

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Gaelcholáiste Na Mara
Seoladh na scoile	Páirc Na bPiarsach Bóthar An Ghleanntáin An tInbhear Mór Co. Chill Mhantáin
Uimhir rolla	76106S

Dáta na cigireachta: 26-10-2016



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 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 an ábhar 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

Meastóireacht Scoile-Uile Bainistíocht, Ceannaireacht agus Foghlaim

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dátaí na Cigireachta	17,18,19 Deireadh Fómhair 2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinniú leis an mBord Bainistíochta• Cruinniú leis an bpríomhoide agus leis an leas-phríomhoide• Cruinnithe leis na príomhbhaill foirne• Cruinniú le hionadaithe tuismitheoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí, scoláirí agus múinteoirí• Agallamh le fócasghrúpa scoláirí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na scoláirí• Caidreamh le scoláirí• Aiseolas don fhoireann bhainistíochta sinsearaí, don bhord bainistíochta agus do mhúinteoirí

COMHTHÉACS NA SCOILE

Bunaíodh Gaelcholáiste na Mara i 2007 le 23 scoláire, faoi phátrúnacht Bhord Oideachais agus Oilíúna Chill Dara agus Chill Mhantáin, de bharr éileamh ó thuismitheoirí sa cheantar ar oideachas dara leibhéal trí mheán na Gaeilge dá bpáistí. Scoil chomhoideachais ilchreidmheach lánGhaeilge is ea í. Tá forbairt agus fás tagtha ar an scoil le blianta beaga anuas agus tá 205 scoláire ag freastal uirthi faoi láthair. Bronnadh aitheantas buan ar an scoil i 2012.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Tá caighdeán na bainistíochta agus na ceannaireachta sa scoil ag leibhéal an-mhaith.
- Tugann an príomhoide agus an príomhoide tánaisteach tacaíocht agus spreagadh do mhúinteoirí le bheith rannpháirteach i bhforbairt ghairmiúil leanúnach (FGL) d'fhonn oideachas ar ard-chaighdeán a chinntiú do scoláirí.
- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le sárchleachtas le feiceáil i gceachtanna áirithe ach scóip chun feabhais de dhíth i líon beag ceachtanna.
- Oibríonn na múinteoirí go dian chun deiseanna foghlama a cheapadh do scoláirí mar chuid den churaclam agus lasmuigh de, agus moltar an obair seo go mór de bharr go gcuirtear deiseanna foghlama luachmhara ar fáil do scoláirí.
- Tá a lán oibre déanta ar phleanáil forbartha scoile lena n-áirítear forbairt pholasaithe, plean feabhsúcháin scoile, pleanáil don athbhreithniú ar an tsraith shóisearach agus pleananna ábhar, ach tá forbairt áirithe de dhíth ar an bplean iomlán scoile agus na pleananna ábhair.
- Tá an bhainistíocht shinsearach an-tiomanta d'ionchais arda a leagan amach tríd an bpróiseas féinmheastóireacht scoile lena n-áirítear feabhsú litearthacht na Gaeilge, forbairt feasacht na foirne i leith litearthacht na Gaeilge agus feabhsú caighdeán Gaeilge na scoláirí, ach bhí scóip chun feabhais maidir le forbairt litearthacht na Gaeilge i gcásanna áirithe.

MOLTAÍ

- Moltar an plean scoile a iomlánú agus plean forbartha scoile a bheith san áireamh.
- Moltar cur le feasacht na foirne ar litearthacht na Gaeilge agus straitéisí litearthachta a aontú agus a chur i bhfeidhm trasna an churaclaim.

- Moltar na pleananna ábhair a fhorbairt agus iad a úsáid mar dhoiciméid oibre chun teagasc agus foghlaim a threorú.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT CHEANNAIREACHT AGUS BHAINISTÍOCHT NA SCOILE

1.1 Úinéireacht agus bainistíocht na scoile

Tá bord bainistíochta éifeachtach, atá thar a bheith tiománta do dhul chun cinn agus d'fhorbairt na scoile, i gceannas ar Ghaelcholáiste na Mara. Tá na baill bródúil as an méid atá bainte amach ag pobal na scoile ó chéadbhunaíodh í. Feidhmíonn an bord trí mheán na Gaeilge, deachleachtas a dhearbhaíonn tábhacht na teanga do phobal na scoile, idir scoláirí agus tuismitheoirí. Tugann an bord tacaíocht luachmhar don phríomhoide agus don fhoireann. Cinntíonn an príomhoide agus an bord go bhfuil na polasaithe cuí ar fáil. Tá obair luachmhar ar siúl go leanúnach maidir le polasaithe nua a dhréachtadh agus polasaithe reatha a athbhreithniú agus a uasdátú. Tá plean scoile ar fáil ach is gá é a iomlánú le cinntiú go bhfuil sonraí uile na scoile ann, idir cleachtais scoile, polasaithe agus plean forbartha don todhchaí. Cinntíonn an príomhoide agus an bord bainistíochta go bhfuil curaclam leathan ar fáil bunaithe ar acmhainní na scoile. Cuirtear gach tacaíocht ar fáil don fhoireann chun freastal ar réimse chúrsaí bainteach le forbairt ghairmiúil leanúnach.

Tá na príomhthosaíochtaí seo aitheanta ag an mbord bainistíochta d'fhorbairt agus do dhul chun cinn na scoile: suíomh agus foirgneamh buan, earcú scoláirí agus fás an ghaelcholáiste, na nascanna leis na gaelscoileanna friothálacha a chothú agus a dhaingniú, caighdeán Gaeilge na foirne agus na scoláirí a fheabhsú agus an rogha ábhar a leathnú de réir mar a fhásann an scoil.

Tá cumarsáid an-mhaith idir na páirtithe leasmhara a chuimsíonn pobal na scoile. Tá coiste na dtuismitheoirí gníomhach agus díograiseach. Déanann an coiste iarracht ócáidí sóisialta a eagrú a thógann pobal na scoile le chéile ó tharlaíonn sé go bhfuil abhantrach thar a bheith leathan ag Gaelcholáiste na Mara. Tá ról lárnach ag an gcoiste in eagrúchán oíche na ngairmeacha do scoláirí agus bréag-agallaimh. Ní chuirtear coiste na dtuismitheoirí ar an eolas faoi mheastóireachtaí sa scoil nó faoi thuairiscí a fhoilsítear ar shuíomh na Roinne. Is gá é seo a chur ina cheart. Bhí na tuismitheoirí a cuireadh faoi agallamh thar a bheith dearfach faoin soláthar oideachais a bhí ar fáil dá bpáistí. Léirigh na ceistneoirí a cuireadh ar tuismitheoirí le linn na meastóireachta leibhéal an-ard sástachta leis an scoil agus leis an gcúram a thugtar dá bpáistí.

1.2 Éifeachtacht na ceannaireachta don fhoghlaim

Tá éifeacht na ceannaireachta don fhoghlaim an-mhaith. Oibríonn an príomhoide nua-cheaptha agus an príomhoide tánaisteach go díograiseach mar fhoireann bhainistíochta shinsearach éifeachtach aontaithe. Tá rólanna ar leith leagtha amach do bhaill na foirne sinsearaí. Tá scileanna comhlántacha ag an bpríomhoide agus ag an bpríomhoide tánaisteach a chuireann ar a gcumas an scoil a réachtáil go cumasach, go tuisceannach agus go héifeachtach. Teastaíonn ón mbainistíocht shinsearach go mbeadh an eispéireas foglaima is fearr ar fáil do scoláirí na scoile agus déantar gach iarracht an ardchaighdeán sin a bhaint amach trí churaclam leathan a sholáthar agus trí thacaíocht leanúnach a chur ar fáil do scoláirí. Bíonn an príomhoide agus an príomhoide tánaisteach feiceálach timpeall na scoile agus tá teacht orthu go héasca más gá.

Tá an príomhoide nua oscailte agus tiomanta do bhuanú agus d'fhorbairt oideachais ar ardchaighdeán trí mheán na Gaeilge, fíís atá roinnte leis an bpríomhoide tánaisteach. Tá ionchais arda acu beirt do na scoláirí agus treoraíonn siad an fhoireann chun caighdeán arda a bhaint amach. Tá spiorad comhoibritheach oibre i measc na foirne agus léiríodh oscailteacht aigne d'fhorbairtí nua oideachais. Breathnaíodh go bhfuil cumarsáid mhaith idir na páirtithe leasmhara agus tá atmaisféar dearfach comhoibritheach le brath freisin. Bhí sé soiléir le linn na meastóireachta go bhfuil bainistíocht an-mhaith á déanamh ar scoláirí agus ba léir chomh maith go bhfuil córais éifeachtacha leagtha amach d'eagrúchán laethiúl na scoile.

Tá dhá phost dualgais speisialta ar fáil don scoil agus úsáidtear na poist seo chun réimse leathan oibre a chlúdach ar bhealach an-éifeachtach. Tá ról láidir bainistíochta luaite leis an dá phost seo agus beidh post mar phríomhoide cúnata le fógairt go luath. Rinneadh plé cuimsitheach ar na dualgais éagsúla i leith na bpost freagrachta i measc na foirne agus ba léir le linn na meastóireachta go raibh an dá phost ag freagairt do riachtanais na scoile. Tuairiscíodh go mbíonn cruinnithe rialta idir an bhainistíocht shinsearach agus an mheánbhainistíocht, mar dhea-chleachtas

Spreagann an bhainistíocht shinsearach an fhoireann teagaisc chun rannpháirtíocht a ghlacadh i gcúrsaí inseirbhíse agus cúrsaí iarchéime mar bhealach chun an teagasc agus an fhoghlaim a fheabhsú. Eagraíodh seachtain mhúineadh agus foghlama i 2015 agus tá tionscnamh r-phunann faoi lántseol do scoláirí na hIdirbhliana i mbliana. Tá roinnt ball foirne ag tabhairt faoi chúrsaí iarchéime agus múinteoir amháin ag i mbun cáilíochta mar mhúinteoir tacaíochta foghlama a bhaint amach faoi láthair. Aithnítear agus moltar an obair seo ar fad a chuirfidh le heispéireas foghlama na scoláirí sa ghearr agus sa bhfadthréimhse. Tá sé i gceist ag an bhfoireann roinnt oibre a dhéanamh ar phiarbhreathnadóireacht le linn na scoilbhliana 2016/17 agus arís cuirfidh an obair sin le caighdeán teagaisc agus foghlama a ardú tuilleadh.

Bunaíodh coiste na Gaeilge i 2012 chun clár imeachtaí a phleanáil agus a eagrú chun tacú le cur chun cinn na teanga. Cabhraíonn obair na múinteoirí ina leith seo go mór le háit na Gaeilge agus labhairt na teanga a dhaingniú agus a fhorbairt agus tá an obair le moladh. Tá a lán iarrachtaí fónata ar siúl chun an fhoireann a chumasú i réimse litearthacht na Gaeilge trí oiliúint foirne. Cé go moltar na hiarrachtaí seo go mór is gá tuilleadh oibre a dhéanamh ar an ngné fíorthábhachtach seo d'obair na scoile. Is gá do gach ball foirne freagracht a ghlacadh as straitéisí litearthacht na Gaeilge a chur i bhfeidhm trasna an churaclaim agus as forbairt na litearthachta i gcoitinne. Chuige seo, moltar go bpléifeadh an bhainistíocht shinsearach an cheist seo leis na múinteoirí d'fhonn teacht ar na slite is éifeachtaí chun an fhoireann a chumasú san obair seo.

Leagtar an-bhéim ar aistriú scoláirí ón mbunscoil chuig an iarbhunscoil. Eagraítear turas chun na Gaeltachta do lucht na céadbhliana ag tús na bliana agus tá scéim mheantóireachta i bhfeidhm le scoláirí níos sine chomh maith. Tugtar cabhair bhreise leis an nGaeilge dóibh siúd a thagann ó bhunscoileanna Béarla, deachleachtas a mholtar.

Tá múinteoirí ranga agus an leasphríomhoide freagrach as tréadchúram sa scoil. Tá comhairleoir treoirghairme ar fáil go páirtaimseartha don scoil a thugann tacaíocht don chóras tréadchúraim. Tuairiscíodh go bhfuil tacaíocht den scoth ar fáil do scoláirí agus léirigh torthaí ó na ceistneoirí a cuireadh ar scoláirí agus ar thuismitheoirí, le linn na meastóireachta, go bhfuil pobal na scoile muiníneach as an gcóras tréadchúraim. Tá an-aithne ag gach ball foirne ar gach uile scoláire agus tugtar aird ar riachantais agus ar fhobairt gach uile scoláire. Moltar coiste tréadchúraim a bhunú sa scoil ar bhonn foirmeálta. Moltar freisin tuismitheoirí, go háirithe tuismitheoirí nua, a chur ar an eolas faoin rogha cúrsaí Gaeilge agus Gaeltachta atá ar fáil sa samhradh, chun tacú le riachtanais foghlama na scoláirí go léir ach go háirithe dóibh siúd a mbeadh rochtain bhreise ar an teanga de dhíth orthu.

Tá curaclam leathan ar fáil do scoláirí. Déantar iarrachtaí fóna freastal ar riachtanais agus rogha ábhar don tsraith shinsearach. Cuirtear scoláirí bliain a cúig agus bliain a sé le chéile d'ábhair áirithe chun cabhrú le rogha níos leithne a sholáthar. Beidh sé ar chumas na bainistíochta deireadh a chur leis an gcleachtas seo de réir mar a fhasann líon na scoláirí.

Déantar iarrachtaí ionmholta soláthar treoirghairme and comhairleoireachta a chur ar fáil do scoláirí laistigh d'acmhainní teoranta.

Rinneadh obair fhóna sa scoil maidir le pleanáil do chur i bhfeidhm na sraithe sóisearaí nua agus tá an obair sin faoi lántseol. Rinneadh a lán oibre ar na pleananna ábhair le blianta beaga anuas agus moltar an obair seo. Is gá breis forbartha a dhéanamh ar chuid de na pleananna curaclaim le cinntiú go bhfuil siad leagtha amach ar bhealach comhtháite le mionsonraí faoi thopaicí agus téamaí, modhanna múinte, acmhainní teagaisc, úsáid theicneolaíocht faisnéise agus na cumarsáide (TFC) agus modhanna measúnaithe. Sa tslí seo is féidir na pleananna curaclaim a úsáid chun teagasc agus foghlaim a theorú.

Cuirtear réimse leathan imeachtaí eischuraclaim agus traschuraclaim ar fáil sa scoil. Luaigh na scoláirí le linn na meastóireachta go rabhadar an-sásta leis an gné seo dá gcuid oideachais agus go raibh an-mheas acu ar obair bhreise na múinteoirí sna réimsí seo. Bhí leibhéal an-ard sástachta i measc scoláirí agus tuismitheoirí, ar cuireadh agallamh orthu le linn na meastóireachta, faoin gclár Idirbhliana a chuirtear ar fáil sa scoil. Tá an clár ilghnéitheach agus tarraingteach agus cuirtear réimse leathan deiseanna eispéireas, taithí oibre agus ócáidí foghlama ar fáil.

Thug údaráis 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 foirgneamh na scoile compordach agus tarraingteach agus baintear an leas is fearr as na hacmhainní atá ar fáil ar an suíomh sealadach. Tá an scoil ag fás, áfach, agus níl sé i gceist go bhfanfar ar an suíomh reatha sa bhfadthréimhse. Cé go bhfuil timpeallacht foghlama agus oibre sásúil ar fáil tá an easpa spáis go háirithe mar a bhaineann sé le spás oifigí agus riaracháin le sonrú. Is scoil dhigiteach í Gaelcholáiste na Mara agus tá a lán infheistíochta déanta i dtreallamh teicneolaíocht faisnéise agus na cumarsáide (TFC). Baineann gach bliainghrúpa seachas an séú bliain úsáid as taibléid phearsanta chun tacú lena gcuid foghama. Baineadh úsáid an-éifeachtach astú i gcuid de na gceachtanna ach bhí scóip chun forbartha i gcásanna eile.

2. CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA

2.1 Cáilíocht an teagaisc agus na foghlama

Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le sárchleachtas le feiceáil i gceachtanna áirithe ach scóip chun feabhais de dhíth i líon beag ceachtanna.

Cuireadh spriocanna foghlama os comhair na scoláirí i gcás formhór na gceachtanna agus is dea-chleachtas é seo. I líon beag ceachtanna chuathas siar ar na spriocanna sin chun foghlaim a mheas agus is chóir an dea-chleachtas seo a leathnú chuig na ceachtanna go léir.

Bhí foghlaim ghníomhach lárnach mar mhodheolaíocht i bhformhór na gceachtanna a breathnaíodh agus bhí luas maith leis an bhfoghlaim ar an iomlán. Baineadh úsáid as obair bheirte, obair ghrúpa, ról-imirt agus obair thionscnaimh sna cásanna sin, cuir chuige a mholtar go mór. Bhí scóip chun feabhais sa réimse seo i mionlach an-bheag ceachtanna.

Baineadh úsáid éifeachtach as TFC i gceachtanna áirithe chun ábhar an cheachta a chur i gcomhthéacs agus chun tacú le foghlaim na scoláirí. Moltar an cur chuige seo. Baineadh úsáid éifeachtach as TFC i gcásanna áirithe chun obair bhaile a thabhairt agus a cheartú. Ba cheart do gach múinteoir áiseanna ar líne a lorg agus a úsáid chun scoláirí a spreagadh agus chun cur lena gcuid suime in ábhar an cheachta.

Bhí aird ar litearthacht na Gaeilge i líon beag ceachtanna, bhí sampla de fhíor dhea-chleachtas i mionlach ceachtanna agus moltar an dea-chleachtas seo a leathnú trasna an churacláim. Breathnaíodh dea-chleachtas nuair a díriodh aird na scoláirí ar eochairfhocail agus ar théarmaíocht cheart Ghaeilge. Cabhródh léitheoireacht bhreise sa Ghaeilge go mór le scileanna litearthachta na scoláirí a fheabhsú. Tá réimse leathan úrscéalta do dhéagóirí ar fáil anois agus ba cheart roinnt taighde a dhéanamh ar leabhair a d'oirfeadh do na scoláirí. Rinneadh tagairtí d'fhorbairt na huimhearthachta i gceachtanna áirithe freisin ach is gá an cleachtas seo a leathnú sna ceachtanna go léir de réir mar is cuí.

Bhí úsáid na Gaeilge mar theanga chumarsáide agus mar theanga mhúinte an-mhaith sna ceachtanna go léir agus timpeall na scoile ar fad. Moltar aird bhreise a dhíriú ar fhorbairt scileanna labharthachta na scoláirí sa trí theanga sa scoil: Gaeilge, Béarla agus Francís. Ba chóir úsáid a bhaint as athrá le cinntiú gur féidir le scoláirí focail agus frásaí nua a fhuaimniú i gceart. Is gá aird a thabhairt ar scileanna foghraíochta chun tacú le foghlaim na scoláirí agus chun tacú le sealbhú na Gaeilge. Ba cheart neart deiseanna cumarsáide, faoi stiúr an mhúinteora, a chruthú do scoláirí d'fhonn seans a thabhairt do mhúinteoirí gramadach a mhúineadh agus a mheas i gcomhthéacs.

Aithníodh i go leor ceachtanna go raibh gá le difreáil sa bhfoghlaim ach go háirithe do scoláirí a raibh foghlaim aird oird de dhíth orthu. Moltar go ndéanfaí plé ar an difreáil seo i measc na foirne, go gcuirfí an difreáil i bhfeidhm agus go mbeadh sé san áireamh i gcáipéisí pleanála na ranna ábhar.

Bhí caighdeán an mheasúnaithe sna ceachtanna idir sásúil agus an-mhaith ach tá scóip chun feabhais i mionlach de cheachtanna. Breathnaíodh roinnt straitéisí mheasúnú chun foghlama i gceachtanna áirithe agus moltar úsáid na straitéisí sin. Is gá monatóireacht níos cuimsithí a dhéanamh ar chóipleabhair scoláirí i gceachtanna áirithe d'fhonn a chinntiú go bhfuil múinteoirí ar an eolas faoi ghnéithe den obair ar gá feabhas a chur orthu.

3. FEIDHMIÚ MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE SIN

3.1 Bainistíocht

Rinneadh meastóireachtaí ar an nGaeilge, an Fhraincís, an Béarla agus ar an Idirbhliain le blianta beaga anuas. Cuirtear pobal na scoile ar fad geall leis ar an eolas faoi na meastóireachtaí. Bhí fianaise láidir ann le linn na meastóireachta go bpléitear na moltaí ó na tuairiscí agus go gcuirtear i bhfeidhm iad. Cuireadh na moltaí maidir le soláthar breise ar an tráthchlár don Bhéarla, plean gairmthreorach a chur ar fáil agus breis ama ag obair le heagraíochtaí carthannachta san Idirbhliain i bhfeidhm.

3.2 Foghlaim agus teagasc

Tuairiscíodh le linn na meastóireachta go ndearnadh plé ar na moltaí a bhain le teagasc agus foghlaim sa Bhéarla agus sa bhFraincís agus go bhfuil obair ar siúl ar bhonn leanúnach chun iad sin a chur i bhfeidhm. Luadh i dtuairiscí cigireachta freisin go mba chóir na pleananna ábhair a fhorbairt tuilleadh. Cuireadh pleananna ábhair ar fáil le linn na meastóireachta agus cé go moltar an obair a rinneadh orthu go dáta tá scóip chun forbartha sa réimse seo.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS ACMHAINN FEABHSAITHE NA SCOILE

Tá an scoil tar éis dul i ngleic ar bhonn ionmholta leis an bpróiseas féinmheastóireachta scoile. Rinneadh réamhullmhúchán cuimsitheach don phróiseas trí shuirbhéanna a chur ar scoláirí agus ar mhúinteoirí. Déantar plé leanúnach ar fhéinmheastóireacht scoile agus tá oscailteacht shoiléir i measc na bainistíochta agus na foirne don phróiseas agus don fheabhsú scoile. Ba cheart leagan ciorraithe den tuairisc scoile agus den phlean feabhsúcháin a chur ar fáil do phobal na scoile. Breathnaíodh le linn na meastóireachta go bhfuil acmhainn feabhsaithe na scoile ag leibhéal an-ard.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation, Management, Leadership and Learning

School name	Gaelcholáiste na Mara
School address	Páirc Na bPiarsach Bóthar An Ghleanntáin An tInbhear Mór Co. Chill Mhantáin
Roll number	76106S



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 of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

Whole-School Evaluation – Management, Leadership and Learning

INSPECTION ACTIVITIES DURING THIS INSPECTION

Dates of inspection	17,18,19 October 2016
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with board of management• Meetings with principal and deputy principal• Meetings with key staff• Meeting with parent representatives• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent, student and teacher questionnaires• Student focus-group interview• Observation of teaching and learning• Examination of students' work• Interaction with students• Feedback to senior management team, board of management and teachers

SCHOOL CONTEXT

Gaelcholáiste na Mara, under the patronage of the Kildare and Wicklow Education and Training Board, was established in 2007 with an enrolment of 23 students in response to demands from parents in the area to have second-level education through the medium of Irish available to their children. The school is a co-educational, multid denominational Irish-medium school. The school has developed and grown in recent years and 205 students are currently attending. The school was awarded permanent recognition in 2012.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of management and leadership in the school is very good.
- The principal and deputy principal support and encourage teachers to participate in continuing professional development (CPD) to ensure that students receive a high standard of education.
- The quality of teaching and learning was good overall with excellent practice observed in some lessons but scope for improvement required in a small number of lessons.
- The teachers work diligently to create learning opportunities for students as part of the curriculum and beyond that, and this work is highly commended as students are provided with valuable learning opportunities.
- A considerable amount of work has been carried out on school development planning including policy development, school improvement planning, planning for review of the junior cycle and subject planning, but some development of the overall school plan and of the subject plans is required.
- Senior management is very committed to the setting of high expectations through the school self-evaluation process which includes improving literacy standards in Irish, developing staff awareness of literacy in Irish and improving students' standards in Irish; however, there was, in some cases, scope for improvement of literacy development in Irish.

RECOMMENDATIONS

- It is recommended that the school plan be extended and that a school development plan be included.
- It is recommended that staff awareness of Irish literacy be extended and that a literacy strategy be agreed and implemented across the curriculum.
- It is recommended that the subject plans be developed and that they be used as working documents to further inform teaching and learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL MANAGEMENT AND LEADERSHIP

1.1. School ownership and management:

Gaelcholáiste na Mara has an effective board of management that is very committed to the school's progress and future. The members are proud of what has been achieved by the school community since the school was first established. The board functions through the medium of Irish, a good practice that confirms the importance of the language for the school community, including students and parents. The board provides valuable support to the principal and to the staff. The principal and the board ensure that the relevant policies are available. Valuable work is ongoing in relation to drafting new policies and updating and reviewing current policies. A school plan is available but it needs to be extended to ensure that it includes all school information, including school practices, policies and a future development plan. The principal and the board of management ensure that a broad curriculum is available based on the resources of the school. Every support is provided for the staff to attend a range of CPD courses.

The board of management has identified the following priorities for the school's progress and development: a permanent site and building, student recruitment and the growth of the gaelcholáiste, developing and consolidating links with feeder gaelscoileanna, improving the standard of Irish of the staff and students and expanding the subject choice as the school grows.

There is very good communication amongst the stakeholders that form the school community. The parents' committee is active and enthusiastic. The committee endeavours to organise social events that bring the school community together as Gaelcholáiste na Mara has a very wide catchment area. The committee has a key role in organising the careers' night and the mock-interviews for students. The parents' committee is not explicitly informed of evaluations or of the publication of reports. This should be addressed. Parents who were interviewed were very positive about the educational provision for their children. Questionnaires given to parents during the evaluation indicated a very high level of satisfaction with the school and with the care provided for their children.

1.2. Effectiveness of leadership for learning

The effectiveness of leadership for learning is very good. The newly appointed principal and the deputy principal work diligently as a united, effective senior management team. Specific roles are assigned to members of the senior management team. The principal and deputy principal have complementary

skills that enable them to run the school effectively, sensitively and efficiently. The senior management team aims to have the best learning experience available to the school's students and every effort is made to achieve this high standard by providing a broad curriculum and by providing ongoing support for students. The principal and deputy principal are visible around the school and they are readily accessible if required.

The new principal is open and committed to establishing and developing education of a very high standard through the medium of Irish, a vision that is shared with the deputy principal. They both have high expectations for the students and they guide the staff to achieve high standards. A cooperative spirit amongst the staff and openness towards new educational developments were observed. It was apparent that there was good communication between the stakeholders and a positive, cooperative atmosphere was also present. It was clear during the evaluation that students are being very well managed and it was also evident that effective systems are in place for the day to day organisation of the school.

The school has two special duties posts and these posts are used to cover a wide range of responsibilities very effectively. A strong management role pertains to both of these posts and a post as assistant principal will be advertised shortly. The staff discussed the various responsibilities pertaining to the special duties posts in detail and it was clear during the evaluation that both posts were responding to the school's needs. It was reported that there are meetings regularly between senior management and middle management which is very good practice.

Senior management encourages the teaching staff to participate in in-service courses and in postgraduate courses as a way of improving teaching and learning. A teaching and learning week was organised in 2015 and an e-folder project is underway for Transition Year students this year. Some staff members are engaged in post-graduate courses and one teacher is currently pursuing a qualification as a learning support teacher. All this work, that will enhance the short-term and long-term learning experiences of students, is acknowledged and commended. The staff intends to do some work on peer observation during the school year 2016/17 and this work will also assist in further raising the standards of teaching and learning.

An Irish committee (Coiste na Gaeilge) was established in 2012 to plan and organise a programme of events to support the promotion of the language. Teachers' work in this regard is highly effective in consolidating and developing the status of Irish and spoken Irish and such work is commendable. Many worthwhile efforts are in progress to facilitate staff literacy in Irish through staff training. Although such efforts are very commendable, more work is required on this very important aspect of the school's work. Every staff member needs to take responsibility for the implementation of literacy strategies for Irish across the curriculum and for the development of literacy in general. To this end, it is recommended that senior management discuss this matter with the teachers to agree the most effective means of enabling staff in this work.

Considerable emphasis is placed on student transfer from primary school to post-primary school. A trip to the Gaeltacht is organised for first-year students at the beginning of the year and a mentoring scheme with older students is also in place. Furthermore, additional support in Irish is given to those coming from English-medium primary schools, a good practice that is commended.

Class teachers and the deputy principal are responsible for pastoral care in the school. A part-time career guidance advisor that supports the pastoral care system is available for the school. It was reported that there is excellent support available to the students and the outcomes of questionnaires given to students and parents during the evaluation indicates that the school community has

confidence in the pastoral care system. All students are very well-known by all staff members and attention is given to the needs and development of each and every student. It is recommended that a pastoral care committee be established in the school on a more formal basis. It is also recommended that parents, particularly new parents, be informed of the range of Irish and Gaeltacht courses that are available in the summer to support the learning needs of all students but particularly for those who may need some additional exposure to the Irish language.

A broad curriculum is available to students. Every effort is made to cater for subject choices for students going into senior cycle. Fifth year and sixth-year students are combined for some subjects to assist in the provision of wider choice. As the number of students grow, management will be in a position to end this practice as soon as possible.

Commendable efforts are made to provide career guidance and counselling for students within limited resources.

Worthwhile work has been undertaken in the school regarding planning for the implementation of the new junior cycle and that work is well underway. Considerable work has been carried out on subject plans in recent years and this work is commended. Further development of some of the curricular schemes is required to ensure that they are outlined in an integrated manner and that they include details on topics and themes, teaching methods, teaching resources, the use of information and communication technologies (ICT) and assessment methods. In this way curricular plans can be used to guide teaching and learning.

A wide range of extra-curricular and cross-curricular activities are provided in the school. The students reported during the evaluation that they were very happy with this aspect of their education and that they had great respect for the teachers' additional work in this area. There was a very high level of satisfaction amongst students and parents, those interviewed during the evaluation, regarding the Transition Year programme provided in the school. The programme is varied and appealing and a wide range of opportunities for experiences, work practices and learning opportunities is provided.

Confirmation was provided 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 building is comfortable and appealing and the facilities available on the temporary site are used to best effect. The school is growing, however, and it is not intended that the school will remain long-term on the current site. Although the available learning and work environment is satisfactory, the shortage of space, particularly office and administrative space, is evident. Gaelcholáiste na Mara is a digital school and there has been considerable investment in information and communication technology (ICT) equipment. Every year group, apart from sixth year, uses personal tablets to support learning. These tables were very effectively used in some lessons but there was scope for development in others.

2. QUALITY OF TEACHING AND LEARNING

2.1. The quality of teaching and learning

The quality of teaching and learning was good overall with excellent practice observed in some lessons but scope for improvement required in a small number of lessons. Students were presented with learning intentions at the beginning of most lessons and this is good practice. In a small number of lessons these intentions were revisited to assess learning and this very good practice needs to be extended to all lessons.

Active learning was a key methodology in most of the lessons observed and the lessons were generally well-paced. Pair work, group work, role-play and project work were used in those instances, an approach that is strongly recommended. There was scope for improvement in this area in a very small number of lessons.

ICT was used effectively in some lessons to contextualise the content of the lesson and to support student learning. This approach is commendable. ICT was also used effectively in some cases to give and to correct homework. Every teacher should research and use online resources to encourage students and to increase their interest in the content of the lesson.

There was a focus on literacy in Irish in a small number of lessons, and it is recommended that this good practice be extended across the curriculum. Best practice was observed where students' attention was directed towards key words and correct terminology in Irish. Additional reading in Irish would greatly assist in improving students' literacy skills. There is a wide range of novels available now for teenagers and some research should be conducted on books that would be suitable for the students. References were made in some lessons to numeracy development but this practice needs to be extended to all lessons where practicable.

The use of Irish as a language of communication and as a teaching language was very good in all lessons and throughout the school. It is recommended that additional attention be paid to the development of students' oral language skills in the three languages of the school: Irish, English and French. Repetition should be used to ensure that students can pronounce new words and phrases properly. Attention needs to be given to phonetic skills to support student learning and to support the acquisition of Irish. Plenty of opportunities for communication, under the guidance of the teacher, should be provided for students to give teachers an opportunity to teach and assess grammar in context.

It was noted in some lessons that differentiation in learning was required, particularly for students that would have benefitted from higher-order learning. It is recommended that the staff discuss and implement differentiation strategies and that differentiation would be included in subject department planning documents.

The standard of assessment in lessons ranged between satisfactory and very good but there was scope for improvement in a minority of lessons. Some assessment for learning strategies were observed in certain lessons and the use of such strategies is recommended. More detailed monitoring of students' copybooks is required in some lessons to ensure that teachers are informed of the aspects of the work that need to be improved.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

3.1 Management

Evaluations were conducted in Irish, French, English and Transition Year in recent years. The school community, in the main, is informed of these evaluations. There was strong evidence during the evaluation that recommendations from evaluations are discussed and implemented. The recommendations in relation to further provision for English on the timetable, providing a plan for career guidance and additional time for work with voluntary organisations in Transition Year have been implemented.

3.3 Learning and teaching

It was reported during the evaluation that the recommendations pertaining to the teaching and learning of English and French were discussed and that work is occurring on an ongoing basis to implement them. It was also outlined in inspection reports that subject plans should be further developed. Subject plans were made available during the evaluation and, although the work that has been done to date is commendable, there is further scope for development in this area.

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

The school has engaged commendably with the school self-evaluation process. Comprehensive initial planning has taken place for the process by surveying students and teachers. School self-evaluation is discussed on an ongoing basis and there is a clear openness between management and staff for the process and for school improvement. An abbreviated version of the school report and of the school improvement plan should be made available to the school community. It was noted during the evaluation that the school's potential for improvement was at a very high level.

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 very good standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;