

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gairm Scoil Chú Uladh
Seoladh na scoile / School address	Béal an Átha Mhóir An Clochán Leifear Co. Dhún na nGall
Uimhir rolla / Roll number	71242B

Dáta na Meastóireachta: 09-05-2019



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

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

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 nGairmscoil Chú Uladh. 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 féinmeastóireachta 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.

COSAINN LEANAÍ

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint 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	7, 8, 9 Bealtaine 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 Scrúdú ar obair na scoláirí Aiseolas don fhoireann bhainistíochta sinsearaí, bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Iar-bhunscoil chomhoideachais neamh-shainchreidmheach is ea Gairmscoil Chú Uladh a bunaíodh i 1982 chun oideachas dara leibhéal trí mheán na Gaeilge a sholáthar do phobal na Gaeltachta Láir i nDún na nGall. Feidhmíonn an scoil faoi phátrúnacht Bhord Oideachais agus Oiliúna Dhún na nGall agus tá rollachán reatha inti de 185 scoláire. Soláthraítear na cláir seo a leanas: Clár Scoile an Teastais Shóisearaigh, an tSraith Shóisearach, Idirbhliain atá rognach, an Ardteistiméireacht bhunaithe agus Gairmchlár na hArdteistiméireachta. Tá an scoil páirteach sa Chlár Comhionannas Deiseanna i Scoileanna a Sheachadadh (DEIS) plean gníomhaíochta na Roinne Oideachais agus Scileanna don ionchuimsiú oideachais. Tá an scoil cláraithe leis an Scéim Aitheantais Scoileanna Gaeltachta (SASG).

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Tá cáilíocht fhoriomlán na ceannaireachta sa scoil go han-mhaith: oibríonn an fhoireann bhainistíochta shinsearach go héifeachtach chun an scoil a bhainistiú agus chun curaclam an-leathan a sholáthar a fhreastalaíonn ar riachtanais na scoláirí uile.
- Bhí cáilíocht fhoriomlán an teagaisc an-éifeachtach; bhí cáilíocht fhoriomlán na foghlama agus an mheasúnaithe go maith le roinnt scóipe chun feabhais maidir le modhanna measúnaithe a fhorbairt tuilleadh agus plean gníomhaíochta a chur i bhfeidhm chun gnóthachtáil scoláirí in ábhair áirithe a fheabhsú.
- Is láidreacht scoile í réimse na folláine agus an fócas ar fhorbairt iomlánaíoch na scoláirí le réimse leathan deiseanna eischuraclaim agus traschuraclaim curtha ar fáil ag na múinteoirí.
- Tá cáilíocht na pleanála ag leibhéal scoile uile go maith agus tá an cheannaireacht dailte agus ról na múinteoirí i bhforbairt na scoile le moladh, ach tá scóip chun feabhais ann maidir leis an bpleanáil do chur chun cinn litearthacht na Gaeilge agus an fhoireann ina hiomláine a chumasú ina leith.
- Glacadh cinneadh i 2017 clárú leis an Scéim Aitheantais Scoileanna Gaeltachta agus tá polasaí inmholta glactha chun an tumoideachas a chur i bhfeidhm do scoláirí a chláraigh sa chéad

bhliain i 2018 agus ina dhiaidh sin; tá fíís láidir ag an scoil chun aitheantas a bhaint amach mar scoil Ghaeltachta.

- Déantar iarrachtaí fóna freastal ar scoláirí a bhfuil riachtanais speisialta oideachais (RSO) acu agus an t-eispéireas oideachais is fearr a chur ar fáil dóibh ach tá éiginnteacht áirithe ag baint le húsáid cuid bheag de na huaireanta RSO agus cé go bhfuil dul chun cinn maith déanta le moltaí ó mheastóireachtaí a rinneadh roimhe seo níl duine cáilithe ar fáil fós chun treoirchomhleoireacht a sholáthar.

Moltaí

- Moltar na modhanna measúnaithe a fhorbairt tuilleadh, monatóireacht níos córasaí a dhéanamh ar ghnóthachtáil na scoláirí agus pleanáil go straitéiseach chun gnóthachtáil a fheabhsú in ábhair áirithe.
- Moltar litearthacht na Gaeilge a fhorbairt trasna an churaclaim agus na múinteoirí a chumasú ina leith.
- Ní mór athbhreithniú a dhéanamh ar úsáid cuid de na huaireanta tacaíochta don RSO agus a chinntiú go bhfuil siad in úsáid mar is cuí.
- Ní mór don bhainistíocht a chinntiú go bhfuil duine cáilithe don treoirchomhairleoireacht ar fáil don scoil.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

Ceannaireacht ar fhoghlaim agus ar theagasc

Tá cáilíocht fhoriomlán na ceannaireachta ar fhoghlaim agus ar theagasc go han-mhaith. Cuirtear curaclam an-leathan ar fáil a fhreastalaíonn ar riachtanais fhoghlama agus fhorbartha na scoláirí uile. Tá réimse leathan clár ar fáil lena n-áirítear, Clár Scoile an Teastais Shóisearaigh, clár Idirbhliana roghnaí ar ardchaighdeán a bhfuil an-rath air agus Clár Foghlama Leibhéal 2 chun freastal ar líon an-bheag scoláirí.

Ghlac pobal na scoile cinneadh clarú leis an SASG. Mar chuid den phróiseas chun aitheantas a bhaint amach mar scoil Ghaeltachta tá na scoláirí ar fad sa chéad bhliain, 2018/19 á múineadh go hiomlán trí mheán na Gaeilge. Bhí cur chuige dhátheangach i bhfeidhm sa scoil le tamall de bhlianta mar a bhain sé le cuir chuige mhúinteoireachta agus bainistíochta toisc gur tháinig meath ar an teanga sa cheantar de bharr imirce agus easpa fostaíochta. Tógadh cinneadh cróga ionmholta fillleadh go hiomlán ar phrionsabail bhunaithe na scoile agus an tumoideachas a thabhairt ar ais. Tá obair an-mhaith ar siúl maidir le scileanna teanga scoláirí na céad bhliana a fhorbairt. Táthar ag freastal ar riachtanais fhoghama éagsúla na gcainteoirí dúchais agus scoláirí líofa sa teanga agus iad siúd nach bhfuil chomh líofa céanna, le cabhair ó na huaireanta tacaíochta teanga don Ghaeilge a chuirtear ar fáil mar chuid den SASG. Moltar raon tacaí breise don teanga a fhorbairt agus a chur i bhfeidhm mar shampla: campa samhraidh, scéim mheantóir teanga, scoláirí ag leibhéal inniúlachta teanga éagsúla ag cabhrú lena chéile agus leabhrán téarmaíochta.

Tugtar deis do dhaltaí ó rang a sé sna bunscoileanna áitiúla teacht chun na scoile chun na hábhair éagsúla a thriail. Moltar clár aistrithe scoile níos leithne a sholáthar go háirithe i gcomhthéacs scoláirí a bheith ag teacht ó bhunscoileanna Gaeltachta agus Galltachta le raon inniúlachta sa Ghaeilge. Bheadh sé tábhachtach i gcomhthéacs an SASG go gcuirfí scoláirí agus a dtuismitheoirí ar an eolas faoi bhuntáistí an tumoideachais agus faoi na tacaí teanga atá ar fáil sa scoil. Cuireadh ranganna Gaeilge ar fáil do thuismitheoirí i mbliana don chéad uair le blianta fada, ranganna a raibh an-éileamh agus an-rath orthu.

Déantar iarrachtaí fóna freastal ar riachtanais folláine agus forbairt iomlánaíoch an scoláire agus is láidreacht scoile í an cúram seo. Tá na hábhair Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) agus Oideachas Caidrimh agus Gnéasachta (OCG) ar fáil mar is ceart. Cuirtear rang scileanna beatha ar fáil do gach bhliainghrúpa a chuimsíonn réimsí na folláine agus an OCG, soláthar ionmholta mar chuid d'fhorbairt iomlánaíoch gach scoláire.

Tá an fhoireann le moladh fosta as an méid deiseanna foghlama comhchuraclaim agus seachchuraclaim a chuirtear ar fáil. Tá saibhreas agus fiúntas ar leith ag baint leis na deiseanna seo agus leagtar béim ionmholta ar rannpháirtíocht in ócáidí agus comórtais Ghaeilge agus Ghaeltachta mar chuid den SASG. Anuas air seo, cuirtear an iliomad deiseanna ar fáil do scoláirí le bheith páirteach i réimse an spóirt. Tá plean ag an príomhoide cúrsaí ceoil a fhorbairt sa scoil fosta.

Tacaíonn an bhainistíocht le deiseanna forbartha gairmiúla (FGL) don fhoireann. Tá roinnt ball foirne ag freastal ar chúrsaí FGL lena n-áirítear cúrsa ceannaireachta theagascach agus cúrsa ar chleachtas athchóirithe. Tá straitéisí ó na cúrsaí seo á gcur i bhfeidhm trasna an churaclaim agus tá a rian le feiceáil sna ranganna. Leagann an bhainistíocht béim ionmholta ar phrionsabail agus cur i bhfeidhm an chleachtas athchóirithe sa scoil. Beidh an scoil ag dul i dtreo lán-thumtha de réir a chéile agus bheadh sé tráthúil anois cúrsa inseirbhíse ar fhorbairt agus cur i bhfeidhm an oideachais Gaeltachta a chur ar fáil don fhoireann.

Rinneadh obair fhóna le cúpla bliain anuas ar fhorbairt straitéisí difreáilte agus measúnú chun foghlama (McF) le húsáid sna ceachtanna. Moltar an obair seo ach tá scóip chun feabhais ann fós maidir le haiseolas foirmitheach scríofa a thabhairt sna cóipleabhair i gcásanna áirithe. Ní mór a chinntiú go dtugtar treoir shoiléir do scoláirí faoi conas is féidir leo a gcuid oibre a fheabhsú. Déantar monatóireacht ar dhul chun cinn scoláirí ach tá scóip chun forbartha ann maidir le plean gníomhaíochta chun gnóthachtáil in ábhair áirithe a ardú tuillleadh agus taifead córasach a choinneáil ar bhaint amach spriocanna DEIS mar a bhaineann siad le gnóthachtáil i gcoitinne.

Déantar iarrachtaí fóna freastal ar scoláirí a bhfuil riachtanais speisialta oideachais (RSO) acu agus an t-eispéireas oideachais is fearr a sholáthar dóibh. Táthar tiomanta d'fhorbairt iomlánaíoch agus acadúil na scoláirí uile agus is láidreacht scoile í an aird leanúnach a thugtar don chúram seo. Tá éiginnteacht áirithe ag baint le húsáid cuid bheag de na huaireanta RSO, áfach. Ní mór don bhainistíocht athbhreithniú a dhéanamh ar chuid de na bealaí ina úsáidtear na huaireanta RSO faoi láthair.

An eagraíocht a bhainistiú

Tá cáilíocht na ceannaireachta agus na bainistíochta scoile an-éifeachtach. Tá tuiscint mhaith ag an mbord bainistíochta ar a chuid dualgas reachtúla agus tá na baill thar a bheith tiomanta don scoil mar chroílár an phobail. Bunaíodh Gairmscoil Chú Uladh tar éis feachtais láidir pobail agus tá an bord an-bhródúil as a bhfuil bainte amach ag an scoil ó shin.

Feidhmíonn an príomhoide agus an príomhoide tánaisteach mar fhoireann bhainistíochta shinsearach éifeachtach le fis chomórta do thodhchaí agus d'fhorbairt na scoile mar scoil Ghaeltachta. Déanann an bhainistíocht shinsearach bainistiú an-éifeachtach ar an scoil. Tá córais chumarsáide éifeachtacha i bhfeidhm agus tugadh faoi deara an t-atmaisféar tacúil comhoibritheach i measc na foirne. Aithníodh an dea-atmaisféar agus an bealach inar caitheadh le scoláirí agus baill foirne le meas agus dínit.

Tá ceithre phost príomhoide cúnta (PC) 1 ar fáil agus ceithre phost mar PC2. Rinneadh athbhreithniú iomlán ar na poist agus na dualgais a ghabhann leo i mbliana agus bhí sé soiléir le linn na meastóireachta go bhfuil riachtanais na scoile á gclúdach ag an sceideal post a leagadh amach mar thoradh ar an athbhreithniú. Is láidreacht scoile í an cheannaireacht dháilte. Fáiltíonn an bhainistíocht roimh mholtaí ón bhfoireann maidir le gnéithe le forbairt, tugtar deiseanna maithe cinnireachta don fhoireann agus do na scoláirí agus glactar leo.

Sna ceistneoirí a scaipeadh mar chuid den mheastóireacht, d'aontaigh na múinteoirí agus na tuismitheoirí go láidir leis an ráiteas “ritear an scoil go héifeachtach”. Tógann an bhainistíocht shinsearach caidreamh an-chuiditheach le pobal na scoile. Cuirtear nuachtlitir ar ardchaighdeán ar fáil do thuismitheoirí cúpla uair sa bhliain agus b'fhiú an nuachtlitir a scaipeadh ar phobal an cheantair fosta. Bíonn tuismitheoirí ar fáil agus toilteannach i gcónaí cabhrú le hócáidí scoile ach tá teipthe ar an mbord bainistíochta coiste tuismitheoirí a bhunú le blianta beaga anuas. Mar shlí eile chun an dúshlán seo a sháru, moltar coiste cairde na scoile a bhunú mar thús agus iarracht eile a dhéanamh sa todhcháí chun coiste tuismitheoirí a chur le chéile. D'fhéadfaí an coiste cairde a nascadh leis an gcoiste planála teanga don cheantar, le hiarscoláirí agus le lucht bunaithe na scoile.

Tá caoi mhaith ar fhoirgneamh agus ar thailte na scoile. Tá an foirgneamh tarraingteach agus geal le raon leathan obair scoláirí ar taispeáint.

Acmhainn na ceannaireachta a fhorbairt

Tá acmhainn na ceannaireachta a fhorbairt ag leibhéal ard. Aithníonn agus dearbhaíonn an príomhoide agus an príomhoide tánaisteach an ról rí-thábhachtach atá ag cáilíocht na ceannaireachta agus na bainistíochta don scoil. Tá ionchais arda ag an mbainistíocht shinsearach dóibh féin, do scoláirí agus don fhoireann. Tapaíonn múinteoirí deiseanna chun ról cheannaireachta a ghlacadh agus chun seansanna a thabhairt do scoláirí rochtain a fháil ar réimse eispéireas oideachasúla. Feidhmíonn an bhainistíocht shinsearach agus na múinteoirí mar fhoireann aontaithe dírithe ar oideachas Gaeltachta ar ardchaighdeán a sholáthar.

Tá comhairle scoláirí ann agus tugtar deiseanna eile do scoláirí róil cheannaireachta a ghlacadh: scéim mheantóireachta deartháir mór deirfiúr mór, ionadaithe ranga agus ionadaíocht ar an gcoiste sláinte ar a bhfuil ionadaíocht ó mhúinteoirí freisin. Tugtar guth tábhachtach do scoláirí trína n-ionadaíocht ar an gcoiste seo as a dtagann a lán smaointe don fheabsúchán scoile. Cuirtear cúrsa cóitseála saoil agus oiliúint do cheannairí scoile ar fáil do scoláirí na hIdirbhliana. Tá an scoil le moladh as na hiarrachtaí a dhéantar cluas le héisteacht a thabhairt do ghuth na scoláirí. Léirigh freagraí na gceistneoirí a cuireadh ar scoláirí go raibh a bhformhór sásta leis an ngné seo de shaol na scoile.

Déantar an-iarracht freisin aitheantas a thabhairt d'éachtaí agus d'iarrachtaí na scoláirí trí oíche aitheantais don scoil ar fad, cártaí moltacha a chur abhaile agus duaiseanna éagsúla. D'fhéadfaí cur leis na hiarrachtaí chun an Ghaeilge a neartú mar theanga chumarsáide na scoile trí aitheantas a thabhairt d'úsáid na teanga laistigh agus lasmuigh de na ranganna.

Tá plan scoile chuimsitheach ann le raon leathan polasaithe. Tá obair mhaith déanta ar fhorbairt na bpolasaithe agus na gcleachas scoile. Tá spriocanna feabhsúcháin ceangailte leis an bplan scoile, cur chuige atá inmholta. Moltar an fhís maidir le soláthar oideachas Gaeltachta a roinnt le pobail Ghaeltachta eile d'fhonn oideachas dara leibhéal Gaeltachta a sholáthar do phobal níos leithne. Moltar don bhainistíocht plan straitéiseach a dhearadh chun rochtain ar an oideachas Gaeltachta a chur ar fáil do líon níos airde scoláirí.

2. CÁILÍOCHT AN TEAGAISC AGUS NA FOGHLAMA

Torthaí agus Éispiris na bhFoghlaimoirí

Bhí cáilíocht fhoriomlán an teagaisc agus na foghlama go han-mhaith sna ceachtanna a breathnaíodh. I roinnt bheag ceachtanna bhí an cháilíocht sásúil. Bhain na réimsí chun forbartha a bhí comónta i gcás an bheagáin sin de cheachtanna le caint an mhúinteora a bheith i dtreis, agus foghlaimoirí a bheith neamhghníomhach.

Ar na táscairí dea-chleachtais a bhí comónta sna ceachtanna ar fad, bhí an dea-chaidreamh idir na scoláirí agus na múinteoirí. Bhí timpeallacht na foghlama sna seomraí ranga an-spreagthach agus bhí na ballaí maisithe le saothar na scoláirí, cairteacha agus postaeir ildaite a bhain le saintearmaíocht

agus eochairfhocail. Chuidigh acmhainní spreagthacha go mór leis an bhfoghlaim. Baineadh úsáid éifeachtach as léaráidí, grianghraif, gearrthóga fise agus cuir i láthair digiteacha chun cur leis an eispéireas foghlama.

Bhí formhór na gceachtanna dírithe ar intinní foghlama soiléire agus indéanta. Rinneadh réamhfhoghlaim na scoláirí ar topaicí éagsúla a dhearbhu. Chuathas siar arís ar na hintinní foghlama ag an deireadh chun an fhoghlaim a mheas agus a dhaingniú.

I leath na gceachtanna a breathnaíodh, baineadh úsáid éifeachtach as straitéisí measúnú chun foghlama, lena n-áirítear soilse tráchta, ticéid amach, mataí tábla agus fíis eagraithe eile. Moltar na straitéisí tairbheacha seo a úsáid i níos mó ceachtanna.

Baineadh úsáid as cuir chuige idirghníomhacha a spreag rannpháirtíocht leanúnach na scoláirí. Tugadh faoi imeachtaí comhfhoghlama le fonn, idir obair bheirte agus obair ghrúpa. Áit a raibh struchtúr cuí curtha leis an idirghníomhaíocht, bhí torthaí fóna ar an obair. Léirigh formhór na scoláirí féin-mhuinín ag tabhairt aiseolais ó na grupaí, ag plé ceiste nó ag déanamh cur i láthair.

I roinnt ceachtanna tugadh faoi deara go raibh mionlach na scoláirí ró-thostach agus nár thug ach abairtí gearra ó bhéal mar fhreagra ar cheisteanna múinteoirí. B'fhiú smaoinemh ar straitéisí chun níos mó féin-mhuiníne a chothú agus freagraí níos iomláine a mhealladh. Faoi láthair, bíonn sé de nós ag scoláirí áirithe a bhfuil easpa misnigh orthu ó thaobh na Gaeilge de, freagraí a thabhairt i mBéarla agus obair bhaile a réiteach i mBéarla. Ba cheart go dtiocfadh deireadh leis an gcleachtas seo de réir mar a fhorbraíonn cleachtas an tumoideachais tríd an scoil.

Sna ceistneoirí a dáileadh mar chuid den mheastóireacht, léirigh formhór na scoláirí go mbíonn a gcuid ceachtanna suimiúil, go bhfuil ag éirí go maith leo ina gcuid obair bhaile, agus go spreagtar iad chun a ndícheall a dhéanamh.

Cleachtas aonair agus comhchoiteann na múinteoirí

Rinneadh ullmhúchán an-mhaith do na ceachtanna ar fad a breathnaíodh. Ranganna beaga a bhí i gceist go minic agus bhí deis iontach tacaíocht phearsanta a thabhairt do gach scoláire. Chruthaigh na múinteoirí timpeallacht foghlama a bhí thar a bheith dearfach agus tacúil.

Tugadh faoi deara go raibh scoláirí áirithe as láthair as roinnt ranganna. Moltar súil ghéar a choimeád ar an tinreamh agus a chinntiú go bhfuil straitéisí ann chun an mionlach seo a mhealladh chun freastal ar scoil níos rialta.

Tá na múinteoirí le moladh as an gcur chuige comhsheasmhach sna ceachtanna maidir le díriú ar an uimhearthacht. Tá obair mhaith déanta freisin ar fhorbairt na litearthachta ach tá scóip chun feabhais ann go fóill. Ní mór anois díriú go córasach ar an litearthacht agus feasacht teanga; ba cheart an ghramadach, cleachtadh eochairfhocal agus saintearmaíochta a chur chun cinn i ngach ceacht agus i ngach ábhar. Mar chuid de ba cheart saibhriú na Gaeilge, tuiscint agus feasacht na scoláirí ar luach agus tábhacht na canúna áitiúil a fhorbairt.

Baineadh úsáid theoranta as teicneolaíochtaí digiteacha sna ceachtanna a breathnaíodh. Go minic ba chur i láthair digiteach a bhí i gceist. Uaireanta, baineadh úsáid ní ba chruthaithí as an teicneolaíocht, nuair a iarradh ar scoláirí a dtaighde féin a dhéanamh ar an idirlíon nó téarmaíocht a lorg ó fhoclóirí ar líne, mar shampla. Moltar don fhoireann úsáid níos cruthaithí agus níos idirghníomhaí a bhaint as an teicneolaíocht digiteach.

Bhí cáilíocht an mheasúnaithe go maith. Bhí samplaí an-mhaith den cheistiúchán in úsáid ag múinteoirí áirithe trí iniúchadh breise a dhéanamh ar aiseolas na scoláirí, straitéis a chuimsigh ceisteanna oscailte

agus dúnta. Mar chuid den phroiseas féinmheasúnaithe scoláirí i roinnt ceachtanna, iarradh orthu nóta gairid a bhreacadh faoi dhá rud a thaitin leo agus gné eile a lua a raibh gá acu le forbairt a dhéanamh air. B'fhiú an dea-chleachtas seo a leathnú.

Ceartaítear an obair bhaile go rialta agus chonacthas samplaí maithe d'aiseolas cuiditheach i roinnt cóipleabhar. Moltar níos mó aiseolais cuidithigh a thabhairt ar obair na scoláirí i gcoitinne, agus athbhreithniú a dhéanamh ar cháilíocht an obair bhaile, i bhfianaise a bhfuil léirithe ag mionlach suntasach de thuismitheoirí sna ceistneoirí.

Go hachomair, chonacthas dea-chleachtas éagsúil i bhformhór na gceachtanna. Moltar go mór an dea-chleachtas seo a roinnt i measc na foirne trí bhreis deiseanna piarbhreathnóireachta agus buíontegaisc a sholáthar.

Tá cáilíocht na pleanála do cheachtanna agus do na hábhair go maith. Déanann na múinteoirí comhphleanáil ach tá scóip chun forbartha maidir le cuid de na scéimeanna oibre. B'fhiú fosta clár na hIdirbhliana a athbhreithniú chun aitheantas níos mó a thabhairt don iliomad deiseanna foghlama a chuirtear ar fáil agus chun cuir chuige níos cruthaithí a fhorbairt i gcuid de na croí-ábhair.

3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE

Tá dul chun cinn maith déanta maidir le cur i bhfeidhm moltaí ó chigireachtaí roimhe seo ach tá scóip chun feabhais ann i réimsí áirithe.

Ceannaireacht agus Bainistíocht

Tá an t-am cuí á thabhairt anois don Treoirghairm agus am breise á thabhairt don Ghaeilge sa tSraith Shóisearach. Níl duine cáilithe ar fáil fós don treoirchomhleoireacht agus moltar don bhainistíocht, le cabhair ó Bhord Oideachais agus Oiliúna Dhún na nGall, an scéal seo a réiteach.

Teagasc agus Foghlaim

Tá dul chun cinn maith déanta maidir le forbairt agus úsáid raon leathan straitéisí McF. Bhí fianaise láidir den dul chun cinn seo le feiceáil sna ceachtanna a breathnaíodh. Tá scóip chun feabhais ann go fóill maidir le forbairt litearthacht na Gaeilge agus measúnú córasach ar dhul chun na scoláirí sa Ghaeilge.

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

Próiseas Féinmheastóireachta na Scoile

Tá próiseas na féinmheastóireachta scoile neadaithe go maith i gcleachtais oibre agus pleanála na scoile don fhéinmheastóireacht agus do phleanáil DEIS. Cuireadh a lán ceistneoirí ar scoláirí, tuismitheoirí agus múinteoirí maidir le gnéithe éagsúla den eispéireas oideachais. Bunaithe ar thorthaí na gceistneoirí sin agus fianaise eile cuireadh pleananna le chéile don fheabhsúchán. Tá roinnt scóipe chun feabhais ann áfach, maidir le monatóireacht chórasach léanúnach a dhéanamh ar dhul chun cinn na spriocanna. Tá fócas ar an litearthacht agus uimhearthacht neadaithe go maith sa chleachtas ranga agus breathnaíodh fianaise ina leith sin le linn breathnóireachta ar fhoghlaim agus ar theagasc. Moltar go mbeadh spriocanna cinnte leagtha síos do dhul chun na scoláirí i litearthacht na Gaeilge agus an Bhéarla.

Cumas na Scoile d'Fheabhsúchán

Léiríodh oscailteacht an-mhaith i measc na bainistíochta agus na foirne don phróiseas fheabhsúchán scoile agus do mholtaí na meastóireachta. Glacadh le comhairle agus bhí plé gairmiúil próifisiúnta faoi fhorbairt na scoile sa todhchaí. Tá cumas na scoile don fheabhsúchán ag an leibhéal is airde.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Ghairmscoil Chú Uladh roimh an tuairisc uile scoile thar a bheith dearfach comhlánaithe ag Cigireacht na Roinne Oideachais agus Scileanna. Tá an Bord buíoch den réimse leathan de ghnéithe de shaol na scoile atá molta. Leagann príomhthorthaí na Cigireachta béim ar na ranníocaíochtaí dearfacha atá ag na comhpháirtithe go léir laistigh de phobal na scoile i dtreo eispéireas oideachais a sholáthar do na mic léinn. Is mór an sásamh don Bhord Bainistíochta é go bhfuil caighdeán na bainistíochta agus ceannaireachta agus an ardchaighdeán teagaisc agus foghlama luaite chomh maith le haitheantais don timpeallacht oideachasúil chuimsitheach, chúramach agus tacúil do scoláirí sa scoil.

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

- Tá forbairt déanta ar na huaireanta Riachtaisí Speisialta Oideachais.
- Tá an bhainistíocht ag plé leis an Bhord Oideachais agus Oiliúna maidir le huaireanta comhairleoireachta a fháil don scoil.
- Tá obair déanta ar litearthacht na Gaeilge a fhorbairt trasna an churaclaim rud a bhéas idir lámha ag dul chun tosaigh.
- Táthar ag plé le stratéisí measúnú chun foghlama chun iad a scaipeadh mar chleachtas timpeall na scoile mar atá molta.

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

Ainm na scoile / School name	Gairm Scoil Chú Uladh
Seoladh na scoile / School address	Béal an Átha Mhóir An Clochán Leifear Co. Dhún na nGall
Uimhir rolla / Roll number	71242B

Date of Evaluation: 09-05-2019

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 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	7, 8, 9 May 2019
<p>Inspection activities undertaken</p> <ul style="list-style-type: none">• Meeting with the board of management• Meetings with the principal and the deputy principal• Meetings with key members of staff• Review of relevant documents• Student focus-group interview	<ul style="list-style-type: none">• Meeting with parents• Analysis of parent, student and teacher questionnaires• Observation of teaching and learning• Examination of students' work• Feedback to the senior management team, board of management and teachers

School context

Gairmscoil Chú Uladh is a co-educational, non-denominational post-primary school that was established in 1982 to provide post-primary education through the medium of Irish for the community of an Gaeltacht Láir in Donegal. The school operates under the patronage of Donegal Education and Training Board and has a current enrolment of 185 students. The following programmes are provided: the Junior Cycle School Programme, the Junior Cycle, a Transition Year that is optional, the established Leaving Certificate and the Leaving Certificate Vocational Programme. The school is participating in the Delivering Equality of Opportunity in Schools (DEIS) programme, the Department of Education and Skills' action plan for educational inclusion. The school is also registered with the Gaeltacht School Recognition Scheme (SASG).

Summary of main findings and recommendations:

Findings

- The overall quality of leadership in the school is very good: the senior management team works effectively to manage the school and to provide a very broad curriculum that caters for the needs of all students.
- The overall quality of teaching was very effective; the overall quality of learning and assessment was good with some scope for improvement in terms of further developing assessment methods and implementing an action plan to improve student attainment in certain subjects.
- The area of wellbeing and the focus on students' holistic development, with a broad range of extracurricular and cross-curricular activities provided by the teachers, is a school strength.
- The quality of planning at whole school level is good and the distributed leadership and the role of the teachers in the development of the school is commendable, but there is scope for improvement in terms of the planning to promote literacy in Irish and upskilling the staff as a whole in that regard.
- A decision was made in 2017 to register with the Gaeltacht School Recognition Scheme and a commendable policy has since been adopted to implement immersion education for students who registered in first year in 2018 and thereafter; the school has a strong vision to achieve recognition as a Gaeltacht school.
- Good efforts are made to cater for students with special educational needs (SEN) and to provide them with the best possible educational experience but there is some uncertainty pertaining to the use of a small number of the SEN hours and although good progress has been made in terms of recommendations from previous evaluations there is still no qualified person available to provide guidance counselling.

Recommendations

- It is recommended that assessment methods be further developed, that there is more systematic monitoring of students' attainment and that strategic planning is used to improve attainment in certain subjects.
- It is recommended that literacy in Irish be developed across the curriculum and that teachers be upskilled in this regard.
- There is a need to conduct a review of the use of some of the support hours for SEN and to ensure that they are being used appropriately.
- Management needs to ensure that a person who is qualified in guidance counselling is available to the school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

Leading learning and teaching

The overall quality of leadership of learning and teaching is very good. A very broad curriculum is provided that caters for the learning and developmental needs of all students. A wide range of programmes is available including the Junior Cycle School Programme, a high quality optional Transition Year programme that is very successful and a Level 2 Learning Programme to cater for a very small number of students.

The school community took a decision to register with the Gaeltacht School Recognition Scheme (SASG). As part of the process to achieve recognition as a Gaeltacht school, all students in first year 2018/19 are being taught entirely through Irish. A bilingual approach to teaching and management was operating in the school for a number of years because the language had declined in the locality as a result of emigration and lack of employment. A brave, commendable decision was taken to return to the founding principles of the school and to re-introduce immersion education. Very good work is taking place in improving the language skills of first-year students. The differing learning needs of native Irish speakers, students who are fluent in the language and those who are not as fluent are being catered for with the help of the additional learning support hours for Irish that are available as part of the SASG. It is recommended that a range of additional supports for the language be developed and implemented, such as: a summer camp, a language mentor scheme, students at different language competency levels assisting each other and a terminology booklet.

Pupils from sixth class in the local primary schools are given an opportunity to visit the school to try the different subjects. It is recommended that a broader school transfer programme be provided particularly in the context of having students coming from Gaeltacht and English-speaking primary schools with a range of competencies in Irish. It would be important in the context of SASG that students and parents are made aware of the advantages of immersion education and of the language supports available in the school. Irish classes were provided for parents this year for the first time in many years. These classes were in high demand and very successful.

Good efforts are made to cater for the wellbeing and holistic development of the students and this area of responsibility is a strength in the school. The Social, Personal and Health Education (SPHE) and the Relationships and Sexuality Education (RSE) subjects are provided as required. A life skills' class that includes the areas of wellbeing and RSE is provided for each year group; a commendable provision as part of the holistic development of each student.

The staff is to be commended also for the number of co-curricular and extracurricular learning opportunities that are provided. These opportunities are particularly enriching and worthwhile and a

commendable emphasis is placed on participation in Irish events and competitions as part of the SASG. Furthermore, very many opportunities are provided for students to participate in the area of sports. The principal also has plans to develop music in the school.

Management supports continuing professional development (CPD) opportunities for staff. Some members of staff are attending CPD courses including a course in instructional leadership and a course in restorative practice. Strategies from these courses are being implemented across the curriculum and the effects are evident in classes. Management places a commendable emphasis on the principles and implementation of restorative practice in the school. The school will be progressing gradually towards full-immersion and it would be timely now to provide an in-service course on the development and implementation of Gaeltacht education for staff.

In recent years good work has been undertaken on the development of differentiation and assessment for learning strategies for use in lessons. This work is commended but there remains scope for improvement, in certain cases, in terms of providing formative written feedback in the copybooks. It must be ensured that students are given clear direction about how they can improve their work. Student progress is monitored but there is scope for development regarding an action plan to further increase attainment in certain subjects and to maintain a systematic record of the achievement of DEIS objectives as they pertain to attainment in general.

There are good efforts made to cater for students with special educational needs (SEN) and to provide the best educational experience for them. There is a commitment to the holistic and academic development of all students and the ongoing attention given to this objective is a school strength. There is, however, some uncertainty pertaining to the use of a small number of the SEN hours. Management must review some of the ways in which the SEN hours are currently used.

Managing the organisation

The quality of leadership and school management is very effective. The board of management has a good understanding of its statutory duties and the members are extremely committed to the school as the heart of the community. Gairmscoil Chú Uladh was established following a strong community campaign and the board is very proud of what the school has achieved since then.

The principal and deputy principal operate as an effective senior management team with a common vision for the school's future and development as a Gaeltacht school. The senior management team manages the school very effectively. Effective communication systems are in place and the supportive, cooperative atmosphere amongst the staff was noted. The positive atmosphere and the manner in which all students and staff were treated with respect and dignity were recognised.

There are currently four assistant principal (AP) 1 posts and four AP2 posts. A full review of the posts and duties attached to these was undertaken this year and it was evident, during the evaluation, that the needs of the school are being covered by the schedule of posts agreed as a result of the review. Distributed leadership is a school strength. Management welcomes suggestions from staff regarding aspects for development and good leadership opportunities are provided for, and availed of by, staff and students.

In the questionnaires distributed as part of the evaluation, teachers and parents strongly agreed with the statement "the school is operated effectively". The senior management builds a very constructive relationship with the school community. A high quality newsletter is made available to parents a number of times during the year and it would be worth distributing the newsletter to the local community also. Parents are always available and willing to help with school events but the board of management has failed to establish a parents' committee in recent years. As another means of overcoming this challenge, it is recommended that a friends of the school group be established initially and that a further attempt be made in the future to create a parents' association. The friends of the

school group could be linked to the language planning group for the area, to past students and those who founded the school.

The school buildings and grounds are in good order. The building is attractive and bright and a wide range of students' work is displayed.

Developing leadership capacity

The capacity for developing leadership skills is at a high level. The principal and deputy principal acknowledge and affirm the key role of quality leadership and management for the school. Senior management has high expectations for themselves, students and staff. Teachers avail of opportunities to assume leadership roles and to provide students with opportunities to access a range of educational experiences. Senior management and teachers function as a united team focused on providing a high quality Gaeltacht education.

There is a student council and students are given opportunities to assume leadership roles: a big brother big sister mentoring scheme, class representatives and representation on a health committee that has representation from teachers also. Students are given an important voice through their representation on this committee from which many ideas come forward for school improvement. A life coaching course and training for school leaders is provided for Transition Year students. The school is to be commended for its efforts to listen to the student voice. The answers to the student questionnaires indicated that most were satisfied with this aspect of school life.

A great effort is made also to acknowledge the achievement and efforts of students by means of an award evening for the whole school, sending complimentary cards home and various prizes. Efforts to strengthen the Irish language as the language of communication in the school could be extended by acknowledging the use of the language within and outside of classes.

The school has a comprehensive school plan that includes a broad range of policies. Good work has been undertaken on the development of policies and school practices. Improvement targets are linked to the school plan, a commendable approach. It is recommended that the vision regarding the provision of Gaeltacht education be shared with other Gaeltacht communities in order to provide second-level Gaeltacht education to a wider community. It is recommended that management design a strategic plan to make Gaeltacht education accessible to a greater number of students.

2. QUALITY OF TEACHING AND LEARNING

Learner outcomes and experiences

The overall quality of teaching and learning was very good in the lessons that were observed. In a small number of lessons the quality was satisfactory. The areas for development that were common in those small number of lessons related to the voice of the teacher being to the fore, and learners being inactive.

Amongst the indicators of good practice common to all lessons was the good relationship between students and teachers. The learning environment in classes was very stimulating and the walls were decorated with the work of students, colourful charts and posters pertaining to specific terminology and key words. The stimulating resources greatly supported the learning. Illustrations, photographs, video clips and digital presentations were used effectively to enhance the learning experience.

Most lessons were focused on clear and achievable learning objectives. Students' previous learning on various topics was confirmed. The learning intentions were revisited again at the end to assess and reinforce learning.

In half of the lessons that were observed, assessment for learning (AfL) strategies were used effectively, including traffic lights, exit tickets, table mats and other graphic organisers. It is recommended that these beneficial strategies be used in more lessons.

Interactive approaches were used that encouraged the ongoing participation of students. Collaborative learning activities were undertaken enthusiastically, including pair work and group work. There were good outcomes to the work when the interaction was properly structured. Most students displayed self-confidence when providing feedback from the group, discussing a question or making a presentation.

It was noted in some lessons that a minority of the students remained quiet and only provided short spoken sentences in answer to teachers' questions. It would be worthwhile thinking of strategies to foster greater self-confidence and to elicit more complete answers. Currently, some students who are lacking confidence in Irish are in the habit of providing answers in English and completing homework in English. This practice should come to an end as the immersion education practice develops throughout the school.

In the questionnaires that were distributed as part of the evaluation, most students indicated that their lessons are interesting, that they are getting on well with their homework, and that they are encouraged to do their best.

Teachers' individual and collective practice

There was very good preparation for all lessons that were observed. The classes were often small and there was a wonderful opportunity to provide personal support for each student. The teachers created a learning environment that was extremely positive and supportive.

It was noted that some students were absent from some classes. The close monitoring of attendance is advised and the school should ensure that there are strategies in place to encourage this minority to attend school more regularly.

The teachers are to be commended for the consistent approach in lessons in terms of focusing on numeracy. Good work has also been carried out on the development of literacy but there is still scope for improvement. The development of literacy in Irish needs to be addressed systematically and language awareness, grammar, and the use of key words and specific terminology should be promoted in every lesson and in every subject. The enrichment of the Irish language and the development of students' understanding and awareness of the value and importance of the local dialect should form part of this practice.

Digital technology was used to a limited extent in the lessons that were observed. Often this consisted of a digital presentation. Sometimes, technology was used more creatively when students were asked, for example, to do their own research on the internet or to search for terminology from online dictionaries. Staff are advised to make more creative and interactive use of digital technology.

The quality of assessment was good. Some teachers used very good samples of questioning by further exploring the feedback from students, a strategy that included both open and closed questions. In some lessons, as part of the student self-assessment process, they were asked to write a short note on two aspects of learning they enjoyed and to mention one further aspect that they needed to develop. It would be worth extending this good practice.

Homework is corrected regularly and good examples of constructive feedback were observed in some copybooks. It is recommended that more constructive feedback be given on students' work in general,

and that the quality of homework be reviewed in light of what a significant minority of parents indicated in the questionnaires.

In summary, good practices was observed in most lessons. It is very much recommended that this good practice be shared among the staff by providing further opportunities for peer-observation and for team-teaching.

The quality of planning for lessons and subjects is good. The teachers plan jointly but there is scope for development regarding some schemes of work. It would also be worth reviewing the Transition Year programme to give greater recognition to the many learning opportunities that are provided and to develop a more creative approach in some of the core subjects.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

There has been good progress in implementing recommendations from previous inspections but there is scope for improvement in some areas.

Leadership and Management

The appropriate time is now being allocated to Career Guidance and additional time is being given to Irish in the Junior Cycle. There is no qualified person available yet for guidance counselling and management is advised to rectify this matter, with the assistance of Donegal Education and Training Board.

Teaching and Learning

There has been good progress in terms of developing and using a wide range of AfL strategies. There was strong evidence of this progress in the lessons that were observed. There is still scope for improvement in terms of developing literacy in Irish and in the systematic assessment of student progress in Irish.

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

The School's Self-Evaluation Process

The school self-evaluation process is embedded well in the school's work and planning practices for self-evaluation and for DEIS planning. Many questionnaires pertaining to various aspects of the educational experience were given to students, parents and teachers. Based on the outcomes of those questionnaires and other evidence, improvement plans were developed. There is some scope for improvement, however, regarding the ongoing, systematic monitoring of the progression of the targets. The focus on literacy and numeracy is well embedded in classroom practice and evidence of this was observed during the observation of learning and teaching. It is recommended that specific objectives be outlined regarding student progression in Irish and English literacy.

The School's Capacity for Improvement

The management and staff demonstrated commendable openness regarding the school improvement process and the recommendations of the evaluation. Advice was accepted and there was a professional discussion on the development of the school in the future. The school's capacity for improvement is at the highest level.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

This is a translation of the school response submitted by the board of management

Part A: Observations on the content of the inspection report

The board of management of Gairmscoil Chú Uladh welcomes the whole school report carried out by the Inspectorate of the Department of Education and Skills which is extremely positive. The board is grateful for the praise given to a wide range of school practices. The main findings of the Inspectorate emphasise the positive contributions of the different parties in the school to provide a positive educational experience for the students. The board is very pleased that the standard of management and leadership and the high standard of teaching and learning are mentioned in addition to the recognition given to the comprehensive caring and supportive educational environment provided for students in the school.

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 hours for special education needs are being developed.
- School management is in discussions with the Education and Training Board in relation to accessing counselling hours for the school.
- Work is being done on developing literacy in Irish across the curriculum, work which will be ongoing into the future.
- Strategies for assessment for learning are being discussed with a view to embedding them in school practice, as recommended.

The Inspectorate's Quality Continuum

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

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> 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 <i>outstanding</i> 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	<i>Good</i> 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	<i>Satisfactory</i> 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	<i>Fair</i> 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	<i>Weak</i> 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;