

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile

Tuairisc

Ainm na scoile / School Name	Gaelscoil Uí Riada
Seoladh na scoile/ School Address	Bealach An Cháirdinéil Wilton Corcaigh T12 D596
Uimhir rolla / Roll number	19852J

Dáta na cigireachta: 23-11-2017



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 ANN?

Baintear feidhm as samhail na Meastóireachta Scoile Uile chun eolas meastóireachta scoile uile, comhairle agus tacaíocht a chur ar fáil don scoil. Dearbhaíonn na cigireachtaí seo dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil. Chomh maith le meastóireacht a dhéanamh ar bhainistíocht agus ar cheannaireacht, pleanáil agus féinmheastóireacht scoile, is iondúil go scrúdaíonn na cigirí cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Bhéarla, sa Ghaeilge, sa Mhatamaitic agus in ábhar amháin eile.

CONAS AN TUAIRISC SEO A LÉAMH

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

1. Cáilíocht na ceannaireachta agus na bainistíochta
2. Cáilíocht na pleanála scoile agus na féinmheastóireachta scoile
3. Cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí
4. Cáilíocht na tacaíochta do dhaltaí

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse. *Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.*

Meastóireacht Scoile Uile

Dáta na cigireachta	23-11-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinniú leis an bpríomhoide• Cruinniú leis an mbainistíocht inscoile• Cruinniú leis an mbord bainistíochta• Cruinniú le hionadaithe tuismitheoirí• Athbhreithniú ar cháipéisí ábhartha• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí	<ul style="list-style-type: none">• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don fhoireann bainistíochta shinsearach agus múinteoirí• Aiseolas d'ionadaithe na dtuismitheoirí• Aiseolas don bhord bainistíochta

COMHTHÉACS NA SCOILE

Scoil lán-Ghaeilge is ea Gaelscoil Uí Riada a bunaíodh in 1984. Scoil Chaitliceach is ea í do bhuachaillí agus do chailíní, faoi phátrúnacht Easpag Chorcaí agus Rois. Tá 271 dalta ag freastal uirthi.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na ceannaireachta agus na bainistíochta go maith ach tá scóip ann do chleachtas a fhorbairt a thuilleadh maidir le cinnireacht churaclaim, agus eagrú amanna sosa agus lóin.
- Tá cáilíocht na pleanála scoile sásúil. Thuairiscigh an scoil nach bhfuil obair fhéinmheastóireachta ar siúl faoi láthair de bharr gníomhaíocht thionsclaíochta náisiúnta.
- Tá cáilíocht an teagasc agus na foghlama go maith ar an iomlán agus chonacthas samplaí de chleachtas an-mhaith cé go bhfuil scóip chun forbartha sa mheasúnú; tá an bord, an príomhoide agus an fhoireann tiomanta d'ardchaighdeán oideachais a sholáthar trí mhéan na Gaeilge.
- Tá caighdeán an-ard Gaeilge labhartha ag daltaí agus cuireann siad iad féin in iúl go líofa agus muiníneach sa dá theanga.
- Soláthraítear a lán deiseanna do dhaltáí a bheith rannpháirteach i ngníomhaíochtaí scoile, pobail agus náisiúnta chun a gcuid scileanna pearsanta, sóisialta agus neamhspleáchais a fhorbairt.
- Tá cáilíocht na tacaíochta do dhaltáí go maith.

MOLTAÍ

- Mar chuid de na próisis phleanála uile-scoile, tá gá le hathbhreithniú rialta a dhéanamh ar phleananna curaclaim chun treoir shoiléir a sholáthar do na múinteoirí agus chun leanúnachas agus dul chun cinn sa teagasc agus san fhoghlaim a chinntiú.
- Tá gá cloí le riachtanais na Roinne Oideachais agus Scileanna maidir le hamanna sosa agus lóin de réir Imlitir 11/95.
- Ba chóir don scoil an próiseas um fhéinmheastóireacht scoile a chur i bhfeidhm arís de réir Imlitir 39/2016.
- Ba chóir córas measúnaithe a fhorbairt agus a chur i bhfeidhm do na hábhair uilig chun cleachtas foghlama difreálaithe a chur chun cinn.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

- Tá cáilíocht na bainistíochta go maith. Buailleann an bord bainistíochta go rialta agus cláraítear miontuairiscí na gcruinnithe. Déantar na cuntais airgeadais a dheimhniú go neamhspleách. Moltar buiséad bliantúil a leagadh amach chun tosaíochtaí caiteachais a aithint. Tá an bord tiomanta do chaighdeán ard oideachais trí Ghaeilge a sholáthar do dhaltaí. Pléitear dul chun cinn na ndaltaí go bliantúil ag baint úsáide as torthaí tástálacha caighdeánaithe sa litearthacht agus san uimhearthacht. Tá deimhin déanta ag an mbord go bhfuil timpeallacht foghlama na ndaltaí sábháilte agus tarraingteach.
- Oibríonn an príomhoide go díograiseach chun atmaisféar fáilteach agus oscailte a chothú sa scoil. Cumasaíonn sé an fhoireann ina gcuid dualgas gairmiúil. Tacaíonn an príomhoide tánaisteach agus an fhoireann bhainistíochta inscoile go dlúth leis i riaradh na scoile. Buailleann siad lena chéile go rialta chun obair na scoile a phlé. B'fhiú don fhoireann bhainistíochta inscoile a ról cinnireachta curaclaim a fhorbairt a thuilleadh chun monatóireacht éifeachtach a dhéanamh ar chur i bhfeidhm tionscnaimh nua curaclaim. Comhoibríonn na baill foirne go han-mhaith lena chéile agus roinneann siad eolas agus scileanna lena chéile.
- Déantar bainistiú an-mhaith ar acmhainní. Tá raon leathan acmhainní teagaisc sa scoil agus baintear úsáid éifeachtach astu. Baintear an leas is leithne as na buanna agus scileanna éagsúla atá ag baill foirne, go háirithe i gcás na gcúraimí teagaisc. Tacaíonn na cúntóirí riachtanais speisialta go h-éifeachtach leis na daltaí atá faoin gcúram.
- Tugadh faoi ndeara le linn na meastóireachta nach bhfuil an scoil ag cloí le Circular 11/95 *Am ar Scoil* ó thaobh amanna sosa agus lóin de. Moltar dá bhrí sin go gcloífí leis na riachtanais maidir le hamanna sosa agus caithimh aimsire mar atá sainithe in Imlitir 11/95.
- Léiríonn daltaí dea-nósanna béasaíochta. Bhí comh-mheas le sonrú idir daltaí agus múinteoirí. Le linn na meastóireachta, rinneadh maoirseoireacht an-mhaith orthu. Chuir siad in iúl, trí cheistneoirí a dáileadh orthu, go mbraitheann siad sábháilte ar scoil agus go réitíonn siad go maith le daltaí eile. Soláthraítear raon leathan deiseanna dóibh a bheith rannpháirteach i ngníomhaíochtaí éagsúla scoile, pobail agus náisiúnta, rud a chuireann go mór le forbairt a gcuid scileanna pearsanta, sóisialta agus neamhspleáchais.
- Tá cáilíocht na cumarsáide sa scoil go maith. Tacaíonn cumann na dtuismitheoirí go dlúth leis an scoil. Ag cruinniú leis an gcigire, chuir ionadaithe tuismitheoirí ar an mbord bainistíochta in iúl go bhfuil tuismitheoirí an-sásta leis an scoil agus go bhfuil atmaisféar sár-mhaith inti. Tacaíonn torthaí ceistneoirí a dáileadh ar thuismitheoirí leis an tuairim seo. Moltar go spreagfaí an cumann chun nascadh leis an gCumann Náisiúnta Tuismitheoirí (bunoideachais). Moltar chomh maith go ndéanfaí athbhreithniú rialta ar an gcostas a ghearrtar ar thuismitheoirí ag éirí as an síntiús deonach airgid agus an scéim cíosa do théacsleabhar. Ba cheart freisin cad air a chaitear an t-airgead a shonrú do thuismitheoirí.

2. CÁILÍOCHT NA PLEANÁLA SCOILE AGUS NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na pleanála scoile sásúil. Thuairiscigh an scoil nach bhfuil obair fhéinmheastóireachta ar siúl faoi láthair de bharr gníomhaíocht thionsclaíochta náisiúnta. Ba chóir don scoil próiseas um fhéinmheastóireacht scoile a chur i bhfeidhm arís de réir Imlitir 39/2016. Tá raon leathan polasaithe riaracháin agus pleananna curaclaim cuí soláthraithe chun obair na scoile a threorú. Baineadh leas as gnéithe den phróiseas féinmheastóireachta chun réimsí de churaclam an Bhéarla agus na Matamaitice a fhorbairt. Chun togáil ar an obair seo, moltar dialann pleanála a fhorbairt chun tosaíochtaí curaclaim a aithint, cur chuige comónta a aontú ina leith agus measúnú a dhéanamh ar a gcur i bhfeidhm. Chabhródh treoir shoiléir sna pleananna le leanúnachas agus dul chun cinn ó rang go rang. Tá polasaí um theagmhais chriticiúla á dhearadh ag an scoil faoi láthair. Moltar go ndéanfaí an beartas seo a fhaomhadh a luaithe agus is féidir. Tá cumas maith ag an scoil chun dul i mbun féinmheastóireachta agus na cinní a chur i bhfeidhm.
- Soláthraíonn oidí pleananna gearrthréimhseacha agus fadtéarmacha faoi choinne a gcuid teagasc go rialta. Tá éagsúlacht cur chuige sna cáipéisí seo le cáilíocht na pleanála idir sásúil agus an-mhaith. Tá cur chuige comhaontaithe i bhfeidhm do na cuntais mhíosúla a sholáthraítear sa scoil.

3. CÁILÍOCHT AN TEAGAISIC, NA FOGHLAMA AGUS GHNÓTHACHTÁIL NA NDALTAÍ

- Tá cáilíocht an teagaisic, na foghlama agus ghnóthachtáil na ndaltaí go maith i gcoitinne. Breathnaíodh roinnt samplaí de theagasc an-mhaith le linn na meastóireachta. Tá cáilíocht foghlama na ndaltaí go maith. Tá leibhéal ghnóthachtála daltaí áirithe go han-mhaith. Baintear leas as raon leathan modhanna múinte i gcoitinne, obair stáisiúin agus an teicneolaíocht san áireamh. B'fhiú eispéiris foghlama níos saibhre agus níos dúshlánaí a sholáthar do dhaltaí chun deimhin a dhéanamh de go mbaineann siad barr a gcumas amach. Ina theannta seo, is gá breis forbartha a dhéanamh ar an difreálú teagaisic agus na foghlama i ranganna faoi leith.
- Tá cáilíocht an mheasúnaithe sásúil. Is gá córas measúnaithe do na hábhair curaclaim ar fad a fhorbairt agus a chur i bhfeidhm chun gnóthachtáil na ndaltaí a thomhas agus chun pleanáil don fhoghlaim a threorú. Chabhródh anailísiú níos doimhne ar thorthaí na dtástálacha caighdeánaithe leis an obair phleanála seo.
- Tá cáilíocht an teagaisic, na foghlama agus ghnóthachtáil na ndaltaí sa Ghaeilge idir maith agus an-mhaith. Tá caighdeán ard labhartha ag daltaí sa Ghaeilge. Múintear foclóir nua go discréideach agus tugtar deiseanna rialta do dhaltaí an teanga nua a úsáid go cumarsáideach sna ranganna. Labhraíonn siad le muinín faoi raon leathan ábhar. Déantar saibhreas teanga sa Ghaeilge a fhorbairt go leanúnach tríd an scoil. Léann daltaí le brí agus le muinín i gcoitinne. Aithrisíonn siad raon leathan rannta, dánta agus amhrán de ghlanmheabhair agus go fonnmhar. Baintear leas éifeachtach as an léitheoireacht roinnte ar bhonn difreáilte agus as roinnt úrscéalta chun scileanna léitheoireachta a fhorbairt. Is inmholta iad na téacsleabhair oide-dheartha a úsáidtear tríd an scoil chun scileanna teanga na ndaltaí a fhorbairt ar bhonn córasach. Scríobhann daltaí go cruthaitheach i réimse seánraí ar bhonn rialta. Tugtar deiseanna dóibh dul i mbun saor-scríbhneoireachta go minic. B'fhiú go mór a leithéid a úsáid trasna an churaclaim.

- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Bhéarla go maith ar an iomlán. Cuireann siad iad féin in iúl go líofa go h-ionduil. Breathnaíodh roinnt samplaí de dhíospóireacht an-mhaith i roinnt ranganna. Chun chur lena scileanna urlabhartha, moltar go ndéanfaí a gcuid scileanna áititheacha a fhorbairt a thuilleadh. Chabhródh clár teanga labhartha uile-scoile chomh maith lena bhfoclóir a fhorbairt níos mó. B'fhiú don chlár seo na seánraí labhartha, léitheoireachta agus scríbhneoireachta a chomhtháthú chun tacú le forbairt a dhéanamh ar scileanna litearthachta i slí chomhtháite. Léiríonn daltaí suim sa léitheoireacht agus léann siad le muinín agus le líofacht. Leathnódh réimse níos leithne ábhair léitheoireachta i réimse éagsúla seánraí, a gcuid scileanna litearthachta níos mó. Tugtar deiseanna rialta do dhaltaí ar an scríbhneoireacht fheidhmiúil agus chruthaitheach. Múintear raon scileanna scríbhneoireachta agus eagarthóireachta i slí struchtúrtha. Ba chóir an dea-chleachtas a breathnaíodh i roinnt ranganna maidir le scríobh do lucht léite faoi leith a leathnú ar bhonn uile-scoile.
- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Mhatamaitic go maith. Cuirtear béim láidir ar theanga na matamaitice sa scoil. Baintear leas éifeachtach as ábhair inlámhsithe ar bhonn rialta chun coincheapa a mhúineadh agus a dhaingniú. Téann daltaí i mbun na matamaitice go muiníneach i gcoitinne. Soláthraítear deiseanna do dhaltaí i ranganna áirithe an próiseas matamaitice a mhíniú agus a phlé. Moltar go ndéanfaí an dea-chleachtas seo a leathnú ar bhonn uile-scoile.
- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí san Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) go maith sa scoil. Múintear an t-ábhar go discréideach ar bhonn rialta agus déantar ábhar na gceachtanna a chomhtháthú le hábhair eile an churaclaim ar bhealach éifeachtach. Cuirtear an clár *Bí Sábháilte* i bhfeidhm go coinsiasach mar chuid den obair seo. Léiríonn daltaí tuiscint ar chúrsaí sábháilteachta, ar chairdeas, ar a dtimpeallacht agus ar an domhan mór. Tá pleananna maithe scoile uile i bhfeidhm maidir le OSPS agus Oideachas Chaidrimh agus Gnéasachta (OCG), a thugann treoir mhaith do mhúinteoirí ar mhórtéamaí na gcuraclam sin. Is gá athbhreithniú a dhéanamh ar an bpolasaí OCG, chun an freastal a dhéantar ar na gnéithe leochaileacha den churaclam a shoiléiriú ann. Ba chóir freisin córas comhaontaithe a chur i bhfeidhm tríd an scoil maidir le teagmháil le tuismitheoirí i leith na ngnéithe seo.

4. CÁILÍOCHT NA TACAÍOCHTA DO DHALTAÍ

- Tá cáilíocht na tacaíochta do dhaltaí go maith. Is inmholta an tús áite a thugtar do luath-idirghábháil sna seomraí ranga, sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic chun deacrachtaí a aithint agus a réiteach sna bunranganna. Tríd an scoil, tugtar tacaíocht do dhaltaí le riachtanais speisialta sna ranganna agus i seomraí ranga tacaíochta. Chuige seo, baintear leas éifeachtach as an gcontanam tacaíochta. Soláthraíodh cleachtaí éifeachtacha chun freastal ar riachtanais na ndaltaí le linn na meastóireachta. Cuirtear pleananna oideachais aonair ar fáil do dhaltaí i gcomhpháirt le tuismitheoirí. Tá gá le spriocanna níos sainiúla a chlárú sna cáipéisí seo chun an teagasc a threorú. Moltar taifead a choimeád ar dhul chun cinn na ndaltaí seo agus dáta bainte amach na spriocanna a chlárú iontu. Múintear straitéisí folláine do dhaltaí áirithe go héifeachtach. B'fhiú an clár oibre seo a leathnú agus a sholáthar do gach dalta.

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

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 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 cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith 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 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 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 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 sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Ghaelscoil Uí Riada roimh an tuairisc dhearfach ar an Measúnú Scoile Uile a deineadh sa scoil i Mí na Samhna 2017. Is cúis bhróid don Bhord gur moladh sa tuairisc an dea-obair atá ar siúl sa scoil agus an dea-chleachtas atá mar bhuncloch sa bhfoghlaim.

D'aithin na cigirí go raibh atmaisféar dearfach, oscailte sa scoil agus go raibh an fhianaise ann go raibh pobal na scoile: daltaí, tuismitheoirí agus foireann na scoile ag obair go h-éifeachtach as lámha a chéile in atmaisféar sár-mhaith agus go raibh oideachas maith á chur ar fáil.

Tá Bord Bainistíochta na Scoile thar a bheith sásta gur tugadh aitheantas don réimse dea-chleachtas a bhí le feiscint sna hábhair i rith na meastóireachta. Tugadh faoi deara sa chigireacht go raibh ardchaighdeán Ghaeilge labhartha, scríofa agus léitheoireachta sa scoil agus -go raibh daltaí na scoile in ann iad féin a chur in iúl go líofa agus go muiníneach i nGaeilge agus i mBéarla.

Moladh go hard an múineadh a thug an caighdeán seo chun críche. Is cúis mhór áthais don Bhord an comh-oibriú atá i measc na foirne scoile agus an tslí go roinneann siad scileanna agus dea-chleachtas lena chéile agus agus an aire a thugann siad do na leanáí faoina gcúram.

Réimse 2: 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

Fáiltíonn agus glacann an bord leis na moltaí atá sa tuairisc.

Tá an Polasaí Um Theagmhais Chriticiúla a bhí deartha ag am na measúnaíochta faomhaithe anois ag an mBord Bainistíochta. Féachfaidh an Bord ar na moltaí in Imlitir 11/95 go luath chun a chinntiú go mbeidh an scoil ag cloí leis na moltaí atá ann.

Beidh foireann Gaelscoil Uí Riada, chomh maith le scoileanna eile, ag dul i mbun oibre arís ar an bpóiseas Féin-Mheastóireachta Scoile mar atá leagtha amach in Imlitir 39/2016.

Aithnímid na moltaí a luadh agus cuirfear i bhfeidhm iad ar bhealach céimnithe.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation

REPORT

Ainm na scoile / School Name	Gaelscoil Ui Riada
Seoladh na scoile/ School Address	Cardinal Way Wilton Cork T12 D596
Uimhir rolla / Roll number	19852J

Date of inspection: 23-11-2017



WHAT IS WHOLE-SCHOOL EVALUATION?

The Whole-School Evaluation model is used to provide whole-school evaluative information, advice and support to the school. These inspections affirm good practice and make recommendations, where appropriate, to aid the further development of educational provision in the school. In addition to evaluating leadership and management, school planning and self-evaluation, and support for pupils, the inspectors typically examine the quality of teaching, learning and pupil achievement in English, Gaeilge, Mathematics and one other subject.

HOW TO READ THIS REPORT

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

1. The quality of leadership and management
2. The quality of school planning and school self-evaluation
3. The quality of Teaching, Learning and Pupil Achievement
4. The quality of support for pupils

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area. The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

Whole School Evaluation

Date of Inspection	23-11-2017
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with the principal• Meeting with in-school management• Meeting with board of management• Meeting with parents' representatives• Review of relevant documents• Analysis of parent, pupil and teacher questionnaires	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to senior management team and teachers• Feedback to parents' representatives• Feedback to board of management

SCHOOL CONTEXT

Gaelscoil Uí Riada is an all-Irish school which was established in 1984. It is a Catholic school for boys and girls, under the patronage of the Bishop of Cork and Ross. 271 pupils attend the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of leadership and management is good but there is scope to further develop practices in relation to curriculum leadership and the organisation of break and lunch periods.
- The quality of school planning is satisfactory. The school reported that no self-evaluation is taking place at present due to national industrial action.
- The quality of teaching and learning is good overall and examples of very good practice were observed although there is scope for development in the area of assessment; the board, principal and the teaching staff are committed to providing high quality education through the medium of Irish.
- Pupils have a very high standard of spoken Irish and they express themselves fluently and confidently in both languages.
- Pupils are afforded many opportunities to participate in activities at school, community and national level in order to develop their personal and social skills as well as their independence.
- The quality of support for pupils is good.

RECOMMENDATIONS

- As part of the whole-school planning process, there is a need to regularly review curriculum plans to give clear guidance to teachers and to ensure continuity and progress in teaching and learning.
- The requirements of the Department of Education and Skills in relation to break and lunch periods should be adhered to in accordance with Circular 11/95.
- The school should re-engage in the school self-evaluation process in accordance with Circular 39/2016.
- A system of assessment should be developed and implemented for all subjects in order to promote differentiated learning practices.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

- The quality of management is good. The board of management meets regularly and minutes of meetings are recorded. Financial accounts are independently verified. It is recommended that an annual budget be set to identify spending priorities. The board is committed to providing high quality Irish-medium education to pupils. Pupils' progress is discussed on an annual basis using the results of standardised tests in literacy and numeracy. The board has ensured that the learning environment for pupils is safe and attractive.
- The principal works diligently to foster a welcoming and open atmosphere in the school. He empowers the staff in their professional duties. The deputy principal and the in-school management team strongly support him in the administration of the school. They meet regularly to discuss the work of the school. It would be worthwhile for the in-school management team to further develop their curriculum leadership role in order to effectively monitor the implementation of new curriculum initiatives. There is very good co-operation between staff members and they share knowledge and skills.
- Resources are very well managed. There is a wide range of teaching resources in the school and they are used effectively. The widest possible benefit is derived from the staff's various talents and skills, especially in relation to teaching duties. The special needs assistants help the pupils in their care in an effective manner.
- It was noted during the evaluation that the school is not adhering to Circular 11/95 *Time in School* in relation to break and lunch periods. It is recommended, therefore, that the requirements in relation to break and recreation times as specified in Circular 11/95 be adhered to.
- The pupils exhibit well-mannered behaviour. It was evident that there was mutual respect between pupils and teachers. Pupils were very well supervised during the evaluation. They indicated, through questionnaires which were distributed to them, that they feel safe at school and that they have a good relationship with other pupils. They are given a wide range of opportunities to participate in various activities at school, community and national level, which adds greatly to the development of their personal and social skills as well as their independence.
- The quality of communication in the school is good. The parents' association strongly supports the school. At a meeting with the inspector, parents' representatives on the board of management stated that parents are very satisfied with the school and that it has an excellent atmosphere. This view is supported by the results of questionnaires distributed to parents. It is recommended that the association be encouraged to affiliate with the National Parents Council (primary). It is also recommended that a regular review be undertaken of the costs incurred by parents arising out from voluntary contributions and the textbook rental scheme. Parents should also be advised of how this money is spent.

2. THE QUALITY OF SCHOOL PLANNING AND SCHOOL SELF-EVALUATION

- The quality of school planning is satisfactory. The school reported that self-evaluation is not taking place at present due to national industrial action. The school should re-engage in school self-evaluation in accordance with Circular 39/2016. A wide range of administrative policies and appropriate curriculum plans are provided to direct the work of the school. Aspects of the self-evaluation process were utilised to develop areas of the English and Mathematics curricula. To build on this work, it is recommended that a planning diary be developed to identify curriculum priorities, agree a common approach to them, and assess their implementation. Clear guidance in the plans would support continuity and progression from class to class. A critical incidents policy is being developed by the school at present. It is recommended that this policy be ratified as soon as possible. The capacity of the school to engage in self-evaluation and implement the findings is good.
- Teachers provide both short-term and long-term plans for their teaching on a regular basis. These documents contain a range of approaches with the quality of the plans ranging from satisfactory to very good. An agreed approach is in place in relation to the monthly progress reports provided in the school.

3. THE QUALITY OF TEACHING, LEARNING AND PUPIL ACHIEVEMENT

- The quality of teaching, learning and pupil achievement is good overall. Some examples of very good teaching were observed during the evaluation. The quality of pupils' learning is good. The achievement levels of some pupils are very good. Overall, a wide range of teaching methodologies are utilised, including station work and those based on technology. Providing the pupils with enriched and more challenging learning experiences to ensure that they achieve their full potential would be worthwhile. There is also a need to further develop differentiation of teaching and learning in certain classes.
- The quality of assessment is satisfactory. There is a need to develop and implement an assessment system for all curriculum subjects to measure pupil attainment and to direct planning for learning. A deeper analysis of the results of standardised tests would be of help in this planning work.
- The quality of teaching, learning and pupil achievement in Irish ranges from good to very good. The pupils have a high standard of spoken Irish. New vocabulary is taught discretely and pupils are provided with regular opportunities to use the new language in class communication. They speak with confidence about a wide range of subjects. Language enrichment in Irish is developed in a progressive manner throughout the school. In general, pupils read with meaning and confidence. They enthusiastically recite a wide range of rhymes, poems and songs by rote. Effective use is made of shared reading on a differentiated basis and of some novels to develop reading skills. The teacher designed textbooks that are used throughout the school to develop the pupils' language skills in a systematic manner are commendable. The pupils write creatively in a range of genres on a regular basis. They are provided with regular opportunities to engage in free writing. Adopting such an approach across the curriculum would be very worthwhile.
- The quality of teaching, learning and pupil achievement in English is good overall. Pupils express themselves articulately in general. Very good examples of debating were observed in

some classes. To further extend pupils' oral language skills, it is recommended that their persuasive skills be developed more. A whole-school oral-language programme which aligns genres of oral language, reading and writing would also assist in developing their literacy skills in an integrated manner. Pupils demonstrate an interest in reading and read with both confidence and fluency. A broader range of reading material, spanning a variety of genres would further enhance their literacy experience. Pupils are facilitated to engage in functional and creative writing activities regularly. They are taught a range of writing and editing skills in a structured way. The good practice observed in some classes of pupils writing for particular audiences should be extended on a whole-school basis.

- The quality of teaching, learning and pupil achievement in Mathematics is good. A strong emphasis is placed on mathematical language in the school. Effective use is made of concrete materials on a regular basis to teach and consolidate concepts. In general, pupils engage with mathematics in a confident manner. In some classes, pupils are given opportunities to explain and discuss the mathematical process. It is recommended that this good practice be extended on a whole school basis.
- The quality of teaching, learning and pupil achievement in Social, Personal and Health Education (SPHE) is good in the school. The subject is taught discretely on a regular basis and the lesson material is integrated with other curricular subjects in an effective manner. As part of this work, the Stay Safe programme is conscientiously implemented. Pupils demonstrate an understanding of safety matters, friendship, their environment and the wider world. Good whole school plans are in operation in relation to SPHE and Relationships and Sexuality Education (RSE) that give good guidance to teachers on the major themes of those curricula. The RSE policy needs to be reviewed in order to clarify how the sensitive aspects of the curriculum are addressed. An agreed system in relation to communicating with parents about those aspects should also be implemented throughout the school.

4. QUALITY OF SUPPORT FOR PUPILS

- The quality of support for pupils is good. It is commendable that priority is given to early classroom intervention in Irish, English and Mathematics, in order to identify and address difficulties in junior classes. Throughout the school, pupils with special needs are supported in classes and in support classrooms. Effective use is made of the support continuum for this purpose. During the evaluation, effective activities were provided to cater for the needs of the pupils. Individual education plans are developed in partnership with parents. In order to guide teaching, more specific targets should be recorded in these documents. It is recommended that a record be kept of the progress of these pupils and the dates on which they achieved the targets. Certain pupils are taught well-being strategies in an effective manner. Extending this programme and providing it to all pupils would be worthwhile.
- The school authorities confirmed that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools* without change or modification, and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools*.

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 in 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. 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;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of Gaelscoil Uí Riada welcomes the very positive report on the Whole School Evaluation conducted in school in November 2017. The Board is pleased that the Inspectors acknowledged the high quality work that is being done in school and the good practices which underpin the learning.

The inspectors acknowledged the positive, welcoming atmosphere in the school and the clear evidence that all members of the school community: pupils, teachers and parents are working effectively together in an excellent atmosphere. It was also acknowledged that a good standard of education is being provided.

The board of management is very pleased that recognition was given to the range of good practice that was observed in subjects during the evaluation. It was noted that there was a very high standard of speaking, writing and reading in Irish in the school and that pupils were able to communicate confidently and fluently in both Irish and English.

The teaching which resulted in this standard being achieved was highly praised. Staff co-operation, the sharing of skills and good practice and the care they provide the children is a source of great satisfaction to the board.

Area 2 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 and welcomes the recommendations in the report.

The Critical Incident Plan, which was completed at the time of the evaluation, has since been formally ratified by the Board and the Board will soon examine the provisions of Circular 11/95 to ensure compliance with same.

The staff of Gaelscoil Uí Riada, in common with other schools, will be re-engaging with the School Self Evaluation process as per Circular 39/2016.

We accept and acknowledge the recommendations in the report and these will be addressed and implemented in a staged approach.