

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

**Meastóireacht Scoile Uile**  
**Bainistíocht, Ceannaireacht agus Foghlaim**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Gaelscoil Mhíchíl Cíosóg
<b>Seoladh na scoile / School address</b>	Gleann Aibhne Bóthair an Ghoirt Inis Contae An Chláir
<b>Uimhir rolla / Roll number</b>	19838P

**Dáta na cigireachta: 14-03-2018**



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 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. 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.

### **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 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 féinmeastóireachta 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.

### **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 / sa limistéar fáiltithe.
2. 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.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
5. Ar na taifid do na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

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

## Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

<b>Dáta na cigireachta</b>	<b>14-03-2018</b>
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>• Cruinnithe leis an bpríomhoide agus leis an bhfoireann cheannaireachta in-scoile</li><li>• Cruinniú le hionadaithe an bhoird bhainistíochta</li><li>• Cruinniú le hionadaithe tuismitheoirí</li><li>• Cruinniú le múinteoirí oideachais speisialta</li><li>• Athbhreithniú ar cháipéisí ábhartha</li></ul>	<ul style="list-style-type: none"><li>• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí</li><li>• Breathnóireacht ar theagasc agus ar fhoghlaim</li><li>• Scrúdú ar obair na ndaltaí</li><li>• Caidreamh le daltaí</li><li>• Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus ionadaithe an bhoird bhainistíochta</li></ul>

### COMHTHÉACS NA SCOILE

Is bunscoil lán-Ghaelach chomhoideachasúil í Gaelscoil Mhíchíl Cíosóg. Tá sí suite i mBaile na hInse. Feidhmíonn an scoil faoi phátrúnacht Easpaig Caitliceach Chill Dá Lua. Tá príomhoide riaracháin, seachtar múinteoir ranga déag agus cúigear múinteoir oideachais speisialta lonnaithe sa scoil. Ag am na meastóireachta, bhí 463 dalta ag freastal ar an scoil. Tá tinreamh na ndaltaí ar leibhéal an-mhaith.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### CINNTÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith; tá torthaí an-arda foghlama sroichte ag líon mór daltaí sa Ghaeilge, sa Bhéarla agus sa Mhataimic.
- Ar an iomlán, tá cáilíocht an teagaisc go maith; níl straitéisí comhsheasamhacha teagaisc aontaithe, áfach, ar bhonn uile-scoile.
- Tá sé inmholta go bhfuil teagasc in-ranga agus an *Contanam Tacaíochta* curtha i bhfeidhm; tá scóip ann chun gnéithe den soláthar uile-scoile tacaíochta a fhorbairt.
- Tá cáilíocht d'fholláine agus cúram na ndaltaí ar chaighdeán an-ard.
- Cuireann an príomhoide agus ceannairí eile na scoile an fhís threorach in iúl go han-éifeachtach don phobal scoile; tá scóip ann chun ceannaireacht bhreise a chur chun cinn i gcúrsaí teagaisc agus foghlama.
- Tá cáilíocht na féinmheastóireachta scoile (FMS) go maith.

#### MOLTAÍ

- Ba chóir straitéisí comhsheasamhacha teagaisc, uile-scoile a aontú agus a chur i bhfeidhm maidir le cleachtais litearthachta, cuir chuige mheasúnaithe agus cúrsaí pleanála.
- Is gá athbhreithniú a dhéanamh ar an soláthar uile-scoile don oideachais speisialta, chun a chinntiú go mbíonn na gníomhaíochtaí foghlama, i ngach suíomh, bunaithe ar riachtanais aitheanta na ndaltaí.
- Ba chóir do bhaill na bainistíochta inscoile a rólanna ceannaireachta i gcúrsaí teagaisc agus foghlama a fhorbairt a thuilleadh.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith, ar an iomlán. Sonraítear atmaisféar Gaelach an-dearfach sa scoil. Déantar ceiliúradh an-rathúil ar fhoghlaim na ndaltaí agus ar chultúr na scoile i dtimpeallacht na scoile.
- Sa Ghaeilge, tá cáilíocht na foghlama go han-mhaith, ar an iomlán. Tá saibhreas teanga na ndaltaí sa Ghaeilge ar cháilíocht an-ard. Tá sé le hardmholadh go n-úsáidtear *Aistear: Creachuraclam na Luath-óige* leis na naionáin shinsearacha chun liofacht teanga na ndaltaí agus a scileanna réamhléitheoireachta a fhorbairt trí mheán an tsúgartha. Úsáidtear fíorleabhair sa scoil go héifeachtach chun scileanna léitheoireachta na ndaltaí sa Ghaeilge a mhéadú. Is gá scileanna scríbhneoireachta na ndaltaí a fhorbairt a thuilleadh, áfach, i réimse níos leithne de na seanraí scríbhneoireachta.
- Ar an iomlán, tá gnóthachtáil foghlama na ndaltaí sa Bhéarla ar cháilíocht an-ard. Forbraítear scileanna foclóra na ndaltaí go han-éifeachtach ar bhonn uile-scoile. Chun scileanna léitheoireachta na ndaltaí a fhorbairt a thuilleadh, b'fhiú cláir idirdhealaithe léitheoireachta a úsáid go córasach sa scoil. *Overall, the learning achievements of pupils in English are at a very good standard. Pupils' vocabulary skills are developed very effectively at whole-school level. To further develop pupils' reading skills, it would be worthwhile using differentiated reading programmes systematically in the school.*
- Tá cáilíocht na foghlama sa Mhatamaitic go han-mhaith, ar an iomlán. Léiríonn na daltaí inniúlacht an-mhaith i dtuiscint choincheapúil agus i ríomh na n-oibríochtaí uimhris. Cuirtear béim an-rathúil ar theanga na Matamaitice i bhformhór na suímh.
- Forbraítear eolas agus scileanna na ndaltaí san Oideachas Sóisialta, Imshaoil agus Eolaíochta (OSIE) go héifeachtach. Sna ceachtanna a breathnaíodh, bhí sé inmholta gur cothaíodh sainfhoclóir na dtéamaí leis na daltaí.
- Le linn na meastóireachta, léirigh na daltaí go bhfuil a gcuid scileanna sa Cheol, sna hAmharcealaíona agus sa Drámaíocht ar chaighdeán an-ard. Tá sé le moladh go dtugtar deiseanna rialta do na daltaí a mbuanna sna hábhair a cheiliúradh i gníomhíochtaí chomhchuraclaim, an Féile Scoil Drámaíochta san áireamh.

### 2. CÁILÍOCHT AN TEAGAIS

- Ar an iomlán, tá cáilíocht an teagaisc go maith. Sna ceachtanna a breathnaíodh, bhí réimse de ghnéithe an chleachtais idir cháilíocht shásúil agus cáilíocht an-ard. De réir thorthaí cheistneoirí na dtuismitheoirí, i mbeagnach gach cás, aontaíodh go bhfuil an teagasc go maith sa scoil.
- Cuirtear prionsabail an tumoideachais i bhfeidhm go han-mhaith sna bunranganna. Tacaíonn an nuachtlitir sheachtainiúil agus an Scéim Teanga Tí go mór leis na tuismitheoirí bheith páirteach sa phróiseas foghlama.
- Tugtar ionchur teanga an-saibhir do na daltaí sa litearthacht agus san uimhearthacht. I dteagasc na Matamaitice, tá gá le difreáil níos fearr a chinntiú, áfach, chun freastal ar réimse leathan riachtanais na ndaltaí aonair.
- Sna ceachtanna Béarla inar breathnaíodh sár-chleachtas, forbraíodh scileanna scríbhneoireachta agus scileanna tuisceana na ndaltaí go córasach. Is gá straitéisí teagaisc don litearthacht a aontú agus a chur i bhfeidhm go céimniúil ar bhonn scoile uile. *In English lessons where very high-quality practice was observed, pupils' writing and comprehension skills were developed systematically. The teaching strategies for literacy should be agreed and implemented progressively at whole-school level.*
- Baineadh úsáid as éagsúlacht mhaith modhanna múinte chun na daltaí a spreagadh chun foghlama. I líon beag suímh, is gá rannpháirtíocht ghníomhach na ndaltaí a bheimniú a thuilleadh le linn na gceachtanna.
- Tá féidearthachtaí ann chun feabhas a chur ar an gcorás pleanála scoile. Ní mór cur chuige níos comhsheasmhaí uile-scoile don phleanáil ghearrthréimhseach a fhorbairt.

- Tá cáilíocht an mheasúnaithe go maith, ar an iomlán. Úsáidtear raon straitéisí éifeachtacha i bhformhór na suímh, seiclíostaí agus rúibricí san áireamh, chun dul chun cinn na ndaltaí a mheas. Is gá, áfach, na stráiteisí measúnaithe a chomhaontú agus a chur i bhfeidhm go córasach tríd an scoil.
- Tá sé le moladh go bhfuil teagasc in-ranga agus an *Contanam Tacaíochta* curtha i bhfeidhm chun cabhrú le daltaí le riachtanais speisialta oideachais (RSO). I suímh áirithe, bhí na múinteoirí oideachais speisialta ag forbairt scileanna litearthachta agus uimhearthachta na ndaltaí le RSO ar chaighdeán maith. Chun chur leis an gcleachtas seo, ba chóir go mbeadh an tacaíocht, i ngach suíomh, bunaithe ar riachtanais aitheanta na ndaltaí.

### **3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ**

- Tá cáilíocht d'fholláine na ndaltaí ar chaighdeán an-ard. Cothaítear idirghníomhaíochtaí ómósacha, dearfacha idir na daltaí agus na múinteoirí. I gceistneoirí a dáileadh ar na daltaí, i mbeagnach gach cás, d'aontaigh na daltaí go dtaitníonn an scoil leo.
- Tá sé le hardmholadh go n-eagraíonn na múinteoirí réimse an-fhairsing gníomhaíochtaí comhchuraclaim agus seach-churaclaim do na daltaí.
- Éascaítear guth agus tuairimíocht na ndaltaí sa scoil trí chlár éagsúla. Ina measc, áirítear na Bratacha Glas agus Buí. Tá sé le moladh freisin go dtugtar deiseanna do na daltaí a dtuairimí a sholáthar mar chuid den phróiseas féinmheastóireachta scoile (FMS).

### **4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA**

- Tá cáilíocht na ceannaireachta agus na bainistíochta go maith, ar an iomlán. Bainistítear méadú leanúnach na scoile go han-éifeachtach. Sna ceistneoirí a dáileadh ar na tuismitheoirí, aontaíodh, i mbeagnach gach cás, go ritear an scoil go maith.
- Stiúran an bord bainistíochta an scoil go han-éifeachtach. Cinntíonn an bord go gcuirtear timpeallacht shabháilte ar fáil do na daltaí agus go soláthraítear áiseanna agus trealamh teagasc.
- Tá an príomhoide an-tiomanta don Ghaeilge agus cuireann sé cultúr agus fíis threorach don scoil chun cinn go han-éifeachtach. Cothaíonn sé comhoibriú agus cruthaitheacht sa teagasc agus san fhoghlaim. Sna ceistneoirí a dáileadh ar na múinteoirí, aontaíodh go hiomlán go bhfuil dea-atmaisféar sa scoil.
- Cabhraíonn an fhoireann bhainistíochta in-scoile go mór leis an bpríomhoide. Tá na baill uile ag obair go díograsach ar réimse leathan freagrachtaí. Tá sé le moladh go bhfuil abhbhreithniú á dhéanamh ar na poist freagrachta i mbliana. Le linn na n-athbhreithnithe seo, b'fhiú cothromaíocht a léiriú idir na freagrachtaí atá le dáileadh ar gach ball.
- Ba chóir don fhoireann bhainistíochta in-scoile, an príomhoide san áireamh, cruinnithe foirmiúla a eagrú ar bhonn níos rialta. Moltar monatóireacht níos éifeachtaí a dhéanamh ar fhoghlaim, ar theagasc agus ar chur i bhfeidhm na stráiteisí feabhsúcháin ar bhonn uile-scoile.

### **5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE**

- Tá cáilíocht na féinmheastóireachta scoile (FMS) go maith, ar an iomlán. Tá sé le moladh go bhfuil plean feabhsúcháin athbhreithnaithe foilsithe don uimhearthacht i mbliana. Le linn na meastóireachta, bhí fianaise ann go bhfuil tionchar dearfach ag na gníomhartha aontaithe don uimhearthacht ar an bhfoghlaim. Moltar athbhreithniú a dhéanamh ar an bplean feabhsúcháin don litearthacht chun an dea-chleachtas céanna a chur i bhfeidhm.

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

**Cuid A: Tuairimí ar ábhar na tuairisce scoil**

Tá ríméad ar an mBord gur tugadh aitheantas don ardchaighdeán teagasc agus do cháilíocht an-ard i leith foghlaim na ndaltaí atá ag tarlú sa scoil. Tugadh aitheantas freisin don tacaíocht an-mhaith atá sa Ghaelscoil d'fholláine na ndaltaí. Aontaímid go bhfuil ceannaireacht agus bainistíocht éifeachtach faoi threoir bord bainistíochta, príomhoide agus foireann bhainistíochta in-scoile. Táimid sásta go raibh cáilíocht mhaith FMS aitheanta sa tuairisc freisin.

Fáiltímid go mór roimh na príomhchinntí agus na moltaí dearfacha sa tuairisc.

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

Tá na rólanna ceannaireachta á n-athbhreithniú i mbliana. Tá an folúntas nua do POC1 líonta ó dháta na measúnaithe de réir Imlitir 63/17, le béim ar leith ar theagasc agus foghlaim luaite sna freagrachtaí. Déanfar na moltaí dearfacha eile a chur i bhfeidhm, faoi stiúir an bhoird, gan mhoill.

## 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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
<b>Maith</b>	Úsáidtear <b>Go maith</b> 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 <b>an-mhaith</b> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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
<b>Lag</b>	Úsáidtear <b>Lag</b> 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**

<b>Ainm na scoile/ School name</b>	Gaelscoil Mhíchíl Cíosóg
<b>Seoladh na scoile/ School address</b>	Gleann Aibhne Gort Road Ennis County Clare
<b>Uimhir rolla / Roll number</b>	19838P

**Date of Inspection: 14-03-2018**



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

### **HOW TO READ THIS REPORT**

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

6. Quality of pupils' learning
7. Quality of teaching
8. Quality of support for pupils' well being
9. Quality of leadership and management
10. 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.

### **CHILD PROTECTION**

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

1. The name of the designated liaison person and the child safeguarding statement are prominently displayed near the main door of the school / in the school's reception area.
2. It has been confirmed by all the teachers visited that they have read the school's child safeguarding statement and that they are aware of their responsibilities as mandated persons.
3. The school's child safeguarding statement has been approved by the board and includes an annual review and risk assessment.
4. The school's child safeguarding statement meets the requirements under the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the three latest board of management meetings contain a record of a child protection report in accordance with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
6. It has been confirmed by the board of management that arrangements are in place to provide information on the Child Protection Procedures for Primary and Post-Primary Schools 2017 to all school personnel.
7. It is indicated in school planning documents that the school makes full provision for all relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing)
8. The child protection records are kept in a safe, secure place.

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

## Whole School Evaluation –Management, Leadership and Learning

<b>Date of Inspection</b>	<b>14-03-2018</b>
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meetings with principal and in-school leadership team</li><li>• Meeting with representatives of the board of management</li><li>• Meeting with parents’ representatives</li><li>• Meeting with special education teachers</li><li>• Review of relevant documents</li></ul>	<ul style="list-style-type: none"><li>• Analysis of parent, pupil and teacher questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils’ work</li><li>• Interaction with pupils</li><li>• Feedback to principal, deputy principal and teachers, and to representatives of the board of management</li></ul>

### SCHOOL CONTEXT

Gaelscoil Mhíchíl Cíosóg is an all-Irish co-educational primary school. It is situated in the town of Ennis. The school operates under the patronage of the Catholic Bishop of Killaloe. The school has an administrative principal, seventeen class teachers and five special education teachers based in the school. At the time of the evaluation there were 463 pupils enrolled in the school. Pupil attendance is at a very good level.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of pupils’ learning is very good; large numbers of pupils have achieved very high learner outcomes in Irish, English and Mathematics.
- The overall quality of teaching is good; however, consistent teaching strategies have not been agreed on a whole-school basis.
- It is commendable that in-class teaching and the *Continuum of Support* have been implemented; there is scope to develop aspects of the whole-school support provision.
- The quality of support for pupils’ wellbeing and care is of a very high standard.
- The principal and other school leaders communicate the school’s guiding vision very effectively to the school community; there is scope to further develop leadership of teaching and learning.
- The quality of school self-evaluation (SSE) is good.

#### RECOMMENDATIONS

- Consistent whole-school teaching strategies should be agreed and implemented in relation to literacy practices, approaches to assessment and planning.
- The whole-school provision for special education needs to be reviewed, to ensure that learning activities, in all settings, are based on the identified needs of pupils.
- The members of the in-school management team should further develop their leadership roles in relation to teaching and learning.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good, overall. A very positive atmosphere towards Irish is noticeable in the school. Pupils' learning and the culture of the school are celebrated in a very successful way in the school environment.
- In Irish, the quality of learning is very good, overall. The richness of pupils' linguistic skills in Irish is of a very high quality. It is highly commendable that *Aistear: The Early Childhood Curriculum Framework* is used with the senior infants to develop the fluency of pupils' language and their pre-reading skills through the medium of play. Authentic Irish books are used effectively in the school to enhance the pupils' reading skills in Irish. The pupils' writing skills need to be further developed, however, in a wider range of writing genres.
- Overall, the pupils' learning achievements in English are of a very high quality. The pupils' vocabulary skills are very effectively developed on a whole-school basis. In order to further develop the pupils' reading skills, it would be worthwhile using differentiated reading programmes systematically in the school.
- The quality of learning in Mathematics is very good, overall. The pupils show very good competence in conceptual thinking and in number operations. A very successful emphasis is placed on mathematical language in the majority of settings.
- Pupils' knowledge and skills in Social, Environmental and Scientific Education (SESE) are developed in an effective manner. In the lessons observed, it was commendable that the specific vocabulary of the themes was fostered with the pupils.
- During the evaluation, the pupils demonstrated that their skills in Music, the Visual Arts and Drama are of a very high standard. It is praiseworthy that pupils are afforded regular opportunities to celebrate their talents in these subjects through co-curricular activities, including Féile Scoil Drámaíochta.

### 2. QUALITY OF TEACHING

- Overall, the quality of teaching is good. In the lessons observed, aspects of practice ranged from satisfactory to very high quality. According to the results of parents' questionnaires, in almost all cases, it was agreed that the quality of teaching in the school is good.
- The principles of immersion education are very well implemented in the junior classes. The weekly newsletter and the Scéim Teanga Tí support the participation of parents effectively in the learning process.
- Pupils are given very rich language input in literacy and numeracy. In the teaching of Mathematics, however, there is a need to ensure greater differentiation, to cater for the wide range of needs of individual pupils.
- In English lessons where very high-quality practice was observed, pupils' writing and comprehension skills were developed systematically. The teaching strategies for literacy should be agreed and implemented progressively at whole-school level.
- A good variety of teaching methodologies was used to encourage pupils' learning. In a small number of settings, there is a need to place greater emphasis on the active participation of pupils during lessons.
- There are some possibilities for improvement in the school planning process. A more consistent whole-school approach to short-term planning should be developed.
- The quality of assessment is good, overall. A range of effective strategies, including checklists and rubrics, is used in most settings to assess pupils' progress. However, the assessment strategies need to be agreed and systematically implemented throughout the school.
- It is commendable that in-class teaching and the *Continuum of Support* have been implemented to support pupils with special educational needs (SEN). In certain settings, the special education teachers (SET) were developing the literacy and numeracy skills of pupils

with SEN to a good standard. In order to enhance current practice, the support, in all settings, should be based on the identified needs of pupils.

### **3. QUALITY OF SUPPORT FOR PUPILS' WELL-BEING**

- The quality of support for pupils' wellbeing is of a very high standard. Respectful, positive interactions between pupils and teachers are fostered. In questionnaires distributed to pupils, in almost all cases, the pupils agreed that they liked their school.
- It is highly commendable that the teachers organise a wide range of co-curricular and extra-curricular activities for the pupils.
- Pupil voice and the opinions of pupils are facilitated through various programmes. Included in these are, the Green and Yellow Flags. It is notable that pupils are afforded opportunities to provide their opinions as part of the school self-evaluation (SSE) process.

### **4. QUALITY OF LEADERSHIP AND MANAGEMENT**

- The quality of leadership and management is good, overall. The progressive expansion of the school is managed very effectively. In questionnaires distributed to parents, it was agreed, in almost all cases, that the school is well run.
- The board of management guides the school very effectively. The board ensures that pupils are provided with a safe environment and that teaching aids and equipment are supplied.
- The principal is very committed to the Irish language and he promotes the culture and the guiding vision for the school very effectively. He fosters co-operation and creativity in teaching and learning. In the questionnaires distributed to teachers, all teachers agreed that there is a good atmosphere in the school.
- The in-school management team provides very good support to the principal. All members work diligently on a wide range of responsibilities. Commendably, the posts of responsibility are being reviewed this year. During this review process, it would be worthwhile ensuring that a balance between the responsibilities being allocated to each member is represented.
- The in-school management team, including the principal, should organise formal meetings on a more regular basis. It is recommended that teaching, learning and the implementation of improvement strategies are more effectively monitored at whole-school level.

### **5. QUALITY OF SCHOOL SELF-EVALUATION**

- The quality of school self-evaluation (SSE) is good, overall. Commendably, a revised school improvement plan for numeracy has been published this school year. During the evaluation, there was evidence that the agreed actions in relation to numeracy are having a positive impact on pupils' learning. It is recommended that the improvement plan for literacy be reviewed to ensure similar good practice is implemented.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A Observations on the content of the inspection report**

The board is delighted that recognition was given to the high standard of teaching and to the very high quality of pupils' learning that is taking place in the school. Recognition was also given to the very good support for pupils' wellbeing in the Gaelscoil. We agree that there is effective leadership and management under the direction of the board, principal and in-school management team. We are satisfied that the good quality of school self-evaluation (SSE) was recognised in the report also.

We greatly welcome the main findings and the positive recommendations in the report.

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

The leadership roles are being reviewed this year. The new vacancy for Assistant Principal 1 has been filled since the evaluation in accordance with Circular 63/17, with particular emphasis on teaching and learning listed in the responsibilities. The other positive recommendations will be implemented, under the direction of the board, without delay.

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

## THE INSPECTORATE'S QUALITY CONTINUUM

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

Level	Description	Example of descriptive terms
<b>Very good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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 <b>very good</b> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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