

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

Tuairisc

Ainm na scoile / School name	Scoil Lachtaín Naofa
Seoladh na scoile / School address	Cill Na Martra Maigh Chromtha, Co. Chorcaí
Uimhir rolla / Roll number	14816D

Dáta na cigireachta: 06-12-2017



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: 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 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 an cigire (na cigirí) meastóireacht agus tuairisciú faoi na ceannteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Cáilíocht an teagaisc
3. Cáilíocht na tacaíochta d'fholláine na ndaltaí
4. Cáilíocht na ceannaireachta agus na bainistíochta
5. Cáilíocht na féinmheastóireachta scoile

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

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	06-12-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoileCruinniú le hionadaithe an bhoird bhainistíochtaCruinniú le hionadaithe tuismitheoiríAthbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">Anailís ar cheistneoirí tuismitheoirí agus daltaíBreathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Scoil Ghaeltachta is ea Scoil Lachtaín Naofa. Tá sí lonnaithe i nGaeltacht Mhúscraí, thart ar deich gciliméadar siar ó bhaile Mhaighchromhtha. Is scoil Chaitliceach í faoi phátrúnacht Easpag Chluain Uamha. Tá sí rannpháirteach i scéim Aitheantais do Scoileanna Ghaeltachta. Tá nócha-a-naoi dalta ag freastal uirthi agus tá a gcuid tinrimh go maith go h-iondúil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama go han-mhaith i gcoitinne; tá an príomhoide agus an fhoireann tiomanta d'oideachas trí Ghaeilge ar ardchaighdeán a sholáthar do dhaltaí.
- Tá cáilíocht an teagaisc go han-mhaith go h-iondúil; tá scóip, áfach, d'fhorbairt i suíomhanna áirithe.
- Tá cáilíocht na bainistíochta go maith ach tá gá le forbairt a dhéanamh ar chumarsáid le tuismitheoirí.
- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith sa scoil.
- Déantar measúnú rialta agus cuimsitheach ar fhoghlaim san uimhearthacht agus sa litearthacht; tá forbairt le déanamh ar mheasúnú sna hábhair eile, áfach.
- Tá próisis éifeachtacha féinmheastóireachta scoile i bhfeidhm sa scoil agus tá cumas an-mhaith ag an scoil dul i mbun oibre forbartha.

MOLTAÍ

- Ba chóir na dea-chleachtais teagaisc a breathnaíodh i gcuid is mó de na ranganna a leathnú do gach rang.
- Is gá struchtúir níos foirmiúla a chur i bhfeidhm chun cumarsáid rialta a chothú le tuismitheoirí agus chun ról níos lárnaí a sholáthar dóibh in obair athbhreithnithe beartais scoile.
- B'fhiú go mór córas measúnaithe, cuspóir-bunaithe a chur i bhfeidhm chun dul chun cinn daltaí a thomhas agus a chlárú in ábhair uile an churaclaim.
- Is gá breis forbartha a dhéanamh ar an bpolasaí oideachais speisialta agus ar an mbeartas teagmhais chriticiúla.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht na foghlama go han-mhaith sa scoil. Téann na daltaí i mbun oibre go fonnmhar agus léiríonn siad an-shuim ina gcuid foghlama. Tá scileanna an-mhaith litearthachta ag daltaí sa dá theanga. Tá grúpa áirithe daltaí gur fiú dúshlán níos mó a thabhairt dóibh chun a gcuid gnóthachtála a fhorbairt a thuilleadh. Cuireann siad iad féin in iúl go muiníneach agus go líofa. Tá dul chun cinn an-mhaith á dhéanamh ag daltaí san uimhearthacht. Baintear leas rialta as an timpeallacht agus as an dúiche áitiúil chun tuiscint ar a ndúchas agus a gcultúr a fhorbairt a thuilleadh. Baineann siad amach na cuspóirí foghlama a leagtar amach dóibh. Oibríonn siad go comhoibritheach ar bhonn rialta. Freastalaíonn daltaí ar chúntóir teanga, atá á mhaoiniú ag Oidhreacht Chorca Dhuibhne, chun a gcuid teanga a fhorbairt agus a shaibhriú. Tá cáilíocht na foghlama ag daltaí le riachtanais foghlama speisialta go maith. Tá dul chun cinn cuí á dhéanamh acu de réir a gcuid cumais.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc go han-mhaith i gcoitinne. Soláthraíonn múinteoirí cáipéisí pleanála rialta faoi choinne a gcuid teagaisc. Tá éagsúlacht cur chuige sna cáipéisí seo. Thacódh sé leis an teagasc dá mbeadh cur chuige aontaithe i bhfeidhm maidir le cuspóirí foghlama a bheith cláraithe sa phleanáil. Baintear leas éifeachtach as raon leathan modhanna múinte chun coincheapa a mhúineadh agus a dhaingniú. Le linn na meastóireachta, breathnaíodh samplaí d'ard-chaighdeán teagaisc. Is gá an dea-chleachtas seo a leathnú ar bhonn uile-scoile. Baintear leas éifeachtach as ábhair inláimhsithe agus as an teicneolaíocht cumarsáide agus fáisnéise sa teagasc. Déantar sár-iarracht scileanna ardsmaointeoireachta agus scileanna foghlama neamhspleácha a fhorbairt i measc na ndaltaí. Tugtar cuireadh d'aoichainteoirí teacht chun na scoile ar bhonn rialta chun a gcuid scileanna agus saineolais a roinnt le daltaí. Tá scileanna an-mhaith bainistíochta ranga ag na múinteoirí agus cothaíonn siad atmaisféar dearfach agus spreagúil do dhaltaí. Déantar obair na ndaltaí a cheiliúradh sna seomraí ranga agus timpeall na scoile. Is inmholta an leabhrán teanga, oide-dheartha, atá soláthraithe chun tacú le daltaí agus le tuismitheoirí leas níos éifeachtaí a bhaint as oideachas trí Ghaeilge.
- Tá cáilíocht an teagaisc do dhaltaí le riachtanais speisialta ar ard-chaighdeán. Déantar na riachtanais a aithint trí mheasúnú oiriúnach agus rialta a dhéanamh ag baint úsáide as raon leathan uirlisí measúnaithe. Soláthraítear gníomhaíochtaí foghlama atá bunaithe ar na riachtanais aitheanta seo. Breathnaíodh ceachtanna struchtúra le fócas sainiúil le linn na meastóireachta. Cuirtear pleananna oideachais sainiúla ar fáil chun an obair rathúil seo a threorú. Tugtar ról lárnach do thuismitheoirí sa phleanáil. Chun tógáil ar an obair shuntasach seo, b'fhiú deiseanna ionchur a thabhairt do dhaltaí sa phróiseas chomh maith. B'fhiú breis forbartha a dhéanamh ar an bpolasaí oideachais speisialta chun an dea-chleachtas reatha a léiriú agus teagasc agus foghlaim a threorú sa todhcháil.
- Déantar meastóireacht an-mhaith ar an litearthacht agus an uimhearthacht i gcoitinne. Baintear leas éifeachtach as na torthaí seo chun gníomhaíochtaí foghlama torthúla agus dúshlánacha a sholáthar. Chun tógáil ar an obair seo, b'fhiú go mór córas measúnaithe cuspóir-bunaithe a chur i bhfeidhm sna hábhair eile chun teagasc difreálaithe a threorú.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith sa scoil. Déantar cúram an-mhaith d'aire a thabhairt dóibh agus chun a gcuid mbuanna a fhorbairt. Baintear leas as cur chuige iomlánaíoch chun na daltaí a fhorbairt go h-iomlán. Tugtar deiseanna rialta dóibh a bheith rannpháirteach i ngníomhaíochtaí scoile, pobail agus náisiúnta. Tá coiste an bhrait ghlas ag an scoil a thugann deiseanna do dhaltaí ról cinnireachta a ghlacadh. Múintear scileanna dóibh maidir le sábháilteacht pearsanta agus frith-bhulaíocht. Baintear leas éifeachtach as clár *Cairde go Deo* chun tacú le forbairt shóisialta na ndaltaí.
- Thug údaráis na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanai 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 Leanai i mBunscoileanna agus in Iarbhunscoileanna*.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta go maith. Buaileann baill an bhoird bainistíochta lena chéile ar bhonn rialta. Cláraítear obair an bhoird sna miontuairiscí. Soláthraítear tuairisc airgeadais don bhord ach moltar sonraí níos sainiúla a chlárú sna miontuairiscí. Bhí na cuntais á ndeimhniú go neamhspleách ag uair na meastóireachta. Déantar polasaithe a phlé agus a fhaomhadh ar bhonn rialta. Is gá athbhreithniú a dhéanamh ar an bpolasaí teagmhais chriticiúla chun cloí leis na treoirlínte is déanaí ón tSéirbhís Náisiúnta Siceolaíochta Oideachais. Moltar ról níos lárnaí a sholáthar do thuismitheoirí sa phróiseas athbhreithnithe beartais. Buaileann an cathaoirleach leis an bpríomhoide agus leis an bhfoireann go han-rialta. Moltar go soláthródh an bord tuairisc aontaithe i ndiaidh a chuid cruinnithe agus tuarascáil bhliantúil do phobal na scoile.
- Treoraíonn an príomhoide obair na scoile go rathúil agus go díograiseach. Cumasaíonn sé na baill foirne chun rólanna cinnireachta a ghlacadh agus tionsnaimh éagsúla a chur i bhfeidhm. Tacaíonn an fhoireann bhainistíochta in-scoile agus an fhoireann ar fad go láidir leis an scoil a riaradh go cumasach. Buaileann an fhoireann le chéile go rialta chun obair na scoile a phlé agus a fhorbairt a thuilleadh.
- Déantar acmhainní a bhainistiú go han-mhaith. Tá raon leathan acmhainní teagaisc agus foghlama sa scoil agus baintear leas éifeachtach astu. Tá timpeallacht shlachtmhar agus shábháilte cothaithe ag an mbord do dhaltaí agus don fhoireann. Déantar cothabháil rialta agus leanúnach ar an bhfoirgneamh. Tá oidí i mbun ranganna de réir a gcuid scileanna agus a gcuid mbuanna.
- Déantar cúram an-mhaith ar na ndaltaí. Le linn na meastóireachta, rinneadh maoirseacht an-mhaith orthu. Sonraíodh chomh-mheas idir daltaí agus múinteoirí. Léiríonn siad dea-nósanna béasaíochta. Léirigh torthaí ceistneoirí, a dháil an chigire ar dhaltaí le linn na meastóireachta, go mbraitheann siad sábháilte ar scoil agus gur maith leo an scoil.
- Tacaíonn cumann na dtuismitheoirí go láidir le hobair na scoile. Chuir ionadaithe an chumainn in iúl don chigire go bhfuil tuismitheoirí an-shásta le caighdeán an oideachais a chuirtear ar na daltaí. Thacaigh torthaí cheistneoirí a dáileadh ar thuismitheoirí leis an tuairim seo. Chuir na

hionadaithe in iúl chomh maith gur mhaith leo breis cumarsáide leis an mbord bainistíochta maidir le hobair na scoile.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá próisis éifeachtacha féinmheastóireachta scoile i bhfeidhm sa scoil. Baintear leas éifeachtach as an bpróiseas féinmheastóireachta chun tosaíochtaí forbartha a aithint agus plean gníomhaíochta a sholáthar. Tá plean feabhsúcháin scoile maith soláthraithe do labhairt na Gaeilge agus do réiteach fadhbanna sa Mhatamaitic. Tugadh deis do na rannpháirtithe uilig a gcuid tuairimí a nochtadh trí cheistneoirí a líonadh, mar chuid den phróiseas seo. Tá cumas an-mhaith ag an scoil dul i mbun oibre forbartha.
- Tá raon leathan polasaithe riaracháin agus pleananna curaclaim maithe ar fáil sa scoil. Comhoibríonn na múinteoirí lena chéile chun obair fhorbartha a chur i gcrích agus chun raon leathan deiseanna foghlama a chur ar fáil do dhaltaí.

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

Tá an bord ag glacadh go formiúil leis an tuairisc mar atá sé.

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

(Folamh)

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

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

REPORT

Ainm na scoile / School name	Scoil Lachtaín Naofa
Seoladh na scoile / School address	Cill na Martra, Macroom, Co. Cork
Uimhir rolla / Roll number	14816D

Date of inspection: 06-12-2017



This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

Is aistriúchán Béarla é seo ar thuirisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

WHAT IS 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:

6. The quality of pupils' learning
7. The quality of teaching
8. The quality of support for pupils' well-being
9. The quality of leadership and management
10. The quality of school self-evaluation

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

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	06-12-2017
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with the principal and with the in-school leadership team• A meeting with representatives of the board of management• A meeting with parents' representatives• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parents' and pupils' questionnaires• Observation of teaching and learning• Examination of pupils' work• Pupil relationship• Feedback for the principal, vice-principal and teachers, parents' representatives and representatives of the board of management

SCHOOL CONTEXT

Scoil Lachtaín Naofa is a Gaeltacht school situated in the Muskerry Gaeltacht, approximately ten kilometres west of Macroom. It is a Catholic school under the patronage of the Bishop of Cloyne. It is participating in the Gaeltacht School Recognition Scheme. There are ninety-nine pupils attending the school and their attendance is generally good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning is generally very good; the principal and staff are committed to providing a high standard of education through Irish to pupils.
- The quality of teaching is generally very good; there is, however, scope for development in certain settings.
- The quality of management is good but communication with parents needs to be further developed.
- The quality of support for pupils' well-being is very good.
- Literacy and numeracy learning is regularly and comprehensively assessed; there is a need, however, to develop assessment in other subjects.
- The school has effective self-evaluation processes in place and has very good capacity to continue with this development work.

RECOMMENDATIONS

- The good teaching practice observed in most classes should be extended to every class.
- A more formal structure should be implemented to encourage regular communication with parents and to provide them with a more central role in reviewing school policy.
- It would be very worthwhile implementing an objective based assessment system to assess and record pupils' progress across the curriculum.
- The special education policy and the critical incidents policy need to be further developed.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of learning in the school is very good. The pupils engage enthusiastically in their work and are very interested in their learning. Pupils have very good literacy skills in both languages. There is a certain group of pupils who should be provided with greater challenges to further develop their levels of attainment. They express themselves confidently and fluently. Pupils are making very good progress in numeracy. Regular use is made of the environment and of the local area to further develop their understanding of their heritage and culture. They achieve the learning objectives set out for them. They work co-operatively on a regular basis. Pupils attend a language assistant, funded by Oidhreacht Chorca Dhuibhne, to develop and enrich their language. The quality of learning of pupils with special needs is good and are making appropriate progress in accordance with their abilities.

2. THE QUALITY OF TEACHING

- The quality of teaching is generally very good. Teachers provide regular planning documents for their teaching. The approach varies in these documents. The teaching would be further developed if an agreed approach was implemented regarding the recording of learning objectives in planning. Effective use is made of a wide range of teaching methodologies in teaching and consolidating concepts. During the evaluation, examples of high standards of teaching were observed. This good practice should be extended on a whole-school basis. Effective use is made of concrete materials and of communications and information technology (ICT) in teaching. Great effort is made to develop pupils' higher-order thinking skills and independent learning skills. Guest speakers are regularly invited to the school to share their skills and expertise with pupils. Teachers have very good classroom management skills and they create a positive and encouraging atmosphere for pupils. Pupils' work is celebrated in the classrooms and throughout the school. The teacher designed language booklet, which is provided to support pupils and parents in benefiting more from Irish medium education, is commended.
- The quality of teaching of pupils with special educational needs is of a very high standard. Their needs are identified through appropriate and regular assessment using a wide range of assessment tools. Learning activities are provided which are based on the identified needs. Structured lessons, with a specific focus, were observed during the evaluation. Specific educational plans are provided so as to guide this successful work. Parents have a central role in this planning. In order to build on this very good work, it would be worthwhile providing pupils with opportunities to contribute to this process also. It would be worthwhile further developing the special education policy in order to record current best practice and to give guidance to future teaching and learning.
- Evaluation of literacy and numeracy is generally very good. Effective use is made of these results so as to provide rich and challenging learning activities. In order to build on this work, it would be worthwhile to implement an objective based assessment system across the curriculum to guide differentiated learning.

3. THE QUALITY OF SUPPORT FOR PUPILS' WELL-BEING

- The quality of support for pupils' well-being is very good. Great effort is made to take care of them and to develop their talents. A holistic approach is implemented for the overall development of pupils. They are given regular opportunities to participate in school, local and national activities. The school has a green flag committee which provides pupils with an opportunity to assume leadership roles. They are taught personal safety and anti-bullying skills. Effective use is made of the *Friends for Life* programme to support their social development.
- The school authorities certified that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools*, without change or amendment, and that the school's practice is in line with that set down in *Child Protection Procedures for Primary and Post-Primary Schools*.

4. QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is good. Members of the board of management meet on a regular basis. The board's work is recorded in the minutes. The board is provided with a financial report but it is recommended that more specific details be recorded in the minutes. At the time of the evaluation, the accounts were being independently certified. Policies are discussed and approved on a regular basis. The critical incidents policy should be reviewed in order to adhere to the latest guidelines from the National Educational Psychological Service. It is recommended that parents be given a more central role in the policy review process. The chairperson meets very regularly with the principal and with the staff. It is recommended that the board provides the school community with an agreed report after meetings and with an annual report.
- The principal successfully and enthusiastically guides the school's work. He enables the staff to take leadership roles and to implement various initiatives. The in-school management team and staff strongly support him in the efficient administration of the school. The staff meets regularly to discuss and further develop the work of the school.
- Resources are very well managed. There are a wide range of teaching and learning resources in the school and they are used effectively. The board has developed a clean and safe environment for both pupils and staff. The building is maintained on an ongoing and regular basis. Teachers are charged with classes according to their skills and talents.
- Pupils are well cared for. During the evaluation, they were very well supervised. Mutual respect between pupils and teachers was evident. Pupils are well mannered. The results of questionnaires, which the inspector administered to pupils during the evaluation, indicate that they feel safe at school and that they like school.
- The parents' association strongly supports the work of the school. Representatives from the association informed the inspector that parents are very happy with the standard of education provided to pupils. This view was supported by the results of questionnaires distributed to parents. The representatives also stated that they would like more communication with the board of management regarding the work of the school.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- There are effective self-evaluation processes in place in the school. Effective use is made of this self-evaluation process to identify development priorities and to provide an action plan. A good school improvement plan for oral Irish and for problem-solving in Mathematics has been provided. As part of this process, all stakeholders were given an opportunity to express their opinions by completing a questionnaire. The school has very good capacity to carry out developmental work.
- A wide range of administrative policies and good curriculum plans are available in the school. Teachers co-operate in completing developmental work and in providing pupils with a wide range of learning opportunities.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

This is a translation of the School Response submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The board of management accepts the report of the inspectors.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

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