

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Gaelcholáiste Reachrann
Seoladh na scoile	Bóthar Mhainistir Na Gráinsí Domhnach Míde Baile Atha Cliath 13
Uimhir rolla	76085N

Dáta na cigireachta: 07-12-2016



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

Tá an tuairisc seo scríofa i mBéarla. Tá aistriúchán Gaeilge den tuairisc ar fáil ag deireadh na tuairisce.

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

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

CONAS AN TUAIRISC SEO A LÉAMH

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

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

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

Meastóireacht Scoile-Uile Bainistíocht, Ceannaireacht agus Foghlaim

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dátaí na Cigireachta	5-7 Nollaig 2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Cruinniú leis an mbord bainistíochtaCruinniú leis an bpríomhoide agus leis an leas-phríomhoideCruinniú/cruinnithe leis na príomhbhaill foirneCruinniú le hionadaithe tuismitheoirí	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaAnailís ar cheistneoirí tuismitheoirí, scoláirí agus múinteoiríAgallamh le fócasghrúpa scoláiríBreathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na scoláiríCaidreamh le scoláiríAiseolas don fhoireann bhainistíochta sinsearaí, don bhord bainistíochta agus do mhúinteoirí

COMHTHÉACS NA SCOILE

Bunaíodh Gaelcholáiste Reachrann i 2001 le 36 scoláire faoi phátrúnacht Bhord Oideachais agus Oiliúna Átha Cliath agus Dhún Laoghaire (BOOACDL) agus Ardeaspag Bhaile Átha Cliath. Bunaíodh an scoil de bharr éileamh ó thuismitheoirí i ngaelscoileanna oirthuaisceart na cathrach ar oideachas dara leibhéal lánGhaeilge. Tá cúig ghaelscoil friothálach ag Gaelcholáiste Reachrann. Tá fás as cuimse tagtha ar an scoil le blianta beaga anuas agus tá rollúchán reatha de 367 scoláire ann anois. Cuirtear na cláir seo a leanas ar fáil do phobal na scoile: an Teastas Sóisearach, Idirbhliain éigeantach agus an Ardeistiméireacht.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Tá an bord bainistíochta agus an príomhoide eolach go hiomlán faoina ndualgais reachtúla, déanann siad an scoil a bhainistiú go fíor-stuama le bunluachanna na scoile fréamhaithe sa chleachtas laethiúl lena n-áirítear úsáid na Gaeilge mar chroílár na scoile, atmaisféar measúil cuiditheach agus béim ar an léinn.
- Bhí cáilíocht foriomlán an teagaisc agus na foghlama an-ard ar an iomlán le cleachtas maith fiúntach i gcuid de na ceachtanna agus líon an-bheag ceachtanna a raibh scóip chun feabhais iontu; gné eile den teagasc agus foghlaim ar féidir a fheabhsú tuilleadh is ea an phleanáil ábhair.
- Bhí na príomhchinntí ó thuairiscí measúnaithe a rinneadh go dtí seo an-dearfach ar an iomlán; breathnaíodh fianaise le linn na meastóireachta seo go ndéantar gach iarracht aon mholtaí a chur i bhfeidhm go coinsiasach.
- Tá an próiseas féinmheastóireachta scoile faoi lánseol; tá acmhainn feabhsaithe na scoile ag leibhéal an-ard ar fad, cé go bhfuil roinnt oibre le déanamh fós ar leagan amach spriocanna intomhaiste chun an feabhsú scoile a threorú.
- Feidhmíonn an príomhoide mar cheannaire ionspioráideach agus déantar pobal na scoile a threorú, a aontú agus a chumasú ar bhealach tuisceannach le tacaíocht éifeachtach an phríomhoide tánaistigh.
- Tá obair cheannródaíoch déanta ag an mbainistíocht shinsearach maidir le cumasú na foirne sa Ghaeilge agus tá cáilíocht na ceannaireachta don fhoghlaim ar chaighdeán an-ard.

MOLTAÍ

- Is gá roinnt oibre a dhéanamh ar an bpleanáil ábhair in ábhair áirithe ionas go mbeadh na pleananna curaclaim leagtha amach ar bhealach comhtháite d'fhonn an obair a threorú agus dea-chleachtas a roinnt idir múinteoirí.
- Moltar spriocanna intomhaiste agus insroichte a leagan amach sa phlean feabhsúcháin a chuimsíonn straitéisí aontaithe litearthachta agus uimhearthachta.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT CHEANNAIREACHT AGUS BHAINISTÍOCHT NA SCOILE

1.1 Úinéireacht agus bainistíocht na scoile

Feidhmíonn an bord bainistíochta ag leibhéal an-éifeachtach. Tá baill an bhoird tiomanta d'ardchaighdeán oideachas trí mheán na Gaeilge agus tá taithí na mblianta acu go léir ar chúrsaí oideachais agus cúrsaí gaeloideachais ach go háirithe. Feidhmíonn an bord go hiomlán trí Ghaeilge agus moltar na hiontaobhaithe as ionadaithe le Gaeilge a ainmniú d'fhonn é seo a dheimhniú. Tá an bord ar an eolas go hiomlán faoina ndualgais reachtúla, forbraíonn siad polasaithe soiléire a chuirtear i bhfeidhm. Coinnítear an bord ar an eolas faoi gach gné de shaol na scoile agus tugtar tacaíocht luachmhar agus treoir don bhainistíocht shinsearach. Tugtar spreagadh agus tacaíocht do bhaill foirne nua a bhfuil gá acu le feabhas a chur ar a gcuid Gaeilge trí íoc as réimse leathan gníomhaíochtaí foghlama faoi cheannaireacht an phríomhoide. Spreagtar baill foirne na scoile uile le tabhairt faoi fhorbairt ghairmiúil leanúnach. Déantar anailís chuimsitheach ar thorthaí na scrúduithe stáit.

Na príomhthosaíochtaí atá aitheanta ag an mbord bainistíochta ná foirgneamh buan a chinntiú don scoil ar shuíomh atá buailte leis an suíomh reatha, athbhreithniú rialta ar pholasaithe, forbairt leanúnach ar theagasc agus foghlaim, forbairt leanúnach ar chomhtháthú modhanna múinte agus teicneolaíocht faisnéise agus na cumarsáide (TFC). Dúshlán suntasach don bhainistíocht, don phríomhoide agus don scoil i gcoitinne is ea earcú múinteoirí cáilithe le Gaeilge líofa. Caitear a lán ama agus dua leis an ngné seo de riaradh na scoile. Déanann an bord agus an bhainistíocht shinsearach a ndícheall le cinntiú go gceaptar na múinteoirí is cáilithe agus is mó a bhfuil inniúlacht sa Ghaeilge acu. É sin ráite, bíonn tacaíocht leanúnach ag teastáil ó roinnt ball foirne nua le cinntiú gur féidir leo dul i ngleic le suíomh an ghaeloideachais.

Bíonn an bhainistíocht shinsearach gníomhach i gcumainn ghairmiúla do cheannairí scoile ag leibhéal áitiúla agus náisiúnta agus léirigh siad foghlaim ón gcuidreamh sin ina gcleachtas.

Tá coiste tuismitheoirí láidir gníomhach i bhfeidhm sa scoil a dhéanann iarrachtaí fóna pobal scaipthe na scoile a tharraingt le chéile trí ócáidí sóisialta a eagrú agus tacaíocht a thabhairt ag ócáidí uile scoile, oícheanta eolais san áireamh. Léirigh coiste na dtuismitheoirí an-spéis i gcúrsaí oideachais agus i gcur chun cinn na scoile. Idir comhráit le tuismitheoirí agus trí iniúchadh ar fhreagraí ó cheistneoirí a dáileadh le linn na meastóireachta, léiríodh leibhéal ard sástachta leis an scoil. Tugadh suntas ar leith, le linn na meastóireachta, don teacht le chéile sóisialta idir an bord, coiste na dtuismitheoirí, comhairle na scoláirí agus baill foirne. Ba léiriú é ar an dea-chaidreamh idir na páirtithe leasmhara i bpobal na scoile.

1.2 Éifeachtacht na ceannaireachta don fhoghlaim

Bhí cáilíocht na ceannaireachta le moladh go hard. Oibríonn an príomhoide mar cheannaire ionspioráideach le tacaíocht éifeachtach ón bpríomhoide tánaisteach. Oibríonn an bheirt acu go díograiseach mar fhoireann bhainistíochta éifeachtach. Tá scileanna comhlántacha ag an mbeirt a chuireann ar a gcumas an scoil a bhainistiú ar bhealach tuisceannach agus spreagúil. Tá ionchais arda ag an mbainistíocht shinsearach don fhoireann agus do na scoláirí. Tá teacht go héasca ag pobal na scoile ar an bpríomhoide agus an príomhoide tánaisteach nuair is gá. Le linn na meastóireachta bhí an bhainistíocht shinsearach feiceálach go laethiúl i dtimpeallacht na scoile.

Tá trí phost mar phríomhoidí cúnta sa scoil. Feidhmíonn an triúr príomhoide cúnta mar chóras meánbhainistíochta éifeachtach le dualgais mar oide bliana le haghaidh dhá bhliainghrúpa ag gach duine acu. Tá ról láidir bainistíochta ag comhairle na bainistíochta, a chuimsíonn an bhainistíocht shinsearach agus an triúr príomhoide cúnta. Bíonn cruinnithe rialta ag comhairle na bainistíochta, cleachtas atá le moladh. Tá oide ranga i gceannas ar gach rang agus tá dlúthchaidreamh idir na hoidí ranga agus na príomhoidí cúnta ar cheisteanna a bhaineann le dul chun cinn iomlán na scoláirí.

Tá riail na Gaeilge chun tosaigh sa scoil agus in imeachtaí uile scoile. Tá ionchais arda ag an mbainistíocht shinsearach maidir le hiompar teanga na scoláirí ar láithreán na scoile. Bhí fianaise láidir le breathnú le linn na meastóireachta go bhfuil an riail sin á cur i bhfeidhm go héifeachtach. Is láidreacht scoile í seo.

Bíonn deacrachtaí leanúnacha ag an mbainistíocht teacht ar mhúinteoirí atá láncháilithe agus inniúil ar an Gaeilge. Déantar sár-iarrachtaí an tacaíocht chuí a chur ar fáil do mhúinteoirí nuacheaptha. Déantar a lán iarrachtaí chun an fhoireann ina hiomláine a spreagadh agus a chumasú maidir le cruinneas na Gaeilge a chinntiú. Tá ról ceannródaíoch glactha ag an bpríomhoide sa réimse seo trí ranganna ar leith a chur ar fáil don fhoireann agus cúrsaí breise oiliúna do mhúinteoirí nuacheaptha. Is obair leanúnach í seo. Tugtar ardmholadh don obair a rinneadh go dáta. Is gá, áfach, plé a éascú i measc na foirne ar na bealaí is fearr leis an eolas ó na ranganna seo a chur i bhfeidhm i gcomhthéacs phlean litearthachta Gaeilge na scoile.

Spreagann an bhainistíocht shinsearach rannpháirtíocht sa bhforbairt ghairmiúil leanúnach mar bhealach éifeachtach chun teagasc agus foghlaim a fheabhsú. Tá cáilíochtaí breise bainte amach ag roinnt ball foirne agus tá daoine eile i mbun cúrsaí éagsúla faoi láthair. Tá na múinteoirí oscailte agus tiomanta don phróiseas féinmheastóireachta agus don fheabhsú scoile. Aithníonn siad an luach a bhaineann leis an gcumas foirne uile a thógáil agus roinneann siad a saintaithí le múinteoirí eile sa scoil mar ghnáthnós.

Bhí idirchaidreamh an-dearfach le breathnú idir na baill foirne agus idir an bhainistíocht shinsearach agus na múinteoirí. Is láidreacht scoile í an dea-atmaisféar oibre agus foghlama atá le brath i dtimpeallacht na scoile.

Tá caighdeán na pleanála ag leibhéal idir maith agus inghlactha. Déanann na múinteoirí pleanáil go comhoibríoch do ghníomhaíochtaí foghlama laistigh de na réimsí ábhar agus cuireadh scéimeanna oibre. Tá gá le breis forbartha ar chuid de na pleananna ábhair le cinntiú go bhfuil an phleanáil curaclaim déanta ar bhealach comhtháite. Moltar go mbeadh sonraí sa phleanáil faoi thopaicí agus téamaí, modhanna múinte, acmhainní teagasc an TFC san áireamh, difreáil agus modhanna measúnaithe, chun cabhrú le múinteoirí pleanáil a dhéanamh don teagasc agus chun athbhreithniú a dhéanamh ar dhul chun cinn ag deireadh na bliana.

Tá cáilíocht na tacaíochta do scoláirí le moladh go hard. Tá próiseas aistrithe an-mhaith i bhfeidhm idir an chúig ghaelscoil friothálach agus Gaelcholáiste Reachrann agus tá teagmháil leanúnach idir na scoileanna sin agus an bhainistíocht shinsearach. Tógtar na scoláirí céadbhlíana ar thuras eachtraíochta ag tús na bliana ionas go gcuirfeadh gach duine aithne ar a chéile. Tá sáraithe ag foireann na scoile ar gach uile scoláire. Léirigh fianaise ó na ceistneoirí agus ón agallamh le scoláirí le linn na meastóireachta go bhfuiltear sásta leis an leibhéal tacaíochta agus caighdeán oideachais atá ar fáil. Luaigh scoláirí frustrachas áirithe faoin deacracht teacht ar mhúinteoirí le Gaeilge líofa ó am go chéile. Luadh go sonrath an dea-atmaisféar atá i réim sa scoil agus an caidreamh pearsanta idir na scoláirí agus an fhoireann. Is léir gur láidreachtaí scoile iad seo.

Tá an soláthar cuí ann do mhúineadh Oideachas Sóisialta Pearsanta agus Sláinte agus do mhúineadh Oideachas Gnéasachta agus Caidrimh. Bíonn na hoidí ranga, na hoidí bliana, an séiplíneach agus an bhainistíocht shinsearach freagrach as tréadchúram. Anuas ar sin, cuirtear rang ar leith ar fáil ar an tráthchlár don tréadchúram gach seachtain do gach bliainghrúpa. Cé go moltar an bhéim a leagtar ar thréadchúram agus ar fhorbairt iomlán an scoláire, ní mór clár cinnte teagaisc a leagan amach i scríbhinn d'fhonn an leas is fearr a bhaint as an soláthar breise seo. Ba cheart go gcabhródh clár scríofa do gach bliainghrúpa le cur chuige aontaithe a chinntiú.

Cuirtear curaclam leathan ar fáil. Bhí fianaise le feiceáil agus le cloisteáil le linn na meastóireachta go bhfuil an clár Idirbhliana sa scoil taitneamhach agus tairbheach. Cuirtear rogha leathan eispéiris agus turais ar fáil do scoláirí le linn na bliana sin. Bhí tuismitheoirí agus scoláirí araon thar a bheith dearfach faoina dtaithe ar an gclár. Déantar gach iarracht freastal ar mhianta agus ar riachtanais uile na scoláirí mar a bhaineann sé le rogha ábhar don tsraith shinsearach.

Tá soláthar treoirghairme agus comhairleoireachta á chur ar fáil faoi láthair ag foinsí inmheánacha agus seachtracha, de bharr go bhfuil an múinteoir buan ar shos gairme. Tá gach iarracht á dhéanamh freastal ar riachtanais uile na scoláirí sna réimsí seo.

Léiríonn na múinteoirí dílseacht agus tiomantas nach beag don scoil agus do na scoláirí tríd an réimse imeachtaí eischuraclaim lena n-áirítear cúrsaí spóirt, drámaíochta, ceoil agus díospóireachta. Is liosta le háireamh é liosta gaiscí na scoile sna réimsí seo agus tugtar ardmholadh don obair seo a thacaíonn le forbairt iomláin an scoláire agus réiteach don saol.

Thug údarais na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile, gan athrú ná leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile.

1.3 Bainistíocht ar áiseanna

Tá an scoil suite i sciathán d'fhoirgneamh ceangailte le scoil eile chomh maith le réimse de sheomraí réamhdhéanta. Tá dúshlán shuntasacha ag baint le foirgneamh reatha na scoile. É sin ráite, baineann bainistíocht agus foireann na scoile an leas is fearr gur féidir leo as an bhfoirgneamh. Is scoil dhigiteach í Gaelcholáiste Reachrann agus baintear leas an-mhaith as na háiseanna TFC atá ar fáil le linn ceachtanna agus cur chun le heispéireas foghlama na scoláirí. Úsáideann na scoláirí táibléid sna ranganna sa tsraith shóisearach; baineadh úsáid éifeachtach fhóna astu le linn ceachtanna a breathnaíodh. Cruthaíodh timpeallacht foghlama éifeachtach agus spreagúil i gcuid mhaith de na seomraí ranga ar tugadh cuairt orthu. Tá leabharlann le réimse leathan leabhar curtha le chéile i gceann de na seomraí ranga. Is áis luachmhar í seo don scoil agus obair mhór curtha isteach ann, cé go mbaineann deacrachtaí áirithe le rochtain ar an seomra.

2. CÁILÍOCHT AN TEAGAIS AGUS NA FOGHLAMA

2.1 Cáilíocht an teagais agus na foghlama

Bhí cáilíocht an teagais agus na foghlama an-mhaith ar an iomlán. Breathnaíodh cleachtas a bhí ar cháilíocht an-ard agus cleachtas a bhí fiúntach agus éifeachtach. I mionlach ceachtanna breathnaíodh cleachtas a bhí oiriúnach agus inghlactha ach a raibh roinnt scóipe chun feabhais i gceist. Tugadh cuairt ar 23 ceacht trasna réimse ábhair agus bliainghrúpaí agus trasna an trí chlár sa scoil.

Tugadh spriocanna foghlama ag tús formhór mór na gceachtanna agus chuathas siar ar na spriocanna sin ar bhealach éifeachtach chun foghlaim a mheas i líon beag ceachtanna. B'fhiú an dea-chleachtas sin a leathnú chuig ranganna eile. Bhí úsáid na sprioctheanga mar theanga mhúinte agus bhainistíochta ag leibhéal an-mhaith i bhformhór mór na gceachtanna. Sna háiteanna ina raibh gá le feabhas sa réimse seo is múinteoirí nuacheaptha a bhí i gceist. Bhíodar seo ag teacht isteach ar chóras na scoile le tacaíocht leanúnach ó bhainistíocht agus ó fhoireann na scoile.

Bhí an fhoghlaim ghníomhach lárnach i dtromlach na gceachtanna agus baineadh úsáid éifeachtach as obair bheirte agus obair ghrúpa chun scoláirí a spreagadh le bheith rannpháirteach ina gcuid foghlama féin. Baineadh úsáid freisin as réimse leathan modheolaíochtaí teagaisc. Chabhraigh úsáid gearrthóga físe le hábhar na gceachtanna a chur i gcomhthéacs do scoláirí. Chiallaigh na cuir chuige seo go raibh luas maith le formhór na gceachtanna agus ba léir gur bhain scoláirí taitneamh as a gcuid foghlama.

Baintear úsáid as gléasanna táibléad sna ranganna sa tsraith shóisearach. Chiallaigh úsáid na dtáibléad agus úsáid áiseanna TFC na scoile, clár bhána idirghníomhacha san áireamh, go raibh úsáid na nuatheicneolaíochta chun tosaigh sa teagasc agus san fhoghlaim i roinnt mhaith ceachtanna a breathnaíodh. Baineadh úsáid as TFC mar uirlis chun tacú le foghlaim na scoláirí agus chun ábhar ceachtanna a chur i gcomhthéacs. D'fhéadfadh líon an-bheag ceachtanna a bheith níos éifeachtaí dá mbainfí úsáid as TFC. Ar an iomlán, is láidreacht scoile í úsáid na nuatheicneolaíochta.

Breathnaíodh úsáid straitéisí measúnú chun foghlama i roinnt ceachtanna a chuir go mór le héifeacht na foghlama do scoláirí. Breathnaíodh chomh maith réiteach fadhbanna agus smaointeoireacht chriticiúil, cur i láthair ó scoláirí, piarmheasúnú agus straitéisí ilghnéitheacha eile chun foghlaim a mheas agus deacrachtaí a léiriú. Moltar na cuir chuige seo go mór. I líon beag ceachtanna braitheadh go raibh gá le dúshlán níos mó a chur roimh scoláirí áirithe. Moltar go mbeadh difreáil lárnach i bpleanáil na múinteoirí ag tógaint san áireamh gur ranganna ilchumais measctha atá i gceist sa scoil.

Bhí fianaise le breathnú le linn na meastóireachta go dtugtar agus go gceartaítear obair bhaile na scoláirí go rialta. Bhí aiseolas foirimtheach an-mhaith le feiceáil i gcóipleabhair ar an iomlán, ach le roinnt scóipe chun feabhais i mionlach ceachtanna.

Tugadh suntas d'úsáid léaráidí ábhartha sothuigte maithe i gceachtanna áirithe, cuid acu a taispeánadh le cabhair TFC, agus moltar obair na múinteoirí ina leith seo. Is fiú go mór a chinntiú go mbaintear úsáid as ábhar comhaimseartha taitneamhach sna ceachtanna d'fhonn spéis na scoláirí a mhúscailt sa bhfoghlaim.

Bhí úsáid na sprioctheanga sna ceachtanna teanga ag leibhéal an-mhaith. Lorgaíodh abairtí iomlána ó scoláirí mar fhreagraí ar cheisteanna, dea-chleachtas atá le moladh. Bhí gá le cleachtadh ar fhocail agus ar fhrasaí nua i gcásanna áirithe. Rinneadh tagairt i líon beag ceachtanna d'fhorbairt na litearthachta agus na huimhearthachta agus d'úsáid cheart eochairfhocal. Moltar go ndíreofaí aird go sonrach ar fhorbairt na litearthachta agus na huimhearthachta i gceachtanna d'fhonn feasacht na

scoláirí a leathnú sna réimsí foghlama seo. Chun tacú leis an aidhm seo moltar go mór go mbeadh an leabharlann ar fáil do na scoláirí go léir sa scoil d'fhonn a gcuid taithí léitheoireachta a leathnú agus chun tacú le scileanna litearthachta go ginearálta. Déantar léitheoireacht bhreise sa Ghaeilge i mbliainghrúpaí áirithe agus moltar é seo. Tugadh an aird chuí ar chruinneas na Gaeilge i gceachtanna áirithe, ach bhí scóip chun feabhais i gcásanna áirithe. I gcomhthéacs an ghlaoidreachais is den riachtanas é go mbeadh tuiscint agus cur amach ag scoláirí ar thábhacht chruinneas na Gaeilge trasna an churaclaim. Chuige sin ní mór do gach múinteoir sa scoil freagracht phearsanta a ghlacadh maidir le múineadh agus ceartú na gramadaí i gcomhthéacs le linn ceachtanna.

Tugadh suntas don dea-chaidreamh idir scoláirí agus na múinteoirí. Bhí na scoláirí spreagtha chun foghlama, i gcásanna áirithe baineadh úsáid éifeachtach as an ngreann chomh maith.

3. FEIDHMIÚ MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE SIN

3.1 Bainistíocht

Breathnaíodh fianaise le linn na meastóireachta go dtéann an bhainistíocht shinsearach agus na múinteoirí i ngleic go coinsiasch le moltaí ó chigireachtaí ábhair. Rinneadh trí chigireacht ábhair sa scoil, sa Mhatamaitic, sa Cheol agus sa Bhéarla. Ar an iomlán, bhí torthaí na meastóireachtaí sin thar a bheith dearfach. Ní raibh aon mholtaí ag eascair as na cigireachtaí ábhair a bhain go sonrach le bainistíocht na scoile. Mar sin féin, cinntíonn an bhainistíocht shinsearach go gcuirfear pobal na scoile ar an eolas faoi na cigireachtaí ábhair agus na torthaí. Tugtar am do mhúinteoirí chun plé a dhéanamh ar na moltaí agus chun iad a chur i bhfeidhm.

3.2 Foghlaim agus teagasc

Bhain na moltaí i leith teagaisc agus na foghlama go príomha le haiseolas foirmitheach a thabhairt don obair bhaile, forbairt na pleanála comhoibríoch i measc múinteoirí agus forbairt ceisteanna ardoird i gcásanna áirithe. Breathnaíodh go raibh dul chun cinn déanta maidir le haiseolas foirmitheach a thabhairt cé go raibh beagán scóipe chun feabhais i líon an-teoranta cásanna. Rinneadh a lán oibre ar na pleananna ábhair a cuireadh ar fáil le linn na meastóireachta agus moltar an obair sin, ach is féidir gnéithe den phleanáil a fheabhsú tuilleadh. Bhain ceistiúchán dúshlánach ard-oird le go leor de na ceachtanna a breathnaíodh ach ba gá níos mó dúshlán a chur roimh scoláirí i mionlach ceachtanna.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS ACMHAINN FEABHSAITHE NA SCOILE

Tá an próiseas féinmheastóireachta scoile faoi lánseol sa scoil agus tá cáilíocht mhaith fhiúntach ag baint leis. Rinneadh a lán réamhullmhúcháin agus bhí plé leanúnach faoin bpróiseas i measc bhainistíocht na scoile, an bord san áireamh, agus i measc na foirne. Tá oscailteacht inmholta i measc na bainistíochta agus na foirne don phróiseas agus don fheabhsú scoile i gcoitinne. Breathnaíodh le linn na meastóireachta go bhfuil acmhainn feabhsaithe na scoile ar fheabhas.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an Bord Bainistíocht agus pobal uile na scoile roimh an tuairisc dhearfach, mholtach ar an gcigireacht a tharla i nGaelcholáiste Reachrann i Mí na Nollag, 2016.

Táimid iontach sásta agus an-bhródúil as an ard-chaighdeán atá á bhaint amach againn i ngach gné de shaol na scoile agus táimid fíor-bhuíoch gur aithníodh an sár-obair atá ar siúl sa scoil.

Ina theannta sin, táimid fíor-bhuíoch don tacaíocht agus don chomhairle a cuireadh ar fáil le linn na cigireachta. Is mór an chabhair iad na moltaí go léir agus cuirfear i bhfeidhm iad go coinsiasach agus go críochnúil.

Ba mhaith linn tréaslú le daltaí, foireann agus tuismitheoirí/caomhnóirí na scoile agus buíochas ó chroí a ghabháil leo as ucht na dílseachta agus an tiomantais don scoil a léiríonn siad i gcónaí agus as ucht na hoscailteachta a léiríonn siad don fheabhsú scoile.

Leanfaidh pobal uile Gaelcholáiste Reachrann ar aghaidh ag déanamh gach gur féidir leo leis an scoil a fheabhsú, a neartú agus a chur chun cinn.

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

Cuirfear na moltaí ar fad ón tuairisc i bhfeidhm go coinsiasach agus go críochnúil.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a mbaineann cigirí feidhm aisti nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

Ainm na scoile / School name	Gaelcholáiste Reachrann
Seoladh na scoile / School address	Bóthar Mhainistir Na Gráinsí Domhnach Míde Baile Atha Cliath 13
Uimhir rolla / Roll number	76085N



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

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

HOW TO READ THIS REPORT

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

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

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

Whole-School Evaluation – Management, Leadership and Learning

INSPECTION ACTIVITIES DURING THIS INSPECTION

Dates of inspection	5-7 December 2016
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with board of management• Meetings with principal and deputy principal• Meeting(s) with key staff• Meeting with parent representatives• Review of relevant documents• Analysis of parent, student and teacher questionnaires• Student focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of students' work• Interaction with students• Feedback to senior management team, board of management and teachers

SCHOOL CONTEXT

Gaelcholáiste Reachrann was established in 2001 with 36 students under the patronage of the Dublin and Dún Laoghaire Education and Training Board (DDLETB) and Archbishop of Dublin. The school was founded as a result of parental demand, within the Irish-medium primary schools in the northeast of the city, for secondary-level Irish-medium education. Gaelcholáiste Reachrann has five feeder Irish medium primary schools. The school has grown significantly in recent years and has a current enrolment of 367 students. The following programmes are offered for the school community: the Junior Certificate, a compulsory Transition Year (TY) and the Leaving Certificate.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The board of management and the principal are fully aware of their statutory duties, they manage the school extremely effectively with the essential values of the school rooted in daily practice, including the use of Irish at the very core of the school, a respectful supportive atmosphere and an emphasis on learning.
- The overall quality of teaching and learning was very high overall, with good purposeful practice in some of the lessons and a very small number of lessons having scope for improvement; an aspect of teaching and learning which could be improved is subject planning.
- The main findings of previous evaluation reports were very positive overall; evidence was observed during the evaluation that every effort is made to implement any recommendation conscientiously.
- The school self-evaluation (SSE) process is fully operational; the school's capacity for improvement is at a very high level, although there is some work still to be done on setting out measurable targets to guide school improvement.
- The principal functions as an inspirational leader and the school community is guided, unified and empowered in an empathetic way with effective support from the deputy principal.
- Pioneering work has been carried out by senior management in relation to supporting staff members in increasing their Irish-language skills and the quality of leadership for learning is of a very high standard.

RECOMMENDATIONS

- Some further development is required on subject planning in some subject areas in order that the curricular plans are set out in an integrated manner to guide work and share best practice among teachers.
- It is recommended that measurable and attainable targets are set out in the school improvement plan which includes agreed literacy and numeracy strategies.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL MANAGEMENT AND LEADERSHIP

1.1 School ownership and management

The board of management functions at a very effective level. The members of the board are committed to a high standard of education through the medium of Irish and they all have considerable experience in education fields and especially in Irish-medium education settings. The board functions entirely through Irish and the trustees are commended for nominating representatives with Irish to ensure this. The board is fully aware of its statutory obligations; clear policies are developed and implemented. The board is kept informed of every aspect of school life and valuable support and guidance is given to senior management. Support and encouragement are given to new staff members who need to improve their Irish through financial support for a wide range of continuing professional development (CPD) activities under the leadership of the principal. All school staff members are encouraged to engage in CPD. Comprehensive analysis is carried out on state exam results.

The main priorities identified by the board of management are securing a permanent building for the school on a site close to the current site, regular revision of policies, ongoing development of teaching and learning, continual development of integrated teaching methods and information and communication technology (ICT). Recruitment of qualified teachers with fluent Irish is a significant challenge for management, the principal and for the school in general. Much time and effort are spent with this aspect of school administration. The board and senior management endeavour to ensure that the most qualified and the most proficient teachers in Irish are appointed. Despite this, some new members of staff require support to ensure that they can engage effectively within the Irish-medium setting.

Senior management is active in professional associations for school leaders at local and national level and members of senior management demonstrated learning from those interactions in their practice.

There is a strong, active parents' committee in the school which makes considerable efforts to unite the geographically dispersed school community through the organisation of social occasions and by supporting whole-school occasions, including information evenings. The parents' committee illustrated a great interest in education and in the development of the school. A high level of satisfaction with the school was demonstrated during a meeting with parent representatives and from examining questionnaire responses which were distributed during the evaluation. Of particular note, during the evaluation, was the social gathering of the board, parents' committee, student council and members of staff. It was an indication of the very good relationships amongst the school community's stakeholders.

1.2 Effectiveness of leadership for learning

The quality of leadership is highly commended. The principal works as an inspirational leader with effective support from the deputy principal. They both work enthusiastically as an effective senior management team. They have complimentary skills that enable them to manage the school in an understanding and encouraging way. Senior management has high expectations for the staff and students. The school community has ready access to the principal and deputy principal when required. Senior management was prominent daily in the school environment during the evaluation.

There are three assistant principal posts. The three assistant principals function as an effective middle-management system, each one having year-head duties for two year groups. The management council has a strong management role, which includes senior management and the three assistant principals. The management council has regular meetings, a practice which is commended. There is a class teacher in charge of every class and there is a sense of collaboration among the class teachers and the assistant principals in relation to issues around holistic student development.

The rule in relation to the use of Irish as the language of the school is to the fore in all aspects of school work and school events. Senior management has high expectations in relation to the students' use of Irish in school. Significant evidence of the Irish-language rule being implemented effectively was observed during the evaluation. This is an area of strength for the school.

Management has ongoing difficulties in finding teachers that are fully qualified and competent in Irish. Great efforts are made to provide appropriate support for newly qualified teachers. Considerable attention is paid to encouraging and enabling the staff as a whole in relation to ensuring accuracy in Irish. The principal has taken a pioneering role in this area by providing specific classes for the staff and additional training courses for newly appointed teachers. This is ongoing work. The work completed to date is highly commended. However, there is a need to facilitate discussion among the staff on the best ways to apply the information from these classes to the context of the school's Irish-language literacy plan.

Senior management encourages participation in CPD as an effective way to improve teaching and learning. Some staff members have obtained additional qualifications and there are others undertaking various courses at present. The teachers are open and committed to the school self-assessment process and to school improvement. They recognise the value associated with building whole-staff competence and they share their specialised knowledge with other teachers in the school as a matter of course.

Positive communications were observed among members of staff, senior management and teachers. The positive work and learning atmosphere that prevails in the school environment is a school strength.

The standard of planning ranged between good and acceptable. The teachers plan collaboratively for learning activities within subject areas and schemes of work were provided. Further development is required for some of the subject plans to ensure that the curricular planning is done in an integrated manner. It is recommended that this planning include details about topics and themes, teaching methods, teaching resources including ICT, differentiation and assessment methods, to help teachers plan for teaching and to review progress at the end of the year.

The standard of support for pupils is highly recommended. A very good transition process is implemented between the five feeder Irish-medium schools and there is continual contact between those schools and senior management. The first-year students are taken on an activity trip at the start

of the year so that students will get to know one another. School staff know every student very well. Evidence from the questionnaires and from the interview with students during the evaluation demonstrated that students are content with the level of support and the standard of education provided. Students expressed certain frustration around the accessibility to teachers with fluent Irish from time to time. The positive atmosphere that prevails in the school and the personal interaction between students and staff were referred to specifically. These are evidently school strengths.

Appropriate provision is made for the teaching of Social, Personal and Health Education and for the teaching of Relationships and Sexuality Education. The class teachers, year heads, the chaplain and senior management are responsible for pastoral care. Additionally, a specific class for pastoral care is timetabled every week for every year group. While the emphasis placed on pastoral care and on whole-student development is commended, a definite instructional programme must be set out in writing to maximise the benefit of this extra provision. A written programme for every year group should assist in ensuring a united approach.

A broad curriculum is provided. Evidence was seen and heard during the evaluation that demonstrated that the TY programme in the school is enjoyable and beneficial. A wide range of experience and trips is provided for students during that year. Both parents and students were very positive about their experience of the programme. Every effort is made to meet all of the wishes and requirements of the students in relation to the selection of subjects for the senior cycle.

Career guidance and counselling is being provided at present by internal and external sources, as the permanent teacher is on a career break. Every effort is made to meet all of the needs of the students in these areas.

The teachers demonstrated significant loyalty and commitment to the school and students through the range of extra-curricular activities including sports, drama, music and debating. There is a long list of school achievements in these areas and this work, which supports the holistic development of the student and preparation for life, is highly commended.

The school authorities provided confirmation that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools* without modification and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools*.

1.3 Management of facilities

The school is situated in a wing of a building connected to another school in addition to a number of prefabricated rooms. There are significant challenges associated with the current school building. However, management and school staff make the best use possible of the building. Gaelcholáiste Reachrann is a digital school and the available ICT resources are very well utilised during lessons to develop the learning experience of the students. The students use tablets in classes in the junior cycle; these were used creatively and effectively during lessons observed. An effective and inspiring learning environment was created in many of the classrooms visited. There is a library with a broad range of books in one of the classrooms. This is a valuable resource for the school and considerable work has been invested in it, even though there are certain difficulties with accessing the room.

2. QUALITY OF LEARNING AND TEACHING

The standard of teaching and learning was generally very good. Practice of a very high quality and practice which was meaningful and effective were both observed. In a minority of lessons, practice was satisfactory with some areas for development and improvement. Twenty-three lessons were visited across a range of subjects and year groups and across the three programmes in the school.

Learning outcomes were shared at the beginning of the majority of lessons and those outcomes were revisited effectively to assess learning in a small number of lessons. It is advisable that such good practice be applied to other classes. The use of the target language as the language of instruction and management was at a very high level in the majority of lessons. Where improvement was required, it related to newly qualified teachers. These teachers were endeavouring to familiarise themselves with school systems and were supported effectively by management and school staff.

Active learning was central in the majority of lessons and pair and group work were used effectively to encourage students to participate in their own learning. A wide range of teaching methodologies was also used. The use of video clips helped to set lesson content in context for students. These approaches ensured good momentum in the majority of lessons and it was evident that students enjoyed their learning.

Tablet devices were used in classes in the junior cycle. The use of both tablets and the school's ICT resources, including interactive whiteboards, ensured that the use of modern technology was central in teaching and learning in many of the lessons observed. ICT was used as a tool to support student learning and to put the lesson content in context. A very small number of lessons would have been more effective if ICT was utilised. Overall, the use of modern technology was a school strength.

The use of assessment for learning strategies was observed in some lessons which significantly enhanced the effectiveness of learning for students. Problem solving and critical thinking, presentations from students, peer assessment and other diverse strategies were also observed to assess learning and to highlight difficulties. These approaches are highly commended. The need to further challenge certain students was detected in a small number of lessons. Differentiation should be central to teacher planning considering the school's mixed-ability classes in most subject areas.

Evidence was observed during the evaluation that student homework is given and regularly corrected. There was very good formative feedback in copybooks in general, with some scope for improvement in a minority of lessons.

The use of good relevant and comprehensible diagrams, some shown with the help of ICT, was noted in certain lessons and teachers' work in this regard is commended. It is strongly advised that contemporary, enjoyable material is used in lessons to engage students' interest in learning.

The use of the target language in language lessons was at a very good level. Full sentences were sought from students in response to questions, a practice to be commended. There was a need in certain cases for practise of new words and phrases. Reference was made in a small number of lessons to the development of literacy and numeracy and the correct use of key words. Particular attention to literacy and numeracy development is advised in lessons to broaden students' awareness of these areas of learning. To support this aim, it is strongly advised that the library be made available to all students in the school to broaden their reading experience and to support literacy skills generally. Additional reading in Irish is undertaken in certain year groups and this is commended. Appropriate attention was given to grammatical accuracy in Irish in certain lessons, but there was scope for improvement in certain cases. Student comprehension and knowledge of grammatical accuracy in

Irish are essential in the context of Irish-medium education across the curriculum. In that context, every teacher in the school must take personal responsibility for the teaching and correction of grammar in context during lessons.

Good interaction between students and teachers was observed. The students were encouraged to learn, in certain cases effective use of humour was also used.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

3.1 Management

Evidence was observed during the evaluation that senior management and teachers conscientiously address recommendations from subject inspections. Three subject inspections were carried out in the school in recent years, in Mathematics, Music and English. Overall, the findings of those evaluations were very positive. There were no recommendations arising from the subject inspections which were directly related to school management. Nevertheless, senior management ensures that the school community is informed of subject inspections and their outcomes. Teachers are given time to discuss and implement recommendations.

3.2 Learning and teaching

The recommendations regarding teaching and learning related mainly to giving formative feedback for homework, development of collaborative planning amongst teachers and the development of higher-order questioning in certain cases. Progress made in relation to the giving of formative feedback was observed, even though there was a little scope for improvement in a very limited number of cases. Significant work was carried out on the subject plans provided during evaluation and that work is commended, but aspects of planning can be improved further. Challenging, higher-order questioning featured in many of the lessons observed but students need to be further challenged in a minority of lessons.

3 THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY SCHOOL IMPROVEMENT

The school's self-evaluation (SSE) process is fully operational and is of very good quality. There was considerable preliminary preparation and ongoing discussion about the process among school management, including the board, and among the staff. There is commendable openness among management and staff in relation to the SSE process and to school improvement in general. During evaluation, it was observed that the capacity for school improvement is exemplary.

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 and school community welcome this positive affirming report on the inspection in Gaelcholáiste Reachrann in December 2016.

We are very happy and proud of the high standards being achieved in every aspect of school life and we are grateful that this excellent work taking place in the school has been recognised.

In addition, we are very grateful for the support and advice provided during the inspection. All the recommendations will be beneficial and will be fully and conscientiously implemented.

We would like to congratulate the students, staff and parents and guardians of the school and wish to express our heartfelt thanks for the loyalty and attachment they show to the school at all times and for their engagement in school improvement.

The school community of Gaelcholáiste Reachrann will continue to do all in its power to improve, promote and strengthen 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

All recommendations in the report will be fully and conscientiously implemented.

THE INSPECTORATE'S QUALITY CONTINUUM

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

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;