an fhoireann le moladh as réimse leathan d'imeachtaí comhchuraclaim agus eischuraclaim a chur ar fáil. Cuimsítear iontu spórt, ceol, drámaíocht, díospóireachtaí, turais agus comórtais ar mhaithe le forbairt iomlánaíoch na scoláirí.

Sna ceistneoirí a dáileadh orthu, dhearbhaigh formhór na scoláirí go raibh siad bródúil as an scoil, go raibh a gcuid ceachtanna suimiúil agus go raibh ag éirí go maith leo ar scoil. Dhearbhaigh beagnach gach tuismitheoir go raibh siad sásta ar an iomlán leis an scoil.

Cuirtear clár ionductaithe cuimsitheach agus tairbheach ar fáil do scoláirí agus iad ag teacht isteach sa chéad bhliain. Tugann na ranganna cultúir san iarnóin ar an Aoine deis do na scoláirí aithne a chur ar a chéile agus páirt a ghlacadh in imeachtaí tairbheacha. Tugtar tacaíocht mhaith don líon beag scoláirí a thagann isteach ó bhunscoileanna Béarla, ach b'fhiú don scoil machnamh a dhéanamh ar conas cur leis na tacaíochtaí céanna.

Clár dea-eagraithe, spreagthach is ea an Idirbhliain. Déantar a lán infheistíochta ina réachtáil ó thaobh pearsanra, acmhainní agus cruinnithe de. Cuirtear an iliomad deiseanna foghlama ar fáil, idir ábhair nua, taithí oibre, obair charthanachta, turais agus teastais oifigiúla sna teangacha. Is é an ceoldráma buaicphointe na bliana. Baineann na scoláirí taitneamh agus tairbhe as an gclár.

Tá cáilíocht chúram na scoláirí go maith i gcoitinne ach tá scóip ann chun gnéithe den fholláine a fheabhsú, dar leis na scoláirí a d'fhreagair na ceistneoirí nó a ghlac páirt sa chruinniú fócas-ghrúpa.

Tugann rang-mhúinteoirí, bliainmhúinteoirí, an tseirbhís treoirchomhairleoireachta agus an fhoireann chúraim tacaíocht mhaith do na scoláirí. Is breá leis an gcuid is mó de na scoláirí an scoil agus réitíonn siad go han-mhaith lena chéile. Mar is dual do dhéagóirí bíonn brú agus imní orthu ó am go chéile. Léiríonn mionlach suntasach de na scoláirí sna ceistneoirí, áfach, nach dtuigeann siad gur féidir leo labhairt le duine fásta sa scoil má bhíonn fadhbanna acu. Is tráthúil go bhfuil an Fholláine mar phríomhthéama i bpróiseas an FMS i mbliana.

Moltar don scoil an scéal seo a iniúchadh, agus breis tacaíochtaí a chur ar fáil do scoláirí, chun cuidiú leo an brú agus an t-imní a bhíonn orthu uaireanta a bhainistiú agus a mhaolú. B'fhiú don scoil cur le fad an tsoa, nach maireann ach deich nóiméad ar maidin faoi láthair, ar mhaithe le tuilleadh suaimhnis agus idirghníomhachtaí a chothú i measc scoláirí. Ba cheart don scoil breis uaireanta le haghaidh treoirchomhairleoireachta pearsanta a chur ar fáil freisin mar chuid de na tacaíochtaí céanna.

Tá an tOideachas Sóisialta, Pearsanta agus Sláinte (OSPS) agus an tOideachas Caidrimh agus Gnéasachta (OCG) á soláthar de réir treoirlínte na Roinne. Léirigh an fhreagairt i gceistneoirí na scoláirí doiléireacht áirithe maidir leis an bhfoghlaim a dhéanann siad ar ghnéithe den chúrsa OSPS, ar chúrsaí alcóil agus drugaí mar shampla. Ba cheart an soláthar OSPS a athbhreithniú agus réimsí chun feabhais a aithint ar mhaithe le comhsheasmhacht na foghlama a chinntiú i ngach rang-ghrúpa.

Tugann an roinn tacaíochta foghlama tacaíocht éifeachtach do scoláirí a mbíonn riachtanais oideachais speisialta acu. Bhí cúntóir riachtanais speisialta amháin ag obair sa scoil le linn na meastóireachta. Tá an scoil le moladh as croí-foireann múinteoirí agus comhordaitheoir oilte a fhostú chun an tacaíocht a thabhairt. Aistarraingt ó ranganna is mó a bhíonn i gceist agus moltar don fhoireann smaoineamh ar an gcleachtas buíonteagaisc sa rang atá tosaithe a fhorbairt tuilleadh agus a leathnú amach.

Tá roinnt mhaith comhad tacaíochta scoláirí curtha i dtoll a chéile cheana féin, agus tá dul chun cinn maith á dhéanamh ar na cinn eile. Le linn na meastóireachta tugadh faoi deara go raibh éagsúlacht chleachtas ag baint leis na taifid a rinne na múinteoirí ar dhul chun cinn na scoláirí. Moltar a chinntiú go leanann gach múinteoir an córas taifeadta céanna de réir teimpléad na scoile.

Tá an scoil le moladh as deiseanna oiliúna a chur ar fáil go rialta do scoláirí Máistir Gairmiúil san Oideachas. Tá an ról mar mheantóirí a ghabhann leis an gcúrsa *Droichead* do mhúinteoirí nua-cháilithe mar spreagadh leis an bhforbairt ghairmiúil. Chun tógáil ar an obair seo, moltar cuir chuige comhoibríocha mar an bhreathnóireacht ar chleachtas a chéile agus an buíonteagasc a chur chun cinn ar bhonn níos leithne sa scoil. Chabhródh sé seo le hathmhachnamh a chothú i measc na foirne trí chéile ar straitéisí teagaisc agus foghlama agus ar úsáid TFC mar áis fhoghlama chruthaitheach.

An eagraíocht a bhainistiú

Tá bainistiú na heagraíochta go han-mhaith. Ceapadh bord bainistíochta nua ar an scoil anuraidh. Tá cumarsáid éifeachtach agus nasc an-láidir aige leis na hiontaobhaithe, leis an mbainistíocht shinsearach agus le pobal na scoile. Tá réimse de thaithí agus de scileanna tairbheacha ag baill an bhoird a chabhraíonn le forbairt agus reachtáil na scoile a stiúradh. Léiríonn siad tuiscint mhaith ar a ról agus tá siad tiomanta don Ghaeilge agus do shainmheon na scoile a chaomhnú.

Baineann ardcháilíocht le cleachtas an bhoird le leith forbairt agus athbhreithniú na bpolasaithe. Tá timthriall soiléir forbartha a chinntíonn go gcoimeádtar polasaithe cothrom le dáta. Dáiltear agus tugtar ionchur do na páirtithe leasmhara ar dhréacht pholasaithe sula ndéanann an bord iad a

fhaomhadh. Tá an polasaí iontrála cuimsitheach, casta ach soiléir, agus déantar athbhreithniú bliantúil air.

Rinneadh athbhreithniú ar an gcód iompair in 2016 agus rinneadh leasuithe ar na rialacha anuraidh maidir le fóin phóca, mar shampla. Le linn na meastóireachta bhí iompar na scoláirí ar fheabhas. Aontaíonn na múinteoirí agus na tuismitheoirí go gcaitear go cothrom agus go hómósach le gach scoláire, ach níl na scoláirí ar aon intinn faoi sin. B'fhiú don scoil an scéal seo a iniúchadh agus gníomhú dá réir.

Tá lán-mhuinín ag an mbord agus ag pobal na scoile i gcoitinne as an bhfoireann bainistíochta shinsearach. Tá an-ord agus eagar ar an scoil agus déantar gach rud go críochnúil. Oibríonn an príomhoide agus an príomhoide tánaisteach go han-éifeachtach as lámha a chéile. Tá siad tiomanta agus dílis don ghaeloideachas. Bunaíonn siad timpeallacht foghlama atá slán agus sláintiúil. Bíonn siad so-fheicthe timpeall na scoile. Tá meanmna na foirne teagaisc an-dearfach, agus aontaíonn na múinteoirí agus tuismitheoirí go rithear an scoil go maith.

Coimeádtar caoi mhaith ar na háiseanna ar fad. Rinneadh athchóiríú ar an díon agus táthar chun urlár nua a chur sa halla spóirt. Tá páirc peile uile-aimsire le tógáil go luath. Táthar an-airdeallach faoi chúrsaí sláinte agus sábháilteachta agus eagraítear druil tine go rialta. Baintear leas an-tairbheach as an leabharlann ina bhfostaítear leabharlannaí oilte lán-aimseartha.

Ceannaireacht ar fhorbairt na scoile

Cuireann bainistíocht na scoile an fhís atá mar threoir ag an scoil in iúl agus bíonn siad i gceannas ar bhaint amach na físe sin. Tugann siad ómós agus tacaíocht don chomhpháirtíocht le tuismitheoirí, le hiarscoláirí, le *Gaeloideachas*, le líonraí gairmiúla agus le comhpháirtithe eile chun deiseanna foghlama do na scoláirí a leathnú.

Tá comhchoiste tuismitheoirí an-éifeachtach ag feidhmiú idir an dá scoil. Cuireann an comhchoiste a lán imeachtaí tairbheacha ar siúl, lena n-áirítear oíche treoirghairme agus aonach saothair bliantúil ag an Nollaig. Ceannaíonn an comhchoiste leabhair don leabharlann agus trealamh TFC. Cuirtear go mór le háiseanna na scoile agus le heispéiris foghlama na scoláirí dá bharr.

Bíonn ionchur ag an gcomhchoiste i bhforbairt polasaithe agus scaiptear ceistneoirí ar thuismitheoirí go minic chun a dtuairimí a fháil. Déanann an scoil cumarsáid rialta éifeachtach leis an mbaile. Léiríonn na ceistneoirí gur mhaith le tuismitheoirí i gcoitinne níos mó ionchuir a bheith acu i gcinntí a bhaineann leis an scoil.

Acmhainn na ceannaireachta a fhorbairt

Tá foireann bainistíochta shinsearach na scoile an-chumasach. Siúlann an bheirt acu timpeall na scoile go rialta agus bíonn go leor deiseanna ag baill foirne labhairt leo nó bualadh isteach san oifig chucu. Mar sin féin, tugadh suntas gur fíor-annamh a reáchtálar cruinnithe foirmeálta idir an fhoireann bainistíochta shinsearach agus an fhoireann mheán-bhainistíochta i rith na bliana. Tugadh faoi deara freisin le linn na meastóireachta go raibh an iomarca freagrachtaí á nglacadh ag an bpríomhoide uirthi féin agus go raibh scóip ann chun tuilleadh freagrachtaí a dháileadh ar an bhfoireann féin.

Rinneadh athbhreithniú ar na poist freagrachta anuraidh agus dáileadh dualgais úra ar roinnt sealbhóirí poist. Tá formhór acu ag feidhmiú mar bhliainmhúinteoirí. Tugann na sealbhóirí poist tacaíocht mhaith don fhoireann bainistíochta shinsearach. Ní bhaineann aon cheann de na poist, áfach, le cur chun cinn an teagaisc agus na foghlama ná le FMS, mar a chomhairlítear in Imlitir 03/2018.

Moltar don scoil féachaint in athuair ar na dualgais a ghabhann leis na poist freagrachta chun cúrsaí a bhaineann le teagasc, foghlaim, measúnú agus FMS a chur chun cinn ar shlí níos córasaí. B'fhiú fochoistí foirne a bhunú chun cuidiú le cur chun cinn na dtosaíochtaí seo.

Tá an scoil le moladh as a lán deiseanna ceannaireachta a chur ar fáil do scoláirí i réimsí éagsúla. Tá go leor coistí ionadaíoch ann – an coiste Gaeilge, an coiste ceoil, an coiste spóirt agus an coiste glas, mar shampla. Toghtar comhairle na scoláirí, captaen Gaeilge agus captaen scoile gach bliain. Labhrann roinnt scolairí ag na tionóil ar maidin agus bíonn deiseanna ag meantóirí agus cinnirí sa chúigiú agus an séú bliain tacú mar “chairde” le scoláirí sa chéad agus sa dara bliain. Léiríonn na ceistneoirí gur bhreá leis na scoláirí i gcoitinne níos mó ionchuir a bheith acu i gcinntí a bhaineann le cúrsaí scoile.

2. CÁILÍOCHT AN TEAGAIS AGUS NA FOGHLAMA

Bhí cáilíocht an teagais agus an mheasúnaithe go maith; bhí an cleachtas go han-mhaith i mionlach suntasach de na ceachtanna, agus breathnaíodh roinnt mhaith samplaí de chleachtais eiseamláireacha i ngach ceacht. Bhí cáilíocht na foghlama go han-mhaith.

Áirítear ar na réimsí chun forbartha bainisteoireacht ama, cothromaíocht níos fearr idir ionchur an mhúinteora agus na scoláirí, dúshlán níos fearr tríd an gceistiúchán le linn ranga i gcás na scoláirí is airde cumais, comhsheasmhacht sa chleachtas maidir le haiseolas foirmitheach, buíontegasc agus úsáid éifeachtach TFC mar áis don fhoghlaim.

Torthaí agus Eispéiris na bhFoghlaimoírí

Sna ceachtanna a breathnaíodh, léirigh na scoláirí inspreagthacht agus toilteanas chun tabhairt faoin bhfoghlaim. Bhí an timpeallacht foghlama go han-dearfach sna ranganna ar fad agus ba léir comh-mheas sna hidirghníomhachtaí idir na múinteoirí agus na scoláirí.

Roinneadh ábhar an cheachta leis na scoláirí ag tús gach ranga. Sna samplaí b'éifeachtaí cleachtais thóg na hintinní foghlama ar an réamhfhoghlaim, bhí siad scoláire-lárnach agus úsáideadh iad mar threoir don mheasúnú le linn agus ag deireadh ceachta mar ba chúí. I gcás roinnt de na ceachtanna ritheadh as am agus bhí mar thoradh air nár baineadh an leas ba chríochnúla as straitéisí an mheasúnaithe chun foghlama. Ba cheart ag céim na pleanála an t-am a dháiltear ar thascanna a chur san áireamh ionas go mbeidh deis ag scoláirí machnamh ar a ndul chun cinn san fhoghlaim.

Bhí an fhoghaim chomhoibríoch lárnach sna ranganna ar fad. Den chuid ba mhó, bhí na tascanna dea-eagraithe agus aidhm shoiléir leo ó thaobh na foghlama de. Sna ranganna ab fhearr, bhí na scoláirí mar rannpháirtithe gníomhacha ina gcuid foghlama. Ba léiriú an-mhaith air seo na ceisteanna d'ardcháilíocht a chuir scoláirí ar ábhar an cheachta i gcásanna áirithe. I samplaí eiseamláireacha den fhoghlaim chomhoibríoch cruthaíodh deiseanna do na scoláirí chun machnamh ar an bhfoghlaim ina n-aonar, í a roinnt lena gcomhscoláirí sna grúpaí agus leis an rang agus ansin pleádh an t-ábhar faoi threoir an mhúinteora.

I gcásanna áirithe, áfach, ní raibh na teoracha nó ról scoláirí aonair soiléir go leor. Lean na tascanna ró-fhada, rud a raibh mar thoradh air nach raibh deis ann aiseolas a bhailiú ó gach grúpa agus an deis é a phlé mar rang-ghrúpa. Ba cheart leas a bhaint as an bpróiseas pleanála ábhar atá lárnach sa scoil anois chun dea-chleachtas mar a bhaineann leis an bhfoghlaim chomhoibríoch a roinnt.

Breathnaíodh roinnt samplaí de chleachtais a thacaigh leis an measúnú chun foghlama ach bhain éagsúlacht lena gcáilíocht agus a n-éifeacht. Moltar go háirithe na cásanna sin inar úsáideadh ceistiúchán an mhúinteora chun an fhoghlaim a fhorbairt agus dúshlánú chuí a thabhairt do scoláirí agus ina raibh aiseolas foirmitheach scríofa á thabhairt go rialta ar an obair scríofa. Tá scóip ann, ar mhaithe le comhsheasmhacht in eispéireas foghlama na scoláirí agus cáilíocht an aiseolais a soláthraítear a chinntiú, na dea-chleachtais seo a leathnú ag teacht le polasaí na scoile don mheasúnú chun foghlama.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí ullmhúchán an-mhaith déanta d'fhorhmór na gceachtanna agus bhí a struchtúr go maith.

Bhí ionchais arda ag na múinteoirí d'fhoghlaim na scoláirí. Bhain an cleachtas ab fhearr leis na cásanna sin inar cinntíodh dúshlán cuí. In go leor cásanna, áfach, ba cheisteanna a d'iarr ar scoláirí eolas a aisghairm ba mhinice a úsáideadh agus tugadh faoi deara leis go leor samplaí de shluafeagairt.

Mar áis chun eolas a chur i láthair na scoláirí a úsáideadh an TFC. Tá go leor scóipe ann anois tógáil ar úsáid agus ar thaithí mhúinteoirí aonair ar úsáid na n-áiseanna teicneolaíochta atá ar fáil sa scoil ar bhealach nuálach agus idirghníomhach.

Ba léir gur aithin múinteoirí a thábhachtaí agus atá an fhoghlaim ghníomhach mar chuid de thaithí na scoláirí. Den chuid ba mhó, bhí cothromaíocht mhaith idir ionchur an mhúinteora agus rannpháirtíocht ghníomhach na scoláirí, go háirithe sa tsraith shóisearach. Bhí leagan amach na mbord sna seomraí ranga an-tacúil do thascanna a d'éiligh comhoibriú san fhoghlaim agus cumarsáid i measc na scoláirí. Úsáideadh raon de straitéisí éifeachtacha chun tacú le difreáil na foghlama lena n-áirítear múinteoirí ag gluaiseacht timpeall an tseomra ranga ag cinntiú go raibh scoláirí aonair ag déanamh dul chun cinn agus obair bhaile dhifreáilte. Chun an réimse seo den chleachtas a fhorbairt tuilleadh, ba cheart tógáil ar an gcleachtas buíontegaic atá tosaithe cheana féin.

Leagadh béim ar eochairfhocail agus ar shainteármaíocht an ábhair i mórán ranganna agus ar straitéisí uimhearthachta i roinnt ranganna. Bhí caoi mhaith ar an gcuid ba mhó de chóipleabhair na scoláirí a scrúdaíodh le linn na meastóireachta, ach bhí éagsúlacht cháilíochta ag baint le cuid acu. B'fhiú an dea-chleachtas a roinnt i ngach ábhar.

Rinneadh athbhreithniú ar réimse de phleananna ábhair le linn na meastóireachta. Léirigh na pleananna go bhfuiltear ag dul i ngleic le comhphleanáil do shonraíochtaí nua na sraithe sóisearaí, Sonraíocht Ghaeilge T1 san áireamh. Ag teacht leis an bplean scoile, bhí straitéisí litearthachta agus uimhearthachta comhtháite sna pleananna, chomh maith leis an bhfolláine.

Déantar anailís ar rannpháirtíocht agus ar ghnóthachtáil na scoláirí sna scrúduithe teistiméireachta. Níor léir áfach ó na pleananna do na hábhair conas mar a chuirtear tástáil na hanailíse sin i bhfeidhm sa phróiseas pleanála ar mhaithe le caighdeán arda a chinntiú i gcónaí.

3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE

Tá dul chun an-mhaith déanta maidir le cur i bhfeidhm na moltaí ó mheastóireachtaí roimhe seo.

Ceannaireacht agus Bainistíocht

Ní dhearnadh aon mholtaí maidir le bainistíocht na scoile, seachas a chinntiú go ndéanfaí leasuithe ar chomhphleanáil ábhair, rud a rinneadh.

Teagasc agus Foghlaim

Tá dul chun cinn an-mhaith déanta ag na ranna ábhair maidir le cur i bhfeidhm na moltaí a bhain le teagasc agus foghlaim. Tugadh faoi deara sna ceachtanna a breathnaíodh go raibh an fhoghlaim ghníomhach chun tosaigh agus gur tugadh deiseanna tairbheacha do scoláirí iad féin a chur in iúl agus a gcuid tuairimí a nochtadh. Tugadh faoi deara go raibh obair ghrúpa á h-eagrú ní b'éifeachtaí agus go ndearnadh an fhorbairt chuí ar na pleananna ábhair.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS CUMAS D'FHEABHSÚCHÁN SCOILE

Próiseas Féinmheastóireachta na Scoile (FMS)

Tá an próiseas FMS éifeachtach. Bhí measúnú chun foghlama, litearthacht, uimhearthacht, torthaí foghlama, tinreamh scoile, ráitis foghlama agus príomhscileanna ar na téamaí a chuir an scoil chun cinn roimhe seo. Laige amháin a bhain leis an bpróiseas uaireanta ná nach raibh plean gníomhaíochta spriocdhírthe i gceist. Folisíodh plean feabhsúcháin na scoile do na blianta 2018- 2022 agus is í an Fholláine an fócas i mbliana.

Moltar an próiseas FMS a fhorbairt trí fochoistí a bhunú, plean gníomhaíochta a dhréachtú, spriocanna sonracha, intomhaiste, comhaontaithe, réalaiócha agus uainithe (SICRU) a leagan amach, agus monatóireacht rialta a dhéanamh ar an dul chun cinn.

Cumas na Scoile d'Fheabhsúchán

Léiríonn pobal na scoile tiomantas agus ardchumas d'fheabhsúchán scoile. Tá fonn ar phobal na scoile barr feabhais a bhaint amach i ngach gné den soláthar oideachais.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Coláiste Íosagáin roimh an tuairisc ón Roinn Oideachais agus Scileanna ar an Meastóireacht Scoile Uile, Bainistíocht, Ceannaireacht agus Foghlaim. Dearbhaíonn an tuairisc obair na scoile go háirithe maidir leis na nithe seo a leanas;

- Tá rialachas na scoile an-éifeachtach agus tá Bord Bainistíochta atá tiomanta agus díograiseach freagrach as an rialachas seo.
- Tá cáilíocht na bainistíochta agus na ceannaireachta sa scoil go han-mhaith agus críochnúil.
- Léiríonn foireann na scoile dílseacht don fhís atá mar threoir ag Coláiste Íosagáin agus glacann siad freagracht as cur i gcrích na físe sin.
- Cuireann an scoil cultúr foghlama ar ardchaighdeán chun cinn chomh maith le réimse leathan d'imeachtaí comhchuraclaim agus eischuraclaim.
- Tá an timpeallacht foghlama slán agus sláintiúil agus tá meanma na foirne teagaisc an-dearfach.
- Tá an scoil le moladh as deiseanna ceannaireachta a chur ar fáil do scoláirí i réimsí éagsúla trí choistí, tríd an gcóras cinnireachta agus trí na cairde speisialta.
- Tá Idirbhliain dea-eagraithe agus spreagthach ar fáil sa scoil le hiliomad deiseanna curtha ar fáil do na scoláirí.
- Tugtar tacaíocht éifeachtach do scoláirí a bhfuil riachtanais speisialta oideachais acu.
- Cuirtear comhpháirtíocht le tuismitheoirí, le hiarscoláirí agus le páirtithe leasmhara eile chun cinn go háirithe mar a bhaineann le hoideachas lánGhaeilge.

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an gníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm

Tá an Bord tiomanta do na moltaí seo a chur i bhfeidhm trí chomhoibriú leis an bhfoireann teagaisc, leis na scoláirí agus leis na tuismitheoirí. Mar aon leis na gníomhaíochtaí thíos, cuirfear na mionchinntí san áireamh tríd an bPlean Feabhsúcháin Scoile agus tríd an bpróiseas Féinmheastóireachta Scoile.

- Déanfar athbhreithniú ar an amchlár don chéad scoilbhliain eile le cinntiú go bhfuil gach múinteoir lán-aimseartha buan tráthchlártaite go cuí ar feadh 18 uair an chloig ar a laghad de thréimhsí teagaisc in aghaidh na seachtaine.
- Déanfar tuilleadh forbartha ar an gcleachtas atá ar an bhfód cheana le buíonteagasc, go háirithe mar a bhaineann le réimse na tacaíochta foghlama.
- Déanfar tuilleadh forbartha ar an gcleachtas atá ar an bhfód cheana leis an bhfolláine d'fhochoistí a bhunú leis an bhFéinmheastóireacht Scoile a chur chun cinn ach ar bhealach atá ag teacht le spriocanna sonracha, intomhaiste, comhaontaithe, réalaíochta agus uainithe (SICRU).
- Mar chuid den phróiseas athbhreithnithe ar na poist freagrachta, breathnófar ar bhealaí leis an teagasc, foghlaim agus measúnú a chur chun cinn ar bhealach níos córasaí.
- Bunófar Bord Léinn leis an soláthar curaclaim a athbhreithniú le cinntiú go bhfuil na hábhair a chuirtear ar fáil ag freastal ar riachtanais na scoláirí.
- Déanfar gach iarracht, taobh istigh den leithroinnt uaireanta teagaisc a chuirtear ar fáil don scoil, tuilleadh ama a chur ar fáil do chomhairleoireacht phearsanta do na scoláirí.

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

School name	Coláiste Íosagáin
School address	Stillorgan Road, Booterstown, Blackrock
Roll number	60042F

Date of Evaluation: 06-02-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

The original report is written in Irish. An English translation of the report is provided here.

Tá an tuairisc bhunaidh scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil anseo.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

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

How to read this report

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

1. Quality of school leadership and management
2. Quality of teaching and learning
3. Implementation of recommendations from previous evaluations
4. The school's self-evaluation process and capacity for school improvement

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

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	4, 5 and 6 February 2019
Inspection activities undertaken: Meeting with Board of Management Meetings with principal and deputy principal Meetings with key staff Review of relevant documentation Interview with student focus group	Meeting with parents Analysis of parents, student and teacher questionnaires Observation of teaching and learning Interaction with students Examination of students' work Feedback to senior management team, board of management and teachers

School context

Coláiste Íosagáin is a Catholic all-Irish voluntary secondary school for girls, under the patronage of the Edmund Rice Schools Trust. There are 484 students on the roll at present. The school provides the following programmes: Junior Cycle, a compulsory Transition Year and the established Leaving Certificate. Coláiste Íosagáin and Coláiste Eoin, an all-Irish voluntary secondary school for boys under the same patronage, share the same site and some facilities. This close collaboration benefits all of the students.

Summary of main findings and recommendations:

Findings

- The quality of school leadership and management was very good, but there is scope for development in relation to the timetabling of teaching hours and the duties associated with the posts of responsibility.
- The quality of teaching and assessment in the lessons observed was good; the practice was very good in a significant minority of lessons, and elements of exemplary practice were observed in every lesson.
- The quality of learning in the lessons observed was very good.
- The staff are commended for providing a wide range of co-curricular and extracurricular activities that foster the holistic development of the students.
- Very good progress has been made in progressing the recommendations made in previous evaluations.
- The quality of the school self-evaluation process (SSE) was effective although there wasn't a targeted action plan for each area of development; the school community demonstrated a commitment and a very good capacity for school improvement.

Recommendations

- The school timetable should be reviewed to ensure that every full-time permanent teacher is timetabled appropriately for at least 18 hours of tuition per week.
- The duties associated with posts of responsibility should be reviewed in order to lead developments in teaching, learning, assessment and SSE in a more systematic way.
- In order to ensure consistency in the students' learning experience, further progress should be made in promoting team teaching, the use of information and communications technology (ICT), and teachers' peer observation, as part of the SSE process.

- The SSE process should be further developed, by establishing sub-committees, drafting an action plan, setting out specific, measurable, agreed, realistic and timed (SMART) targets, and conducting a regular review of progress.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF LEADERSHIP AND MANAGEMENT

The quality of school leadership and management was very good, but it is recommended that the timetabling of teaching hours and the duties associated with the posts of responsibility be reviewed.

Leadership of learning and teaching

The quality of leadership of learning and teaching is very good. The principal and deputy principal work closely together to promote a culture of high-quality learning and to create an all-Irish learning community. They have high expectations for the students and for the teachers regarding attainment in the certificate examinations. Teachers are supported to undertake continuing professional development (CPD) such as *TL21*, post-graduate courses and in-service courses.

The board of management and the principal provide a broad curriculum to serve the needs of the students. Close collaboration with Coláiste Eoin helps to provide a wide range of optional subjects at senior cycle. During the evaluation, students indicated that they are satisfied overall with the subject options available in the school, but that they would welcome the addition of Business Studies and Accounting, and better advice about subject choices in general. School management indicated that they are considering offering Classical Studies as another option. It is recommended that a sub-committee or board of studies be established to explore all the possibilities in consultation with the school community.

Staff are deployed appropriately in accordance with their qualifications and areas of expertise, as much as possible. It was noted during the evaluation that there were a couple of full-time permanent teachers who had been timetabled for less than 18 hours of tuition per week. It is recommended that the school timetable be reviewed to ensure that every full-time permanent teacher is timetabled appropriately for at least 18 hours of tuition per week.

The school encourages stimulating and challenging teaching and facilitates students to be active and motivated learners. Staff members demonstrate a commendable loyalty to the school and a very high competence in Irish, in both the spoken and written word. The staff is commended for providing a wide range of co-curricular and extracurricular activities. These include sport, music, drama, debates, trips and competitions, all aimed at fostering the holistic development of the students.

In their responses to questionnaires the vast majority of students confirmed that they were proud of the school, that their lessons were interesting and they were doing well at school. Almost all parents confirmed that they were satisfied on the whole with the school.

A comprehensive and constructive induction programme is provided for students on entering first year. The culture classes on Friday afternoon give the students an opportunity to get to know each other and to take part in worthwhile activities. Good support is given to the small number of students who enrol from English-medium primary schools, but further consideration should be given by the school on how they might enhance those supports.

Transition Year is a well-organised and stimulating programme. A great deal is invested in its organisation as regards personnel, resources and meetings. Many learning opportunities are provided, and include new subjects, work experience, charity work and official certification in languages. The musical is the highlight of the year. The students gain enjoyment and benefit from the programme.

The quality of care for the students is good in general, but there is scope to improve aspects of wellbeing, according to the students who answered the questionnaires or who took part in the focus group meeting.

Class teachers, year heads, the guidance counselling service and the care team give good support to the students. Most students like the school and get on very well with each other. As is normal with teenagers, they may feel under pressure or anxious on occasions. A significant minority of students revealed in their responses to questionnaires that they do not realise that they can speak to an adult in the school, if they are having problems. It is timely that Wellbeing is the main theme of the SSE process this year.

It is advised that the school investigate the issue and provide additional supports for students, to help them manage and alleviate the pressure and worry they sometimes feel. Consideration should be given to extending the ten-minute morning break to facilitate more time for relaxation and student interaction. The school should also provide additional hours for personal counselling within a school guidance context as part of those supports.

Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) are provided in accordance with the Department's guidelines. Students' responses demonstrated a certain vagueness regarding the quality of learning in aspects of the SPHE course, including alcohol and drugs awareness. It is recommended that provision for SPHE be reviewed, and areas for improvement identified, in order to ensure consistency of learning across each class group.

The special educational needs (SEN) department provides effective support to students with SEN. There was one special needs assistant working in the school during the evaluation. The school is commended for employing a core team of teachers and a qualified coordinator to provide support. This mostly involves withdrawal from classes. The staff are advised to consider further developing and extending the already commenced practice of co-teaching in lessons.

Most student support files have been compiled already, and good progress has been made on the remainder. During the evaluation it was noticed that there was a variation in practice regarding the official recording of students' progress by teachers. It is recommended that every teacher follow the same procedures in recording student progress on the template provided by the school.

The school is to be commended for regularly providing training opportunities for students of the Professional Master in Education. The role as mentors associated with the *Droichead* course for newly-qualified teachers facilitates professional development for staff. To build on this work, it is recommended that co-operative approaches such as the observation of each other's practices and co-teaching be promoted on a wider basis in the school. This would help to foster reflection among the staff in general about teaching and learning strategies and on the use of ICT as a creative learning aid.

Managing the organisation

The management of the organisation is very good. A new board of management was appointed to the school last year. It has effective communications and a very strong connection with the trustees, with the senior management team and with the school community. The board members have a range of experience and useful skills which help to steer the development and operation of the school. They demonstrate a good understanding of their role and they are dedicated to the Irish language and to promoting the ethos of the school.

The board's practice in developing and reviewing policies is of a high quality. A systematic review has been developed which ensures that policies are kept up to date. Draft policies are circulated to interested parties for their input, before being approved by the board. The admissions policy is comprehensive, complex but clear, and is reviewed annually.

The code of behaviour was reviewed in 2016 and the rules relating to mobile phones, for example, were amended last year. During the evaluation students' behaviour was excellent. Teachers and parents agree that every student is treated fairly and respectfully, but the students are not in full agreement on this issue. It would be worthwhile for the school to investigate this matter and take appropriate action.

The board and school community have full confidence in the senior management team. The school is very well-ordered and organised and there is great attention to detail. The principal and deputy principal work very effectively together. They are committed to Irish-medium education. They establish a safe and healthy learning environment. They are highly visible around the school. The morale of the teaching staff is very high, and both teachers and parents agree that the school is well run.

The school facilities are well maintained. The roof was renovated and a new floor is to be laid in the sports hall. An all-weather football pitch is to be built soon. There is a high awareness of health and safety matters and a fire drill is organised regularly. Very good use is made of the library, in which a full-time qualified librarian is employed.

Leadership of development of the school

School management articulates and promotes the guiding vision of the school. They respect and support partnership with parents, past pupils, *Gaeloideachas*, professional networks and other partners to extend learning opportunities for the students.

A very effective joint parents' association operates between the two schools. This association organises many worthwhile activities, including a careers fair and an annual sale of work at Christmas. The parents' association buys books for the library and ICT equipment. The school's resources and the students' learning experiences are greatly enhanced as a result.

The parents' association has an input into the development of policies, and surveys are regularly circulated to parents for their feedback. The school has regular communication with the home. In their responses to questionnaires, the parents indicated that they would welcome more input into decisions relating to school matters.

Developing leadership capacity

The school's senior management team is very capable. They walk around the school regularly and staff members have many opportunities to speak to them or call into their office. However, it was noted that formal meetings are very rarely organised during the year between the senior management team and the middle management team. It was also noted during the evaluation that the principal was taking too many responsibilities upon herself and that there was scope to delegate additional responsibilities to the staff.

The posts of responsibility were reviewed last year and new duties were allocated to some post holders. Most of them are year heads. The post holders give good support to the senior management team. None of the posts, however, relates to the promotion of teaching, learning or SSE, as advised in Circular 03/2018.

It is recommended that the duties associated with posts of responsibility be reviewed in order to lead developments in teaching, learning, assessment and SSE in a more systematic way. It would be worthwhile establishing staff sub-committees to assist in the development of these priorities.

The school is commended for providing many leadership opportunities for students. There are many representative committees – the Irish language committee, the music committee, the sports committee and the green committee, for example. The student council, Irish language captain and school captain are elected each year. Some students speak at the morning assembly and mentors and leaders in fifth and sixth year have opportunities to offer support as “friends” to students in first and second year. Nevertheless questionnaire responses indicate that the general body of students would welcome a greater say in how things are done in the school.

2. QUALITY OF TEACHING AND LEARNING

The quality of teaching and assessment in the lessons observed was good; the practice was very good in a significant minority of lessons, and elements of exemplary practices were observed in every lesson. The quality of learning in the lessons observed was very good.

Areas for development included time management, a better balance between teacher and student input, more challenging questioning during lessons in the case of high-ability students, and consistency in the practice regarding formative feedback, team teaching and the effective use of ICT as an aid to learning.

Learners’ Outcomes and Experiences

The students in the lessons observed were highly motivated and demonstrated a keen willingness to learn. The learning environment was very positive in all classes and mutual respect was evident in the interactions between teachers and students.

The topic of the lesson was shared with the students at the start of each class. In the most effective lessons the learning intentions were built on prior learning, were student-centred and were used as a guide to assessment during and at the end of a lesson as appropriate. In some lessons time ran out and, as a result, assessment for learning strategies were not exploited fully. At the planning stage, the time allocated for tasks should be taken into account so that students will have adequate opportunity to reflect on their progress in learning.

Collaborative learning was central to all lessons. For the most part, tasks were well-organised, with clear learning intentions. In the best lessons, students were active participants in their own learning. A very good example of this was the high quality questions posed by students in certain lessons. In exemplary cases, co-operative learning opportunities were created for students to reflect on their learning individually, to share it with their fellow students in groups and with the class, and then the subject was discussed under the guidance of the teacher.

In certain lessons, however, the instructions or the roles of the individual students were not clear enough. The tasks went on too long, which meant that there was no opportunity to take feedback from each group and discuss it as a class. The subject planning process which is now central to the school should be used to share best practice relating to collaborative learning.

Some examples were observed of practices which supported assessment for learning, but they varied in their quality and effectiveness. Particular praise is given to those instances where the teacher’s questioning was used to develop learning and offer appropriate challenges to students and in which formative written feedback was given regularly on written work. In order to ensure consistency in the

learners' experiences and the quality of feedback provided, there is scope for extending these best practices in line with the school's policy on assessment for learning.

Teachers' individual and collective practice

Very good preparation had been made for most of the lessons observed and they were well-structured.

The teachers had high expectations for students' learning. Best practice related to those lessons in which an appropriate challenge was ensured. In many cases, however, the most frequent questions used were those which required the students to retrieve information and many examples of a choral response were noted.

ICT was used as an aid to present information to the students. There is scope to build on individual teachers' use and experience of the technological resources available in the school in an innovative and interactive way.

It was obvious that teachers recognised the importance of active learning as part of the students' experience. For the most part, there was a good balance between the teacher's input and the students' active participation, particularly in the junior cycle. The layout of the tables in the classrooms was very supportive of tasks requiring collaborative learning and communication among the students. A range of effective strategies was used to support differentiation of learning including differentiated homework and teachers moving around the classroom, ensuring that individual students were making progress. In order to develop this further it is recommended that the practice of team teaching, already commenced in the school, be extended to more lessons.

Keywords and subject-specific terminology were emphasised in many lessons, as were numeracy strategies in some classes. Most of the students' copybooks examined during the evaluation were in good order, although the quality varied in some. It would be worthwhile promoting this good practice in every subject.

A range of subject plans was reviewed during the evaluation. It was evident from the plans that collaborative planning is being undertaken for the new Junior Cycle specifications, including the Irish L1 Specification. In keeping with the school plan, literacy and numeracy strategies were integrated in the plans, as was wellbeing.

Analysis is carried out of students' participation and attainment in the certificate examinations. It was not clear from the subject plans, however, how the findings from that analysis are implemented in the planning process in order to ensure consistently high standards.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Very good progress has been made in the implementation of recommendations from previous evaluations.

Leadership and Management

No recommendations were made regarding the management of the school, apart from ensuring changes to collaborative planning in subject departments, and this was achieved.

Teaching and Learning

The subject departments have made very good progress in the implementation of the recommendations which relate to teaching and learning. It was noted in the lessons observed that active learning was to the fore and that the students were given productive opportunities to express themselves and discuss their opinions. It was noted that group work was organised more effectively and that the subject plans were developed appropriately.

4. THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT

The School's Self-Evaluation Process (SSE)

The SSE process is effective. Themes progressed by the school to date include assessment for learning, literacy, numeracy, learning outcomes, school attendance, learning statements and key skills. A noted weakness in the SSE process on occasions was the absence of a specific, targeted action plan. The school improvement plan for the years 2018-2022 has been published and Wellbeing is the focus this year.

It is recommended that the SSE process be further developed, by establishing sub-committees, drafting an action plan, setting out specific, measurable, agreed, realistic and timed (SMART) targets, and conducting a regular review of progress.

The School's Capacity for Improvement

The school community demonstrates a commitment and a very good capacity for school improvement. They strive to achieve excellence in every aspect of educational provision.

Appendix

TO THE REPORT

Submitted by the Board of Management

Note: The school response to the report was written in Irish. The following is an English translation of the school response.

Part A: Observations on the content of the inspection report

Coláiste Íosagáin welcomes this report from the Department of Education and Skills in relation to the Whole School Evaluation: Management, Leadership and Learning (WSE-MLL). The report affirms the work of the school, particularly in relation to the following:

- School governance is very effective and the board of management is diligent and committed in fulfilling its responsibilities in this regard.
- The quality of school management is very good and great attention is paid to detail.
- The school staff demonstrate loyalty to the guiding vision of Coláiste Íosagáin and they take responsibility for implementing that vision.
- The school promotes a culture of high quality learning and provides a wide range of co-curricular and extracurricular activities.
- The learning environment is safe and secure and the morale of staff is very high.
- The school is commended for providing a wide range of leadership opportunities for students, through, for example, student committees, the student leadership system and the “buddy” mentoring programme.
- The school’s Transition Year programme is well organised and stimulating, and it provides a wide range of opportunities for the students.
- Effective support is given to students with special educational needs.
- Close partnerships are promoted with parents, past pupils and stakeholders, particularly in relation to education through the medium of Irish.

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

The board is committed to implementing these proposals through collaboration with the teaching staff, the students and their parents. In addition to the actions outlined below, the minor recommendations will also be taken into account in the School Improvement Plan and in the school self-evaluation (SSE) process.

- The school timetable will be reviewed for the next academic year to ensure that every full-time permanent teacher is timetabled appropriately for a minimum of 18 hours of tuition time per week.
- The already existing practice of team teaching will be further developed, particularly in the area of learning support.
- The good practice already noted in relation to Wellbeing will be extended to other sub-committees involved in the school self-evaluation (SSE) process with a view to developing SMART targets for each theme.
- The duties associated with posts of responsibility will be reviewed in order to lead developments in teaching, learning, assessment in a more systematic way.
- A board of studies will be established to review the school’s curricular provision and to ensure that the subjects offered best meet the needs of students.
- Every effort will be made to provide students with more time for personal counselling within the school guidance context, within the limitations of the school’s general allocation.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the of quality the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. 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;