

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Pobalscoil Chorca Dhuibhne
Seoladh na scoile / School address	An Gróbh Daingean Uí Chúis Co. Chiarraí
Uimhir rolla / Roll number	915110

Dáta na Meastóireachta: 14-03-2019



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

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

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

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

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

Conas an tuairisc seo a léamh

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

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

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

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

COSAINN LEANAÍ

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

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

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

MEASTÓIREACHT SCOILE UILE – BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM

Dátaí na cigireachta	11, 12, 13-03-2019
Gníomhaíochtaí cigireachta a rinneadh: Cruinniú leis an mbord bainistíochta Cruinnithe leis an bpríomhoide agus príomhoide tánaisteach Cruinnithe le príomhbhaill foirne Athbhreithniú ar cháipéisí ábhartha Agallamh le fócasghrúpa scoláirí	Cruinniú le tuismitheoirí Anailís ar cheistneoirí ó thuismitheoirí, scoláirí agus múinteoirí Breathnú ar theagasc agus foghlaim Scrúdú ar obair na scoláirí Aiseolas don fhoireann bhainistíochta sinsearaí, bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Bunaíodh Pobalscoil Chorca Dhuibhne i 2007 mar thoradh ar chónascadh idir Meánscoil na mBráithre Críostaí agus Meánscoil na Toirbhirte i mBaile an Daingin. Pobalscoil chomhoideachais i gceantar Gaeltachta ina múintear na hábhair go léir trí mheán na Gaeilge is ea í le rollachán reatha de 380 scoláire. Bunaíodh an soláthar Droichead sa scoil i 2009 chun freastal ar chohórt áirithe scoláirí ar bheagán Gaeilge ar theacht chun na scoile dóibh. Tá an scoil cláraithe sa Scéim Aitheantais Scoileanna Gaeltachta. Soláthraítear raon leathan clár do phobal na scoile: an tSraith Shóisearach, an Idirbhliain atá roghnach, an Ardeistiméireacht bhunaithe, Gairmchlár na hArdeistiméireachta agus an Ardeistiméireacht Fheidhmeach. Tá Aonad Uathachais sa scoil freisin.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Tá cáilíocht na ceannaireachta agus na bainistíochta sa scoil go maith; tá tuiscint mhaith ag an mbord ar a chuid dualgas reachtúla, tá na baill tiomanta go hiomlán don scoil agus tugann siad tacaíocht luachmhar don bhainistíocht shinsearach.
- Feidhmíonn an bhainistíocht shinsearach mar fhoireann aontaithe éifeachtach a chothaíonn cultúr láidir do mhúinín, meas agus cuntasacht roinnte i measc na foirne agus na scoláirí araon, ach tá scóip chun forbartha ann maidir lena chinntiú go bhfuil poist freagrachta ag freagairt go hiomlán do riachtanais uile na scoile.
- Láidreacht shuntasach scoile is ea réimse na folláine; cuirtear raon leathan tacaí ar fáil do scoláirí le rogha inmholta deiseanna comhchuraclaim agus eischuraclaim san áireamh.
- Bhí cáilíocht foriomlán na foghlama agus an teagaisc go maith; Breathnaíodh cleachtas anéifeachtach i gcás formhór mór na gceachtanna, bhí roinnt eile ceachtanna ag leibhéal maith agus scóip chun feabhais i mionlach suntasach de cheachtanna.
- Tá fíís láidir ag an scoil ó thaobh oideachas Gaeltachta ar ardchaighdeán a chur ar fáil ach is réimse chun feabhais an phleanáil ag leibhéal scoile uile.
- Tá obair mhaith déanta ar ghnéithe éagsúla den fheabhsúchán scoile tríd an bpróiseas féinmheastóireacht scoile, ach tá scóip chun feabhais ann maidir le forbairt na litearthachta sa Ghaeilge ar bhonn scoile uile.

Moltaí

- Ba chóir don bhord agus don bhainistíocht shinsearach plean scoile a chur le chéile, ina bhfuil plean forbarthach mar chuid de, tar éis dul i gcomhairle le páirtithe leasmhara na scoile.
- Ba choir don scoil athbhreithniú ó bhonn a dhéanamh ar na poist freagrachta agus ar na dualgais a ghabhann leo chomh maith le hathbhreithniú ar obair na ngrúpaí oibre agus minicíocht na gcruinnithe i gcásanna áirithe.
- Ba chóir fócas ar leith a dhíriú ar fhorbairt litearthacht na Gaeilge lena n-áirítear saibhriú na Gaeilge, feasacht ar an ngramadach trasna na n-ábhar éagsúla, tuiscint agus feasacht ar thábhacht agus saíocht na canúna áitiúil i gcomhthéacs an Scéim Aitheantais Scoileanna Gaeltachta.

MIONCHINNTÍ AGUS MOLTAÍ 1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

Tá cáilíocht na ceannaireachta agus na bainistíochta sa scoil go maith.

Ceannaireacht ar fhoghlaim agus ar theagasc

Tá cáilíocht foriomlán na ceannaireachta ar fhoghlaim agus ar theagasc go maith. Tá ionchais arda ann d'fhoghlaim na scoláirí agus dá bhforbairt iomlánaíoch. Tá cultúr foghlama an-láidir cruthaithe sa scoil.

Freastalaítear ar bhealach éifeachtach ar riachtanais foghlama agus forbartha na scoláirí uile trí réimse leathan clár a sholáthar. Tá clár aistrithe scoile an-mhaith a mhaireann ocht seachtain ar fáil do dhaltáí rang a sé sa bhunscoil, a bhfuil sé i gceist acu freastal ar an scoil. Díríonn an clár seo ar riachtanais forbartha na ndaltaí bun scoile chomh maith le fócas ar leith ar a n-inniúlacht sa Ghaeilge os rud é go múintear na hábhair go léir trí Ghaeilge. Bíonn deis ag scoláirí sa chéad bhliain taithí a fháil ar réimse leathan d'ábhair roghnacha sula gcinneann siad ar na hábhair ar mian leo tabhairt fúthu sa tSraith Shóisearach. Tá súil ag an mbainistíocht shinsearach Clár Foghlama Leibhéal 2 a chur ar fáil do chohórt an-bheag scoláirí sa tSraith Shóisearach amach anseo.

Mar thoradh ar Shocrú Ardchúirte i 2009, tá soláthar ar leith sa scoil do scoláirí ar bheagán Gaeilge ar theacht chun na scoile dóibh. Cuirtear tástáil teanga ar na scoláirí ar fad roimh thús na scoilbhliana agus bunaithe ar thorthaí na tástála sin, déantar áit sa Droichead nó sa soláthar lánGhaeilge (SLG) a thairiscint dóibh tar éis plé agus cead roimhré óna dtuismitheoirí. Fanann scoláirí sa Droichead, áit a mbíonn an teagasc dátheangach agus in oiriúint do leibhéal teanga an scoláire, go dtí go bhfuil siad in ann don SLG. Uaireanta, tarlaíonn an t-aistriú ón Droichead chuig an SLG le linn na céad nó an dara bliana; uaireanta, fanann scoláirí go dtí deireadh na tríú bliana. Ní théann soláthar an Droichid thar an tsraith shóisearach. Cuirtear cabhair sa teanga ar fáil ar bhonn éilimh agus riachtanais indibhidiúil sa tsraith shinsearach. Moltar an obair atá ar siúl sa Droichead agus an comhordú tiomanta ón gcomhordaitheoir teanga a ceapadh ar bhonn páirtaimseartha mar chuid den Socrú Ardchúirte le cabhair ón Roinn Cultúir Oidhreacht agus Gaeltachta. Cé go dtugtar tuairisc don bhord bainistíochta ar scoláirí a bhogann ón Droichead go dtí an SLG, ní choimeádtar aon taifid rialta ar an ráta aistrithe chuig an SLG agus cé chomh tapa agus a tharlaíonn sé i gcás scoláirí éagsúla. Moltar go gcoimeádfái taifid ar na straitéisí éagsúla a úsáidtear chun scoláirí a chumasú sa teanga ar bhonn indibhidiúil agus tuairisc a scríobh ar an ráta aistrithe d'fhonn eolas a chur ar fáil don bhord, don bhainistíocht shinsearach agus don fhoireann. Moltar go mbeadh athbhreithniú ar dhul chun cinn scoláirí sa Droichead mar chuid den phróiseas feabhsúcháin scoile le spriocanna intomhaiste leagtha síos ar bhonn aonair ó thús na céad bhliana bunaithe ar shainriachtanais teanga gach scoláire.

Is láidreacht shuntasach scoile í an fócas ar fhorbairt iomlánaíoch gach scoláire agus an aird a thugtar ar cheisteanna folláine i gcoitinne. Tá clár tacaíochta scoile uile leagtha amach ag an gcoiste cúraim ina bhfuil réimse leathan gníomhartha don fholláine le tréimhsí ama cinnte agus baill foirne luaite leo. Tá séiplíneach páirtaimseartha ar fáil don scoil, socrú a thacaíonn go mór leis an bhfolláine. Soláthraítear na hábhair Oideachas Sóisialta Pearsanta agus Sláinte agus Oideachas Caidrimh agus Gnéasachta mar is cuí. Eagraítear sraith inmholta imeachtaí le linn na bliana le fócas ar leith ar an bhfolláine lena n-áirítear cuairteoirí, léachtanna agus seachtain frithbhulaíochta. Cuirtear tréimhse ranga sa tseachtain ar fáil do mhúinteoirí ranga chun monatóireacht a dhéanamh ar dhul chun cinn scoláirí. Moltar athstruchtúrú a dhéanamh ar an socrú seo agus an t-am a chur ar fáil don ábhar Folláine atá ag forbairt mar chuid den tSraith Shóisearach.

Bíonn soláthar do riachtanais speisialta oideachais faoi chúram chroífhoireann atá tiomanta do sholáthar tacaíochta foghlama ag an leibhéal is éifeachtaí do na scoláirí uile a bhfuil gá acu leis. Déantar freastal éifeachtach ar na scoláirí a bhfuil tacaíocht bhreise uathu agus déantar monatóireacht leanúnach ar a ndul chun cinn mar is cuí. Ní mór athbhreithniú a dhéanamh, áfach, ar an gcleachtas a bhaineann le ranganna beaga a chruthú do scoláirí áirithe sna croí ábhair. Moltar go dtabharfadh bainistíocht shinsearach na scoile faoin athbhreithniú seo mar ábhar práinne.

Is liosta le háireamh é an líon deiseanna a fhaigheann scoláirí a bheith páirteach in imeachtaí agus ócáidí traschuraclaim agus eischuraclaim a chuimsíonn réimsí na n-ealaíona agus na n-eolaíochtaí. Imrítear réimse leathan spóirt sa scoil agus tá traidisiún láidir ceoil inti. Leagtar béim inmholta ar rannpháirtíocht i réimse leathan comórtas agus gníomhaíochtaí a bhaineann go dlúth le cur chun cinn na Gaeilge. Bhí rath ar leith ar an rannpháirtíocht sin i mbliana de bharr obair na scoile sa Scéim Aitheantais Scoileanna Gaeltachta.

Tacaíonn an bord le deiseanna forbartha gairmiúla (FGL) do mhúinteoirí trí chabhair airgid a sholáthar dóibh siúd atá i mbun cúrsaí FGL atá bainteach le riachtanais na scoile. Glactar le moltaí ó mhúinteoirí maidir le hábhar agus aoichainteoirí do laethanta FGL foirne. Tá scóip chun feabhais ann, áfach, maidir le haithint riachtanais FGL na foirne i leith an oideachais Gaeltachta. Moltar athbhreithniú iomlán a dhéanamh ar riachtanais uile na foirne mar a bhaineann sé le réimse ceisteanna: foghlaim chomhtháite ábhar agus teanga (FCÁT), forbairt straitéisí difreáilte agus straitéisí don mheasúnú chun foghlama. Cé gur luaigh formhór mór na múinteoirí go dtugtar tacaíocht dóibh nuair a thosaíonn siad sa scoil, níl aon chóras meantóireachta foirmeálta ann. Moltar go gcuirfí córas foirmeálta i bhfeidhm chun tacú leo siúd atá ag múineadh trí mheán na Gaeilge, b'fhéidir don chéad uair. Tá réimse leathan cúrsaí agus tacaí ar fáil chun tacú leis an oideachas Gaeltachta agus moltar go gcuirfí an fhoireann ar an eolas ina leith.

Moltar bainistíocht na scoile as an teagmháil a dhéantar le hinstiúidí oiliúna múinteoirí agus as deiseanna traenála inscoile a chur ar fáil do mhúinteoirí faoi oiliúint.

An eagraíocht a bhainistiú

Déantar an scoil a bhainistiú go héifeachtach. Tá tuiscint mhaith ag an mbord ar a chuid dualgas reáchtála. Léirigh baill an bhoird an-suim agus tiomántas don scoil agus do dhul chun cinn na scoláirí. Léirigh an bord agus an bhainistíocht shinsearach cumas maith chun suíomhanna dúshlánacha a bhainistiú a chuimsíonn luachanna na scoile maidir le comhionannas agus cothromaíocht.

Déanann an bhainistíocht shinsearach bainistiú agus maoirsiú éifeachtach ar eagrúchán laethúil na scoile. Oibríonn siad go han-mhaith as lámha a chéile chun atmaisféar spreagúil, taitneamhach foghlama a chruthú agus a chothú. Tá róil chomhlántacha acu a chuireann ar a gcumas aird a dhíriú ar riachtanais uile na scoile. Ceapadh an príomhoide i mbliana agus tá sé i gceist ag an bpríomhoide agus ag an bpríomhoide tánaisteach am ar leith a chur ar leataobh don phleanáil fhadthréimhseach, cur chuige a chabhróidh leo díriú ar mholtaí na tuairisce seo i leith ceist na pleanála.

Tá líon ard postanna freagrachta ag an scoil le réimse leathan cúraimí agus ról i gceist. Faoi láthair, tá 6 phost Príomhoide Cúnta 1 ann agus 12 phost Príomhoide Cúnta 2. Ní dhearnadh aon athbhreithniú ar sceideal na bpost ó bunaíodh an scoil. Bhí fianaise áirithe ann le linn na meastóireachta nach bhfuil gach post ag freagairt go hiomlán do riachtanais na scoile agus nach raibh an leibhéal céanna freagrachta ag baint le poist áirithe atá ar chomhchéim. Moltar go ndéanfaí athbhreithniú iomlán ar na poist freagrachta agus ar na dualgais a ghabhann leo d'fhonn a chinntiú go bhfuil an leibhéal ceart freagrachta i gceist le haghaidh gach post le fócas géar ar riachtanais na scoile. Ba cheart, mar shampla, go mbeadh ceannaireacht ar fhoghlaim agus ar theagasc agus freagrachtaí i leith an Scéim Aitheantais Scoileanna Gaeltachta san áireamh sna freagrachtaí a ghabhann leis na poist amach anseo.

Ceannaireacht ar fhorbairt na scoile

Tá an cheannaireacht ar fhorbairt na scoile go maith i réimsí ar leith ach tá scóip chun forbartha ann.

Tá fíís láidir ag an mbord agus ag bainistíocht shinsearach do ról na scoile i dtacú le agus i bhforbairt a pobal Gaeltachta mar atá luaite ina ráiteas misin. Glacann pobal na scoile leis gur scoil Ghaeltachta í agus leagtar béim láidir ar mhúineadh trí mheán na Gaeilge. Tuigeann an bhainistíocht shinsearach agus an bord an tábhacht a bhaineann leis an nGaeilge a bheith mar theanga chumarsáide na scoile. Is dúshlán leanúnach é spreagadh na Gaeilge mar theanga chumarsáide. Aithnítear go bhfuil comhthéacs sotheangeolaíoch na scoile casta agus go bhfuiltear ag iarraidh freastal ar phobal uile an cheantair. Ní mór, áfach, díriú ar cheist na Gaeilge labhartha leis an bhfoireann agus leis na scoláirí. Moltar, úsáid a bhaint as an Scéim Aitheantais Scoileanna Gaeltachta agus na cáipéisí a ghabhann léi chomh maith leis an gcomhairle leanúnach atá á chur ar fáil ag an gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) chun dul i ngleic leis an dúshlán seo ar bhealach córasach. Is cinnte go bhfuil aird á díriú ar an gceist seo mar cheann de chritéir theanga bhunaithe na Scéime agus go bhfuil dul chun cinn áirithe déanta. Tá baill foirne áirithe aitheanta chun obair a dhéanamh ar an Scéim agus ar na critéir theanga bhunaithe a bhaint amach. Is cur chuige scoile uile, áfach, atá ag teastáil chun na critéir seo a chur i gcrích. Mar sin, is léir gur gá an fhoireann ina hiomláine a ghríosadh chun tabhairt faoin teanga a chur chun cinn ar bhonn scoile uile.

Tá obair mhaith déanta ar réimse polasaithe a fhorbairt don scoil, obair ina raibh ról lárnach ag an mbord agus de réir mar ba chúig ag coiste na dtuismitheoirí agus comhairle na scoláirí. Ní mór cuid de na polasaithe a thabhairt suas chun dáta agus moltar sceideal a leagan amach ina mbeidh deis ag an mbord tabhairt faoi na polasaithe a athbhreithniú agus a fhaomhadh thar thréimhse ama.

Cé go bhfuil eilimintí de phlean scoile ann lena n-áirítear polasaithe, ráiteas misin, cur chuige an Droichead agus cáipéisí eile nach iad, níl aon phlean scoile oifigiúil ann lena n-áirítear plean forbarthach. Moltar go gcuirfeadh an bord agus an bhainistíocht shinsearach plean scoile le chéile tar éis dul i gcomhairle leis an bhfoireann, le tuismitheoirí agus le scoláirí. Ba cheart go gcuimseodh an plean polasaithe uile na scoile maraon leis an ráiteas misin, plean straitéiseach d'fhorbairt na scoile, plean feabhsúcháin bunaithe ar an bpróiseas féinmheastóireacht scoile (FMS) lena n-áirítear láidreachtaí agus dúshláin agus an plean gníomhaíochta don Scéim Aitheantais Scoileanna Gaeltachta.

Cothaíonn an bhainistíocht shinsearach caidreamh an-chuiditheach le pobal uile na scoile. Bunaíodh an scoil mar scoil don phobal agus is cinnte go bhfuil an prionsabal sin neadaithe i ngach gné dá cuid oibre. Tá nasc ag an scoil leis na heagraíochtaí pobail agus stáit ar fud na leithinise d'fhonn áit na scoile sa phobal a dhaingniú. Tá cúpla tionscnamh ar siúl ag lucht na hIdirbhliana chun lámh cunta a thabhairt do dhaoine éagsúla sa phobal agus moltar an nasc sin. Is léir go gcuirtear raon leathan deiseanna agus eispéiris foghlama ar fáil le linn na hIdirbhliana. Glacann pobal na scoile páirt i réimse leathan féilte agus ócáidí áitiúla maraon le ról maidir le cúrsaí carthanachta.

Tá coiste tuismitheoirí ann atá gníomhach agus tacúil don scoil. Léirigh freagraí ó cheistneoirí ar thuismitheoirí leibhéal an-ard sástachta leis an soláthar oideachais agus an tslí ina bhfuil an scoil á bainistiú.

Coinnítear tailte na scoile agus na foirgnimh ag caighdeán an-ard. Tá timpeallacht taitneamhach foghlama cruthaithe sa bhfoirgneamh agus breathnaíodh samplaí d'obair scoláirí i ngnéithe éagsúla den oideachas eischuraclaim ar ardchaighdeán le linn na meastóireachta.

Acmhainn na ceannaireachta a fhorbairt

Tá cáilíocht maidir le hacmhainn na ceannaireachta a fhorbairt go maith. Aithnítear na hiarrachtaí fóna i leith na ceannaireachta dáilte sa scoil. Tugtar an iliomad deiseanna do mhúinteoirí chun tuairimí a nochtadh trí réimse leathan coistí. Tá suas le trí choiste déag ann a phléann raon cuimsitheach gnéithe de shaol na scoile. Cé go moltar raon na hoibre, tá scóip chun feabhais ann chun éifeacht na gcoistí a fhorbairt. Moltar athbhreithniú iomlán a dhéanamh ar réasúnaíocht na gcoistí agus minicíocht chuid de na cruinnithe le cinntiú go bhfuil an úsáid is éifeachtaí á baint as an am luachmhar a chuirtear ar fáil d'obair na gcoistí.

Léirítear meas sa scoil ar thuairimí scoláirí. Breathnaíodh fianaise láidir ina leith seo ó fhreagraí cheistneoirí na scoláirí agus ó na caidrimh mheasúla a bhí soiléir idir baill foirne agus scoláirí. Feidhmíonn comhairle na scoláirí go maith ar an iomlán cé go raibh moill i mbliana le tús a chur lena cuid oibre. Moltar a chinntiú go gcuirtear an chomhairle ar bun go luath sa scoilbhliain le clár agus córas oibre soiléir. Ba mhaith an rud é freisin deis a thabhairt do bhaill na comhairle cur i láthair a dhéanamh don bhord bainistíochta ar a cuid oibre uair sa bhliain.

Cruthaítear deiseanna do scoláirí ról ceannaireachta a ghlacadh i réimsí éagsúla oibre sa scoil, mar shampla córas meantóireachta idir lucht na céad bhliana agus scoláirí sa tsraith shinsearach. Eagraítear léitheoireacht bheirte agus cairde mata idir an chéad agus an dara bliain agus scoláirí sa chúigiú bliain. Tá coiste Gaeilge curtha le chéile le hionadaíocht ó na bliainghrúpaí go léir. Is cur chuige nua inmholta é seo ceangailte leis an Scéim Aitheantais Scoileanna Gaeltachta. Ní mór gach iarracht a dhéanamh ról na scoláirí i gcur chun cinn na teanga a fhorbairt agus a chothú chun tacú le hobair na múinteoirí agus le haidhm na scoile aitheantas a bhaint amach mar scoil Ghaeltachta.

2. CÁILÍOCHT AN TEAGAIS AGUS NA FOGHLAMA

Breathnaíodh 23 ceacht le linn na meastóireachta trasna na n-ábhar, na gclár agus Droichead. Bhí cáilíocht foriomlán na foghlama agus an teagaisc éifeachtach. Breathnaíodh cleachtas an-éifeachtach i gcás formhór mór na gceachtanna, bhí roinnt ceachtanna eile ag leibhéal maith agus scóip chun feabhais i mionlach suntasach de cheachtanna.

Torthaí agus Eispéiris na bhFoghlaimeoirí

Bhí eispéiris foghlama na scoláirí an-dearfach agus tairbheach ar an iomlán. Léirigh na múinteoirí suim sa teagasc agus ina gcuid ábhar féin. Cruthaíodh timpeallacht foghlama dearfach ina raibh scoláirí féinspreagtha agus díograiseach.

Bhain múinteoirí úsáid as réimse leathan modheolaíochtaí agus bhí na cuir chuige teagaisc go hanmhaith i dtromlach na gceachtanna. I bhformhór na gceachtanna, chruthaigh múinteoirí deiseanna foghlama a bhí comhoibríoch agus táirgiúil. Chinntigh sé seo go raibh luas maith leis an obair agus go raibh na scoláirí gafa agus rannpháirteach ina gcuid foghlama féin.

Rinne formhór na múinteoirí bainistiú oilte ar a gcuid ionchuir féin rud a chinntigh raibh guth na scoláirí i dtreis don chuid ba mhó. Bhí scoláirí sásta páirt a ghlacadh i ngníomhaíochtaí ceachta agus léirigh siad tuairimí dá gcuid féin.

Bhí úsáid na Gaeilge mar theanga chumarsáide an tseomra ranga go maith ar an iomlán. Bhain múinteoirí úsáid oilte as an nGaeilge mar theanga chumarsáide agus bainistíochta. Tugadh faoi deara gur Béarla a bhí le cloisteáil uaireanta ó mhionlach scoláirí le linn na gceachtanna. Ba cheart aghaidh a thabhairt ar an gceist seo.

Bhí múinteoirí eolach faoi riachtanais foghlama aonair na scoláirí agus chabhraigh siad leo dúshlán a shárú agus teacht ar réitigh faoi stiúr an mhúinteora. Cé gur ranganna ilchumais mheasctha a bhí i gceist go minic, ní raibh straitéisí difreáilte forbartha go leor i roinnt ceachtanna. Ba cheart plé ar bhonn scoile uile a dhéanamh ar straitéisí difreáilte a fhorbairt ionas go mbeadh an leibhéal cuí dúshlán ann do na scoláirí uile.

Baineadh úsáid as teicneolaíocht na faisnéise agus na cumarsáide (TFC) i roinnt mhaith ceachtanna. Léirigh torthaí na gceistneoirí ó na scoláirí go n-aontaíonn an tromlach go mbaintear úsáid rialta as TFC. Moltar tiomantas na múinteoirí d'úsáid na nuatheiceolaíochta. Bhí féidearthachtaí i gceachtanna áirithe, áfach, chun úsáid níos cruthaithí a bhaint aisti chun tacú leis an bhfoghlaim agus chun ábhar na gceachtanna a chur i gcomhthéacs comhaimseartha spéisiúil.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí cleachtas aonair agus comhchoiteann na múinteoirí ar cháilíocht an-mhaith san iomlán cé go raibh gnéithe le forbairt i gceachtanna ar leith.

Roinneadh intinní foghlama le scoláirí ag tús formhór mór na gceachtanna. Rineadh measúnú orthu seo le linn an ranga agus ag an deireadh sna ceachtanna b'éifeachtaí.

Bhain múinteoirí úsáid fhóna as straitéisí measúnaithe chun foghlama i dtromlach na gceachtanna. Thug múinteoirí aiseolas foirmitheach ó bhéal do scoláirí. Ní raibh aiseolas foirmitheach ach i líon beag cóipleabhar. Moltar go mbeadh cur chuige scoile uile ann maidir le haiseolas foirmitheach i scríbhinn a thabhairt sna cóipleabhair chun treoir shoiléir a thabhairt do scoláirí maidir le cáilíocht a gcuid oibre agus conas í a fheabhsú.

Rinneadh tagairtí do shealbhú téarmaíochta nua sa Ghaeilge i gcuid de na ceachtanna agus díriodh aird na scoláirí ar fhocail nua agus a gceart úsáide. Leagadh béim i líon bheag ceachtanna ar shaibhriú na teanga agus ar riachtanais na gcainteoirí dúchais Gaeilge. Bhí scóip chun forbartha ann, áfach, ar an iomlán mar a bhain sé le forbairt na litearthachta sa Ghaeilge i scríbhinn agus ó bhéal. Moltar go nglacfaidh gach múinteoir ról i leith fhorbairt litearthacht na Gaeilge agus feasacht ar chruinn úsáid na teanga. Cuimsíonn fócas ar fhorbairt litearthacht na Gaeilge: saibhriú na Gaeilge i scríbhinn agus ó bhéal, feasacht ar an ngramadach trasna na n-ábhar éagsula, tuiscint agus feasacht ar thábhacht agus saíocht na canúna áitiúil i gcomhthéacs na Scéime agus spreagadh scoláirí chun an chanúint áitiúil a úsáid.

Bhí cáilíocht na pleanála do cheachtanna agus do na hábhair go maith ar an iomlán. Ba léir go ndéanann múinteoirí pleanáil go comhoibrítheach. Tá scóip chun forbartha ann maidir le cuid de na pleananna ábhair agus moltar díriú ar an bpleanáil do chur i bhfeidhm na sonraíochtaí nua sna hábhair éagsula de réir mar a thugtar isteach sa churaclam iad.

Ar mhaithe leis na dea-chleachtais teagaisc a breathnaíodh i bhformhór mór na gceachtanna a roinnt tríd an scoil, moltar go gcuirfeadh an bhainistíocht deiseanna piarbhreathnóireachta agus buíontegaic ar fáil don fhoireann.

3. CUR i BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE

Ceannaireacht agus Bainistíocht

Ní raibh aon mholtaí sna tuairiscí meastóireachta a scríobhadh roimhe seo a bhain le ceannaireacht agus bainistíocht.

Teagasc agus Foghlaim

Rinneadh dul chun cinn maith maidir leis na moltaí a rinneadh i meastóireachtaí roimhe seo. Bhí modheolaíochtaí gníomhacha le feiceáil i gceachtanna le straitéisí maithe ceistiúcháin. Roinneadh na hintinní foghlama ag tús na gceachtanna agus chuathas siar orthu chun dul chun cinn na foghlama a mheas. Tá scóip chun forbartha ann mar a bhaineann sé le ceartú obair bhaile agus aiseolas foirmitheach i scríbhinn a thabhairt.

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

Tá cáilíocht an phróiseas féinmheastóireachta sa scoil go maith cé go bhfuil scóip chun forbartha ann. Tá acmhainn feabhsúcháin na scoile ag leibhéal an-ard.

Próiseas Féinmheastóireachta na Scoile (FMS)

Tá roinnt mhaith oibre déanta ag an bhfoireann ar phróiseas FMS. Cuireadh réimse leathan ceistneoirí ar scoláirí, ar mhúinteoirí agus ar thuismitheoirí chun láidreachtaí agus dúshláin a aithint agus pleanáil a dhéanamh ina leith. Cé gur breathnaíodh fócas ar an litearthacht agus uimhearthacht i gceachtanna áirithe, ní mór díriú ar na scileanna seo a neadú trasna na gceachtanna uile. Tá fócas i mbliana ar chleachtas aonair an mhúinteora agus ar ghnóthachtáil scoláirí. Tá obair fhóna ar siúl sa scoil mar chuid den Scéim Aitheantais Scoileanna Gaeltachta chun freastal ar leith a dhéanamh ar riachtanais teanga na gcainteoirí dúchais agus na bhfoghlaimseoirí araon. Cuirtear cabhair bhreise teanga ar fáil ina leith seo trí na huaireanta tacaíochta teanga don Ghaeilge atá ar fáil tríd an Scéim. Moltar an obair atá ar siúl faoi láthair agus an fócas ar ghnóthachtáil scoláirí sa teanga trí thástálacha éagsúla.

Cumas na Scoile d'Fheabhsúchán

Léirigh bainistíocht shinsearach na scoile agus na múinteoirí oscailteacht don phróiseas meastóireachta agus don fheabhsúchán scoile. Tá spéis ag pobal na scoile a bheith páirteach i dtionscnaimh agus tionscadail éagsúla nua. Glactar páirt i réimse leathan comórtas ar mhaithe le cumas agus dul chun cinn na scoláirí a aithint agus a fhorbairt.

Contanam Cáilíochta na Cigireachta

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

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann Bord Bainistíochta Phobalscoil Chorca Dhuibhne fáilte roimh thorthaí na tuairisce seo. Fáiltimid roimh an aitheantas go bhfeictear go bhfuil an tacaíocht d'ár scoláirí ag leibhéal an-mhaith anseo sa Phobalscoil. Táimid an-sásta gur bhraith an Chigireacht go bhfeidhmíonn an bhainistíocht shinsearach mar fhoireann aontaithe éifeachtach a chothaíonn cultúr láidir muiníne, measa agus cuntasachta roinnte i measc na foirne agus na scoláirí araon; gur láidreacht shuntasach scoile is ea réimse na folláine; gur chinn an Chigireacht go raibh an teagasc agus an fhoghlaim go maith; gur breathnaíodh cleachtas an-éifeachtach i gcás formhór na gceachtanna agus go bhfuil fíis láidir ag an scoil ó thaobh Oideachas Gaeltachta ar ardchaighdeán a chur ar fáil.

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

Glacann an Bord Bainistíochta le moltaí na tuairisce agus cinnteofar go gcuirfear na moltaí ar fad ón tuairisc i bhfeidhm go coinsiasach agus go críochnúil. Ó chuart na Cigireachta, tá tús curtha againn le cuid de na moltaí seo a chur i bhfeidhm. Ar an gcéad dul síos, táimid tosaithe ag déanamh athbhreithnithe ar na postanna freagrachta, ar sholáthar Riachtanais Speisialta Oideachais agus réasúnaíocht na gcoistí agus minicíocht cuid de na cruinnithe. Anuas air sin, táimid sásta béim a chur ar fhorbairt litearthacht na Gaeilge lena n-áirítear saibhriú na Gaeilge, feasacht ar an ngramadach trasna na n-ábhar éagsúla, tuiscint agus feasacht ar thábhacht agus saíocht na canúna áitiúla i gcomhthéacs na Scéime Aitheantais do Scoileanna Gaeltachta agus díriú ar labhairt na Gaeilge i measc na ndaltaí. Beidh deis ag múinteoirí na scoile cáilíocht TEG a bhaint amach sa scoilbhliain 2019/2020 chun an fhoireann ina hiomláine a ghríosadh chun tabhairt faoin teanga a chur chun cinn ar bhonn scoile uile.

Táimid chun tabhairt faoi phlean scoile chomh maith. Tá sé i gceist againn eilimintí den phlean scoile atá againn lena n-áirítear polasaithe, ráiteas misin, cur Chuige sa Droichead agus cáipéisí eile nach iad a tharraingt le chéile mar phlean scoile cuimsitheach ina mbeidh polasaithe uile na scoile mar aon leis an ráiteas misin, plean straitéiseach d'fhorbairt na scoile, plean feabhsúcháin bunaithe ar an bpróiseas féinmheastóireachta scoile (FMS) lena n-áirítear láidreachtaí agus dúshlán agus an plean gníomhaíochta don Scéim Aitheantais mar Scoil Ghaeltachta.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole-School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Pobalscoil Chorca Dhuibhne
Seoladh na scoile / School address	The Grove Dingle Co. Kerry
Uimhir rolla / Roll number	915110

Date of Evaluation: 04-03-2019



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

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

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

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

How to read this report

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

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

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

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

CHILD PROTECTION

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

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

The school met the requirements in relation to each of the checks above.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	11, 12, 13-03-2019
Inspection Activities undertaken: Meeting with the Board of Management Meetings with the principal and viceprincipal Meetings with key staff Review of relevant documentation Student focus-group interview	Meetings with parents Analysis of questionnaires from parents, students and teachers Observation of teaching and learning Examination of students' work Feedback to senior management team, board of management and teachers

School context

Pobalscoil Chorca Dhuibhne was established in 2007 as a result of the amalgamation of the Christian Brothers Secondary School and the Presentation Secondary School in Dingle. It is a co-educational community school in a Gaeltacht area where all subjects are taught through the medium of Irish, with a current enrolment of 380 students. The Droichead provision was established in the school in 2009 to cater for a certain cohort of students with little Irish on arrival at the school. The school is participating in the Gaeltacht School Recognition Scheme. A wide range of programmes is provided for the school community: Junior Cycle, an optional Transition Year, the established Leaving Certificate, the Leaving Certificate Vocational Programme and the Leaving Certificate Applied. There is an Autism Unit in the school also.

Summary of main findings and recommendations:

Findings

- The quality of leadership and management in the school is good; the board has a good understanding of its statutory duties, the members are fully committed to the school and provide valuable support to senior management.
- Senior management acts as a unified and effective team that fosters a strong culture of mutual trust, respect and accountability among both staff and students, but there is scope for development in ensuring that posts of responsibility respond fully to the needs of the school.
- Well-being is a significant school strength; a wide range of support is provided for students, including a commendable choice of co-curricular and extra-curricular opportunities.
- The overall quality of learning and teaching is good. Highly effective practice was observed in the majority of lessons, others were at a good level and there was scope for improvement in a significant minority of lessons.
- The school has a strong vision regarding the provision of a high quality Gaeltacht education but there is scope for improvement in whole-school planning.
- Good work has been done on various aspects of school improvement through the school selfevaluation process, but there is scope for improvement in the development of literacy in Irish on a whole-school basis.

Recommendations

- The board and senior management should draw up a school plan, which includes a development plan, following consultation with the school's stakeholders.
- The school should conduct a thorough review of posts of responsibility and the duties associated with them as well as a review of the remit of the working groups and the frequency of meetings in certain cases.
- Particular focus should be placed on the development of Irish literacy including the enrichment of the Irish language, awareness of grammar across the various subjects, understanding and awareness of the importance and culture of the local dialect in the context of the Gaeltacht School Recognition Scheme.

DETAILED FINDINGS AND RECOMMENDATIONS 1. THE QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

The quality of leadership and management in the school is good.

Leadership of teaching and learning

The overall quality of leadership in learning and teaching is good. There are high expectations for students' learning and for their holistic development. A very strong learning culture has been created in the school.

The learning and development needs of all students are met effectively by providing a wide range of programmes. A very good eight-week school transfer programme is organised for pupils in sixth class in primary school, who plan to attend the school. This programme focuses on the developmental needs of primary school pupils as well as placing a particular focus on their competence in Irish, as all subjects are taught through Irish. First-year students have the opportunity to experience a wide range of optional subjects before deciding on the subjects they wish to undertake at Junior Cycle. Senior management hopes to provide a Level 2 Learning Programme for a very small cohort of students in the Junior Cycle in the future.

As a result of a High Court settlement in 2009, there is specific provision in the school for students who have very little Irish when they come to the school. All students are given a language test before the start of the school year and based on the results of that test, a place in Droichead or Irish-medium provision (SLG) is offered to them following discussion with and prior permission from their parents. Students stay in Droichead, where the teaching is bilingual and appropriate to the language level of the student, until they are able to attend the SLG. Sometimes, the transfer from Droichead to SLG takes place during the first or second year; sometimes, students stay until the end of the third year. Provision in Droichead does not extend beyond the junior cycle. In senior cycle, language assistance is provided on the basis of demand and individual need. The work that is completed in Droichead and the dedicated co-ordination of the language co-ordinator, appointed on a part-time basis as part of the high-court settlement, with the assistance of the Department of Culture Heritage and the Gaeltacht is commendable. While the movement of students from Droichead to SLG is reported to the board of management, no regular records are kept of the rate of transfer to SLG and how quickly it occurs for different students. It is recommended that records are kept on the various strategies used to develop students' proficiency in the language on an individual basis and that a report is compiled on the rate of transfer in order to provide information to the board, senior management and staff. It is recommended that a review of students' progress in Droichead be included as part of the school

improvement process, with measurable targets set on an individual basis from the beginning of first year, based on the specific language needs of each student.

The focus on the holistic development of each student and the attention given to the issue of general well-being are significant strengths of the school. The care committee has set out a whole-school support programme with a wide range of activities for well-being with definite time periods and staff members designated to each. A part-time chaplain is available to the school, an arrangement which significantly supports well-being. There is appropriate subject provision for Social, Personal and Health Education and Relationships and Sexuality Education. A commendable series of events is organised throughout the year with a particular focus placed on well-being including visitors, lectures and an anti-bullying week. A class period per week is provided for class teachers to monitor students' progress. It is recommended that this arrangement be restructured and that time be allocated to the development of Well-being as a subject within the Framework for Junior Cycle.

Special educational needs provision is under the care of a core team which is committed to providing learning supports at the most effective level for all students who are in need of them. Students who need additional support are well looked after and their progress is monitored regularly as appropriate. However, review of the current practice of creating small classes in core subjects for some students is needed. It is recommended that school management carries out this review as a matter of urgency.

The list of opportunities provided for students to participate in cross-curricular and extracurricular events in the arts and sciences, is noteworthy. A wide range of sports is played in the school and it has a strong musical tradition. Commendable emphasis is placed on participation in a wide range of competitions and activities that are closely related to the promotion of Irish. Such participation was particularly successful this year as a result of the school's work in the Gaeltacht School Recognition Scheme.

The board supports teachers' professional development (CPD) opportunities by providing financial assistance to those engaged in CPD related courses concerning the needs of the school. Recommendations from teachers regarding content and guest speakers for staff CPD days are accepted. However, there is scope for improvement in the identification of the CPD needs of staff in relation to Gaeltacht education. It is recommended that a full review be undertaken of all staff requirements as it relates to a range of issues: content and language integrated learning (CLIL), the development of differentiated strategies and assessment for learning strategies. While the vast majority of teachers stated that they are given support on appointment to the school, there is no formal mentoring system in place. It is recommended that a formal system be put in place to support those teaching through the medium of Irish, perhaps for the first time. A wide range of courses and supports are available to support Gaeltacht education and it is recommended that staff be made aware of this.

School management is commended for liaising with teacher-training bodies and providing inschool training opportunities for student teachers.

Managing the organization

The school is managed effectively. The board has a good understanding of its statutory duties. The board members expressed considerable interest in and commitment to the school and to the progress of the students. The board and senior management demonstrated that it can manage challenging situations well in a manner that reflects the school's values of equality and fairness.

The day-to-day organisation of the school is managed and supervised effectively by senior management. They work very well full together to create and foster a stimulating and enjoyable learning atmosphere. They have complementary roles which enable them to focus on all the needs of

the school. The principal was appointed this year and it is the intention of the principal and deputy principal to set aside specific time for long-term planning, which will help them to focus on the recommendations of this report with regard to the issue of planning.

The school has a high number of posts of responsibility with a wide range of tasks and roles. There are currently six Assistant Principal 1 posts and twelve Assistant Principal 2 posts. No review has been undertaken of the schedule of posts since the school was established. There was some evidence during the evaluation that not all posts fully address the needs of the school and that other posts at the same level did not have the same level of responsibility. It is recommended that a full review of posts of responsibility and their associated duties be undertaken in order to ensure that the correct level of responsibility exists for each post with a specific focus on the needs of the school. Responsibilities for future posts should include, for example, leadership of learning and teaching and responsibilities for the Gaeltacht School Recognition Scheme.

Leadership of school development

Leadership of school development is good in specific areas but there is scope for development.

The board and senior management have a strong vision for the role of the school in supporting and developing its Gaeltacht community, as stated in its mission statement. The school community accepts that it is a Gaeltacht school and a strong emphasis is placed on teaching through the medium of Irish. Senior management and the board understand the importance of Irish being the language of communication in the school. The promotion of Irish as a language of communication is an ongoing challenge. It is recognised that the socio-linguistic context of the school is complex and that it seeks to serve the whole community in the area. However, the issue of spoken Irish must be addressed with staff and students. It is recommended that the Gaeltacht School Recognition Scheme and its accompanying documentation be used, as well as the ongoing advice provided by An Chomhairle um Oideachas Gaeltachta and Gaelscolaíochta (COGG), to address this challenge in a systematic manner. There is no doubt that this issue is being addressed as one of the Scheme's fundamental language criteria and that some progress has been made. Certain members of staff have been identified to work on the Scheme and to address language-based criteria. However, a whole-school approach is required to meet these criteria. Accordingly, all staff should be encouraged to promote the language on a whole-school basis.

Good work has been completed on the development of a range of policies for the school, work in which the board played a pivotal role, in consultation with the parents' association and the student council as appropriate. Some policies need to be updated and a schedule should be set out which gives the board the opportunity to review and adopt policies periodically.

While elements of a school plan exist, including policies, a mission statement, the organisation of Droichead and other documents, there is no official school plan in place which includes a development plan. It is recommended that the board and senior management compile a school plan following consultation with staff, parents and pupils. The plan should address all school policies as well as the mission statement, a strategic plan for school development, an improvement plan based on the school self-evaluation process (SSE) including strengths and challenges and the action plan for the Gaeltacht School Recognition Scheme.

Senior management nurture a very constructive relationship with the whole-school community. The school was founded as a school for the community and that principle is embedded in all aspects of its work. The school has established links with community and state organisations throughout the peninsula in order to strengthen the school's position in the community. Those in Transition Year have a number of initiatives in place to assist various members of the community and this link is to be

commended. It is evident that a wide range of learning opportunities and experiences are provided during Transition Year. The school community participate in a wide range of festivals and local events as well as charity events.

There is an active parents' association which is active and supportive of the school. Responses to parent questionnaires showed a very high level of satisfaction with educational provision and with the way in which the school is managed.

The school grounds and buildings are maintained to a very high standard. A pleasant learning environment has been created in the building and some examples of pupils' work in extra-curricular educational activities, of a very high standard, were observed during the evaluation.

Capacity for leadership development

The quality of the capacity for leadership development is good. Worthwhile efforts regarding shared leadership were noted in the school. Teachers are given many opportunities to express their opinions through a wide range of committees. There are up to thirteen committees dealing with a comprehensive range of aspects of school life. Although the range of work is commendable, there is scope to develop the effectiveness of the committees. It is recommended that the rationale for the committees and the frequency of some meetings be thoroughly reviewed to ensure that the valuable time made available to committee work is maximised.

Students' opinions are respected in the school. There was strong evidence of this in students responses to questionnaires and in the respectful interactions noted between staff members and students. Overall, the student council functions well although there was a delay this year in commencing its work. It should be ensured that the council is established early in the school year and that it has a clear agenda and working structure. It would also be beneficial to give council members the opportunity to make an annual presentation to the management board on their work.

Opportunities are created for students to adopt leadership roles in various areas of work in the school, for example the mentoring system between first year pupils and those in the senior cycle. Paired reading and 'math pals' are organised between first and second years and fifth-year students. There is an Irish committee with representatives from all year groups. This is a commendable new approach linked to the Gaeltacht School Recognition Scheme. Every effort must be made to encourage and develop the students' role in promoting the language, to support the work of the teachers and the school's aim of achieving recognition as a Gaeltacht school.

2. QUALITY OF TEACHING AND LEARNING

23 lessons were observed during the inspection across subjects, programmes and Droichead. The overall quality of learning and teaching was good. Highly effective practice was observed in the majority of lessons, others were at a good level and there was scope for improvement in a significant minority of lessons.

Learner outcomes and experiences

Students' learning experiences were very positive and constructive, overall. Teachers demonstrated an interest in teaching and in their own subjects. A positive learning environment was created where students were self-motivated and diligent.

Teachers used a wide range of methodologies and teaching approaches were very good in the majority of lessons. In most lessons, teachers created learning opportunities that were collaborative and

productive. This ensured that work was well paced and that students were engaged and active in their own learning.

Most teachers managed their own input ably which ensured that the student voice was generally dominant. Students were happy to take part in lesson activities and they expressed their own opinions.

Overall, the use of Irish as the language of communication was good. Teachers used Irish skillfully as the language of communication and management. It was noted that a minority of students could be heard speaking English during lessons. This issue should be addressed.

Teachers were aware of individual students' learning needs and they helped them to overcome and resolve challenges with teacher direction. While predominantly classes were mixed and multi-ability, differentiation strategies were not sufficiently developed in some lessons. Strategies for differentiation should be discussed on a whole-school basis so that all students are challenged appropriately

Information and communication technology (ICT) was used in many lessons. In responses to student questionnaires, the majority of students agreed that ICT is used regularly. Teachers' commitment to using modern technology is commendable. There were, however, opportunities in certain lessons to use it more creatively to support learning and to make the lesson content more relevant and interesting.

Teachers' individual and collective practice

Overall, teachers' individual and collective practice was of a very good standard although there were areas for development in particular lessons.

Learning intentions were shared with students at the beginning of most lessons. These were assessed during and at the end of class in the most effective lessons.

Teachers used valuable assessment strategies for learning in the majority of lessons. Teachers provided formative feedback to students orally. Constructive feedback was given in a small number of copybooks. There should be a whole-school approach to the provision of written, formative feedback in copy books, to give students clear guidance on the quality of their work and on how to improve it.

The acquisition of new terminology in Irish was referred to in some lessons and students' attention was drawn to new words and to their correct use. In a small number of lessons, emphasis was placed on enriching the language and the needs of native Irish speakers. Overall, however, there was scope for improvement when it came to developing written and oral literacy in Irish. All teachers should play a role in developing literacy in Irish and in the accurate use of the language. The development of literacy in Irish includes: the enrichment of the written and spoken language, an awareness of grammar across the various subjects, an understanding and awareness of the importance and culture of the local dialect in the context of the Gaeltacht School Recognition Scheme, and encouraging students to speak the local dialect.

Overall, the quality of planning for lessons and subjects was good. It was evident that teachers plan collaboratively. There is scope for development with regard to some subject plans and planning should focus on implementing new specifications in the various subjects as they are introduced into the curriculum.

To promote the effective teaching practices that were observed in the vast majority of lessons throughout the school, management should provide staff with peer-assessment and team-teaching opportunities.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS INSPECTIONS

Leadership and Management

There were no recommendations concerning leadership and management in previous inspection reports.

Teaching and Learning

Good progress has been made regarding recommendations from previous inspections. Active methodologies were evident in lessons, including good questioning strategies. Learning intentions were shared at the beginning of lessons and these were reviewed to assess learning progress. There is scope for development where correcting homework and providing written feedback is concerned.

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

The quality of the self-evaluation process in the school is good, although there is scope for development. The capacity for school improvement is at a very high level.

The School Self-Evaluation Process (SSE)

Staff have done a considerable amount of work on the SSE process. A wide range of questionnaires were given to students, teachers and parents to identify and plan for strengths and challenges. Although a focus on literacy and numeracy was observed in certain lessons, attention should be paid to embedding these skills across all lessons. This year, the SSE focus is on individual teachers' practice and student attainment. Worthwhile work is being completed as part of the Gaeltacht School Recognition Scheme to meet the language needs of both native speakers and learners. Extra language support is provided in this regard through the language support hours for Irish, available through the Scheme. The work being progressed currently and the focus on student attainment through a variety of tests is commendable.

The School's Capacity for Improvement

The school's senior management and teachers demonstrated an openness to the evaluation process and to school improvement. The school community is interested in being part of various new initiatives and projects. A wide range of competitions are entered in the interest of recognising and developing students' capacity and progress.

THE INSPECTORATE'S QUALITY CONTINUUM

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

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

Pobalscoil Chorca Dhuibhne welcomes the findings of this report. We welcome the recognition of the fact that support for our students is very good here in the Pobalscoil. We are very pleased that the Inspectorate found that senior management work as a united and effective team that fosters a strong culture of mutual trust, respect and shared accountability among both the staff and students; that a significant school strength is the area of wellbeing; that the Inspectorate found teaching and learning to be good; that very effective practice was observed in the majority of lessons and that the school has a strong vision in terms of providing Gaeltacht education at a very high standard.

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 accepts the recommendations in the report and will ensure that that all recommendations from the report will be implemented conscientiously and comprehensively. From the time of the Inspectorate visit, we have started to implement some of the recommendations. Firstly, we have started to review the posts of responsibility, the provision of special education needs support, the rationale for the working groups and the necessity for some of the meetings. In addition to this, we intend to enhance the development of Irish language literacy including language enrichment, awareness of grammar across all subjects, understanding and awareness of the importance and heritage of the local dialect in the context of the Gaeltacht School Recognition Scheme, and to concentrate on improving the use of Irish among students. The teachers will have the opportunity to achieve TEG certification during the school year 2019/2020 to encourage the whole staff to engage with promoting the language on a whole school basis.

We are going to put together a school plan. We intend to combine the elements of a school plan that we have already including policies, a mission statement, the Droichead approach and other relevant documents into a comprehensive school plan which will include all the school policies as well as the mission statement, a strategic school development plan, an improvement plan based on the school's self-evaluation process (SSE) including strengths and areas for development and the action plan for the Gaeltacht School Recognition Scheme.