

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

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

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Coláiste Cholmcille
<b>Seoladh na scoile / School address</b>	Indreabhán Contae na Gaillimhe
<b>Uimhir rolla / Roll number</b>	71250A

**Dáta na Meastóireachta: 11-04-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

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

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

## **Cad is meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim ann?**

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

## **Conas an tuairisc seo a léamh**

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

1. Cáilíocht na ceannaireachta agus na bainistíochts scoile
2. Cáilíocht an teagaisc agus na foghlama
3. Cur i bhfeidhm na moltaí ó mheastóireachtaí roimhe seo
4. Próiseas 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.

## **COSAINT LEANAÍ**

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé 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 Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le 1, 5 ná 7 agus mar sin ní raibh an scoil ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta.

# MEASTÓIREACHT SCOILE UILE – BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM

<b>Dátaí na cigireachta</b>	11-04-2019
<ul style="list-style-type: none"><li>• Gníomhaíochtaí cigireachta a rinneadh:</li><li>• Cruinniú leis an mbord bainistíochta</li><li>• Cruinnithe leis an bpríomhoide agus príomhoide tánaisteach</li><li>• Cruinnithe le príomhbhaill foirne</li><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Agallamh le fócasghrúpa scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Cruinniú le tuismitheoirí</li><li>• Anailís ar cheistneoirí ó thuismitheoirí, scoláirí agus múinteoirí</li><li>• Breathnú ar theagasc agus foghlaim</li><li>• Scrúdú ar obair na scoláirí</li><li>• Aiseolas don fhoireann bhainistíochta sinsearaí, bord bainistíochta agus múinteoirí</li></ul>

## Comhthéacs na scoile

Tá Coláiste Cholmcille ar cheann de thrí iar-bhunscoil i gceantar Chois Fharráige i nGaeltacht Chonamara. Is scoil chomhoideachais í a bunaíodh in 1955 agus feidhmíonn sí faoi choimirce Bhord Oideachais agus Oilíúna na Gaillimhe agus Ros Comáin (BOOGRC). Bunaíodh rang uathachais sa scoil in 2017 agus cuireadh tús le rang do scoláirí le míchumas foghlama ginearálta meánach ag tús na scoilbhliana reatha, 2018/19. Is i mbliana freisin a soláthraíodh an Ardteistiméireacht Fheidhmeach don chéad uair, soláthar a fhágann go bhfuil gach clár ar fáil ar churaclam na scoile anois. Tá laghdú leanúnach ar rollachán na scoile: ó 293 in 2014 go dtí 134 sa scoilbhliain reatha.

Tá an scoil páirteach i bplean gníomhaíochta na Roinne Oideachais agus Scileanna um chuimsiú oideachais, Comhionannas Deiseanna sna Scoileanna a Sheachadadh (CDSS/DEIS) ó 2002 agus sa Scéim Aitheantais Scoileanna Gaeltachta (SASG) ó 2017. Is í an Ghaeilge teanga teaghlaigh formhór na scoláirí agus tá céatadán an-ard de chainteoirí dúchais i measc bhaill foirne na scoile. Ag am na cigireachta, ní raibh aon choiste tuismitheoirí sa scoil.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

### Cinntí

- Bhí cáilíocht na bainistíochta agus ceannaireachta sa raon idir measartha agus go han-mhaith i gcás an boird bhainistíochta, an bhainistíocht shinsearach, an mheánbhainistíocht, an curaclam, bainistíocht ar scoláirí agus áiseanna.
- Ní raibh cleachtas na scoile maidir le Cosaint Leanaí ag teacht lena n-éilítear faoi na seiceálacha a rinneadh le linn na cigireachta.
- Bhí cáilíocht na pleanála scoile uile measartha; níl plean feabhsúcháin scoile (PFS) faofa ag an mbord, tá polasaithe scoile uile lárnacha in easnamh agus bhain laigí soiléire le cáilíocht na cumarsáide i measc páirtithe iomlán na scoile i leith na pleanála scoile uile.
- Bhí cáilíocht fhoriomlán an teagaisc go maith, agus breathnaíodh cleachtas ar cháilíocht den scoth i leath de na ceachtanna chomh maith le roinnt cleachtais ag leibhéal sásúil i líon beag eile.
- Bhí cáilíocht agus eispéireas foghlama na scoláirí go maith ar an iomlán, agus go han-mhaith i gcás leath de na ceachtanna; ní raibh an rath céanna ar an bhfoghlaim i roinnt bheag eile.
- Tríd is tríd, tá dul chun cinn maith déanta i bhforfheidhmiú na moltaí i dtuairiscí cigireachta a eisíodh chuig an scoil go dáta.
- Bhain cáilíocht mhaith leis na pleananna CDSS agus SASG ach ní raibh fianaise ann ar chur chuige comhtháite ar bhonn scoile uile ná ar struchtúr forfheidhmithe chun spriocanna na bpleananna a bhaint amach.
- Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le caomhnú leanaí ag am na cuairte cigireachta.

## **Moltaí**

- Ní mór don bhord bainistíochta PFS a fhaomhadh chun dul i ngleic leis an laghdú leanúnach i rollachán na scoile agus na struchtúir chúí a chinntiú chun an phlean a chur i bhfeidhm.
- Is den riachtanas é na heasnaimh lárnacha maidir le croí-pholasaithe na scoile, lena n-áirítear Cosaint Leanaí, a chomhlíonadh láthaireach.
- Ní foláir dualgais na bainistíochta sinsearaí agus róil na bpearsanra eile i gcroí-réimse shaol na scoile a mhionsonrú agus a nascadh go stráitéiseach leis an bPFS chun clár forbartha a bhaint amach ar bhonn leanúnach.
- Ar mhaithe le rannpháirtíocht fhiúntach a chothú, is den tábhacht é feabhas a chur ar cháilíocht na cumarsáide i measc comhpháirtithe uile na scoile, go háirithe i dtaca le plean feabhsúcháin a chur i bhfeidhm.
- Moltar bealaí a aimsiú chun an saineolas maidir le cleachtas na difreála agus an measúnaithe chun foghlama (McF) atá i measc na foirne a roinnt leis an bhfoireann trí chéile chun eispéireas foghlama na scoláirí a fhorbairt tuilleadh.

## **MIONCHINNTÍ AGUS MOLTAÍ**

### **1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE**

#### **Ceannaireacht ar fhoghlaim agus ar theagasc**

Bhí cáilíocht na ceannaireachta agus na bainistíochta measartha ar an iomlán ag leibhéal an bhoird bhainistíochta agus ag leibhéal na bainistíochta sinsearaí.

Thosaigh tréimhse an boird bhainistíochta reatha in 2017 agus tá tromlach na mball ar an mbord ó 2013. Ainmní amháin atá ag na tuismitheoirí an mbord. Moltar an dara tuismitheoir a ainmniú ar an mbord. Déanann an bord monatóireacht ar chúrsaí teagasc trí phlé ginearálta ar thorthaí Ardteistiméireachta agus ar mholtaí tuairiscí chigireachta. Ba léir ó chruinnithe a tionóladh agus ó cheistneoirí na múinteoirí agus na dtuismitheoirí nach bhfuil an pobal scoile sásta le cáilíocht na cumarsáide ón mbord. Moltar modhanna cumarsáide a fhorbairt chun dul i ngleic leis an mbearna seo. Thabharfadh ráiteas comhaonaithe ar chruinnithe boird an-soiléireacht don phobal ar fheidhmiú na scoile. Ina theannta sin, ní mór don phríomhoide tuairisc bhliatúil níos mionsonraithe a shólathar don bhord agus tús a chur le tuairisciú ó na rannóga ábhair agus ó phost sealbhóirí.

Oibríonn an príomhoide agus an príomhoide tánaisteach as lámh a chéile chun saol laethúil na scoile a bhainistiú. Mar gheall ar easnaimh lárnacha i bpolasaithe na scoile agus sa phleanáil scoile uile, tá gnéithe áirithe faoi réir ag nósanna imeachta seachas ag polasaithe foirmiúla, pleanáil stráitéiseach agus dea-chleachtas. Ní dhearnadh athbhreithniú ar dhualgais na bainistíochta sinsearaí le tamall de bhlianta. Moltar dualgais na bainistíochta sinsearaí a athbhreithniú anois agus na freagrachtaí a mhionsonrú chun a chinntiú go gcuirtear i gcrích a ndualgais ceannaireachta i gcúrsaí pleanála, teagasc agus foghlama.

Bhain cáilíocht an-mhaith le curaclam na scoile ó thobh rogha na n-ábhar agus na gclár de. Bíonn rogha oscailte ag scoláirí ar theacht chun na scoile dóibh sa chéad bhliain agus ag an bpointe astraithe chuig an sraith shinsearach agus cuireadh tús le clár samplach do scoláirí na chéad bhliana anuraidh. Tá an ráta coinneála an-ard le tamall de bhlianta. Tríd is tríd, tá an soláthar do na hábhair go maith. Cuirtear clár oideachais shóisialta phearsanta agus sláinte (OSPS) ar fáil do na scoláirí sóisearacha ach is gá polasaí oideachais chaidrimh agus gnéasachta (OCG) a fhorbairt agus a shlólathar do na ranganna sinsearach chun forálacha Imlitir 0043/2018 a chomhlíonadh.

Tá traidisiúin láidire sa scoil i réimse imeachtaí eischuraclaim lena n-áirítear cúrsaí teanga, spóirt, drámaíochta, díospóireachta agus comórtais liteartha. Léiríonn na múinteoirí dílseacht agus tiomantas nach beag don scoil agus do shuibhriú eispéiris foghlama na scoláirí.

Is cuid de bhun éiteas na scoile forbairt iomlánaíoch an scoláire. Léirigh freagairt ar cheistneoirí go raibh dea-theist ar an gcúram a dhéantar do na scoláirí. Tá múinteoir ceann bliana ag gach bliainghrúpa ach níl dóthain sóiléireachta sna dualgais atá luaite leis an ról. Moltar go bpléifeadh agus go n-aontódh an fhoireann dualgais an mhúinteóra ceann bliana agus iad a chur i bhfeidhm, cúraimí i leith asláithreachtaí a shainiú san áireamh. Bunaíodh coiste tréadchúraim le gairid. Beidh treoirlínte na Seirbhíse Náisiúnta Síceolaíochta Oideachais *Foinne Tacaíochta Scoláirí Iarbhunscoileanna 2014* cabhrach d'fhorbairt théarmaí tagartha an choiste.

Triúr múinteoirí le saincháilíochtaí riachtanais speisialta oideachais (RSO) a chomhordaíonn réimsí difriúla an tsoláthair RSO. Tá an leibhéal féinspreagtha sa roinn le moladh. Tá córas comhordaithe na roinne, thar réimse ábhar, chun freastal ar riachtanais aitheanta scoláirí go han-mhaith. Áirítear anseo cleachtas uileghabhálach in úsáid tástálacha ar chumais cognaíochta, monatóireacht agus an próifíl a choinnítear ar gach scoláire ar ardán comhroinnte. Tá sé inmholta go raibh an léargas leathan seo ar chumais cognaíochta na scoláirí á chur san áireamh ag múinteoirí áirithe sa phleanáil agus ullmhúchán do cheachtanna. Luaitear mar mholadh an t-eolas seo a bheith san áireamh ag na múinteoirí go léir agus iad i mbun phleanála don teagasc agus foghlaim. Cuireann an roinn RSO treoir sa tacaíocht foghlama agus acmhainne ar an bhfoireann uile go rialta. Tá leath den fhoireann teagaisc páirteach sa soláthar RSO thar réimse ábhar agus múnlaí tacaíochta.

Níl na huairéanta tacaíochta ar fad atá ar fáil leithroinnte mar is cuí agus moltar é seo athbhreithniú. Is den riachtanas é polasaí scoile uile RSO a fhorbairt ina mbeidh ról na gcomhordaitheoirí RSO sainaitheanta chun an réimse seo a bhainistiú ar bhealach níos inmharthana. Tá naisc fhiúntacha neamhfoirimiúla idir an fhoireann RSO, an clár críochnaithe scolaíochta (CCS)/ an teagmhálaí baile, scoile agus pobail (TBSP) agus an phleanáil CDSS. Ba cheart don bhainistíocht tacú leis an gcomhoibriú tábhachtach seo trí chruinniú foirmiúil idir ionadaithe RSO, an CCS/TBSP agus phleanáil CDSS a chur ar an gclár ama.

### **An eagraíocht a bhainistiú**

Tá cáilíocht an rialachais measartha. Tá tosaíochtaí forbartha aitheanta ag an mbord: cur le rollachán na scoile, forbairt foirgnimh agus talamh breise a cheannach. Cé go bhfuil roinnt dul chun cinn déanta ó thaobh cúrsaí infrastruchtúir de, níl socrúithe déanta ag an mbord PFS a fhorbairt chun aghaidh stráitéiseach a thabhairt ar na dúshláin atá roimh an scoil. Moltar go láidir riachtanais na scoile mar a aithníodh san anailís ar láidreachtaí, deiseanna, dúshláin agus bagairtí (LDDB) san athbhreithniú ar sceideal na bpost a chur san áireamh sa PFS.

De bharr easnaimh sa chuid bhuan den phlean scoile, moltar seicliosta a úsáid chun bearnaí i bpolasaithe riachtanacha na scoile a shainaithint agus polasaithe a dhréachtú ar bhonn práinne de réir am líne aontaithe. Is den riachtanas é plean don Treoir agus polasaí RSO a fhorbairt agus fhaomhadh láithreach. Ba chóir na polasaithe eile a athbhreithniú agus a thabhairt cothrom le dáta agus timthriall a cheapadh a chinnteoidh go mbeidh beartas na scoile ag teacht le reachtaíocht agus dea-chleachtas. Ba cheart don bhord plean CDSS don timthriall 2018-2021 a dhaingniú gan a thuilleadh moille.

Déantar bainistíocht mhaith ar áiseanna na scoile agus ar a gcothabháil. Tá timpeallacht foghlama spreagúil cruthaithe ar fud na scoile. Moltar an polasaí sláinte agus sábháilteachta a athbhreithniú bunaithe ar an measúnú riosca agus a fhaomhadh.

### **Ceannaireacht ar fhorbairt na scoile**

Tá scóip ann chun feabhas a chur le gnéithe áirithe den cheannaireacht ar fhorbairt na scoile. Bhí fianaise ann nach n-áiríonn na múinteoirí go bhfuil dóthain ionchuir acu i bpróiseas cinnteoireachta na scoile agus go bhfuil scóip ann feabhas a chur ar cháilíocht na cumarsáide idir an fhoireann agus an bhainistíocht shinsearach. Ar mhaithe le rannpháirtíocht fhiúntach a chothú, moltar cruinnithe foirne a thionól níos rialta, plé níos téagartha a dhéanamh ar na gnéithe de chroí-obair na scoile agus leas a

bhaint as cuir chuige níos daonlathaí, níos córasaí agus níos tráthúla chun cinntí a dhéanamh agus a chur i gcrích.

Cruthaíonn agus coinníonn an scoil caidreamh cabhrach trí chumarsáid reasúnta rialta le pobal na scoile trí mheáin dhifriúla. Léirigh freagairt ar cheistneoirí go raibh beagnach leath de na tuismitheoirí agus leath de na múinteoirí den tuairim nach lorgáítear tuairimí na dtuismitheoirí i leith cúrsaí scoile. Moltar cáilíocht na cumarsáide le pobal na scoile a fheabhsú trí úsáid níos éifeachtaí a bhaint as na córais chumaráide atá forbartha cheana féin agus féachaint chuige má tá cinn fós le forbairt. Luaitear freisn a thábhachtaí agus atá sé do chomhpháirthe uile na scoile coiste tuismitheoirí a athcheapadh.

### **Acmhainn na ceannaireachta a fhorbairt**

Tá ráta rannpháirtíochta na foirne san fhorbairt ghairmiúil leanúnach (FGL) ard. Tapaítear deiseanna chun eolas agus dea-chleachtais ó na himeachtaí seo a roinnt ar an bhfoireann uile. Rinneadh tagairt go sonrach don chleachtas in-tí rathúil atá éascaithe ag múinteoirí áirithe le saineolas ar RSO, pleanáil ábhair agus an ATF a roinnt mar chroí láidreacht de chuid na scoile. Tá ard-mholadh ag dul do na múinteoirí seo. Cuirtear seisiúin FGL scoile uile ar fáil don fhoireann agus glacann an bhainistíocht shinsearach páirt in oiliúint ghairmiúil do cheannairí agus do bhainisteoirí scoile an BOOGRC. Níor cuireadh taifead ar fáil do na hábhair FGL a bhí clúdaithe ag leibhéal na foirne uile le cúpla bliain anuas. B'fhiú clár comhordaithe FGL a fhorbairt bunaithe ar anailís ar riachtanais na foirne agus freastal a dhéanamh orthu de réir na réimsí is mó gá.

Tháinig méadú ar sceideal na bpost i Meán Fómhair 2018 tráth a rinneadh an anailís LDDB ar riachtanais reatha agus forbartha na scoile. Níor tapaíodh na deiseanna ar fad na riachtanais a aithníodh a chomhtháthú le sceideal na bpost. Tá sé tráthúil anois é seo a dhéanamh lena chinntiú go bhfuil struchtúr forfheidhmithe i measc cheannairí na scoile chun tacú le plean feabhsúcháin straitéiseach a chur i gcrích. Ar an gcaoi seo forbrófar acmhainn na ceannaireachta agus na féinspreagthachta atá go láidir i measc bhaill den mheánbhainistíocht chun leasa na scoile. Is den riachtanas é cruinniú a thionól go rialta idir an mheánbhainistíocht agus an bhainistíocht shinsearach. Ní mór osradharc ar fhorfheidhmiú na spriocanna feabhsúcháin a bheith ag an bpríomhoide agus tuairiscí mionsonraithe a chur ar fáil go rialta do pháirtithe na scoile uile.

Trí choistí, ar nós comhairle na scoláirí agus an coiste Gaelbhreach, cruthaítear deiseanna chun scileanna ceannaireachta na scoláirí a fheabhsú. Tá comhairle na scoláirí, a toghadh go daonlathach, gníomhach i réimse d'imeachtaí scoile le cabhair ó nascmhúinteoir réamhghníomhach. Tá an-dul chun cinn déanta ag an gcoiste Gaelbhreach agus an ceathrú brat bainte amach acu. Bhí ceistneoirí na scoláirí an-dearfach maidir le go leor réimsí de shaol na scoile agus áiríonn siad go dtugtar éisteacht dóibh.

## **2. CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA**

### **Torthaí agus Eispéiris na bhFoghlaimoirí**

Bhí cáilíocht thorthaí agus eispéireas foghlama na scoláirí go maith ar an iomlán, agus go han-mhaith i gcás leath de na ceachtanna; ní raibh an rath céanna ar an bhfoghlaim i líon beag eile. Bhí caidreamh an-mhaith idir múinteoirí agus scoláirí agus idir na scoláirí féin agus ba léir go raibh tionchar dearfach aige seo ar an atmaisféar foghlama. Sna cásanna ina raibh an cleachtas ab fhearr, ba léir go raibh pleanáil an-mhaith déanta don fhoghlaim, cruthaíodh tascanna comhoibríocha a bhí fiúntach agus tairbheach agus bhí na hionchais d'fhoghlaim na scoláirí ard. Mar is iondúil do cheachtanna barrchleachtais, bhí na tascanna ranga difreáilte go héifeachtach rud a thug deis do na scoláirí go léir blaise den rath agus den dúshlán a fháil agus cumasaíodh iad chun ceangail fhiúntacha agus dílse a dhéanamh idir an fhoghlaim scoil-bhunaithe agus a dtaithí saoil féin. Tapaíodh na deiseanna sna ceachtanna seo freisin chun scileanna féinmheasúnaithe agus piarmheasúnaithe a fhorbairt mar chuid lárnach den eispéireas foghlama. I líon beag de na ceachtanna bhí scóip chun raon níos leithne

modheolaíochtaí a úsáid chun scoláirí a spreagadh le bheith níos gníomhaí ina gcuid foghlama féin agus chun cothromaíocht níos fearr a bheith ann idir ionchur na scoláirí agus guth an mhúinteora.

Bhí na seomraí ranga maisithe go han-mhaith le réimse ábhair a bhí spreagúil agus tacúil don teagasc agus don fhoghlaim. Bhí cairt le heochairfhocail in airde i mbeagnach gach seomra ranga agus úsáideadh go héifeachtach iad ag an tús i dtromlach na gceachtanna. I líon áirithe ceachtanna, bhí gá le níos mó deiseanna a chruthú do na scoláirí chun na heochairfhocail a úsáid i gcomhthéacs ar bhealach fiúntach chun an fhoghlaim a bhuanú. Chuidigh leagan amach na seomraí ranga leis an obair chomhoibríoch agus chinntigh sé go raibh ar chumas na múinteoirí scaffal a sholáthar chun a dheimhniú go raibh dul chun cinn ag baint leis an bhfoghlaim agus go raibh na foghlaimeoirí gafa agus spreagtha.

Cé go raibh raon straitéisí don McF in úsáid sna ceachtanna ab fhearr, gné chun forbartha ar bhonn na scoile uile is ea é. Bhain an cur chuige ba rathúla le roinnt na n-inntíní foghlama ag tús na gceachtanna agus nuair a úsáideadh iad mar phointí tagartha le linn agus chun clabhsúr a chur ar cheacht. I bhformhór na gceachtanna baineadh úsáid mhaith as meascán straitéisí ceistiúcháin chun cur le rannpháirtíocht scoláirí ar leith, dul chun cinn ó thaobh tuisceana, eolais nó forbairt scile de a sheiceáil agus chun machnamh a spreagadh. Ní raibh an rath céanna ar an bhfoghlaim nuair a úsáideadh straitéisí ceistiúcháin íseal oird. I líon beag ceachtanna, cé go raibh deiseanna iontu teicnící féinmheasúnaithe agus piarmheasúnaithe na scoláirí a fhorbairt, níor tapaíodh iad.

Bhí roinnt fianaise ar mhonatóireacht ar obair scríofa na scoláirí ach ní raibh aiseolas foirmitheach ar bhain cáilíocht mhaith leis le léamh ach i gcás líon beag de na cóipleabhair a breathnaíodh. Moltar go láidir athbhreithniú a dhéanamh air seo agus cuir chuige a aontú chun monatóireacht a dhéanamh ar obair na scoláirí mar aon le haiseolas a thabhairt ar chaighdeán na hoirbe. Moltar leis polasaí measúnaithe scoile uile a fhorbairt chun na dea-chleachtais McF a breatnaíodh a roinnt mar thaca don fhoghlaim agus don phleanáil cheachta.

### **Cleachtas aonair agus comhchoiteann na múinteoirí**

Bhí cáilíocht fhoriomlán an teagaisc go maith; breathnaíodh gnéithe de chleachtas a bhí sásúil chomh maith le gnéithe a bhí ar cháilíocht den scoth. I bhformhór na gceachtanna, rinneadh nasc le réamheolas na scoláirí. Cuireadh ábhar na gceachtanna in oiriúint do leibhéal na bhfoghlaimeoirí ó thaobh ábhair agus teanga de agus bhain ord forásach le míreanna an cheachta. I gcás an mhionlaigh, níor baineadh dóthain úsáide as cur chuige na difreála, cailleadh deiseanna chun leibhéal dul chun cinn agus tuisceana na scoláirí a mheas go héifeachtach agus níor tapaíodh na deiseanna go léir chun tacaí in-ranga a chur ar fáil nuair ba léir bearnaí eolais na scoláirí agus iad i mbun obair thasc-bhunaithe. Go ginearálta, bhí an cleachtas maidir le straitéisí don litearthacht agus don uimhearthacht go maith agus rinneadh freastal maith ar riachtanais scoláirí le RSO le linn ceachtanna.

Ar an iomlán bhí úsáid na dteicneolaíochtaí digiteacha chun tacú leis an teagasc agus foghlaim go maith in os cionn leath de na ranganna. Bhí obair na múinteoirí in aimsiú agus in oiriúniú acmhainní agus in úsáid áiseanna chun foghlaim neamhspléach na scoláirí sa bhaile a eascú le moladh. Sna ceachtanna go léir, léirigh múinteoirí go raibh eolas maith acu ar an ábhar agus go raibh siad díograiseach i leith a réimsí ábhair.

Bhain cáilíocht mhaith leis an sampla de phleananna curaclaim a athbhreithníodh. Ar na samplaí den chleachtas ab fhearr bhí scéimeanna oibre cuimsitheacha le hintinní foghlama scoláire-lárnach nasctha le modheolaíochtaí, acmhainní agus modhanna measúnaithe thar thréimhsí ama cinnte. Is dea-theist iad na pleananna seo ar an oiliúint in-tí a rinneadh ó thús na scoilbhliana seo ar an bpleanáil ábhair. Bhí roinnt pleananna a bhí i bhfad ró-ginearálta agus dirithe ró-mhór ar an ábhar amháin. Moltar na heiseamláirí scothchleachtais a aithníodh sna pleananna a úsáid ar bhonn níos forleithne. Ba cheart miontuairiscí ar chruinnithe rannóga ábhair a choinneáil sa phlean ábhair mar thairfead ar na hábhair a phléitear agus ar chinntí a ghlactar.

Go bliantúil, déantar anailís ar thorthaí scrúduithe, scrúduithe na hArdteistiméireachta go príomha. B'annamh a bhí aon ghníomhphleanáil mar thoradh ar an anailís seo. Moltar do gach rannóg spriocanna feabhsúcháin a aontú agus anailís chriticiúil ar thorthaí scrúduithe suimitheacha eile

chomh maith leis an Ardteistiméireacht a bheith mar bhonn eolais do phlean forbartha gach rannóige. Tá gá le ceannaireacht, ag leibhéal na bainistíochta sinsearaí, chun cultúr an fheabhsúcháin sna rannóga ábhair a chothú.

### **3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE**

Tríd is tríd, tá dul chun cinn maith déanta i bhforfheidhmiú na moltaí i dtuairiscí cigireachta a eisíodh chuig an scoil go dáta.

#### **Ceannaireacht agus Bainistíocht**

Tá an t-aon mholadh a rinneadh ag leibhéal na bainistíochta fós le feidhmiú: polasaí sláinte agus sábháilteachta a athbhreithniú agus é a bhunú ar an measúnú riosca.

#### **Teagasc agus Foghlaim**

Tá dul chun cinn maith le sonrú i bhforfheidhmiú na moltaí a rinneadh sna ceithre thuairisc chigireachta is déanaí a eisíodh chuig an scoil maidir le pleanáil ábhair agus i leith an teagaisc agus na foghlama. Tá scóip ann i gcónaí le forbairt a dhéanamh ar chur chuige i leith na difreála agus ar úsáid réimse níos leithne teicnicí McF.

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

Bhain cáilíocht mhaith leis na pleananna CDSS agus SASG ach ní raibh fianaise ann ar chur chuige comhtháite ar bhonn scoile uile ná ar struchtúr forfheidhmithe chun spriocanna na bpleananna a bhaint amach.

#### **Próiseas Féinmheastóireachta na Scoile**

Tá an scoil ag gabháil don phleanáil CDSS ó 2002 agus tosaíodh ar an bFMS, ar bhonn comhtháite le CDSS mar is cuí, in 2014. Ó shin, tá dul chun cinn déanta i ngach téama CDSS; an dul chun cinn is rathúla i gcás ráta coinneála na scoláirí ach tá deacrachtaí fadbhunaithe fós le sárú i gcás asláithreachta scoláirí.

Ag am na meastóireachta, bhí plean CDSS don tréimhse 2018-2021 díreach críochnaithe ar bhain cáilíocht an-mhaith leis mar thoradh ar dhea-obair ghrúpaí beaga faoi stiúir an chomhordaitheora. Tá sé tábhachtach go gcinnteofar go bhfuil spriocanna intomhaiste ceaptha do gach réimse thar thréimhse ama cinnte chomh maith le struchtúr forfheidhmithe a fhorbairt le go mbeidh tionchar ag an bplean ar chleachtas agus nósanna imeachta na scoile uile. Is gá an plean CDSS a thabhairt os comhair an bhoird le faomhadh láthaireach.

Bhain cáilíocht mhaith leis an bplean SASG, ach arís, tá cur chuige comhtháite iomlán scoile in easnamh. Moltar é seo a chur ina cheart a luaithe agus is féidir.

#### **Cumas na Scoile d'Fheabhsúchán**

Tá acmhainn feabhsúcháin scoile an-mhaith, agus is croí láidreacht den réimse seo an tiomantas agus an díograis atá go láidir i measc na foirne.



**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

## **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

Fáiltíonn Bord Bainistíochta Choláiste Cholmcille roimh thuairisc na cigireachta. Aithnítear sa tuairisc an sár-obair atá á dhéanamh ó thaobh teagasc agus ar chleachtais ar cháilíocht den scoth i leath de na ceachtanna. Aithnítear cáilíocht thorthaí agus éispéireas foghlama na scoláirí go maith agus go han-mhaith agus tugtar aitheantas don chaidreamh an-mhaith atá idir múinteoirí agus scoláirí.

Moltar an phleanáil CDSS agus SASG le linn na cigireachta agus sa tuairisc.

Aithnítear deiseanna chun feabhais agus tá an Bhord, bainistíocht na scoile agus foireann na scoile lán-tiománta chun iad seo a chur i gcrích.

## **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 na gnéithe chun feabhais maidir le Cosaint Leanáí curtha ina gceart ag an tráth seo, seachas seiceáil a seacht. Tá coistíe oibre curtha le chéile ag díriú ar 'Folláine' ina mbreathnófar ar soláthar, go háirid, OCG ag leibhéal na scoláirí sinsearacha.

Tá próiséas athstruchtúru ar roil agus ar fhreagrachtaí post-shealbhóirí ar bun faoi láthair de réir moladh na cigireachta. Mar chuid den obair seo tá dualgais na bainistíochta sinsearaí agus roil pearsanra eile á mhionshonrú agus á nascadh go dlúth leis an bPFS.

Tá obair ar bun chun cumarsáid a fheabhsú le rannpháirtithe na scoile agus leis an bpobal áitiúil.

Tá grúpaí oibre curtha le chéile chun athbhreithniú a dhéanamh ar chroí-pholasaithe na scoile agus spriocanna ama leagtha amach dá réir.

Tá an fhoireann scoile ag féachaint ar mhodanna éifeachtacha chun saineolas maidir le Dífreáil agus chun McF a roinnt leis an bhfoireann.

## 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 shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear <i>Go maith</i> áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <i>Sásúil</i> áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear <i>Measartha</i> áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear <i>Lag</i> áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

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

**Whole School Evaluation**  
**Management, Leadership and Learning**

**REPORT**

<b>Ainm na scoile / School name</b>	Coláiste Cholmcille
<b>Seoladh na scoile / School address</b>	Indreabhán Contae na Gaillimhe
<b>Uimhir rolla / Roll number</b>	71250A

**Date of Evaluation: 11-04-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

The original Irish version of the report is provided above.

This is the English translation of a report originally written in Irish.

### **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. 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 field.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

### **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

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

School practice did not meet the requirements outlined in checks 1, 5 or 7 and therefore the school was not compliant with the checks undertaken at the time of the inspection visit.

## WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

<b>Dates of Inspection</b>	11-04-2019
<ul style="list-style-type: none"><li>• Inspection activities undertaken:</li><li>• Meeting with board of management</li><li>• Meetings with the principal and deputy principal</li><li>• Meetings with key staff</li><li>• Review of relevant documents</li><li>• Student focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Meeting with parents</li><li>• Analysis of parent, student and teacher questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of students' work</li><li>• Feedback to senior management, the board of management and teachers</li></ul>

### School context

Coláiste Cholmcille is one of three post primary schools in the Cois Fharráige area of the Connemara Gaeltacht. It is a co-educational school founded in 1955 and operates under the auspices of Galway and Roscommon Education and Training Board (GRETB). An autism class was established in the school in 2017 and a class for students with moderate general learning difficulties was opened at the beginning of the current school year, 2018/19. The Applied Leaving Certificate (LCA) was also provided for the first time this year and as a result all programmes are now available on the school curriculum. School enrollment has been in continuous decline: from 293 in 2014 to 134 in the current school year.

The school participates in the Department of Education and Skills action plan for educational inclusion, Delivering Equality of Opportunity in Schools (DEIS), since 2002 and in the Gaeltacht School Recognition Scheme (GSRs) since 2017. Irish is the language spoken at home by a majority of students and there is a very high percentage of native speakers on the school staff. At the time of the inspection, the school did not have a parents' association.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- Overall, school management and leadership—encompassing board, senior and middle management, management of students, curriculum and facilities—have scope for improvement: the quality of work being undertaken ranged from fair in some areas to very good in others.
- The school was not compliant with the checks undertaken in relation to the school's child protection procedures at the time of the inspection visit.
- The quality of whole-school planning was fair; the board has not ratified a school improvement plan (SIP), key whole-school policies were not in place and there were evident weaknesses in the quality of communication among all school partners in relation to whole-school planning.
- The overall quality of teaching was good; this ranged from excellent practice in half of the lessons to satisfactory practice in a small number of lessons.
- The quality of students' learning outcomes and experiences was good overall; this ranged from very good in the case of half of the lessons to satisfactory in a small number of lessons.
- Overall, good progress has been made regarding the implementation of recommendations made in previous inspection reports.
- The DEIS and GSRs plans were of good quality; however, there was no evidence of a coherent whole-school approach or of an implementation structure to achieve the targets set out in these plans.
- School practice did not meet the requirements in regard to child protection procedures at the time of the inspection visit.

## **Recommendations**

- The board of management should approve a SIP to address the ongoing decline in school enrolment and ensure that appropriate structures are in place to implement the SIP.
- Deficiencies in core school policies should be addressed, including child protection, without delay.
- The duties of senior management and the roles of other key personnel in the school should be clearly delineated and strategically aligned to lead sustained improvement in central aspects of school life.
- To foster meaningful engagement, there is significant scope to improve the quality of communication amongst all school partners, particularly with regard to the implementation of the SIP.
- To help improve the learning experience for students, procedures should be introduced to facilitate the sharing of expertise in relation to differentiation and assessment-for-learning (AfL) practices with all staff members.

## **DETAILED DECISIONS AND RECOMMENDATIONS**

### **1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT**

#### **Leadership of learning and teaching**

The quality of leadership and management was fair overall at board of management level and at the level of senior management.

The current board-of-management term started in 2017 and most of the members are on the board since 2013. Parents have one nominee on the board. It is recommended that a second parent be nominated to the board. The board monitors teaching and learning through general discussion of Leaving Certificate results and recommendations in inspection reports. From the meetings convened and from teachers' and parents' questionnaires, it was evident that the school community is not satisfied with the quality of communication from the board. It is recommended that methods of communication be developed to address this issue. An agreed report about board meetings would provide greater clarity to the community about the functioning of the school. Furthermore, the principal should provide a more detailed annual report to the board and reporting from the subject departments and post holders should also be initiated.

The principal and the deputy principal work in a collaborative manner to manage the everyday life of the school. As a result of the the deficiencies in core school policies and whole-school planning, certain procedures have become established practice in place of formal policies, strategic planning and good practice. The duties of senior management were not reviewed for some years. It is recommended that the duties of senior management be reviewed so as to clearly delineate their responsibilities and to ensure that their leadership duties are implemented with regard to planning, teaching and learning.

The school curriculum was of very good quality in terms of the choice of subjects and programmes offered. Students are provided with an open choice on entry to the school in first year and at the point of transition to senior cycle and, last year, a sampling programme was provided for first-year students. The retention rate to senior cycle has been very high for some years. Overall, subject provision is good. A social personal and health education (SPHE) programme is provided to all junior classes. A policy for relationship and sexuality education (RSE) should to be developed and provided to the senior classes so as to comply with Circular 0043/2018.

The school has a long and proud history in respect of the provision of extra-curricular activities including language activities, sport, drama, debating and literary competitions. The teachers demonstrate considerable loyalty and commitment to the school and to enriching the students' learning experience.

The holistic development of the student is central to school ethos. Responses to questionnaires indicate that the quality of student care is very good. Each year group has a year head teacher. However, the duties associated with this role lack clarity. It is recommended that the staff discuss, agree and implement the duties of the year head teacher, including defining responsibilities with regard to absences. A student support team was established recently. The guidelines of the National Educational Psychological Service, *Student Support Teams in Post Primary Schools* (2014), will assist this team to develop terms of reference.

Three teachers with specific qualifications in special educational needs (SEN) coordinate different aspects of SEN provision. The level of self-motivation in this department is commendable. The department's system of co-ordination, to meet the identified needs of students across a range of subjects, is very good. This includes the comprehensive use of cognitive ability testing, monitoring and the maintenance of individual pupil profiles on a shared platform. It was noted that the valuable information provided by such testing informed some teachers' planning and preparation for lessons, but not all. It is recommended that all teachers make adequate use of such information to ensure that their lesson preparation and planning are matched to the students' learning needs. The SEN department advises the general staff body regularly on strategies to include students with additional educational needs. Over half of the teaching staff participate in the delivery of additional supports across a range of subjects and support models.

Not all of the support hours provided to the school for SEN are allocated appropriately and it is recommended that this is reviewed without delay. It is necessary to develop a whole-school policy for SEN, in which the roles of SEN coordinators are clearly defined, in order to manage this area in a more sustainable way. Worthwhile, informal links have been established between the SEN staff, the school completion programme (SCP), the home-school-community-liaison (HSCL) co-ordinator and the DEIS planning co-ordinator. Management should support this important collaboration by timetabling formal meetings between representatives of SEN, SCP, HSCL and DEIS planning.

### **Managing the organisation**

The quality of governance is fair. The board has identified priorities for development: to increase school enrolment; to develop the school building; and to purchase additional land. Although some progress has been made regarding infrastructure, the board has made no arrangements to develop a SIP in order to deal strategically with the challenges that the school is facing. It is strongly recommended that the needs of the school, as identified in the review of the post schedule and outlining strengths, challenges, opportunities and threats (SCOT), be included in the SIP.

In order to address deficiencies in the permanent section of the school plan, it is recommended that a checklist be used to identify omissions in mandatory school policies, and that policies be drafted on a priority basis according to an agreed time line. Policies for Guidance and SEN should be devised and ratified immediately. Other policies should be reviewed and updated on a cyclical basis to ensure that school policy aligns with legislation and good practice. The board should also ratify a DEIS plan for the 2018-2021 cycle without further delay.

School facilities are maintained and managed to a good standard. A motivational learning environment has been created throughout the school. It is recommended that the health and safety policy, based on the risk assessment to be undertaken by the school, be reviewed and ratified.

### **Leadership of school development**

There is scope for improvement in respect of some aspects of the leadership of school development. There was evidence that the teachers do not feel that they have sufficient input in the decision-making process and that there is room to improve the quality of communication between staff and senior management. To foster meaningful engagement, it is recommended that staff meetings are convened more regularly, robust discussions are held on the core work of the school and that timely, systematic, democratic processes are used to make and to implement decisions.



The school creates and maintains helpful relationship with the school community through reasonably regular communication by various means. Responses to questionnaires indicated that almost half the parents and half the teachers were of the opinion that parents' views are not sought regarding school affairs. It is recommended that communication with the school community be improved by making more effective use of the communication systems already developed and by developing others if necessary. All partners in the school community consider the re-establishment of a parents' association to be an important priority.

### **Developing leadership potential**

The participation rate of staff in continuous professional development (CPD) is high. Opportunities to share knowledge and good practice from these activities with all staff are utilised. The successful in-house practice, facilitated by individual teachers to share specialist knowledge in relation to SEN, subject planning and LCA, was mentioned by staff as a particular strength of the school. Such initiative by teachers is highly commended. Whole-school CPD sessions are provided to staff and senior management participates in professional training for school leaders and managers provided by the GRETB. No record was provided of the whole-school CPD themes provided in recent years. It would be beneficial to devise a co-ordinated programme for CPD based on an analysis of staff needs and to address these needs on a priority basis.

The schedule of posts was increased in September 2018 at a time when a SCOT analysis was completed on the then current and developmental needs of the school. The opportunity to adequately integrate priority school needs into the schedule of posts was not carried out at that time. It is now timely to do this thereby ensuring that all school leaders are appropriately involved in the implementation of a strategic plan for school improvement. In this way the leadership potential and self-motivation of all school leaders, which is evident amongst the members of middle management team for example, will be developed to the benefit the school. It will be necessary to convene meetings regularly between middle and senior management. The principal should have a clear oversight role in respect of the implementation of improvement targets, and comprehensive progress reports about agreed actions for improvement should be provided to all school partners.

Through committees, such as the students' council and the *Gaelbhratach* committee, opportunities are created to develop students' leadership skills. The students' council, which was democratically elected, is active in a range of school activities with the pro-active assistance of a link-teacher. The *Gaelbhratach* committee has made very good progress on a sustained basis and has been awarded the flag for the fourth year. Students' questionnaire responses were very positive about many aspects of school life and students feel that their voice has an impact in school life.

## **2. QUALITY OF TEACHING AND LEARNING**

### **Learner outcomes and experiences**

The quality of students' learning outcomes and experiences was good overall; this included very good learning in the case of half of the lessons and learning which was not so successful in a small number of lessons. The relationship between teachers and students and amongst the students themselves was very good and it was obvious that this had a positive influence on the atmosphere for learning. In the lessons where best practice was evident, very good planning had been carried out for learning; cooperative tasks had been created which were purposeful and beneficial; and expectations for student learning were high. In line with best practice, class tasks were differentiated effectively and this provided all students with an opportunity to experience success as well as challenge. Additionally, students were enabled to make worthwhile, authentic connections between school-based learning and their own life experience. Opportunities were also provided in these lessons to develop self-assessment and peer-assessment skills as an integral part of the learning experience. In a small number of lessons, there was scope to use a wider range of methodologies to encourage the students

to be more active in their learning and to have a better balance between student input and the teacher's voice.

The classrooms were decorated very well with a range of materials which were motivational and supportive of teaching and learning. Charts with keywords were displayed in almost every classroom and they were used effectively at the beginning of most lessons. In a number of lessons, there was a need to create more opportunities for the students to use the keywords in meaningful contexts in order to consolidate their learning. The physical layout of classrooms facilitated collaborative work and enabled teachers to provide scaffolding to ensure progression in learning and to ensure that the learners were engaged and motivated.

Notwithstanding that a range of AfL strategies was in use in the best lessons, AfL is an area that requires development on a whole-school basis. The most successful approach was the sharing of learning intentions at the beginning of lessons which were then used as reference points during and at the conclusion of lessons. In most classes, good use was made of a variety of questioning strategies to increase individual student participation, to check progress regarding understanding, knowledge or skill development and to encourage reflection. Learning was not as successful when lower-order questioning strategies were employed. In a small number of lessons, the opportunities which existed to develop self-assessment and peer-assessment techniques were not exploited.

There was some evidence of the monitoring of students' written work but quality formative feedback was noted in only a small number of the copybooks reviewed. It is strongly recommended that this practice be reviewed and that an agreed approach be adopted to monitoring students' work and to giving feedback about the standard of their work. A whole-school assessment policy should also be developed to share the good AfL practices observed, as a support to develop student learning and to improve individual teachers' lesson planning.

### **Teachers' individual and collective practice**

The overall quality of teaching was good; aspects of practice which were satisfactory were observed as well as aspects of an excellent quality. In the majority of lessons, links were made with students' prior knowledge. The lesson material was adapted to the level of learners in relation to both content and language, and elements of the lesson were structured in progressive manner. In a minority of cases, there was insufficient use of differentiated approaches, opportunities to effectively assess students' progress and understanding were lost, and not all opportunities to provide in-class supports were used when it was evident, during task-based work, that there were gaps in students' knowledge. In general, practice regarding strategies for literacy and numeracy were good and the needs of students with SEN were well catered for during lessons.

Overall, the use of digital technologies to support teaching and learning was good in more than half of the classes observed. The work of the teachers regarding accessing and adapting resources, and in the use of resources to facilitate students' independent learning at home, is commendable. In all lessons, the teachers demonstrated that they had a good knowledge of the subject and that they were enthusiastic about their subject areas.

The sample of curriculum plans reviewed was of good quality. The features of quality in the best examples reviewed included comprehensive schemes of work in which student-centered learning intentions were connected with methodologies, resources and assessment methods over definite time periods. These plans are indicative of the effectiveness of the in-house training completed since the beginning of this school year on subject planning. Some plans were too general and overly focused on the content to be delivered. It is recommended that the examples of excellent practice identified in the most effective plans are used on a wider basis. Minutes of subject meetings should be kept in the department plan, as a record of the matters discussed and of decisions taken.

An analysis of examination results, mainly Leaving Certificate examinations, is conducted on an annual basis. There was rarely any action planning carried out as a result of this analysis. It is recommended that each department agree targets for improvement and critically analyse the outcomes of other summative testing as well as the Leaving Certificate to inform a development plan of each department.

There is a need for strong leadership at senior management level to help embed a culture of improvement at subject department level.

### **3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS**

Overall, good progress has been made regarding the implementation of recommendations made in previous inspection reports.

#### **Leadership and Management**

The one recommendation made in previous evaluations that related to management has yet to be implemented and pertained to the review of the health and safety policy based on a risk assessment to be undertaken by the school.

#### **Teaching and Learning**

Good progress was noted in the implementation of the recommendations made in the four most recent inspection reports issued to the school with regard to subject planning and teaching and learning. There remains scope for the development of differentiated approaches and in the use of a wider range of AfL techniques.

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

The DEIS and GSRS plans were of good quality; however, there was no evidence of a coherent whole-school approach or of an implementation structure to achieve the targets set out in these plans.

#### **The School's Self-Evaluation Process**

The school has engaged with DEIS planning since 2002 and school self-evaluation was started in 2014 on an integrated basis with DEIS, as appropriate. Since then progress has been made in each of the DEIS themes; the most successful progress was made regarding student retention rates but there are long-standing difficulties yet to be resolved with regard to student absenteeism.

The DEIS plan for the 2018-2021 period had been finalised recently. The plan itself was of very good quality due to the good work carried by small groups under the direction of the DEIS co-ordinator. It is recommended that measurable goals are created for each area targeted for improvement to be implemented over a specified period of time. A structure to support the achievement of targets also needs to be developed so that the plan will impact on the practice and procedures at a whole-school level. The DEIS plan should be brought to the board for ratification without delay.

The Gaeltacht School Recognition Scheme language plan was of good quality; an integrated whole-school approach was not in evidence, however. It is recommended that this be rectified as soon as possible.

#### **The School's capacity for Improvement**

The capacity for school improvement is very good overall; in particular, the dedication and commitment of the staff are very good strengths in this regard.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A: Observations on the content of the inspection report**

The board of management welcomes this inspection report. The report acknowledges the excellent work that is being done in terms of teaching and the very good quality of practice observed in half of the lessons. The report also recognises the good or very good quality that is being achieved in relation to learning experiences and outcomes and also reports on the very good relationships between teachers and students.

Planning for DEIS and GSRS was commended during the evaluation and in the report.

Areas for improvement are identified and the board and staff are committed to implementing these improvements.

### **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 areas requiring improvement in relation to Child Protection have been addressed at this stage, except for check seven. A working group has been established to focus on Wellbeing for senior-cycle students, which will address the provision for RSE in particular.

The roles and responsibilities of the post-holders are currently being restructured in line with the recommendation contained in the report. As part of this process, the responsibilities of senior management, and the roles of other personnel, are being detailed and closely aligned to the school improvement plan (SIP).

Work is underway to improve communication with all school partners as well as the local community.

A working group has been formed to review core school policies according to a systematic timeframe.

The staff are considering effective methods to support the sharing of expertise in relation to differentiation and AfL between staff members.

*(This is a translation of the school response submitted by the board of management.)*

## 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 very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of 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;