

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Scoil Chuimsitheach Chiaráin
Seoladh na scoile	An Cheathrú Rua Contae na Gaillimhe
Uimhir rolla	81012N

Dáta na cigireachta: 25-05-2017



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

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

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

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

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne na cigirí meastóireacht agus rinne siad tuairisciú faoi na 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.

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	25-05-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinniú leis an mBord Bainistíochta• Cruinniú leis an bpríomhoide agus leis an bpríomhoide tánaisteach• Cruinnithe leis na príomhbhaill foirne• Cruinniú le hionadaithe tuismitheoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí, scoláirí agus múinteoirí• Agallamh le fócasghrúpa scoláirí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na scoláirí• Caidreamh le scoláirí• Aiseolas don fhoireann bainistíochta shinsearach, don bhord bainistíochta agus do na múinteoirí

COMHTHÉACS NA SCOILE

Iar-bhunscoil chomhoideachais, lán-Ghaeilge í Scoil Chuimsitheach Chiaráin atá lonnaithe i Limistéar Pleanála Teanga na Ceathrún Rua; síneann abhantrach na scoile ó Ros an Mhíl go Ceantar na nOileán. Tagann formhór mór na scoláirí ó theaghlaigh ina bhfuil an Ghaeilge mar ghnáth-theanga sa bhaile acu agus tá céatadán an-ard de chainteoirí dúchais i measc bhaill foirne na scoile. Tá 297 scoláire ar an rolla don scoilbhliain reatha, figiúr atá a bheag nó a mhór mar a chéile le tamall de bhlianta.

Tá an scoil páirteach i bplean gníomhaíochta na Roinne Oideachais agus Scileanna um chuimsiú oideachais, Comhionannas Deiseanna sna Scoileanna a Sheachadadh (CDSS) ón mbliain 2005.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí ardchleachtais ann i leith na Gaeilge agus bhain ardchaighdeán leis na tacaíochtaí a chuirtear ar fáil do na scoláirí.
- Tá tús curtha leis an bpleanáil straitéiseach ach tá cáilíocht na ceannaireachta i leith na pleanála straitéisí ar bhonn na scoile uile measartha.
- Bhí an teagasc ar ardcháilíocht nó ar cháilíocht a bhí go maith in os cionn leath de na ceachtanna a breathnaíodh agus bhí na modheolaíochtaí a úsáideadh i mionlach suntasach eile idir measartha agus gan a bheith thar an leibhéal sásúil.
- Bhí eispéireas foghlama na scoláirí go maith nó go han-mhaith in os cionn leath de na ceachtanna; bhí scóip ann cur leis an rath ar an bhfoghlaim i líon suntasach eile.
- Tá dul chun cinn maith déanta i bhforfheidhmiú na moltaí a rinneadh sna tuairiscí cigireachta a eisíodh chuig an scoil go dáta ach amháin maidir le húsáid teicneolaíocht na faisnéise agus na cumarsáide (TFC) sa teagasc agus foghlaim.

- Baineann cáilíocht an-mhaith le próiseas na pleanála CDSS agus féinmheastóireachta scoile (FMS) ach tá gá le cur chuige comhtháite ar bhonn scoile uile.

MOLTAÍ

- Moltar go gceapfadh an bord bainistíochta plean straitéiseach ag teacht leis na treoirlínte FMS agus na struchtúir chuí a chinntiú chun an plean a chur i bhfeidhm faoi cheannaireacht réamhghníomhach na bainistíochta sinsearaí.
- Ní foláir don bhainistíocht shinsearach bealaí cumarsáide níos éifeachtaí a fhorbairt ag leibhéal na scoile uile le go mbeadh úinéireacht ag pobal na scoile ar fad ar an bplean agus le go mbeadh rath ar an bpróiseas straitéiseach pleanála.
- Is den riachtanas é forbairt a dhéanamh ar úsáid TFC i ngach gné de shaol na scoile.
- Is gá tuilleadh forbartha a dhéanamh ar an gcur chuige i leith na difreála, ar an bhfoghlaim chomhoibríoch agus ar chleachtais an mheasúnaithe chun foghlama.
- Tá scóip shuntasach ann forbairt a dhéanamh ar phleanáil chomhoibríoch na rannóg ábhair.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT CHEANNAIREACHT AGUS BHAINISTÍOCHT NA SCOILE

1.1 Úinéireacht agus bainistíocht na scoile

Tá an bord bainistíochta bunaithe mar is cuí. Tá réimse de shaineolas agus de scileanna tairbheacha ag baill an bhoird agus tá páirt glactha acu i gclár oiliúna dá ról. Tá naisc leanúnacha ag baill an bhoird leis an scoil agus tá an bord bródúil as an méid atá bainte amach i soláthar oideachais ó bunaíodh í. Tacaíonn an bord go maith leis an nGaeilge a choinneáil lárnach i ngnóthaí na scoile.

Tionóltar cruinnithe boird go rialta agus bhí dea-chuma ar imeachtaí an bhoird sna miontuairiscí, bhí freastal an-mhaith ar na cruinnithe agus bhí riar an bhoird go maith. Cuirtear tuairisc ó bhéal ar fáil faoi imeachtaí na gcruinnithe boird don fhoireann teagaisc agus do na tuismitheoirí. Chun comhpháirtíocht na bpáirtithe i riar na scoile a fheabhsú, moltar tuairisc chomhaontaithe ar imeachtaí na gcruinnithe boird a chlárú ag deireadh gach cruinnithe agus leagan clóite den mhéid seo a scaipeadh ar an bhfoireann teagaisc agus ar ionadaithe na dtuismitheoirí. Soláthraíonn an príomhoide tuairisc ar fheidhmiú na scoile don bhord ach tá gá le tuairisc níos iomláine le cinntiú go bhfuil sonraí ann faoin bpleanáil CDSS, FMS, polasaithe agus réimsí forbartha fiúntacha eile.

Tá na polasaithe riachtanacha ann ach tá dáta 2008 luaite le haon trian díobh. Tosaíodh ar an gcód iompair a athbhreithniú i 2015 ach níl an obair seo tagtha chun críche go fóill, rud a fhágann nach bhfuil ach líon beag polasaithe glactha ag an mbord reatha. Ní mór na heasnamh seo a leigheas agus córas athbhreithnithe tráthrialta a bheith ann do na polasaithe lena chinntiú go bhfuil siad ar fad cothrom le dáta. Ba chóir don bhord socruithe a dhéanamh chun an polasaí Gaeilge a athbhreithniú

mar ábhar tosaíochta. Moltar chomh maith, coiste na dtuismitheoirí agus comhairle na scoláirí a bheith níos lárnaí san obair ar pholasaithe.

Tá príomhthosaíochtaí ginearálta aitheanta ag an mbord bainistíochta; aonad speisialta oideachais a fhorbairt, cur chun cinn na Gaeilge agus na pleanála scoile. Ba cheart don bhord, i gcomhairle leis na páirtithe leasmhara, na tosaíochtaí seo a phlé chun plean comhtháite scoile a fhorbairt. Chabhródh sé seo chun spriocanna forbartha an bhoird dá théarma oifige a shoiléiriú. Moltar an phleanáil CDSS agus FMS agus clár feabhsúcháin i gcúrsaí teagaisc agus foghlama a bheith luaite go sonrach mar thosaíochtaí sa phlean seo.

B'fhiú ball foirne a bheith ainmnithe ar mheitheal oibre do gach tosaíocht ionas go mbeidh tuiscint chomhroinnte agus cur chuige aontaithe i measc na foirne uile. Níor mhór spriocanna cinnte, gníomhaíochtaí aitheanta, agus fráma ama chun aghaidh a thabhairt ar an bpróiseas straitéiseach seo. Bheadh sé inmhianaithe tuairisc chuimsitheach rialta ar dhul chun cinn an phlean ghníomhaíochta a bheith ar chlár chruinnithe na gcomhpháirtithe difriúla.

Tugann coiste na dtuismitheoirí tacaíocht ghníomhach don scoil. Tá sé le moladh go bhfuil lámhleabhar maith do thuismitheoirí forbartha ag an scoil i gcomhairle leis na tuismitheoirí. Léirigh na ceistneoirí a cuireadh ar thuismitheoirí le linn na meastóireachta leibhéal ard sástachta leis an scoil agus leis an gcúram a thugtar dá bpáistí. Áiríodh sna ceistneoirí céanna go raibh gá na bealaí cumarsáide idir an coiste agus pobal iomlán na dtuismitheoirí a fhorbairt tuilleadh. Chabhródh suíomh idirlín, atá á fhorbairt ag an scoil le tamall, le cúrsaí cumarsáide i measc phobal na scoile.

Tá comhairle na scoláirí ionadaíoch ar na bliainghrúpaí ar fad agus tá nascmhúinteoir réamhghníomhach mar chuidiú leo. Is dea-theist ar cheannródaíocht na scoláirí na tionscnaimh fiúntacha atá bainte amach acu thar na blianta.. Tá scóip ann ról na scoláirí i gcur chun cinn na Gaeilge a neartú agus b'fhiú tacaíocht a sholáthar chun roinnt de mholtaí na scoláirí féin ón suirbhé ar an nGaeilge a rinneadh i Nollaig 2016 a bhaint amach. Bheadh sé inmhianaithe go ndéanfaidh an bord cruinníú a thionól le coiste na dtuismitheoirí agus comhairle na scoláirí uair in aghaidh na scoilbhliana chun tosaíochtaí ábhartha a phlé.

1.2 Éifeachtacht na ceannaireachta don fhoghlaim

Tá trí bliana ann ó ceapadh an fhoireann bainistíochta shinsearach reatha; bhí an príomhoide ina phríomhoide tánaisteach ar feadh sé bliana roimhe seo. Léiríonn said tiomantas láidir don scoil agus oibríonn siad go dian dícheallach as lámha a chéile. Tá gá le díriú isteach níos mó ar cheannaireacht réamhghníomhach a sholáthar chun tosaíochtaí forbartha agus clár feabhsúcháin scoile uile a chur i bhfeidhm ar bhealach níos córasaí agus níos tráthúla.

Faoi láthair níl na struchtúir ann chun próiseas pleanála scoile uile a fheidhmiú sna réimsí is mó gá; pleanáil CDSS/FMS, dréachtú agus athbhreithniú polasaithe, clár feabhsúcháin i gcúrsaí teagaisc agus foghlama a chuimsíonn clár forbairt ghairmiúil leanúnach (FGL) don fhoireann uile mar aon le pleanáil do leasuithe agus tionscnaimh nua, mar shampla plean cúig bliana don Ghaeilge agus An Creat don tSraith Shóisearach. Níor mhiste róil na bainistíochta sinsearaí a shainaithint chun próiseas pleanála scoile uile a neadú, a fheidhmiú agus a athbhreithniú. Beidh gá le struchtúir níos fearr ar na córais phleanála agus feidhmithe áfach chun aghaidh a thabhairt ar na dúshláin seo.

Tá sé phost freagrachta príomhoide cúnata ag an scoil agus ocht bpost dualgas speisialta, leithroinnt a fhágann go bhfuil cúraim bhainistíochta ag leath de mhúinteoirí na scoile. Tá an leibhéal tarmiligin dualgais go maith i measc na bpríomhoidí cúnata a bhfuil cúraimí oide bliana orthu. Tionóltar cruinnithe

gach coicís idir na hoidí bliana agus an bhainistíocht shinsearach agus moltar na cinntí agus na moltaí a dhéantar ag na cruinnithe seo a thabhairt ar aghaidh ag cruinniú na foirne uile. Is dea-chleachtas é go bhfuil cúram CDSS/FMS mar chuid de sceideal na bpost.

Moltar athbhreithniú a dhéanamh ar na dualgais a bhaineann leis na poist fhreagrachta a dháileadh ar bhealach níos cothroime agus feidhm níos éifeachtaí a bhaint as acmhainn na bpost seo i bhforbairt na scoile ar bhealach inmharthana. Níor mhór cruinniú foirmeálta rialta a thionól idir an bhainistíocht shinsearach agus an fhoireann mheánbhainistíochta chun tógáil ar an gcaidreamh dearfach neamhfhoirmeálta atá ag feidhmiú i measc na foirne. Rinneadh roinnt de na post-shealbhóirí tuairisciú scríofa ar chomhlíonadh a bpost anuraidh agus cuireadh na tuairiscí faoi bhráid na bainistíochta sinsearaí. Ba cheart don bhainistíocht shinsearach tógáil ar an nósmaireacht seo chun an obair a thabhairt chun críche. Tá múinteoirí eile a ghabhann de chúraimí go deonach i mórán réimsí nach post-shealbhóirí iad agus moltar iad as a spiorad deonach.

Tá cáilíocht na cumarsáide idir an bhainistíocht shinsearach agus an fhoireann teagaisc sásúil. Déantar plé maith ar réimse leathan ábhar ag cruinnithe foirne a thionóltar go tráthrialta. Is den riachtanas é plé níos téagartha a dhéanamh ar mhíreanna den phlean CDSS/FMS, ar na gnéithe d'obair na scoile a bhaineann go sonrach leis an teagasc agus foghlaim, lena n-áirítear, pleanáil ábhair, anailís ar thorthaí scrúdaithe agus tuairiscí cigireachta. Ba cheart feidhmiú an phlean scoile a bheith mar mhír sheasta ar chlár chruinnithe foirne.

Is croíláidreacht de chuid na scoile an fhoireann teagaisc; tugadh aitheantas dá ndúthracht agus tiomantas i measc na bpáirtithe go léir. Tá tacaíochtaí maithe ann chun forbairt ghairmiúil leanúnach (FGL) na múinteoirí a éascú agus glacann múinteoirí páirt i gcúrsaí FGL seachtracha. Dá bharr seo, moltar struchtúr a cheapadh chun aiseolas ó chúrsaí seachtracha FGL a roinnt. Ní raibh taifead coinnithe ar na hábhair FGL a bhí clúdaithe ag leibhéal na foirne uile le cúpla bliain anuas, moltar é seo a chur ina cheart agus clár comhordaithe FGL a chur le chéile bunaithe ar anailís ar riachtanais na foirne. Tá naisc thairbhíúla forbartha idir an scoil agus Acadamh na hOllscolaíochta Gaeilge mar chuid de chlár cruinnis sa Ghaeilge do mhúinteoirí. Tá an scoil páirteach i scéim phiólótach don chomhmhúinteoireacht i gcomhpháirt leis an Seirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM). Tá an bhainistíocht shinsearach agus an fhoireann teagaisc le moladh as an dul chun cinn atá déanta an chomhmhúinteoireacht a chur chun cinn sa scoil. Tugadh suntas d'inniúlacht fhorhmór na múinteoirí ar labhairt agus scríobh na Gaeilge.

Bhí cáilíocht na bpleananna curaclaim sa réimse idir an-mhaith agus pleananna ar áiríodh níos mó laigí ná láidreachtaí orthu. I measc na samplaí den chleachtas ab fhearr bhí teimpléid chuimsitheacha forbartha, bhí nótaí machnaimh na múinteoirí le léamh, bhí anailís ar láidreachtaí, deiseanna, dúshláin agus bagairtí (LDDB), taifead ar chúrsaí inseirbhíse agus bhí straitéisí litearthachta forbartha in oiriúint do mhúineadh an ábhair, anailís an-mhaith ar thorthaí scrúduithe teistiméireachta agus plean gnímh leagtha amach. Ba cheart na nósanna imeachta seo a bheith mar ghnáthchleachtas i bpróiseas pleanála gach ábhair. Moltar don bhainistíocht shinsearach ról gníomhach a ghlacadh i bhforbairt na rannóg ábhair; chun eolas agus scileanna oideolaíochta a roinnt agus chun acmhainn gach ball foirne a chothú i leith na pleanála don teagasc agus don fhoghlaim.

Tá cáilíocht na dtacaíochtaí do scoláirí go han-mhaith agus feidhmíonn an fhoireann tréadchúraim go héifeachtach le tacaíochtaí maithe ó na hoidí bliana agus múinteoirí ranga. Faoi láthair, reáchtáiltear tionól do na bliainghrúpaí difriúla ar bhonn *ad hoc*; moltar an cleachtas seo a athbhreithniú agus tionól a eagrú go tréimhsiúil. Bhí dea-theist le fáil ar cháilíocht an chúraim a dhéantar do na scoláirí sna ceistneoirí. Tá an clár um Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) agus na modúil ar an Oideachas Caidrimh agus Gnéasachta (OCG) á gcur ar fáil ag teacht le rialacha na Roinne. Eagraítear tionscnaimh mhaithe meabhairshláinte sa scoil agus bíonn ról ag scoláirí san obair seo.

Bhí córas comhordaithe an-mhaith ann, thar réimse ábhar, chun freastal ar scoláirí a raibh riachtanais speisialta oideachais (RSO) acu. I measc na samplaí de chleachtas uileghabhálach an-mhaith atá in úsáid tá tástálacha agus atástálacha caighdeánaithe, pleananna oideachais don scoláire aonair á gcur i bhfeidhm, treoir sa tacaíocht foghlama agus acmhainne curtha ar an bhfoireann ar fad agus tá tús curtha leis an teagasc foirne mar chuid den phróiseas FMS. Ag teacht le dea-chleachtas, tá naisc fhiúntacha idir RSO agus Clár Scoile an Teastais Shóisearaigh (CSTS) agus an phleanáil CDSS/FMS. Bhí an cleachtas maidir le Treoir go maith agus tá naisc luachmhara cruthaithe le háisíneachtaí cuí.

Cuirtear curaclam leathan ar fáil do na scoláirí. Is clár éigeantach é an Idirbhliain a tugadh isteach i 2010. Bhí tuismitheoirí agus scoláirí araon thar a bheith dearfach faoina dtaithí ar an gclár agus is saibhre iad na naisc agus cáilíocht na cumarsáide atá idir an scoil agus na páirtithe leasmhara a bhuíochas ar chlár na hIdirbhliana. Léiríonn na múinteoirí dílseacht agus tiomantas nach beag don scoil agus do na scoláirí tríd an réimse imeachtaí eischuraclaim lena n-áirítear cúrsaí spóirt, ceoil, díospóireachta agus comórtais liteartha. Tá traidisiúin láidir ag an scoil sna réimsí seo ar fad agus tá cruthúnas ar leith ag foirne díospóireachta Gaeilge na scoile ag an leibhéal is airde i gcomórtas Gael Linn.

Tugadh deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanáí i mBunscoileanna agus in Iar-bhunscoileanna*, gan athrú nó leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanáí i mBunscoileanna agus in Iar-bhunscoileanna*.

1.3 Bainistíocht ar áiseanna

Tá caoi mhaith ar an scoil, timpeallacht na scoile agus formhór na seomraí. Tá timpeallacht foghlama spreagthach curtha ar fáil i mórán áiteanna agus moltar go háirithe mar a úsáidtear na foirgnimh chun tacú le scileanna litearthachta agus uimhearthachta. Tá coiste don Bhrat Glas bunaithe le déanaí agus moltar tabhairt faoin mbrat a ghnóthú.

Tá dáta 2008 luaite le polasaí TFC na scoile agus cé gur tháinig feidhmchláir ríomhaireachta néaiseirbhíse isteach le gairid, tá géarghá le polasaí agus plean TFC a fhorbairt chun dea-chleachtais agus nuálaíocht sa teagasc, san fhoghlaim agus i riar na scoile a chur chun cinn.

Tá sé bliana ann ó tugadh faoin ráiteas sláinte agus sábháilteachta a athbhreithniú. Moltar an ráiteas a uasdátú gan mhoill agus measúnú riosca a fhágáil ag múinteoirí a bhfuil seomraí ranga faoina gcúram.

2. CÁILÍOCHT AN TEAGAIS AGUS NA FOGHLAMA

2.1 Cáilíocht an teagais agus na foghlama

Áiríodh na teicnící teagais a bheith ar cháilíocht a bhí go maith nó go han-mhaith in os cionn leath de na ceachtanna. Bhí na modheolaíochtaí a úsáideadh sna ceachtanna eile idir measartha agus sásúil; an chuid ba mhó díobh sa raon sásúil. Ba í an Ghaeilge a bhí in úsáid do gach idirghníomhaíocht ranga sna ceachtanna ar fad agus Gaeilge amháin a bhí le léamh sa sampla randamach de na cóipleabhair a bailíodh i ngach aon ceacht.

Bhain caighdeán ard leis an bpleanáil agus ullmhúchán a bhí déanta do na ceachtanna ba bhisiúla. Leagadh amach spriocanna foghlama soiléire idirdhealaithe do na ceachtanna seo. Bhí luas cuí agus ábhair chúí réitithe do na ranganna a mhúscail suim na scoláirí agus a spreag rannpháirtíocht iontu de

réir a gcumais. Rinneadh na spriocanna foghlama a athchoimriú leis na scoláirí mar chlábhúsúr ag deireadh na gceachtanna seo.

Úsáideadh straitéisí maithe ceistiúcháin chun réamheolas a lorg, tacaíocht a thabhairt agus dul chun cinn a mheas. Baineadh leas tairbheach as cleachtas na difreála fad a bhí na scoláirí ag obair ar thascanna agus na múinteoirí ag feidhmiú mar éascaitheoirí foghlama sna ranganna ab fhearr.

Bhí eispéireas na foghlama go maith nó go han-mhaith in os cionn leath de na ceachtanna agus bhí ionchais arda ag na múinteoirí d'fhoghlaim na scoláirí. Ní raibh an rath céanna ar an bhfoghlaim i líon suntasach eile de na ceachtanna. I measc na ngnéithe a bhí le feabhsú bhí gá le gníomhaíochtaí foghlama a chruthú a choinneadh na scoláirí gníomhach ina gcuid foghlama féin, ceachtanna a bheith níos dúshlánaí do na foghlaimeoirí is inniúla. Níor mhiste struchtúr níos forásaí a bheith ar na ceachtanna agus straitéisí ceistiúcháin níos fearr a úsáid.

Bhí na scileanna bainistithe sa seomra ranga go maith i ngach ceacht a breathnaíodh. Ar an iomlán ní raibh drogall ar scoláirí ceisteanna a chur nó smaointe a roinnt. Bhí dea-atmaisféar i réim; bhí an-aithne ag gach ball foirne ar gach uile scoláire agus bhí caidreamh pearsanta an-mhaith idir na scoláirí agus an fhoireann. Baineadh úsáid mhaith as clár an tseomra ranga nó as acmhainní TFC a chuir le foghlaim na scoláirí i gcás leath de na ceachtanna. Tá scóip chun forbartha maidir le húsáid TFC i dteagasc agus foghlaim na n-ábhar ar fad sa scoil.

Bhí an-éagsúlacht ar cháilíocht an taifid a bhí déanta ag scoláirí ina ndialanna obair bhaile. Bheadh sé tairbheach d'fhoghlaim na scoláirí ionchais obair bhaile a phlé ag leibhéal na roinne ábhair agus ag leibhéal na scoile uile chun polasaí obair bhaile de chuid na scoile a chur i gcrích. B'fhiú freisin cur chuide scoile uile a aontú chun bainistiú níos fearr a dhéanamh ar na dialanna obair bhaile.

Rinneadh athbhreithniú ar shampla randamach de chóipleabhair agus obair na scoláirí. Bhí raon fíorleathan ar mhéid agus ar chaighdeán na hoibre a bhí le léamh iontu. Tugadh suntas do na heasnamh a bhí le feiceáil ar na modhanna a bhí ag roinnt mhaith scoláirí ord agus eagar a choinneáil ar thaifead a gcuid oibre. Níor mhór slat tomhais sách ard a bheith leagtha síos chun béim a chur ar chaighdeán oibre níos airde a bheith le léamh sna cóipleabhair chomh maith le bealaí chun bileoga oibre agus nótaí a stóráil. D'fhéadfaí ionchur ó na scoláirí a chur san áireamh chun critéir ratha a aontú.

Bhí béim chuí ar an litearthacht in os cionn leath de na ranganna agus bhí corrshampla de chleachtais mhaith i leith na huimhearthachta sna ceachtanna a breathnaíodh ach ní raibh aon straitéis faoi leith in úsáid ag na múinteoirí. Is gá monatóireacht níos éifeachtaí a dhéanamh ar úsáid na straitéisí sa seomra ranga chun na straitéisí litearthachta agus uimhearthachta atá aontaithe ag leibhéal na scoile uile mar chuid den phróiseas CDSS/FMS a chur i bhfeidhm.

Bhí an cleachtas ar mhonatóireacht a sholáthar ar obair na scoláirí sa raon idir míshásúil agus go maith. Bhí aiseolas forásach maith scríofa le léamh i gcás an bheagáin de na cóipleabhair a breathnaíodh. Is gá forbairt a dhéanamh ar úsáid an aiseolais fhorásaigh i ngach grúpa ranga chun cuidiú le feabhas a threorú, dul chun cinn a rianú agus obair atá go maith a dhearbhu. Déantar mar mholadh ginrearálta prionsabail agus cleachtais an mheasúnaithe chun foghlama a chur chun cinn sa scoil.

Bhí samplaí maithe den phiarmheasúnú le feiceáil i roinnt bheag ceachtanna. B'fhiú machnamh a dhéanamh ar an tairbhe a bhainfeadh le piarmheasúnú agus féinmheasúnú a chomhtháthú mar chuid d'eispéireas measúnaithe scoláirí na scoile uile.

3. FEIDHMIÚ MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE SIN

3.1 Bainistíocht

Tá na moltaí go léir ag leibhéal na bainistíochta curtha i gcrích ach amháin an moladh faoin bpróiseas pleanála ábhair a fhorbairt tuilleadh agus am a chur ar leataobh chun modheolaíocht agus acmhainní éifeachtacha a phlé agus plean gníomhaíochta a fhorbairt le spriocanna aontaithe.

3.2 Foghlaim agus teagasc

Tá dul chun cinn le sonrú i bhforfheidhmiú na moltaí a rinneadh sna ceithre thuairisc chigireachta a eisíodh chuig an scoil go dáta; tá scóip ann i gcónaí le forbairt a dhéanamh ar an gcur chuige i leith na difreála, ar réimse níos mó modhanna foghlama gníomhacha a úsáid agus réimse níos leithne teicnicí measúnú chun foghlama. Anuas ar sin, is den riachtanas é forbairt a dhéanamh ar úsáid TFC in eispéireas na scoláirí ar an teagasc agus ar an bhfoghlaim.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS ACMHAINN FEABHSAITHE NA SCOILE

Tá an scoil ag gabháil don phleanáil CDSS ó 2005 agus cuireadh tús leis an bpróiseas FMS in 2014. Bhí obair ar ardcháilíocht déanta i mbailiú agus anailísiú sonraí bonnlíne, i mbeartú spriocanna agus i roghnú straitéisí. Tá dul chun cinn déanta i mórán gach téama CDSS/FMS a bhuíochas ar an dea-obair atá ar bun ag grúpaí beaga faoi stiúir an chomhordaitheora. Níl próifíl scoile uile ag na tionscnaimh seo áfach, mar ba cheart. Níl pleananna feabhsúcháin scoile don litearthacht ná don uimhearthacht glactha ag an mbord ná foilsithe go fóill. Níl bealaí cumarsáide comhtháite forbartha faoin bpróiseas CDSS/FMS ag leibhéal an bhoird, ag leibhéal na bainistíochta ná i measc na foirne teagasc.

Tá sé de thoradh ar an gcliseadh seo ar an gcumarsáid nach raibh plean feabhsúcháin scoile á chur i gcrích ina raibh gach múinteoir agus gach roinn ábhair rannpháirteach. Tugadh suntas don easpa tuisceana agus cuntasachta i measc pháirtithe uile na scoile ar an bpróiseas CDSS/FMS. Moltar croíbhail foirne don phleanáil CDSS/FMS a cheapadh, faoi cheannaireacht na bainistíochta sinsearaí, le hionadaíocht ón Treoir, ó RSO, CSTS, CCS, scéim Teagmhála Baile, Scoile agus an Phobail agus na nascmhúinteoirí atá roghnaithe don litearthacht agus uimhearthacht. Níor mhiste cruinnithe foirmiúla den ghrúpa seo a thionól go tráthrialta chun dul i ngleic leis na heasnaimh lárnacha a ghabhann le pleanáil CDSS/FMS sa scoil. Beidh bealaí cumarsáide níos éifeachtaí le neadú ar fud na scoile chun tacú leis an gcur chuige seo don phleanáil CDSS/FMS.

Tá cumas an-mhaith i measc na foirne próiseas feabhsúcháin scoile a chur chun cinn ach iad a bheith cumasaithe é seo a bhaint amach faoi cheannaireacht chomhtháite na bainistíochta.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an Bord Bainistíochta agus pobal uile na scoile roimh thuairisc na cigireachta a tharla i Scoil Chuimsitheach Chiaráin i Mí Bealtaine 2017.

Ba mhaith linn tréaslú le scolairí, foireann agus tuismitheoirí/caomhnóirí na scoile agus buíochas ó chroí a ghabháil leo as ucht a ndílseachta agus a dtiomantas don scoil.

Táimid iontach sásta agus an-bhródúil as an ard-chaighdeán atá á bhaint amach againn sna réimsí seo a leanas:

- Cur chun cinn agus cothú na Gaeilge ag leibheál scoile, go hacadúil agus go sóisialta.
- An cúram agus an aire a chuirtear ar fail do dhaltáí tríd na naisc fhiúntacha atá forbartha laistigh den scoil.
- An rogha leathan ábhar agus an curaclam atá ar fail sa scoil agus clár na hidirbhliana a chothaíonn nasc luachmhar idir an timthriall sóisearach agus sinsearach.
- Dílseacht agus tiomantas na múinteoirí agus na bainistíochta do scoláirí na scoile.
- An dul chun cinn suntasach atá déanta i ngach réimse den chlár CDSS agus go háirithe na rátaí arda atá bainte amach i gcur chun cinn oideachasúil na scoláirí ó bhliain go bliain.
- An dea-atmaisféar atá idir an fhoireann agus na scoláirí a chothaíonn eispéiris foghlama dearfach don phobal scoile.

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

Déanfaidh an Bord Bainistíochta i gcomhairle le bainistíocht agus foireann na scoile machnamh ar na moltaí agus tabharfar aghaidh orthu go coinsiasach agus go críochnúil de réir a chéile.

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 an-mhaith 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	Lag ; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas atá suntasach

gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.

ag teastáil; deacrachtaí suntasacha ann

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

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

REPORT

School name	Scoil Chuimsitheach Chiaráin
School address	Carraroe County Galway
Roll number	81012N

Date of Evaluation: 25-05-2017



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:

5. Quality of school leadership and management
6. Quality of teaching and learning
7. Implementation of recommendations from previous evaluations
8. 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 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	25-05-2017
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 parents• 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

Scoil Chuimsitheach Chiaráin is a co-educational, all-Irish post-primary school located in the Carraroe Language Planning Area; the school catchment area extends from Rosaveal to Ceantar na n-Oileán. The majority of students come from homes where Irish is the language of the household and the school staff comprise a very high percentage of native Irish speakers. There are 297 students enrolled for the current school year, a number that has been consistent for several years.

The school is participating in the Department of Education and Skill's action planning process for inclusive education, Delivering Equality of Opportunity in Schools (DEIS), since 2005.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Excellent practices were in evidence in relation to Irish and the quality of supports provided for students were of a very high standard.
- A start has been made to whole-school strategic planning, however the quality of leadership in terms of whole-school strategic planning is fair.
- Teaching was of a very high quality or of a good quality in more than half the lessons observed and fair to weak methodologies were employed in the remaining lessons.
- Students' learning experience was good or very good in more than half the lessons; there was scope to increase the success in the learning experience in another significant number of lessons.
- Good progress has been achieved in implementing the recommendations made in previous inspection reports that have issued to the school.
- The quality of the planning process for DEIS and for school self-evaluation (SSE) is very good but there is a need to develop an integrated approach on a whole-school basis.

RECOMMENDATIONS

- It is recommended that the board of management devise a whole-school strategic plan in line with the SSE guidelines and ensures that the appropriate structures are in place to implement the plan under the proactive leadership of senior management.
- Senior management must create more effective means of communication at whole-school level in order that the whole school community has ownership of the plan so as to ensure that the strategic planning process is successful.
- It is essential that the use of information and communication technology (ICT) be developed in every aspect of school life.
- Further development is required in relation to the use of differentiated approaches, cooperative learning and in the practices of assessment for learning (AfL).
- There is significant scope for the development of cooperative planning at subject department level.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL MANAGEMENT AND LEADERSHIP

1.3 School ownership and management

The board of management is established as required. The members of the board have a range of beneficial expertise and skills and they have participated in a training programme for their roles. The members of the board have ongoing links with the school and the board is proud of what it has achieved in relation to educational provision provided by the school since it was established. The board provides good support for maintaining the centrality of Irish in all school matters.

Board meetings are regularly convened and the activities of the board were well presented in the minutes, the meetings were very well attended and board administration was good. Teaching staff and parents are given an oral report on the activities at board meetings. In order to improve partnership in the management of the school among all stakeholders, it is recommended that an agreed report on the board's activities be recorded at the end of each meeting and that a printed version of this be distributed to the teaching staff and to the parent representatives. The principal presents the board with a report of the functioning of the school but a more complete report is required to ensure that details are included about DEIS planning, SSE, policies and other significant areas of development.

All essential policies are in place but 2008 is the date cited on one third of them. The work on reviewing the code of behaviour began in 2015 but this work has not yet been completed, which means that the current board has only approved a small number of policies. These shortfalls need to be rectified and there needs to be a regular review system for policies to ensure that they are all up to date. The board should arrange to have the Irish policy reviewed as a matter of priority. It is also recommended that the parents' association (PA) and the student council (SC) be more centrally involved in policy work.

A number of general priorities have been identified by the board of management; to develop a special education unit, the development of Irish and school planning. The board should, in consultation with the stakeholders, discuss these priorities to develop a cohesive school plan. This would assist in clarifying the board's development objectives for its term of office. It is recommended that DEIS and SSE planning and an improvement plan for teaching and learning be explicitly mentioned as priorities in this plan.

It would be worth having a staff member named on a workgroup for each priority so there is a shared understanding and an agreed approach amongst all staff. Clear objectives, identified actions, and a timeframe are required to engage in this strategic process. It would also be desirable to have a regular comprehensive report on the progress in relation to this action planning progress on the agenda of meetings of the various parties.

The PA actively supports the school. It is commendable that the school has, in consultation with parents, developed a good handbook for parents. Questionnaires distributed during the evaluation indicate a high level of satisfaction among parents with the school and with the care provided for their children. Discussions during the evaluation as well as the parent questionnaires indicated that the methods of communication between the PA and the general parent body need to be further developed. A website, which the school has been developing for some time, would help communication among all school partners.

The SC is representative of all year groups and a proactive link teacher assists the council. The worthwhile projects that they have completed over the years is testament to the pioneering work of the students. There is scope to strengthen students' role in promoting Irish and it would be worth providing support to achieve some of the recommendations that the students themselves have proposed in the survey on Irish that occurred in December 2016. It would be desirable that the board convene an annual meeting with the PA and with the SC to discuss relevant priorities.

1.4 Effectiveness of leadership for learning

The current senior management team was appointed three years ago; the principal was a deputy principal for six years prior to that. Senior management demonstrate a strong commitment to the school and they work very diligently in a collaborative manner. There is a need to focus more on providing proactive leadership to implement development priorities and the whole-school improvement plan in a more systematic and timely way.

Structures are not currently in place to implement whole school planning processes in the areas of greatest need: DEIS/SSE planning, drafting and reviewing policies, an improvement plan for teaching and learning that includes a plan for continuous professional development (CPD) for all staff as well as planning for change and new initiatives, for example a five-year plan for Irish and the Junior Cycle Framework. The roles of senior management should be identified to embed, implement and review the whole school planning process. Improved structures in the planning and implementation systems will, however, be required to address these challenges.

The school has six assistant principal posts and eight special duties posts, an allocation that means half the teachers in the school have management responsibilities. The extent to which duties are delegated amongst the assistant principals who have responsibilities as year heads is good. Meetings are held every fortnight between the year heads and senior management and it recommended that the

decisions and recommendations from these meetings are brought forward to a full staff meeting. It is good practice that the responsibilities for DEIS and SSE planning form part of the post duties.

It is recommended that the duties attached to all posts of responsibilities be reviewed and distributed more evenly and that the resource of the posts be more effectively deployed to develop the school in a more sustainable way. A regular formal meeting of senior management and middle management should be convened to build on the positive informal interface that exists among staff at present. Some post-holders provided a written report of how they fulfilled their posts last year and the reports were submitted to senior management. It is recommended that a more systematic approach be developed to derive the most benefit from this reporting practice. Other teachers that are not post-holders voluntarily undertake responsibilities in many areas and this spirit of volunteerism is commended.

The quality of communication between senior management and the teaching staff is satisfactory. Good discussion takes place on a wide range of topics at staff meetings that are convened on a regular basis. It is essential that there be more robust discussion on sections of the DEIS/SSE plan, on aspects of the school work that pertain specifically to teaching and learning, including subject planning, on an analysis of examination results and inspection reports. The implementation of the school plan should be a permanent item on the agenda of staff meetings.

The teaching staff is a core strength of the school; all parties acknowledged their diligence and commitment. There are good supports to facilitate teachers' continuous professional development (CPD) and teachers participate in external CPD. Consequently, it is recommended that a structure be put in place to facilitate the sharing of feedback from external CPD. A record has not been maintained of the CPD themes covered at whole-staff level over the past few years. It is recommended that this be reviewed and that a co-ordinated CPD programme be compiled based on an analysis of staff needs. Valuable links have been developed between the school and Acadamh na hOllscolaíochta Gaeilge as part of language accuracy programme for teachers. The school is participating in a pilot initiative for team teaching in co-operation with the professional support services for teachers (PDST), both senior management and the teaching staff are commended for supporting and promoting this good practice in the school. The majority of teachers demonstrated a high level of competency in both spoken and written Irish.

The quality of curricular plans was in the range from very good to plans in which there were more weaknesses than strengths apparent. Examples of best practice included; comprehensively developed templates, teachers' reflective notes, an analysis of strengths, challenges, opportunities and threats (SCOT), a record of inservice courses and literacy strategies appropriate to the teaching of the subject had been developed. There was also good analysis of certificate examination results and an accompanying action plan was in evidence in some subject areas. Such practices should be the normal practice in the planning process for every subject. It is recommended that senior management take an active role in the development of the subject departments: to share pedagogical knowledge and skills and to develop each staff member's capacity in relation to planning for teaching and learning.

The quality of support for students is very good and the pastoral care team operates effectively with good supports from the year heads and class teachers. Assemblies for the various year groups are currently held on an *ad hoc* basis; it is recommended that this practice be reviewed and that assemblies be organised periodically. Positive feedback was in evidence in the student questionnaires in relation to the quality of care for students. The Social, Personal and Health Education Programme (SPHE) and the Relationships and Sexuality Education (RSE) modules are being provided in accordance with Department regulations. Good mental health initiatives are organised in the school and students have a role in this work.

A very good coordinated system was in place, across a range of subjects, to cater for students with special educational needs (SEN). Examples of very good inclusive practice included standardized testing and retesting, individual student education plans being implemented, guidance in learning support and resource provided for all staff and team teaching has begun as a strand of SSE process. In keeping with good practice, there are worthwhile links between SEN and the Junior Cycle Schools' Programme (JCSP) and the planning for DEIS/SSE. Guidance practice was good and valuable links have been created with the appropriate agencies.

A broad curriculum is made available to students. Transition Year (TY) is a compulsory programme that was first introduced in 2010. Both teachers and students were extremely positive about their experiences of the programme and the links and quality of communication between the school and the stakeholders is enriched because of TY. The teachers display a great loyalty and dedication to the school and to the students through the range of extra-curricular activities including sport, music, debating and literary competitions. The school has a long tradition in all these areas and the school's Irish debating teams have acquitted themselves to the highest level in the Gael Linn competitions.

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, the school environment and most classrooms, is well maintained. A stimulating learning environment has been created in many areas and the way in which the building is used to support literacy and numeracy skills is particularly commendable. A Green Flag committee has recently been established and the work that is required to achieve the flag is encouraged.

The school's ICT policy was compiled in 2008 and although a cloud services computer application has recently been introduced, there is an urgent need to develop an ICT policy and plan to promote good practices and innovation in teaching, learning and in school administration.

It is six years since the health and safety statement was reviewed. It is recommended that the statement be updated without delay and that risk assessment procedures be assigned to teachers who have responsibility for classrooms.

2. QUALITY OF LEARNING AND TEACHING

2.1 The quality of learning and teaching

Teaching techniques were considered to be of a good or very good standard in over half the lessons. The methodologies used in the other lessons were between fair and satisfactory; most were in the satisfactory range. Irish was the language used in all classroom interactions and in the random sample of copybooks that were gathered in each lesson.

High standards of both planning and preparation characterised the most successful lessons. Clear differentiated learning objectives had been outlined for these lessons. The lessons were well paced and good materials had been prepared for the classes and these triggered students' interest and prompted their participation relative to their abilities. The learning outcomes were summarised with students as a closure at the end of these lessons.

Good questioning strategies were employed to ascertain prior knowledge, to provide support and to assess progress. In the exemplary lessons differentiation was used effectively while students were working on tasks and teachers functioned as facilitators of learning.

The learning experience was good or very good, and teachers had high expectations for students learning, in over half the lessons. The same success did not apply to the learning in another significant number of the lessons. Amongst the issues that required improvement was a need to create learning activities that allow students to be active in their own learning, and lessons needed to be more challenging for the most competent students. A more developmental structure was required for the lessons and better questioning strategies need to be used.

Classroom management skills were good in every lesson observed. The students overall were not reluctant to ask questions or share opinions. A good atmosphere prevailed; each staff member knew every student well and there was a very good rapport between the students and the staff. In half of the lessons the board or ICT resources were used well to enhance students' learning. There is scope to develop ICT for teaching and learning in all subjects provided in the school.

The quality of what students had recorded in their homework diaries varied considerably. It would be helpful for students' learning if homework expectations were discussed at subject department level and at whole school level to establish a school homework policy. It would also be worth agreeing a whole school approach to better manage the homework diaries.

A random sample of copybooks and student work was reviewed. There was a wide range in the amount and the standard of work in evidence. The lack of organisational skills among some students to record their work in an orderly manner is an area that requires more attention from teachers. It is recommended that higher expectations be set for the maintaining of work in copybooks and for storing worksheets and notes. Input from students could be included when agreeing successful criteria.

There was an appropriate emphasis on literacy in over half the classes and there were occasional samples of good practices in numeracy in the lessons observed, however there was not adequate evidence of agreed whole-school strategies. More effective monitoring of the strategies used in classrooms is required to implement the literacy and numeracy strategies that have been agreed at whole school level as part of the DEIS/SSE process.

The practice of monitoring students' work ranged from unsatisfactory and good. In a small number of the copybooks that were observed good developmental feedback was apparent. The use of this developmental feedback needs to be used in every class group to assist in directing improvement, tracking progress and affirming good work. As a general recommendation; the principles and practices of assessment for learning should be promoted across the school.

Good examples of peer assessment were apparent in a small number of lessons. It would be worth reflecting on the value of integrating peer assessment and self-assessment as part of the assessment experience of students throughout the school.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

3.1 Management

All recommendations have been implemented except for the recommendation pertaining to the further development of the subject planning processes and to set aside time to discuss effective methodologies and resources and to develop an action plan that includes agreed objectives in all subject areas.

3.3 Learning and teaching

Progress was evident in relation to the implementation of recommendations made in the four inspection reports issued to the school to date; however there is scope to develop approaches to differentiation, to use a broader range of active learning methodologies and to incorporate into assessment a greater number of assessment for learning techniques. In addition, it is recommended that the use of ICT in the students' experience of teaching and learning be developed.

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

The school is engaged in DEIS planning since 2005 and the SSE process began in 2014. Work of a very high quality had occurred in collecting and analysing baseline data, in target-setting and in selecting strategies. Progress has been achieved in almost all of the DEIS/SSE themes due to the good work of a small group under the direction of the coordinator. These projects do not, however, have a whole school profile, as envisaged in DEIS/SSE planning. The board has not yet ratified or published school improvement plans (SIP) for literacy and numeracy. Integrated communication channels have not been developed in relation to the DEIS/SSE process at board level, at management level or amongst the teaching staff.

The lack of cohesive communication among school partners in relation to DEIS/SSE has resulted in SIPs not being implemented by all teachers and subject departments. The lack of understanding and accountability among all school parties regarding the DEIS/SSE process was significant. It is recommended that key staff members for DEIS/SSE be appointed, under the leadership of senior management, with representatives from Guidance, SEN, JCSP, CCS, the Home, School, Community Liaison scheme and the link teachers that have been selected for literacy and numeracy. Formal meetings of this group need to be convened regularly to address the key shortfalls pertaining to DEIS/SSE in the school. More effective means of communication need to be embedded throughout the school to support this approach to DEIS/SSE planning.

There is very good potential amongst the staff to progress a school improvement process if they are enabled to achieve this under the leadership of management.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board welcomes this inspection report which was conducted in Scoil Chuimsitheach Chiaráin in May 2017.

We would like to congratulate the students, staff, and parents/guardians of the school and to thank them most sincerely for their loyalty and hard work.

We are very satisfied and proud of the high standards which we are achieving in the following areas:

- The nurturing and promotion of the Irish language both academically and socially at school level.
- The care and support that is provided to students through the beneficial links that have been developed within the school.
- The broad range of subjects and curriculum that is provided and the TY programme that forges valuable links between senior and junior cycle.
- The loyalty and commitment of the teachers and management to the students of the school.
- The important progress that has been made in all areas of the DEIS programme, in particular the high rates of educational progression achieved by students each year.
- The good atmosphere between staff and students which supports a positive learning environment for the entire school community.

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

The board of management in consultation with management and staff of the school will reflect on the recommendations and over time will implement them in a conscientious and comprehensive manner.

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

THE INSPECTORATE'S QUALITY CONTINUUM

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