

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

| | |
|--------------------------|----------------------------|
| Ainm na scoile | Gaelcholáiste Cheatharlach |
| Seoladh na scoile | Easca Ceatharlach |
| Uimhir rolla | 70440A |

Dáta na cigreachta: 14-12-2016



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

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

CAD IS MEASTÓIREACHT SCOILE UILE - BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN?

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

CONAS AN TUAIRISC SEO A LÉAMH

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

1. Cáilíocht cheannaireacht agus bhainistíocht na scoile
2. Cáilíocht an teagaisc agus na foghlama
3. Feidhmiú moltaí ó mheastóireachtaí roimhe sin
4. Próiseas féinmheastóireachta na scoile agus an cumas d'fheabhsú 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.

Meastóireacht Scoile-Uile Bainistíocht, Ceannaireacht agus Foghlaim

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

| | |
|--|--|
| Dáta na Cigireachta | 14-12-2016 |
| Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinniú leis an mBord Bainistíochta• Cruinniú leis an bpríomhoide agus leis an bpríomhoide tánaisteach• Cruinnithe leis na príomhbhaill foirne• Cruinniú le hionadaithe tuismitheoirí• Athbhreithniú ar cháipéisí ábhartha | <ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí, scoláirí agus múinteoirí• Agallamh le fócasghrúpa scoláirí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na scoláirí• Caidreamh le scoláirí• Aiseolas don fhoireann bainistíochta shinsearach, don bhord bainistíochta agus do na múinteoirí |

COMHTHÉACS NA SCOILE

Bunaíodh Gaelcholáiste Cheatharlach mar iarbhunscoil lán-Ghaeilge chomhoideachais in 1990. Tá sé ar cheann de dhá Ghaelcholáiste atá faoi phátrúnacht Bhord Oideachais agus Oiliúna (BOO) Chill Chainnigh agus Cheatharlach. Osclaíodh foirgneamh úr do rollúchán réamh-mheasta de 250 scoláire in 2006. Tá móriomlán 372 scoláire ag freastal ar an scoil i mbliana 2016/17, an buaicphointe go dtí seo sa rollúchán. Is iad an Teastas Sóisearach, an Idirbhliain atá roghnach, an Ardteistiméireacht bhunaithe agus Clár Gairme na hArdteistiméireachta (CGAT) na cláir atá ar fáil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí cáilíocht cheannaireacht agus bhainistíocht na scoile sásúil agus bhí láidreachtaí le haithint in obair an bhoird bhainistíochta agus na foirne bainistíochta sinsearaí; tá scóip chun ról an bhoird a fhorbairt maidir le plean na scoile lena n-áirítear na heasnamh atá ar an soláthar don Oideachas Caidrimh agus Gnéasachta (OCG) agus íosmhéid uaireanta teagaisc.
- Tá an fhoireann bainistíochta shinsearach an-tiomanta don scoil agus is é leas na scoláirí a dhearbhu mar thosaíocht in obair na scoile is príomhchúram dóibh beirt; cur isteach ar an gceannaireacht scoile acu áfach is ea an líon ard uaireanta teagaisc atá acu.
- Níl cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanáí i mBunscoileanna agus in Iar-bhunscoileanna* i ngeall ar na heasnamh atá aitheanta ar an soláthar don OCG.
- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán.
- Tá dul chun cinn maith déanta i gcás moltaí a rinneadh i meastóireachtaí cheana a fheidhmiú maidir le foghlaim agus teagasc agus dul chun cinn teoranta maidir le moltaí bainistíochta.
- Tá acmhainn theoranta ag an scoil faoi láthair chun dul i ngleic leis an bhfeabhsúchán scoile agus an fhéinmheastóireacht scoile (FFS).

MOLTAÍ

- Ba chóir don bhord agus don bhainistíocht shinsearach gníomhú láithreach chun soláthar na scoile don OCG a thabhairt cothrom le riachtanais *Nósanna Imeachta maidir le Caomhnú Leanáí i mBunscoileanna agus in Iar-bhunscoileanna*.
- Moltar don bhord plean scoile, a chuimseodh an ghné forbartha, a ghlacadh agus a fhoilsiú, na tacaíochtaí is gá le feabhsúcháin leanúnacha a bhaint amach i gcúrsaí teagaisc agus foghlama a bheith lárnach agus soiléir sa phlean agus a chinntiú go bhfuil 28 n-uaire an chloig

mar íosmhéid d'uaireanta teagasc in aghaidh na seachtaine á gcur ar fáil ag teacht le hImlitir M29/95 na Roinne.

- Tá gá le struchtúir níos fearr a chur ar chórais phleanála agus feidhmithe na scoile ar mhaithe leis an scoil a thabhairt ar aghaidh go dtí an chéad chéim eile den fhorbairt scoile; tá gá le struchtúr ceart a chur faoin bpróiseas féinmheastóireacht scoile (FMS).
- Ba chóir don fhoireann bainistíochta shinsearach méid an ama atá á chaitheamh acu ag teagasc sa seomra ranga a laghdú ar mhaithe le bheith in ann díriú ar an scoil a thabhairt ar aghaidh go dtí an chéad chéim eile san fhorbairt.
- Ba chóir clár san fhorbairt ghairmiúil leanúnach (FGL) a bheith lárnach san fheabhsúchán scoile; moltar cur chuige scoile uile a fhorbairt i dtaca le measúnú chun foghlama agus straitéisí difreála agus clár cruinnis sa Ghaeilge a chur mar chuid den chlár FGL.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT BHAINISTÍOCHT AGUS CHEANNAIREACHT NA SCOILE

1.1. Úinéireacht agus bainistíocht na scoile:

Bhí cáilíocht cheannaireacht agus bhainistíocht na scoile sásúil; bhí láidreachtaí le haithint in obair an bhoird bhainistíochta agus na foirne bainistíochta sinsearaí. Bhí dea-chuma ar imeachtaí an bhoird sna miontuairiscí, bhí freastal ard ar na cruinnithe agus bhí riar an bhoird go maith.

Bhí an-tuiscint ag baill an bhoird ar a ról rialachais. Bhí athbhreithniú ar pholasaithe scoile mar ghné rialta dá gcruinnithe. Tacaíonn an bord go maith leis an nGaeilge a choimeád lárnach in obair agus i ngnáthshaol na scoile, tá cleachtas eiseamláireach ag an mbord an oiread agus is féidir dá ghnó a chur i gcrích trí Ghaeilge. Bhí fianaise leis ar chleachtas athmhachnamhach; luadh gnéithe de chleachtas na scoile a d'aithin an bord a bhí le feabhsú. Gnéithe fiúntacha a bhí iontu a mb'fhiú iad a chur de réir téamaí, an teagasc agus an fhoghlaim go háirithe.

Bhí réimsí chun forbartha ar bhainistíocht agus ceannaireacht na scoile freisin; bhí ceann de phríomh-mholtaí tuairisc scoile uile 2010 faoi ocht n-uaire is fiche d'am teagasc a sholáthar fós gan chomhlíonadh. Bhí an soláthar don OCG easnamhach agus gan an treoirt cheart air; ba chóir don bhainistíocht gníomhú láithreach chun soláthar na scoile don OCG a chur ina cheart.

Tá scóip ann freisin chun tógáil ar ról an bhoird i bhforbairt na scoile. B'fhiú plean comhtháite scoile a chuireadh an ghné forbartha, a ghlacadh agus a fhoilsiú. Moltar na tacaíochtaí is gá le feabhsúcháin leanúnacha a bhaint amach i gcúrsaí teagasc agus foghlama a lua go soiléir ina leithéid de plean.

Tá na struchtúir ionadaíochta, cumann na dtusmitheoirí agus comhairle na scoláirí, curtha ar bun. Bíonn an-tacaíocht ann d'imeachtaí scoile ar leith ó na tusmitheoirí ach ní raibh an cumann féin lárnach i saol na scoile. Tá ról soaitheanta ag comhairle na scoláirí i saol na scoile agus tá aitheantas tugtha ag an mbord dá ról. Cuireann an BOO oiliúint ar bhaill nua-thofa na comhairle agus bíonn nascmhúinteoir ag freastal ar chruinnithe na comhairle. Tugtar deiseanna ceannasaíochta do scoláirí in obair na comhairle agus i ngrúpaí eile ar nós an chórais mheantóireachta *Meitheal* do scoláirí na séú bliana le scoláirí na chéad bhliana. Léirigh tátail ar cheistneoirí scoláirí agus tusmitheoirí mar aon le breathnóireacht na foirne meastóireachta go raibh dáimh ar leith ag na scoláirí i gcoitinne lena chéile agus iontaobh acu as a chéile. Tá an ghné seo de shaol na scoile thar a bheith dearfach.

Tá sé le moladh gur tugadh ionchur do na scoláirí san athbhreithniú réasúnta deireanach a rinneadh ar pholasaí úsáid fón póca mar ghné den chód iompair. Tá seacht mbliana caite áfach ó rinneadh

athbhreithniú ar an gcód iompair féin; níor léir ar an bpolasaí sin go raibh ionchur ag na scoláirí ina dhréachtú mar ba chóir. Ba cheart an t-easnamh seo a chur ina cheart sa chéad athbhreithniú eile a dhéanfar ar an mbunpholasaí seo.

Tá an fhoireann bainistíochta shinsearach an-tiomanta don scoil. Oibríonn siad go dian dícheallach agus is é leas na scoláirí a dhearbhu mar thosaíocht in obair na scoile is príomhchúram dóibh beirt. Tráth na meastóireachta, cé go raibh cúiseanna práinneacha ann, bhí cúraimí teagaisc an phríomhoide ag leibhéal nach raibh inmhianaithe ná inbhuanaithe. Tá gá le díriú níos mó ar réimse den phleanáil scoile uile a fheidhmiú. Faoi láthair níl an struchtúr ann lena dhéanamh go héifeachtach; tá grúpaí á mbunú cothrom le riachtanais, mar shampla do thionscnaimh sa litearthacht agus san uimhearthacht, agus á scaipeadh sula mbíonn toradh fóna deimhnithe. Fágann sin gur ar an mbainistíocht shinsearach don chuid is mó atá na cúraimí nua ag titim. Ní féidir an obair sin a dhéanamh go beacht agus uaireanta suntasacha teagaisc a dhéanamh san am céanna mar atá faoi láthair.

Tá struchtúr meánbhainistíochta ann a thacaíonn le bainistiú laethúil na scoile ag leibhéal atá go maith. Is léir go bhfuil an dea-thoil ann; dá chomhartha sin tá múinteoirí eile a ghabhann de chúraimí go deonach i mórán réimsí.

Táthar ag dul i ngleic sa scoil, ag leibhéal na bainistíochta agus na feidhmíochta, le leasuithe agus tionscnaimh nua go hurrámach, mar shampla an Creat don tSraith Shóisearach. Tá gá le struchtúir níos fearr a chur ar na córais phleanála agus feidhmithe áfach le dul ar aghaidh go dtí an chéad chéim eile den fhorbairt scoile. Céim amháin atá riachtanach san obair seo is ea méid an ama atá á chaitheamh ag an bhfoireann bainistíochta shinsearach ag múineadh a laghdú.

1.2 Éifeachtacht na ceannaireachta don fhoghlaim

Tá an cheannaireacht ar an bhfoghlaim go maith. Oibríonn an bhainistíocht shinsearach le hardchaighdeán san fhoghlaim a dhearbhu agus cultúr foghlama a chur chun cinn. Déantar an ghnóthachtáil acadúil a spreagadh agus a cheiliúradh. Leagtar ionchais arda síos maidir le rátaí rannpháirtíochta sna hábhair ag an ardleibhéal agus é mar sprioc tógáil orthu sin go leanúnach.

Tá an bhainistíocht agus na ranna ábhair dírithe ar ghnóthachtálacha na scoláirí sna scrúduithe teistiméireachta a uasmhéadú. Déantar mionanailís ar shonraí gnóthálacha agus roinntear ar na ranna ábhair iad. Ní raibh an anailís sin mar bhonn áfach leis na pleananna ábhair a breathnaíodh chun plean forbartha ábhair a cheapadh.

Tá aird á tabhairt ar fhorbairt ghairmiúil leanúnach (FGL) na múinteoirí ag leibhéal scoile uile a chur ar fáil; spreagtar tionscnamh aonair FGL freisin. Tagann an obair seo go maith leis na leasuithe atá á dtabhairt isteach faoin gCreat don tSraith Shóisearach. Luadh go bhfuil béim ar leith á díriú ar an meastóireacht chun foghlama (McF) ar bhonn scoile uile mar chuid de seo. Bhí an pictiúr maidir le cur i bhfeidhm na straitéisí sin éagothrom sna ceachtanna a breathnaíodh áfach. Is socrú neamhfhoirmeálta atá ann faoi láthair le straitéisí teagaisc agus foghlama a fhorbairt. Tá scóip chun straitéisí teagaisc atá á bhforbairt ag múinteoirí go haonar nó i bpáirt a leathnú go mór.

B'fhiú clár FGL ar theagasc agus foghlaim a leagadh amach i bpáirt leis an bhfoireann agus cuireadh a thabhairt do mhúinteoirí áirithe ar ball tionscnaimh nua a thriail ar bhonn píolótach. D'fhéadfadh na múinteoirí sin tuairisciú ar ais don fhoireann go hócáidiúil ar a dtaithe féin sula ndéantar tionscnaimh nua a chur i bhfeidhm sa scoil uile.

Moltar anailís a dhéanamh ar fhreagraí na scoláirí ar cheistneoirí a bhí mar chuid den mheastóireacht seo faoina dtaithe siúd ar an bhfoghlaim sa seomra ranga. B'fhiú plé a dhéanamh dá réir ar straitéisí

foghlama gníomhacha a fhorbairt, an ceacht a dhéanamh suimiúil agus straitéisí measúnú chun foghlama a chleachtadh níos mó.

Bhí cáilíocht na Gaeilge labhartha i measc na foirne ag leibhéal fóna i gcoitinne ach ní raibh sé sin fíor i ngach cás. Tá an scoil le moladh go mór go bhfuil múinteoirí a bhí ar bheagán Gaeilge an chéad lá atá tar éis dul chun cinn mór a dhéanamh sa teanga. Tá an bhainistíocht shinsearach cáiréiseach faoin gceist seo ach tá gá le dianchúrsaí feabhsaithe agus cruinnis sa teanga a chur ar chlár FGL na foirne.

Tá curaclam leathan ann agus tá iarrachtaí leanúnacha á ndéanamh le clár na n-ábhar Ardeistiméireachta a choimeád chomh leathan agus is féidir ach baineann míbhuntáistí leis an gcur chuige seo freisin. Bíonn ‘rang staidéir’ ag scoláirí na séú bliana mar shampla ag ceann de na cúig bhloc d’ábhair roghnacha atá ar thrathchlár na bliana sin, cúig thréimhse in aghaidh na seachtaine. Tá líon an-suntasach d’uaireanta maoirseachta múinteoirí i gceist. Ní hé seo an úsáid is fearr as acmhainní teoranta teagaisc. Ba mhaith ann grúpa athbhreithnithe curaclaim chun moltaí a dhéanamh ar cheisteanna den chineál seo.

Tá an-tóir ar chlár roghnach na hIdirbhliana. Tá líon na scoláirí a thugann faoin gclár CGAT an-íseal; tá an scóip chun an clár a fhorbairt thíos go mór ag an socrú reatha faoina bhfuil Francisc agus Gearmáinis ar fáil ag an am céanna. Tá fabhtanna eile tráthchlár ann a léiríonn Corp Oideachas don séú bliain dhá lá eágsúla seachas le chéile ar lá amháin. Ba chóir na laigí seo ar an tráthchlár a leasú.

Tá freastal maith á dhéanamh ar an líon beag scoláirí a bhfuil riachtanais oideachais speisialta (ROS) acu agus tá múinteoir láncháilithe i mbun na gcúraimí seo. Déantar eolas a roinnt leis an bhfoireann teagaisc faoi riachtanais na scoláirí seo. B’fhiú eolas níos fairsinge a roinnt leis an bhfoireann ar chleachtais ROS; d’fhéadfaí cuid de na cleachtais sin a chur chun tairbhe sa teagasc príomhshrutha.

Tá cúram tréadach na scoláirí go lárnach in aidhmeanna agus i gcleachtais na scoile. Tá córas tréadach maith sa scoil faoi cheannas na gceann bliana agus múinteoirí ranga. Coinníonn an bhainistíocht shinsearach teagmháil rialta leis na scoláirí trí thionóil scoile rialta. Buailteann an bhainistíocht shinsearach leis na cinn bhliana, ar príomhoidí cúnata iad ar fad, uair sa tseachtain. Feidhmíonn an grúpa seo mar fhoireann chúraim na scoláirí. B’fhiú féachaint leis an bhfoireann seo a leathnú agus ról gach duine a shainiú.

Tugadh deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iar-bhunscoileanna*, gan athrú nó leasú. I ngeall ar na heasnaimh atá aitheanta ar an soláthar don OCG níl cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iar-bhunscoileanna*.

1.3 Bainistíocht ar áiseanna

Tá cuma an-tarraingteach ar an scoil agus déantar cothabháil an-mhaith uirthi. Léiríonn na scoláirí meas ar an bhfoirgneamh agus ar threalamh na scoile. Tá na seomraí ranga geal fairsing agus tá timpeallacht foghlama spreagthach curtha ar fáil i mórán áiteanna. Tá naisc mhaithe idir an scoil agus clubanna spóirt áitiúla agus tá fáil ag an scoil ar na háiseanna seo.

2. CÁILÍOCHT NA FOGHLAMA AGUS AN TEAGAISC

Bhí caighdeán an teagaisc agus na foghlama sna ceachtanna a breathnaíodh go maith ar an iomlán. Bhí roinnt scóipe chun feabhais i mionlach de na ceachtanna, go háirithe i dtaca leis na scoláirí a bheith go gníomhach san fhoghlaim agus maidir leis an difreáil.

Bhí cleachtas aonair na múinteoirí sna ceachtanna a breathnaíodh go maith ar an iomlán, bhí cleachtas an-mhaith i líon suntasach díobh. Sa chleachtas ab fhearr a breathnaíodh chruthaigh na múinteoirí timpeallacht foghlama a bhí dírithe ar na scoláirí agus ar mheas, dearbhú agus muinín as a chéile. Bhí ionchais arda ag na múinteoirí d'obair agus iompraíocht na scoláirí agus chuir siad na hionchais sin in iúl go héifeachtach. Sna ceachtanna sin chuir na scoláirí a gcuid tuairimí agus eispéreas féin in iúl sa phlé ranga go muiníneach. Bhí meas acu agus suim acu i dtuairimí agus eispéiris a gcomhscóláirí sa rang. Bhí iompraíocht na scoláirí thar barr sna ceachtanna ar fad.

Léirigh na múinteoirí cumas agus inniúlacht sna scileanna oideolaíochta; i roinnt ceachtanna áfach chuir easpa cruinnis agus líofacht Ghaeilge an mhúinteora isteach ar eispéiris agus torthaí na bhfoghlaiméirí.

Bhain éagsúlacht leis na hiarrachtaí a rinneadh chun úsáid éifeachtach a bhaint as acmhainní teicneolaíocht faisnéise agus cumarsáide (TFC). I mionlach suntasach de na ceachtanna baineadh úsáid chruthaitheach as sleamhnáin ilmheáin a thaispeáint ar mhórscaíleán, bogearraí a bhain leis an ábhar, meabhairmhapáí, léarscáileanna agus fiseáin chomhtháite; chuidigh siad seo go héifeachtach le spreagadh agus rannpháirtíocht na scoláirí san fhoghlaim. Ba chóir an dea-chleachtas seo a scaipeadh. Áiríodh i leath na gceachtanna go bhféadfadh toradh níos fóna a bheith ar fhoghlaim na scoláirí ach úsáid níos éifeachtaí a bhaint as acmhainní TFC.

Sa chuid ba mhó de na ceachtanna d'éirigh leis an múinteoir cothromaíocht chuí a bhaint amach maidir leis an méid den ionchur a rinne an múinteoir agus rannpháirtíocht bhisiúil na scoláirí lena gcuid freagraí. Sna ceachtanna seo léirigh na scoláirí leibhéal ard spéise agus rannpháirtíochta agus tugadh an deis dóibh obair a dhéanamh i bpáirt le scoláirí eile ar ócáidí rialta. I líon beag de na ceachtanna bhíothas ag brath rómhór ar ionchur an mhúinteora agus ba mhinic a fágadh gníomhaíocht chuiditheach na scoláirí go dtí an deireadh. Bhí míniúcháin agus ceistanna an mhúinteora ar scoláirí aonair in uachtar rómhór; an toradh a bhí air seo ná go raibh foghlaim éighníomhach ar siúl rómhór ag na scoláirí as a mhéad a bhí siad ag éisteacht.

Chonachthas úsáid an-éifeachtach á baint as modhanna ceistiúcháin mar ar tugadh deiseanna do scoláirí dul i gcomhairle eatarthu féin ina bpéirí nó ina ngrúpaí sular thug siad aiseolas don rang. I gcás ar leith baineadh úsáid an-éifeachtach as boird 'Taispeáin dom' mar chuid den obair ghrúpa. I rang teanga ar leith bhí cumas an-mhaith sna scoláirí chun a gcuid tuairimí féin a chur in iúl i scríbhinn ag teacht le réimeanna áirithe den teanga agus bhí na scoláirí sin a léigh amach a gcuid píosáí scríbhneoireachta don rang an-mhuiníneach. Bhí dea-theist le fáil san obair seo ar na scoláirí á bhforbairt mar fhoghlaiméirí neamhspleácha. Ba chóir tógáil ar na dea-chleachtais seo.

Bhí cáilíocht na pleanála ábhair ag leibhéal sásúil sna pleananna a breathnaíodh; rinne na múinteoirí an phleanáil go comhoibríoch mar ba cheart. Bhain na múinteoirí úsáid as am cruinnithe foirmiúla chun eagrúchán roinne a dhéanamh agus bhí miontuairiscí ar fáil. Moltar do bhaill na ranna ábhair athmhachnamh a dhéanamh le chéile ar mhodhanna teagaisc mar chuid de na cruinnithe seo.

Tá tús déanta ar na pleananna ábhair. Is gá breis forbartha a dhéanamh ar an gcuid is mó de na pleananna curaclaim atá leagtha amach mar scéikmeanna oibre lena chinntiú go n-ainmnítear cuspóirí foghlama atá soiléir agus ábhartha agus atá curtha i gcomhthéacs do riachtanais fhoghlama na scoláirí. Ba chóir freisin go mbeadh modhanna múinte, acmhainní teagaisc, úsáid TFC agus modhanna measúnaithe san áireamh. Is gá a chinntiú go ndéantar ábhar agus gníomhaíochtaí a idirdhealú go soiléir d'fhonn freastal ar riachtanais agus inniúlachtaí na scoláirí.

Bhí cáilíocht na measúnachta sna ceachtanna a breathnaíodh oiriúnach ar an iomlán cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh. Roinn na múinteoirí an méid a bhí le déanamh leis na scoláirí i ngach ceacht. I gcás fórbheagán de na ceachtanna roinn na múinteoirí critéir ratha leis na scoláirí. Thug sé seo le fios do na scoláirí cad a bheadh foghlamtha acu agus chabhraigh sé leo chun féinmheasúnú a dhéanamh ar a gcuid foghlama ag deireadh an cheachta. Moltar an dea-cleachtas seo a leathnú.

Léirigh iniúchadh a rinneadh ar chóipleabhair go raibh éagsúlacht sna modhanna measúnachta a chleachtar. Ba léir gur cheartaigh na múinteoirí an obair sa chuid ba mhó de na cóipleabhair; ní fhacthas nótaí tráchta foirmitheacha mar threoir do na scoláirí conas a gcuid oibre a fheabhsú ach i gcúpla cás. Ba chóir cur chuige scoile uile a fhorbairt i dtaca le haiseolas ó bhéal agus aiseolas scríofa a sholáthar agus an cur chuige seo a chur i bhfeidhm go comhsheasmhach.

Léirigh anailís ar thorthaí a bhain scoláirí amach sna scrúduithe teistiméireachta go raibh scóip chun feabhais i gcás roinnt ábhar. Is i ranganna chumais mheasctha a bhíonn na hábhair á dteagasc don chuid is mó. I gcás líon beag de na ranganna bhí an difreáil in úsáid trí cheistiúchán an mhúinteora. Moltar go ndéanfaí tuilleadh forbartha ar straitéisí difreála agus go ndéanfadh na múinteoirí ar fad difreáil go follasach ar an ábhar, na gníomhaíochtaí agus an obair bhaile ar mhaithe le freastal ar an réimse iomlán de chumais agus de riachtanais atá i measc na scoláirí.

3. CUR I BHFEIDHM MOLTAÍ Ó MHEASTÓIREACHTAÍ A RINNEADH CHEANA

3.1 BAINISTÍOCHT

Rinneadh moltaí i dtaca le bainistíocht sna tuairiscí cigireachta ar an Treoir agus Béarla. Tá dul chun cinn teoranta le feiceáil sa réimse seo. Níl an scoil comhlíontach go fóill i dtaca le 28 uair an chloig d'am teagaisc a chur ar fáil ag teacht le hImlitir M29/95. Níl na spriocanna foghlama ná an fhorbairt scileanna is gá sainithe sa chuid is mó de na pleananna ábhair.

3.2 FOGHLAIM AGUS TEAGASC

Tá dul chun cinn maith déanta leis na moltaí seo a fheidhmiú. Bhí úsáid na sprioctheanga agus forbairt na scileanna teanga go maith sna ceachtanna teanga a breathnaíodh. Bhain aidhm shoiléir leis an gcuid ba mhó de na tascanna a tugadh do na scoláirí. Tá scóip shuntasach chun forbartha ann i gcónaí i dtaca leis an difreáil a chuimsiú sa teagasc.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS ACMHAINN FEABHSAITHE NA SCOILE

Tá an scoil chun deiridh maidir leis an dul chun cinn a leagadh amach do scoileanna chun na snáitheanna tosaigh den FFS a chur i bhfeidhm. I mbliana a thosaigh an scoil ar an gcéad phlean feabhsúcháin scoile, an litearthacht, a fheidhmiú. Níl an próiseas sé chéim FFS curtha i gcrích mar ba

chóir. Níor foilsíodh plean feabhsúcháin scoile (PFS) ná níl socruithe déanta chun an PFS a athbhreithniú. Áirítear spriocanna an phlean féin a bheith ábhairín teibí seachas soiléir agus intomhaiste.

Tá tús curtha ag meitheal múinteoirí leis an dara snáithe FFS, an uimhearthacht, agus PFS a dhréachtú. Tá na cúraimí seo faoi bhráid na bainistíochta sinsearaí don chuid is mó. Níl sé d'acmhainn ag an mbainistíocht shinsearach plé leis na cúraimí seo go fóinteach lena bhfuil de chúraimí teagaisc orthu.

I bhfianaise na struchtúr reatha atá ar fáil don FFS tá acmhainn theoranta ag an scoil chun dul i ngleic leis an bhfeabhsúchán scoile. D'fhéadfaí cur leis an acmhainn sin go mór ach bonn níos fearr a chur faoi na struchtúir FFS. Moltar do bhainistíocht na scoile a chinntiú go bhfuil struchtúr ceart faoin bpróiseas FFS sula dtéitear chun cinn le haon chuid den obair seo agus an próiseas sé chéim FFS a ghlacadh mar chuid dhílis den obair sin.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

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

Ionad 1: Ba mhaith le Bord Bainistíochta Gaelcholáiste Cheatharlach, a chur in iúil a shástacht as an tuairisc ar Chigireacht Meastóireacht Scoile Uile Bainistíocht, Ceannaireacht agus Foghlaim.

Ionad 2: Ag éirí as an gCigireacht tá gníomhartha leantacha curtha i bhfeidhm ag an scoil. Tá plean ag comhlíonadh Níosanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iarbunscoileanna maidir le soláthar OCG i bhfeidhm agus curtha faoi bhráid gach tuismitheoir/caomhnóir, Comhairle na nDaltaí agus Bord Bainistíochta Gaelcholáiste Cheatharlach ó Nollag 2016.

Ionad 3: Laghdaíodh clár na n-ábhar Ardteistiméireachta ag scoláirí na cúigiú bliana ag tús an scoilbhliain 2016/17, ó chúig bhloc go ceithre bhloc d'ábhair roghnacha ionas nach mbeadh na daltaí céanna gan Corp Oideachas agus Oideachas Reiligiún agus iad sa séú bhliain an bhliain seo chugainn agus leathnadh ag teacht ar an lá scoile ionas go mbeidh 28 n-uaire an chloig mar íosmhéid d'uaireanta teagaisc in aghaidh na seachtaine á gcur ar fáil ag teacht le himlithir M29/95 na Roinne. Thosaigh na leasuithe ar an tráthchlár, ionas go mbeadh 28 n-uaire á sholáthar ag an scoil, anuraidh.

Ionad 4: Bhí uaireanta suntasacha teagaisc ar an bpríomhoide nuair a rinneadh cigireacht ar an scoil. Deacrachtaí teacht ar mhúinteoirí ba chúis le seo ag an am. Tá ganntanas múinteoirí le Gaeilge ann. Is fadhb náisiúnta í seo do scoileanna i láthair na huair. Níl an príomhoide ag múineadh ón 19ú den Nollag 2016.

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 mbaineann cigirí feidhm aisti nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

| Leibhéal | Cur síos | Sampla de na téarmaí tuairisciúla |
|-----------|---|---|
| An-mhaith | Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo bíonn an cháilíocht ar a ndearnadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair. | An-mhaith ; ar cháilíocht an-ard; an-éifeachtach; 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-suntasach; thar barr |
| Go maith | Úsáidtear Go maith áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu 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 leis an gcaighdeán <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 Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic leo d'fhonn caighdeán níos fearr a bhaint amach. | Sásúil ; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe |
| Measartha | Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin. | Measartha , laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith chomh sásúil sin; deacrachtaí ann; níor mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh |
| Lag | Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe. | Lag ; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas atá suntasach ag teastáil; deacrachtaí suntasacha ann |

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

| | |
|-----------------------|----------------------------|
| School Name | Gaelcholáiste Cheatharlach |
| School Address | Askea Carlow |
| Roll No. | 70440A |



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

Whole-School Evaluations – Management, Leadership and Learning report on the quality of teaching and learning and on the quality of management and leadership in a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of 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 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.

Whole-School Evaluation - Management, Leadership and Learning

INSPECTION ACTIVITIES DURING THIS INSPECTION

| | |
|---|--|
| Date of Inspection | 14-12-2016 |
| Inspection activities undertaken <ul style="list-style-type: none">• Meeting with Board of Management• Meeting with principal and deputy principal• Meetings with key staff• Meeting with parent representatives• Review of relevant documents | <ul style="list-style-type: none">• Analysis of parent, student and teacher questionnaires• Student focus-group interview• Observation of teaching and learning• Examination of students' work• Interaction with students• Feedback to senior management team, board of management and teachers |

SCHOOL CONTEXT

Gaelcholáiste Cheatharlach was established in 1990 as an all-Irish, co-educational post-primary school. It is one of two such schools under the patronage of Kilkenny and Carlow Education and Training Board (ETB). A new building opened in 2006 to cater for a projected enrolment of 250 students. This year, 2016/17, the total enrolment at 372 students is the highest enrolment figure to date. The available programmes are the Junior Certificate, established Leaving Certificate, optional Transition Year and Leaving Certificate Vocational Programme (LCVP).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- The quality of school leadership and management was satisfactory with strengths noted in the work of the board of management and the senior management team; the board's role could be further developed in relation to the school plan, including gaps in the provision of Relationship and Sexuality Education (RSE) and the minimum teaching hours.
- The senior management team is extremely dedicated to the school and their shared priority is to ensure that the welfare of students is foremost in the work of the school; however their leadership work is hindered as both have a high level of teaching hours.
- School practice is not compliant with *Child Protection Procedures for Primary and Post-Primary Schools* due to the omissions identified in RSE provision.
- On the whole the standard of teaching and learning was good.
- Good progress has been made regarding implementation of learning and teaching recommendations made following previous evaluations and limited progress has been made on implementation of management recommendations.
- The school, currently, has limited capacity to engage with school improvement and school self-evaluation (SSE).

RECOMMENDATIONS

- The board and senior management should act immediately to bring the school RSE provision into line with the requirements of *Child Protection Procedures for Primary and Post-Primary Schools*.

- It is recommended that the the board adopt and publish a school plan which will include a developmental aspect, set down as clear and core elements of the plan the supports that are necessary to achieve continuing improvement in teaching and learning and ensure provision of the minimum 28 hours weekly teaching time in line with Department Circular M29/95.
- The school planning and implementation procedures need to be improved in order to bring the school forward to the next stage of school development; there is a need for a proper structure as a basis for school self-evaluation (SSE).
- The senior management team should reduce their level of teaching hours so as to be able to concentrate on bringing the school forward to the next stage in its development.
- The continuing professional development (CPD) programme should be central to school improvement; under this CPD programme a whole-school approach should be developed for assessment for learning and differentiation strategies as well as a programme for accuracy in Irish.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL MANAGEMENT AND LEADERSHIP

1.1 School ownership and management

The quality of school leadership and management was satisfactory and strengths were noted in the work of the board of management and the senior management team. The board's activities were well presented in minutes, attendance at the meetings was high and the board was well organised.

Board members had a very good understanding of their governance role. Review of school policies was a regular feature of meetings. The board supports maintaining Irish as central to the work and daily life of the school; their practice of doing as much of the board's work as possible through Irish is exemplary. There was also evidence of reflective practice; aspects of school practices were identified by the board as being in need of improvement. These were worthwhile and could be listed in terms of themes, in particular the theme of teaching and learning.

Certain aspects of management and leadership could also be improved; a main recommendation from the whole-school evaluation report in 2010 on the provision of 28 hours teaching time had not been implemented. RSE provision was insufficient and needs proper direction; the board should act immediately to rectify the school's RSE provision.

There is room also to expand the board's role in school development. The adoption and publication of a coherent school plan, including the developmental aspect, would be worthwhile. It is recommended that such a plan would set down as clear and core elements the supports that are necessary to achieve continuing improvement in teaching and learning.

The representative structures, parents' association and student council, have been established. The parents greatly support particular school activities but the association itself is not central to school life. The student council has a discernible role in the life of the school and the board has recognised this role. The ETB provides training to newly-elected council members and a link teacher attends council meetings. Students are given leadership opportunities in the council's work and also through other groups such as the mentoring system *Meitheal* between sixth-year and first-year students. The conclusions of student and parent questionnaires as well as the evaluation team's observations

showed that in general the students got on very well together and trusted each other. This is certainly a very positive aspect of the life of the school.

The students were commendably given an input in the fairly recent review of the policy on the use of mobile phones as part of the code of behaviour. However, it is now seven years since the code of behaviour itself was last reviewed; it was not clear from that policy whether the students had an input in the drafting process as required. This omission should be rectified when this fundamental policy next comes up for review.

The senior management team is extremely dedicated to the school. They work hard and their shared priority is to ensure that the welfare of students is foremost in the work of the school. At the time of the evaluation, even though there were urgent reasons for same, the principal's teaching duties were at a level that was neither desirable nor sustainable. There is a need to concentrate more on the area of implementing whole-school planning. Currently there is no structure to do so satisfactorily; groups are established on a needs basis, for example for the literacy and numeracy initiatives, and are disbanded before positive outcomes are affirmed. This means that most new responsibilities are assumed by senior management. They cannot deal with them effectively while they have a significant level of teaching hours, as is the case at present.

The middle management structure provides a good level of support for day-to-day school management. There is plenty of goodwill; this is evident from the fact that in many cases other teachers take on extra duties voluntarily.

The school is engaging dutifully, at both management and implementation levels, with new reforms and initiatives, for example the Framework for Junior Cycle. There is a need for improved structures in the planning and implementation systems however in order to progress to the next stage of school development. One essential step to achieve this is that the school management team reduce their level of teaching hours.

1.2 Effectiveness of leadership for learning

Leadership of learning is good. The management team strives to ensure a high standard of learning and to promote a culture of learning. Academic attainment is encouraged and celebrated. High expectations are set regarding participation rates in subjects at higher level and raising these remains a constant objective.

Both management and subject departments are focused on maximising student attainment in the certificate examinations. Attainment data are closely analysed and distributed to the subject departments. However, in the case of the subject plans examined, that analysis was not used to inform the devising of a subject development plan.

Attention is being paid to providing a whole-school teacher continuing professional development (CPD) programme; individual CPD initiative is also encouraged. This dovetails well with the reforms being introduced under the Framework for Junior Certificate. An emphasis on assessment for learning (AFL) on a whole-school basis was cited as a part of this. In the lessons observed these strategies were implemented unevenly. At present the development of teaching and learning strategies is on an informal basis. The teaching and learning strategies which are currently being developed by teachers, individually and collaboratively, could be greatly expanded.

A worthwhile development would be devising a CPD programme in conjunction with the staff; teachers could be invited to trial new projects on a pilot basis. These teachers could then report back to the whole staff on their experience before new initiatives are established for the whole school.

Analysis of students' responses to questionnaires that formed part of this evaluation on their experience of learning in the classroom is recommended. A resulting discussion could deal with the development of active learning strategies, making lessons interesting and the wider use of assessment for learning strategies.

In general, but not universally, the staff's level of competence in spoken Irish was satisfactory. The school is to be commended for the fact that teachers who arrived with little Irish have made enormous progress. Senior management is attentive to this matter but there is a need to include intensive Irish language courses in development and accuracy on the school's CPD programme.

There is a broad curriculum and continuing efforts are made to keep the Leaving Certificate subject range as broad as possible but there can be disadvantages to such an approach. Sixth-year students, for example, have a 'study class' on the year's timetable for one of the five blocks of optional subjects, five times a week. A very significant number of supervision hours by teachers is required. This is not the best use of limited teaching resources. A curriculum review group could usefully make recommendations on such matters.

There is much demand for the optional Transition Year programme. Not many students opt for the Leaving Certificate Vocational Programme (LCVP); the scope to develop the programme is hampered by the current arrangement of timetabling French and German at the same time. Another timetable issue sees Physical Education for sixth year on two separate days instead of together on one day. These timetable weaknesses should be improved.

The small number of students with special educational needs (SEN) are well catered for and they have a dedicated fully qualified teacher. Information on the needs of these students is shared with the teaching staff. More information could be shared about SEN teaching practices; some of these practices could be effectively used in mainstream classes.

Pastoral care for students is central to both school aims and school practice. A good pastoral care system is in place under the direction of the year heads and class teachers. Senior management keeps up regular contact with students through regular school assemblies. They have a weekly meeting with year heads, who are all assistant principals. This group acts as a student care team. This group could be extended and each teacher's role clearly defined.

Confirmation was provided that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools*, without modification. In view of the identified weaknesses in RSE provision school practice is not compliant with the requirements of *Child Protection Procedures for Primary and Post-Primary Schools*.

1.3 Management of facilities

The school, as presented, is very attractive and extremely well maintained. Students respect the school building and equipment. Classrooms are bright and spacious with, in many cases, a stimulating learning environment. Positive links exist between the school and local sports clubs and there is access to these facilities.

2. QUALITY OF LEARNING AND TEACHING

2.1 The quality of learning and teaching

In the lessons observed the quality of learning and teaching was generally good. In a minority of cases there was room for improvement, especially regarding students being active in learning and in relation to differentiation.

The individual practice of teachers in the lessons observed was generally good, with very good practice in a considerable number of cases. In the best practice, teachers created a learning setting which was student-focused and showed mutual respect, affirmation and trust. The teachers had high expectations regarding students' work and behaviour and they conveyed these expectations clearly. In these lessons the students expressed their own opinions and ideas with confidence through class discussion. Respect was shown for their classmates' opinions and ideas. Student behaviour was exemplary in all lessons.

Teachers showed competence and expertise in pedagogical skills; however in some lessons the teacher's lack of accuracy and fluency in Irish affected the experiences and outcomes of learners. There was variation in the efforts to exploit information and communications technology (ICT) resources. In a significant minority of lessons there was creative use of multimedia slides on a big screen, relevant software, mindmaps, maps and integrated videos; all these were an effective source of encouragement and participation for students in learning. This good practice should be extended. In half of the lessons it was perceived that student learning could produce a better result if more effective use was made of ICT resources.

In most instances teachers achieved an appropriate balance between their own input and the students' positive input through answering. These lessons displayed a high level of student interest and participation and students regularly had a chance to work with others. A small number of lessons relied too much on teacher input and student interaction was left until the end. With an over-emphasis on the teacher's explanations and questions, this led to too much passive learning as, for much of the time, the students were listening only.

Very effective methods of questioning were observed where students had a chance to consult with each other in pairs or groups before giving feedback to the class. In one case 'show me' boards were used effectively in group work. In one particular language class the students were well able to write their own opinions in certain language registers and those who read out their work to the class were very confident. This was a very good example of independent learning being fostered in the students. This excellent practice should be developed.

In the subject plans observed the level of planning was satisfactory; the teachers rightly engaged in collaborative planning. They had formal meeting time for departmental organisation and minutes were available. Members of subject departments are advised to carry out collective reflection on teaching methods within these meetings.

Work has commenced on subject plans. Further development is needed on most of the curricular plans to ensure identification of learning objectives that are clear and relevant and are placed in context for the students' learning needs. Teaching methods, teaching resources, use of ICT and assessment methods should also be included. There should be a clear distinction of content from activities to suit the needs and capacity of students.

In the lessons observed the quality of assessment was generally satisfactory but with scope for improvement in some areas. Teachers explained the aims of each lesson to the students but only in a very few cases were success criteria mentioned. This showed the students what they could hope to learn and helped them to self-assess at the end of the lesson. It is recommended that this practice be extended.

An inspection of copybooks showed various methods of assessment. The work had clearly been corrected in most cases; in only a few cases had formative comments as guidance for students to improve their work been included. A whole-school approach to providing oral and written feedback should be developed and consistently implemented.

Analysis of results in the certificate examinations showed room for improvement in some subjects. Students are mostly taught in mixed-ability classes. In a few classes differentiation was employed through the teacher's questions. Further development of differentiation strategies is recommended so that teachers would differentiate clearly regarding content, activities and homework so as to benefit the full spectrum of ability and needs.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

3.1 Management

Recommendations in regard to management were made in inspectors' reports on Guidance and English. Limited progress is evident in these areas. The school is not yet compliant with the minimum 28 hours of weekly teaching time as set down in Circular M29/95. Learning targets and the necessary skills development are not detailed in most of the subject plans.

3.2 Learning and Teaching

Good progress has been made in the implementation of these recommendations. In the language lessons observed there was good use of the target language and development of language skills. Most tasks had a clear aim. There is still plenty of scope for the inclusion of differentiation in teaching.

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

The school is not up to date in the matter of implementing the first strands of the school self-evaluation process (SSE) as laid down for schools. This year the school began to implement the first school improvement plan, for literacy. The six-step SSE process has not been implemented as required. No school improvement plan (SIP) was published nor have any arrangements been made to review the SIP. The aims of the said plan appear to be somewhat vague rather than clear and measurable.

A team of teachers has commenced work on the second SSE strand, which is numeracy, and on the drafting of a SIP. For the most part these are senior management duties. They are unable to deal successfully with these matters due to their teaching commitments.

From the structure currently available for SSE it is clear that the school does not have the capacity to deal with school improvement. The situation could be eased by strengthening the SSE structure. It is recommended that school management ensure a solid basis for the SSE process before progressing any of this work and that the six steps of the SSE process be included as an integral part of this work.

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

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

1. The board of management of Gaelcholáiste Cheatharlach wishes to convey its satisfaction at the report on the inspection of the Whole-School Evaluation-Management, Leadership and Learning.
2. Arising from the inspection the school has implemented ongoing actions. A plan in fulfilment of Procedures relating to *Child Protection Procedures for Primary and Post-Primary Schools* relating to RSE provision has been submitted to all parents/guardians, Student Council and Board of Management, Gaelcholáiste Cheatharlach since December 2016.
3. The programme of Leaving Certificate subjects for fifth year students was reduced at the start of the 2016/17 schoolyear, from five blocks of optional subjects to four blocks so that next year these students would not be deprived of Physical Education and Religious Education in sixth year, when the schoolday will be increased so that a minimum of 28 hours instruction time per week will be provided in line with Department Circular M29/95. Amendments to the timetable, that would permit the delivery of 28 hours by the school, commenced last year.
4. At the time of the school evaluation the principal had significant teaching hours. The reason for this was the difficulties in appointing teachers at that time. There is a scarcity of teachers with Irish. Currently, it is a nationwide problem. The principal has not been teaching since the 19th December 2016.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality 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 standard</i> . | 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 |
| Poor | 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 |