

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Scoil an tSratha Mhóir
Seoladh na scoile / School address	Mín an Labáin Leitir Ceanainn Contae Dhún na nGall
Uimhir rolla / Roll number	152081

Dáta na cigireachta: 13-11-2018



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Department of
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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.

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM

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

COSAINT 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.
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 Leanaí 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 chosaint 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	13-11-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile• Cruinniú le hionadaithe an bhoird bhainistíochta• Cruinniú le hionadaithe tuismitheoirí• Cruinniú le múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí agus daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaí na dtuismitheoirí agus cathaoirleach an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is scoil chomhoideachais atá faoi phátrúnacht Easpag Chaitliceach Dheoise Ráth Bhotha í Scoil an tSratha Mhóir. Tá nócha agus a sé dalta ar na rollaí dailte trasna ceithre rang príomhshrutha. Tá múinteoir riachtanais speisialta oideachais (RSO) agus múinteoir tacaíochta teanga do thacaíocht na Gaeilge sa scoil. Tá an scoil rannpháirteach i Scéim Aitheantais Scoileanna Gaeltachta 2017-2022. Tagann formhór na ndaltaí chun na scoile ar bheagán líofachta sa Ghaeilge agus cruthaíonn sé seo dúshlán ó thaobh soláthar iomlán an teagaisc trí mhéan na Gaeilge a chur ar fáil. Tá a lán obair déanta chun dearcadh dearfach agus muinín phobal na scoile a chothú i leith na scéime.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama ar chaighdeán maith ar an iomlán, is féidir leis na daltaí cur síos a dhéanamh go muiníneach ar a gcuid saothar le linn na gceachtanna.
- Tá cáilíocht an teagaisc go maith, le samplaí de chleachtais atá an-mhaith; tá úsáid theoranta a bhaint as sonraí mheasúnaithe na ndaltaí i roinnt ranganna, chun tacú leis an bpróiseas pleanála agus monatóireachta ar a ndul chun cinn.
- Tá cáilíocht na ceannaireachta agus na bainistíochta an-ard ar an iomlán; tá líon beag pleananna uile-scoile le nua-shonrú agus tá scóp ann chun tuairisc bhliantúil ón bhord a sholáthar do thuismitheoirí.
- Tá caighdeán an tsoláthar do dhaltá le riachtanais speisialta oideachais an-mhaith ar an iomlán.
- Is caighdeán tacaíochta d'fholláine na ndaltaí inmholta, tá a lán tionscnaimh an-éifeachtach ag feidhmiú sa scoil chun múinín na ndaltaí a neartú.
- Tá an fhoireann páirteach i bhféinmheastóireacht scoile agus tá obair an-fhiúntach déanta ó thaobh fianaise a bhailiú agus fócas chuí chun sain spriocanna a aithint chun an Ghaeilge a neartú go céimniúil.

MOLTAÍ

- Is gá na sonraí measúnaithe a úsáid ar bhonn níos éifeachtúla chun tacú le pleanáil agus cleachtas na múinteoirí.
- Ba chóir athbhreithniú a dhéanamh ar an bplean Gaeilge scoile-uile chun soiléireacht sa bhreis a sholáthar do mhúinteoirí mar gheall ar na tosaíochtaí teanga atá le forbairt ag gach rang leibhéil.
- Is gá don bhord bhainistíochta tuairisc bhliantúil a sholáthar do thuismitheoirí ar obair na scoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán, le gnéithe an-mhaith san áireamh. Tugann na daltaí faoina gcuid oibre go díograsach i ngach rang agus baineann siad taitneamh as na gníomhaíochtaí foghlama a sholáthraítear dóibh. Cuirtear raon leathan de dheiseanna fiúntacha churaclama agus chomh-churaclama ar fáil dóibh. Is féidir leis na daltaí cur síos a dhéanamh go muiníneach ar a gcuid saothar le linn na gceachtanna. Tá réimse leathan tionscadail comhoibríoch sna h-Amharcealaíona, Matamaitice agus sa Stair, ach go h-áirithe curtha i gcrích go han-éifeachtach ag na daltaí sinsireacha. Tá siad in ann cur i láthair a dhéanamh go cumasach dá bpiaraí agus múinteoirí, eispéiris a léiríonn a gcuid scileanna agus eolas forleathan ar an ábhair éagsúla.
- Tá tuiscint mhaith ag na daltaí ar choincheapa agus tá siad in ann cur síos a dhéanamh ar a gcuid smaointeoireacht mhatamaiticiúla go muiníneach. Tá tuiscint mhaith acu ar théarmaíocht na matamaitice trí mheán na Gaeilge agus baineann siad úsáid fhiúntach as an téarmaíocht go cruinn le linn na foghlama. D'aontaigh beagnach gach tuismitheoir i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa Mhatamaitic.
- Tá raon leathán dánta, rannta agus amhráin ar eolas ag na daltaí a aithrisíonn siad le brí agus le díograis. Tá sé ar a gcumas uirlisí ceoil a sheinm. . Baineann na daltaí úsáid an-mhaith as an Ghaeilge neamhfhoirmiúil le linn ceachtanna agus ina n-idirghníomhaíochtaí le chéile agus leis na múinteoirí sa scoil.
- Tá tús céimnithe curtha leis an tumoideachas a chur i bhfeidhm do dhaltaí. Tá siad spreagtha agus tiomanta maidir le labhairt agus cumarsáid trí mheán na Gaeilge cé go bhfuil gá le muinín na ndaltaí a fhorbairt sa réimse seo. Faoi láthair tá na ranganna naíonán a thumadh go h-iomlán sa Ghaeilge ina gcuid foghlama agus tá pleananna in áit chun an córas seo a leathnú go céimniúil. Sna ranganna eile tá na daltaí ag baint leas as foghlaim na dara teanga trí cheachtanna atá a mhúineadh go dhá-theangach don chuid ba mhó.
- Breathnaíodh i roinnt ranganna obair chomhoibríoch idir dhaltaí le linn na foghlama ina raibh deiseanna éifeachtacha foghlama curtha ar fáil dóibh. D'aontaigh tromlach na ndaltaí i gceistneoirí na Cigireachta go raibh deiseanna acu a bheith ag obair i ngrúpaí ar an gcuid is mó de na laethanta ar scoil. Is fiú na deiseanna seo a sholáthar i ngach rang ar bhonn níos comhsheasmhaí chun an fhoghlaim ghníomhach agus comhoibríoch a threisiú i measc na ndaltaí. Ina theannta sin, ba cheart deiseanna fíor-idirphlé agus comhoibríoch a chothú idir dhaltaí le linn na foghlama.
- Tá scileanna digiteacha na ndaltaí á bhforbairt go han-mhaith. D'aontaigh tromlach na ndaltaí sna ceistneoirí a dáilíodh orthu le linn na cigireachta go mbíonn deiseanna acu ríomhairí a úsáid le linn roinnt ceachtanna. Le linn na ceachtanna a breathnaíodh, bhain na daltaí úsáid as an teicneolaíocht an eolais agus cumarsáide (TEC) chun a gcuid scileanna taighde, anailíseach, cruthaitheach agus láithreoireachta a chothú agus a léiriú.

2. CÁILÍOCHT AN TEAGAISIC

- Tá cáilíocht an teagaisic go maith ar an iomlán, le samplaí de shárchleachtas breathnaithe i suíomh amháin. Bhí na múinteoirí ullmhaithe go han-mhaith do na ceachtanna. Bhí timpeallachtaí foghlama spreagúla i mbeagnach gach seomra ranga. Tá cur chuige na múinteoirí sa teagasc éifeachtach i mórchuid na ranganna. Sa chleachtas sár-mhaith a breathnaíodh, bhí na hintinní foghlama, critéir reatha, fíor idir-phlé idir dhaltaí agus machnamh ar an bhfoghlaim i bhfeidhm go han-rathúil sa cheacht. B'fhiú an cleachtas seo a leathnú go gach rang.

- Úsáideann na múinteoirí an Ghaeilge go maith mar theanga cumarsáide na scoile agus tá ionchais éifeachtach léirithe acu chun an Ghaeilge a bheith curtha chun tosaigh in idirghníomhaíochtaí neamhfhoirmiúla leis na daltaí le linn an teagaisc.
- Sna ranganna naíonáin tá an clár *Aistear: Creachuraclam na Luath-Óige* a chur i bhfeidhm go maith. Déanann an múinteoir tacaíochta teanga sa Ghaeilge scáfláil teanga agus togáil foclóra go héifeachtach le daltaí i mbun a gcuid gníomhaíochtaí foghlama. Baineann cáilíocht mhaith leis an phleanáil agus measúnú chun tacú leis an gcur i bhfeidhm agus monatóireacht ar dhul chun cinn na ndaltaí sa ghné seo.
- Tá caighdeán na pleanála do mhórchuid na n-ábhar go maith le gnéithe áirithe le forbairt. Tá difríochtaí suntasacha mar gheall ar cháilíocht na pleanála fad-thréimhseach agus gearr-thréimhseach atá i bhfeidhm ag múinteoirí aonaracha. Tá pleananna áirithe a bhfuil athbhreithniú agus nuashonrú le déanamh orthu. Is gá sóiléireacht a sholáthar do mhúinteoirí sna pleananna uile-scoile curaclama mar gheall ar an ábhar agus scileanna atá le forbairt ó rang go rang. B'fhiú *Curaclam Teanga na Bunscoile (2015)* a úsáid go córasach mar threoir chun torthaí foghlama na ndaltaí a aithint thar na snáitheanna: teanga ó bhéal, léitheoireacht agus scríbhneoireacht. Chomh maith le sin, is gá athbhreithniú a dhéanamh ar an bplean scoile-uile don Ghaeilge chun na tosaíochtaí teanga a fhorbairt go céimniúil ag gach rang-leibhéal.
- Tá gnóthachtáil agus éispéiris na ndaltaí sa scríbhneoireacht agus sa léitheoireacht i mBéarla go han-mhaith ar an iomlán. Ag teacht leis an phlean uile-scoile san ábhar, tá straitéisí léirithe i leith teagasc na scríbhneoireachta sna seánraí agus i dteagasc na straitéisí tuisceana sa léitheoireacht agus tá ag éirigh go maith leo. D'aontaigh beagnach gach tuismitheoir agus mórchuid na daltaí i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa léitheoireacht.
- Tá cáilíocht an mheasúnaithe go maith le fianaise de dhul chun cinn an-mhaith á dhéanamh ag fórmhór na daltaí. I gcleachtas sár-mhaith a breathnaíodh bhí measúnú chun foghlama, píar-mheasúnú, féin-mheasúnú, measúnú cuspóir-bhunaithe agus measúnú oide-dheartha chun monatóireacht cuí a dhéanamh ar dhul chun cinn na ndaltaí san ábhar. Ba chóir an cleachtas an-mhaith seo a leathnú go gach rang. Ba cheart sonraí measúnaithe a úsáid ar bhonn níos éifeachtúla chun tacú le pleanáil agus monatóireacht na ndaltaí trasna na scoile, agus measúnú a aontú agus a chur i bhfeidhm sna scileanna teanga ach go h-áirithe.
- Tá cáilíocht an tsoláthar do dhaltaí le riachtanais speisialta oideachais an-mhaith ar an iomlán, le gnéithe áirithe le feabhsú. Le linn na cigireachta, breathnaíodh ceachtanna an-éifeachtacha agus tacúil sa litearthacht do dhaltaí. Tá cumarsáid rialta idir an fhoireann teagaisc agus na tuismitheoirí. Tá an corás pleanála agus meastóireachta a fhorbairt ag an fhoireann faoi láthair. Chun an obair mhaith seo a threisiú, ba cheart anailís a dhéanamh ar shonraí mheasúnaithe na ndaltaí chun a chinntiú go bhfuil spriocanna a dheardh do dhaltaí atá ag cloí leis na riachtanais foghlama aitheanta.
- Tá tús maith déanta le cur i bhfeidhm an *Contanam Tacaíochta* chun tacú le daltaí príomhshrutha a bhfuil ROS acu. Tá treoir soiléir a thabhairt do mhúinteoirí príomhshrutha chun pleananna ranga a dheardh do dhaltaí aitheanta. Is fiú plé foirne a dhéanamh anois maidir le cur i bhfeidhm na bpleananna ranga ar bhonn córasach.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith ar an iomlán. Bíonn na hidirghníomhaíochtaí idir múinteoirí agus daltaí an-mheasúil. Eagraíonn na múinteoirí a lán gníomhaíochtaí tairbhiúla comh agus seach churaclaim do na daltaí. Glacann na daltaí páirt i

ndrámaí, ceolchoirmeacha, comórtais spóirt agus tráth na gceist le scoil eile sa cheantar atá rannpháirteach sa Scéim Aitheantais Scoileanna Gaeltachta chun an Ghaeilge a chur chun tosaigh.

- Tá nasc an-mhaith ag an scoil leis na seirbhísí seachtracha chun folláin dearfach na ndaltaí a chothú.
- Tá a lán tionscnaimh éifeachtacha ar siúl sa scoil chun muinín na ndaltaí a neartú agus deiseanna ceannaireachta do dhaltaí a chur chun cinn; comhairle na ndaltaí, comhairle glas, comhairle gníomhach, boscaí moltaí agus tionscnaimh cairdeas ach go háirithe. Tá sé soiléir go bhfuil gníomhaíochtaí comhairle na ndaltaí an-eagraithe. Bíonn cruinnithe rialta acu ag díriú ar thosaíochtaí cuí agus miontuairiscí ar taispeáint sa scoil tar éis na gcruinnithe.
- I gceistneoirí na Cigireachta, d'aontaigh gach tuismitheoir go bhfuil atmaisféar maith sa scoil agus go mbraitheann siad go bhfuil fáilte rompu sa scoil. D'aontaigh formhór na ndaltaí go n-éisteann an múinteoir leo agus go bhfuil aird léirithe ar an méid atá le rá acu. D'aontaigh iomlán na ndaltaí go mothaíonn siad sábháilte sa rang.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta an-mhaith ar an iomlán. Cothaíonn an príomhoide agus an bord comhghaol comhoibritheach agus an-rathúil leis an bhfoireann agus tugann na múinteoirí faoina bhfreagrachtaí go maith. Déanann an príomhoide caidrimh a thógáil agus a choinneáil le tuismitheoirí, le scoileanna eile, agus leis an pobal níos leithne. I gceistneoirí na Cigireachta, d'aontaigh beagnach gach tuismitheoir go rithear an scoil go maith. Cuireann an príomhoide in éineacht le tacaíocht an-éifeachtach ón bpríomhoide cúnata atá ag feidhmiú ar bhonn sealadach ar chumas na foirne ról cheannaireachta a ghlacadh agus a chur i bhfeidhm.
- Comhlíonann an bord bainistíochta agus an príomhoide a ndualgas chun timpeallacht na sábháilteachta agus na folláine a chruthú sa scoil. D'aontaigh líon beag de thuismitheoirí neamhchinnteacht i gceistneoir na Cigireachta nach bhfuil eolas ar bhonn bhliantúil curtha ar fáil dóibh maidir le hobair na scoile. Ba chóir don bhord tuairisc bhliantúil a sholáthar do thuismitheoirí ar obair na scoile.
- Tá ag éirí go maith leis an bhfoireann ceannaireachta chun an Ghaeilge a chothú agus a chur chun cinn sa scoil chun tacú le cur i bhfeidhm céimnithe an Scéim Aitheantais Scoileanna Gaeltachta.
- Cuireann an bord agus an príomhoide an fhís atá ag an scoil in iúl do phobal na dtuismitheoirí trí imeachtaí scoile agus cumarsáid rialta. Tá cumarsáid an-mhaith idir an scoil agus an baile le córais téacsanna chuig tuismitheoirí agus nuachtlitreacha rialta. Tá suíomh gréasáin scoile ann chun tacú leis an gcóras cumarsáide idir an scoil agus pobal na scoile agus cuirtear polasaithe ar fáil do thuismitheoirí ar an suíomh.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile (FMS) go maith ar an iomlán. Tá plean gnímh feabhsúcháin scoile bunaithe ar chritéir theanga-bhunaithe curtha le chéile chun an Ghaeilge a chur chun tosaigh. Treoraíonn an príomhoide an cleachtas comhchoiteann imeasc na múinteoirí go h-éifeachtach chun an tumoideachas a chur i bhfeidhm agus chun straitéisí a bhaineann le cur i bhfeidhm an tumoideachais a shainaithint agus a chomhordú.
- Tá acmhainn na scoile seo an-mhaith chun forbartha mar gheall ar na struchtúir comhoibrithe atá i bhfeidhm sa scoil cheana féin agus an tiomantas léirithe ag na múinteoirí i dtreo feabhsúcháin scoile.

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Scoil an tSratha Mhóir
Seoladh na scoile / School address	Churchill Letterkenny County Donegal
Uimhir rolla Roll number	152081

Date of inspection: 13-11-2018



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.

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

CHILD PROTECTION

During the evaluation, 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	13-11-2018
Inspection activities undertaken	<ul style="list-style-type: none"> • Analysis of parent and pupil questionnaires • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal, deputy principal, and teachers, to the parents' representative and to the chairperson of the board of management.
<ul style="list-style-type: none"> • Meetings with principal and with in-school leadership team • Meeting with representatives of the board of management • Meeting with parents' representatives • Meeting with teachers • Review of relevant documents 	

SCHOOL CONTEXT

Scoil an tSraitha Mhóir is a co-educational school under the patronage of the Catholic Bishop of Raphoe. 96 pupils are enrolled across four mainstream classes. The school has a special educational needs teacher and a language support teacher to support Irish in the school. The school is participating in the Gaeltacht School Recognition Scheme 2017-2022. Most pupils come to the school with little fluency in Irish and this creates challenges in relation to providing all teaching through Irish. Much work has been done to foster a positive attitude towards the scheme and build confidence in it among the school community.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning is good overall, pupils can discuss their work with confidence during lessons.
- The quality of teaching is good, with examples of very good practice; in some classes, limited use is made of pupils' assessment details to support the planning process and the monitoring of pupils' progress.
- The quality of leadership and management is very high overall; a small number of whole school plans need to be updated and there is scope to provide parents with an annual report from the board.
- The standard of provision for pupils with special educational needs is very good overall.
- The standard of support for pupils' wellbeing is commendable; there are many very effective initiatives operating in the school to strengthen pupils' confidence.
- The staff takes part in school self-evaluation and very worthwhile work has been carried out in relation to the gathering of evidence and appropriate attention has been paid to the identification of specific targets in order to strengthen Irish on a phased basis.

RECOMMENDATIONS

- Assessment data should be used more effectively in supporting teachers' planning and practice.
- The whole school plan for Irish should be reviewed to provide more clarity for teachers in relation to the language priorities to be developed at each class level.
- The board of management should provide parents with an annual report on the work of the school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning was good overall, with some very good aspects of learning in evidence. Pupils undertake their work enthusiastically in every class and enjoy the learning activities that are provided for them. They are provided with a wide range of worthwhile opportunities, both curricular and co-curricular. Pupils can discuss their work with confidence during lessons. Senior pupils have completed a wide range of co-operative projects very successfully, particularly in Visual Arts, Mathematics and History. They can digitally present to their peers and teachers in a capable manner, an experience which demonstrates their skills and their broad knowledge of the various subjects.
- Pupils have a good understanding of concepts and they can describe their mathematical thinking with confidence. They have a good understanding of mathematical terminology in Irish and they make effective and accurate use of it during learning. Almost all parents agreed in the Inspectorate questionnaires that the school supports pupils' progress in Mathematics.
- Pupils know a wide range of poems, rhymes and songs which they deliver with meaning and enthusiasm. They are able to play a number of musical instruments. Pupils make very good use of informal Irish during lessons and in their interactions with each other and with the teachers in the school.
- Immersion education for pupils has begun on a phased basis. Pupils are motivated and are committed to speaking and communicating through Irish. There is need however, to develop pupils' confidence in this area. At present, the infant classes are being taught and learn through Irish. Plans are in place to extend this system of immersion education over time. In the other classes, pupils acquire the second language through lessons that are being taught bilingually for the most part.
- In some classes, pupils were provided with effective learning opportunities and were observed working co-operatively. Most pupils, in the Inspectorate questionnaires returns, agreed that they had opportunities to work in groups most days at school. It would be beneficial to provide these opportunities in every class on a more consistent basis in order to reinforce active and co-operative learning among pupils. Opportunities for purposeful pupil participation and collaboration during learning should also be fostered.
- Pupils' digital skills are being very well developed. In the questionnaire returns, most pupils agreed that they are afforded opportunities to use computers during some lessons. During the lessons observed, pupils used digital learning technology (DLT) to foster and demonstrate their research, analytical, creative and presentation skills.

2. THE QUALITY OF TEACHING

- The quality of teaching is good overall, with examples of excellent practice observed in one setting. Teachers were very well prepared for lessons. Inspiring learning environments were observed in almost all classrooms. Teachers use effective approaches in their teaching in most classes. Where there was excellent practice observed, learning intentions, success criteria, purposeful interaction between pupils and reflection on learning were applied very successfully in the lesson. It would be of benefit to extend this practice to all classes.
- Teachers make good use of Irish as the school's language of communication and they have demonstrated effective expectations in relation to promoting Irish in informal interactions with pupils during teaching.
- The programme *Aistear: Creatchuraclam na Luath-Óige* is being effectively implemented in the infant classes. The language support teacher for Irish supports language scaffolding and vocabulary building with pupils in an effective manner as they undertake learning activities.

Planning and assessment to support the implementation and monitoring of pupils' progress in this area are of good quality.

- The standard of planning for most subjects is good with some aspects for development. There are significant variations in the quality of long-term and short-term planning being implemented by individual teachers. Certain plans need to be reviewed and updated. The content and skills for development from class to class need to be clarified for teachers in the whole school curriculum plans. It would be beneficial to use the *Primary Language Curriculum (2015)* in a systematic manner as a guide for identifying the pupils' learning outcomes across the oral language, reading and writing strands. The whole school plan for Irish also needs to be reviewed to develop language priorities on a developmental basis at each class levels.
- Learning outcomes and experiences of pupils in English writing and reading are very good overall. In accordance with the whole school plan for the subject, effective strategies in relation to the teaching of writing in the genres as well as in the teaching of comprehension strategies in reading are evident. In the Inspectorate questionnaires, almost all parents and most pupils agreed that the school supports pupils' progress in reading.
- The quality of assessment is good and there is evidence that most pupils are making very good progress. Examples of very good practice observed included assessment for learning (AfL), peer assessment, self-assessment, objective-based assessment, and teacher-designed assessment to monitor pupils' progress in the subject in an appropriate manner. This very good practice should be extended to all classes. Assessment data should be used more effectively to support planning and the monitoring of pupils throughout the school. Assessment approaches should be agreed and implemented in relation to language skills in particular.
- The standard of provision for pupils with special educational needs is very good overall, with some aspects for improvement. Very effective and supportive lessons in pupil literacy were observed during the inspection. There is regular communication between the teaching staff and parents. A system for planning and assessment is currently being developed by the staff. In order to reinforce this good work, pupils' assessment details should be analysed to ensure that the targets designed for pupils align with identified learning needs.
- A good start has been made in the implementation of the *Continuum of Support* to support mainstream pupils with special educational needs. Mainstream teachers are provided with clear guidance in relation to the development of classroom plans for identified pupils. A staff discussion in relation to the implementation and development of classroom plans would now be worthwhile.

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

- The quality of support for pupils' well-being is very good overall. Interactions between teachers and pupils are very respectful. Teachers organise many beneficial activities for pupils, both curricular and extra-curricular. Pupils take part in plays, concerts, sports competitions and quizzes with another school in the area which is participating in the Gaeltacht School Recognition Scheme in order to promote Irish.
- The school has very good links with external services to foster pupils' well-being in a positive manner.
- Many effective initiatives are taking place within the school to strengthen pupils' confidence and promote opportunities for leadership; in particular the pupils' council, green council, suggestion box and a targeted friendship initiative. It is evident that the activities of the pupils' council are highly organised. They hold regular meetings which focus on appropriate priorities; recorded minutes are displayed in the school subsequently.

- In the Inspectorate questionnaire returns, all parents agreed that there is a good atmosphere in the school and that they feel welcome in the school. Most pupils agreed that the teacher listens to them and pays attention to what they have to say. All pupils agreed that they feel safe in class.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is very good overall. The principal and board of management very successfully foster a co-operative relationship with the staff and teachers fulfil their responsibilities well. The principal builds and maintains relationships with parents, other schools and with the wider community. In the Inspectorate questionnaire returns, almost all parents agreed that the school was well run. The principal, with the very effective support of the acting deputy-principal, enables staff to undertake and develop leadership roles.
- The board of management and principal fulfil their duty in relation to the provision of an environment of safety and wellbeing within the school. A small number of parents disagreed in the Inspectorate questionnaire returns that information is provided on an annual basis detailing the work of the school. The board of management should provide parents with an annual report on the work of the school.
- The leadership team is successful in its efforts to foster and promote Irish in the school to support the phased implementation of the Gaeltacht School Recognition Scheme.
- The board and principal communicate the school's vision to the parent community through school events and regular communication. There is very good communication between school and home through texts to parents and regular newsletters. There is a school website to support the communication system between the school and the school community and policies are made available to parents on the website.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation (SSE) is good overall. An action plan for school improvement has been developed with language-based criteria for the development of Irish. The collective practice among teachers in relation to the implementation of immersion education is effectively guided by the principal, as is the identification and co-ordination of strategies for its implementation.
- This school has very good capacity for development as a result of the co-operative structures already in place in the school and the commitment to school improvement displayed by each member of staff.

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 of quality the school's provision of each area.

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