

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

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| Ainm na scoile / School name | Scoil Rois |
| Seoladh na scoile / School address | Carraig Mhachaire Rois Contae Mhuineacháin |
| Uimhir rolla / Roll number | 19857T |

Dáta na cigireachta: 22-11-2017



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

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

CAD IS MEASTÓIREACHT SCOILE UILE: 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 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

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| Dátaí na cigireachta | 22-11-2017 |
| 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'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta |

COMHTHÉACS NA SCOILE

Is bunscoil lán-Ghaeilge chomhoideachasúil í Scoil Rois a fheidhmíonn faoi phátrúnacht an Easpag do Dheoise Chlochair. Tá 227 dalta cláraithe sa scoil agus tá tinreamh an-mhaith ag a bhformhór.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht foghlama na ndaltaí agus cáilíocht an teagaisc ar chaighdeán an-mhaith.
- Cé go bhfuil córas measúnaithe an-fhiúntach curtha ar bun, níl go leor aiseolais scríofa curtha ar fáil sna cóipleabhair.
- Baineann caighdeán an-ard leis an tacaíocht d'fholláine na ndaltaí.
- Tá cáilíocht an tsoláthair do na daltaí le riachtanais speisialta oideachais go maith, ach baineann an bhéim láidir a chuirtear ar mhodh an aistarraingte a úsáid de chumas na foirne tacaíochta gníomhaíochtaí luath-ghabhála a chur chun cinn sna ranganna naíonán.
- Tá ceannaireacht agus bainistíocht na scoile go han-éifeachtach.
- Tá obair an-fhiúntach déanta ag an scoil maidir le féinmheastóireacht scoile.

MOLTAÍ CHUN

- B'fhiú níos mó den chomhtheagasc in-ranga a chur i bhfeidhm, go háirithe i ranganna na naíonán, chun gníomhaíochtaí luath-ghabhála a chur chun cinn ar mhaithe leis an tionchar foghlama is fearr a bhaint amach.
- Chun tógáil ar an gcóras measúnaithe fiúntach scoile uile, moltar do na hoidí níos mó den aiseolas scríofa a chur sna cóipleabhair, agus aird na ndaltaí a dhíriú air, chun go mbeadh na daltaí in ann a gcuid oibre a fhorbairt go leanúnach iad féin.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith trasna an churaclaim. Tá ard-chaighdeán sa Ghaeilge labhartha á bhaint amach ag na daltaí. Labhraíonn siad le líofacht, cruinneas agus muinín. Tá béim bhreá curtha ar dhánta a rá agus a phlé go tuisceanach. Léiríonn na daltaí tuiscint an-mhaith ar na scéalta atá léite acu sa Ghaeilge agus sa Bhéarla, agus tá cumas breá acu labhairt faoi conas a fhorbraíonn a dtuairimí le linn dóibh na scéalta a léamh. Feictear go bhfuil caighdeán maith scríbhneoireachta bainte amach ag formhór na daltaí sa Ghaeilge agus sa Bhéarla.
- Tá caighdeán an-mhaith bainte amach ag na daltaí sa Mhatamaitic. Leiríonn na daltaí inniúlacht mhaith sa tuiscint choinceapúil, an mhatamaitic ó mheabhair san áireamh. Chun cur leis an dea-cleachtas seo, b'fhiú beim sa bhreis a chur ar scileanna agus straitéisí a phlé ar bhonn ranga uile.
- Léiríonn na daltaí go bhfuil eolas an-mhaith acu ar théamaí éagsúla sa Stair, an stair áitiúil san áireamh. Tá sé soiléir sna fillteáin a choiméadtar go bhfuil forbairt bhreá ar scileanna na ndaltaí sna hAmharcealaíona. Léiríonn na daltaí tuiscint an-mhaith ar scileanna an cheoil go háirithe sa bhanna ceoil; tagann an fhoghlaim seo go breá leis an gcultúr gaelach atá cruthaithe go láidir sa scoil. B'fhiú anois béim sa bhreis a chur ar chumas na ndaltaí labhairt faoin na heilimintí ceoil. Moltar an éagsúlacht sna héispeiris fhoghlama a chuirtear ar fáil do na daltaí: cúrsaí diospóireachta, cúrsaí spóirt agus cúrsaí comhshaoil san áireamh.
- Tá béim fhiúntach curtha ar mhodhanna chun foghlaim trí shúgradh a úsáid i ranganna na naíonán agus ar mhúineadh trí théamaí comhtháite. Bainistítear na gníomhaíochtaí seo go sciliúil. B'fhiú anois smaoineamh ar roinnt gníomhaíochtaí a fhorbairt chun teanga atá ar eolas ag na daltaí a chleachtadh.

2. CÁILÍOCHT AN TEAGAISIC

- Tá cáilíocht an teagaisic ar chaighdeán an-mhaith. Cuireadh na ceachtanna a breathnaíodh i láthair ar bhonn struchtúrtha agus ar luas oiriúnach. Bíonn na daltaí spreagtha chun foghlama trí bheith páirteach i ngníomhaíochtaí éagsúla, comhoibritheacha le cuspóirí agus tascanna dúshlánacha bunaithe ar ábhair spéise na ndaltaí. Tá cothromaíocht oiriúnach le sonrú i gcuir chuige na n-oidí ó thaobh teagasc díreach, ionchur díreach agus gníomhaíochtaí foghlama a eagrú. Tá scileanna céistiúcháin na n-oidí go maith ar an iomlán; i roinnt bheag de cheachtanna moltar úsáid níos mó a bhaint as ceisteanna oscailte mar aon le níos mó ama feithimh chun seans a thabhairt do na daltaí freagraí a ullmhú.
- Múintear an Ghaeilge go sciliúil trí abairtí iomlána saibhre a úsáid, trí bhéim a chur ar abairtí iomlána a mhealladh ó na daltaí, trí bhotúin a cheartú go sisteámach agus trí aird na ndaltaí a dhíriú ar fhocail agus ar abairtí suimiúla. Is breá go mbaineann na hoidí úsáid as na modhanna céanna chun an foclóir sa Ghaeilge agus sa Bhéarla a mhúineadh; cuireann sé seo le foghlaim na dteangacha ar bhealach comhtháite. Tá tús maith déanta ag an scoil maidir leis an gCuraclam Teanga na Bunscoile nua a chur chun cinn; is breá go bhfuil sé seo le feiceáil i dteagasc na múinteoirí.

- Tá caighdeán phleanáil na múinteoirí go maith, le béim chuí curtha ar chuspóirí foghlama a léiriú go soiléir inti.
- Tá cáilíocht an mheasúnaithe go maith. Tá córas scoile uile an-éifeachtach ann chun torthaí na ndaltaí a choiméad sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic a léiríonn dul chun cinn gach dalta go han-soiléir. Tá an córas measúnaithe sna hAmharcealaíona go han-mhaith freisin.
- Cé go bhfuil córas measúnaithe an-fhiúntach curtha chun cinn ar bhonn scoile uile, níl go leor den aiseolas cuiditheach forbarthach scríofa i gcópleabhair na ndaltaí agus mar sin, níl an leas iomlán á bhaint as an monatóireacht ar obair na ndaltaí. Chun tógáil ar an gcóras measúnaithe fiúntach scoile uile, moltar do na hoidí níos mó den aiseolas scríofa a chur sna cópleabhair agus aird na ndaltaí a dhíriú air chun go mbeadh na daltaí in ann a gcuid oibre a fhorbairt go leanúnach iad féin.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith. Léiríodh an-chaidrimh idir dhaltaí agus oidí agus bhí cúrsaí riailbhéasa ar dóigh le linn na meastóireachta. Sonraítear go ndéantar an-chúram d'fhorbairt fhéinmhuinín na ndaltaí.
- Leiríonn na daltaí meas ar a chéile. Bíonn meas acu ar thuairimí, agus suim acu in eispéiris, a gcomhdhaltaí sa rang. Léiríodh ó na ceistneoirí do dhaltaí a dáileadh sa mheastóireacht nach n-aontaíonn mionlach suntasach de dhaltaí go dtugtar deis dóibh a dtuairimí a phlé faoin mbealach ina ndéantar rudaí sa scoil. Mar sin, is breá an plean atá ag an scoil comhairle na ndaltaí a bhunú. Thabharfadh sé seo seans do na daltaí a scileanna cumarsáide agus scileanna sa chomhoibriú a chur i bhfeidhm agus iad ag cur le forbairt na scoile. Aontaíonn formhór na ndaltaí sna ceistneoirí a dáileadh go dtaitníonn an scoil leo agus gur scoil mhaith í.
- Tá cáilíocht an teagaisc do dhaltaí le riachtanais speisialta oideachais go maith. Caitheann na hoidí go breá, tuisceanach leo. Baintear úsáid as raon leathan de thástálacha measúnaithe, tástálacha diagnóiseacha san áireamh, chun deacrachtaí na ndaltaí a aithint. Is breá go bhfuil comhairle tugtha ag an scoil do thuismitheoirí conas cabhair a thabhairt dá bpáistí. Tá cuspóirí soiléire ag gabháil le teagasc na matamaitice le húsaid mhaith bainte as acmhainní concreideacha chun coincheapa a léiriú agus foghlaim a dhaingíú. Moltar anois béim sa bhreis a chur ar an obair fheidhmiúil chun cabhrú leis na daltaí a scileanna a úsáid i gcomhthéacsanna réalaíocha.
- Tá na cuspóirí do sholáthar na litearthachta do dhaltaí le riachtanais speisialta ró-ghinearálta. Moltar cuspóirí foghlama níos saineúla a fhorbairt a chabhródh le dul chun cinn na ndaltaí a aithint agus a thaifeadadh, go háirithe sna scileanna litearthachta. Chun tacaíocht na naíonán sa suíomh aistarraingte a fhorbairt, b'fhiú úsáid níos mó a bhaint as ábhar léirithe agus as luaschartaí chun scileanna na léitheoireachta a mhúineadh agus a chleachtadh. Chun taifead ar scileanna na litearthachta agus na scileanna sóisialta a fhorbairt, moltar córas a chur i bhfeidhm a bhíonn comhroinnte idir na hoidí tacaíochta, na hoidí ranga agus na thuismitheoirí. Cé go bhfuil roinnt den chomhtheagasc in-ranga atá ar siúl ar chaighdeán ard, tá an chuid is mó den tacaíocht soláthraithe trí na daltaí a aistarraingt ón rangsheomra. B'fhiú anois, toisc go bhfuil sé mar thosaíocht aitheanta ag an scoil freastal ar riachtanais gach uile dalta, níos mó den chomhtheagasc in-ranga a chur i bhfeidhm go háirithe i ranganna na naíonán chun

gníomhaíochtaí luath-ghabhála a chur chun cinn ar mhaithe leis an tionchar foghlama is fearr a bhaint amach.

- Thug údaráis na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanáí 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 Leanáí i mBunscoileanna agus in Iarbhunscoileanna*.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá ceannaireacht agus bainistíocht na scoile ag feidhmiú ar leibhéal maith. Bíonn an bord bainistíochta fiosrach ar chaighdeán foghlama na ndaltaí agus oibríonn na baill go díograiseach chun an scoil agus soláthar an oideachais a fhorbairt. Is gá don bhord córas a chur i bhfeidhm chun polasaithe agus pleananna curaclam na scoile atá á athbhreithniú a sheoladh chuig tuismitheoirí chun a gcuid tuairimí a lorg sula ndéantar iad a fhaomhadh.
- Tá tuiscint an-mhaith ag an bpríomh-oide ar chomhthéacs na scoile agus ar fhoghlaim na ndaltaí agus gníomhaíonn sé go machnamhach da réir. Is breá an cleachtas é go bhfuil sé páirteach san teagasc in-ranga a chuirtear chun cinn. Tá dualgaisí áirithe leagtha amach do gach ball den fhoireann bhainistíochta inscoile agus córas soiléir ann chun na dualgaisí seo a chomhlíonadh. Chun tógáil ar an gcóras seo, agus na pleananna a chuireann na baill ar fáil ag tús na bliana, moltar do na baill tuairisc scríofa a chur ar fáil ag deireadh na bliana faoin méid a bhíonn déanta acu.
- Coinnítear na tuismitheoirí ar an eolas maidir le dul chun cinn a bpáistí féin. Ag cruinniú leis na cigirí chuir ionadaithe na dtuismitheoirí in iúl go raibh siad lán-sásta leis an soláthar oideachais sa scoil. D'aontaigh formhór na dtuismitheoirí, a líon ceistneoir na cigireachta, leis an dtuairim seo.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile go han-mhaith. Tá córas fiúntach ann chun breathnú go rialta ar chúrsaí pleanála agus an tslí ina mbíonn sí ag tacú le forbairt na foghlama i measc na ndaltaí.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Glacann Bord Bainistíochta Scoil Rois go foirmiúil leis an tuairisc mar atá sé is tá an Bord buíoch as an aiseolas is na moltaí a tugadh.

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 an Bord sásta a léiriú go bhfuil roinnt de na moltaí curtha i bhfeidhm cheana féin ag foireann theagaisc na scoile. Na moltaí atá curtha i bhfeidhm ná: béim sa bhreis á chur ar scileanna is straitéisí a phlé ar bhonn ranga uile sa Mhata; béim sa bhreis á chur ar chumas na ndaltaí labhairt faoi na heilimintí ceoil; gníomhaíochtaí á fhorbairt sna Naíonáin chun an teanga atá ar eolas acu a chleachtadh; níos mó ceisteanna oscailte á chur ar pháistí is tá níos mó ama feithimh á thabhairt chun seans a thabhairt do na páistí freagraí a ullmhú; níos mó den aiseolas scríofa á chur sna cóipleabhair; béim á chur ar an obair fheidhmiúil sa Mhata chun cabhrú leis na daltaí a scileanna a úsáid i gcomhthéacsanna réalaíocha; cuspóirí níos sainiúla á fhorbairt do pháistí le riachtanais speisialta; níos mó úsáide á bhaint as ábhar léirithe is na luascartaí chun scileanna leitheoireachta a chleachtadh is a fhorbairt sna Naíonáin sa suíomh aistarraingte; níos mó den chomhtheagasc in-ranga curtha a bhfeidhmi ranganna na Naíonáin; níos lú den aistarraingt á dhéanamh sna naíonáin chun béim a chur ar ghníomhaíochtaí luath-ghabhála is tá córas á chur bhfeidhm atá comhroinnte idir na hoidí tacaíochta, na hoidí ranga is tuismitheoirí na ndaltaí le riachtanais speisialta chun taifead ar scileanna na litearthachta is na scileanna sóisialta a fhorbairt.

Creideann an Bord go dtugann tús na scoilbhliana deis iontach chun Comhairle na nDaltaí a bhunú; tuairimí tuistí a lorg i dtaobh polasaithe is pleananna curaclam á bheidh faoi athbhreithniú sula gcuirfí i bhfeidhm iad; tá baill na fóirne bainistíochta ar an eolas go bhfuil an Bord ag iarraidh tuairisc scríofa ag deireadh na bliana faoin méid atá déanta agus ag tús na bliana beidh a gcuid pleananna don bhliain a léiriú don Bhord.

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 |
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| 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 |

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Management, Leadership and Learning

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| Ainm na scoile / School name | Scoil Rois |
| Seoladh na scoile / School address | Carrickmacross County Monaghan |
| Uimhir rolla / Roll number | 19857T |



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 inspector(s) evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' well-being
4. The quality of leadership and management
5. 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

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| Dates of inspection | 22-11-2017 |
| Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and in-school leadership team• Meeting with representatives of the board of management• Meeting with parents' representatives• Meeting with teachers• Review of relevant documents | <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, and to parents' representatives and representatives of the board of management |

SCHOOL CONTEXT

Scoil Rois is an all-Irish co-educational primary school which operates under the patronage of the Bishop of the Diocese of Clogher. There are 227 pupils enrolled in the school and most have a good attendance record.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Pupils' learning and the quality of teaching are of a very good standard.
- Even though very worthwhile assessment practices have been established, not enough written feedback is provided in copy-books.
- Support for pupils' well-being is of a very high standard.
- The quality of provision for pupils with special educational needs is good, but the strong emphasis that is placed on the use of the withdrawal method means that the ability of the support team to use early intervention activities in infant classes is restricted.
- Both school leadership and management are very effective.
- The school has undertaken very worthwhile work in the area of school self-evaluation.

RECOMMENDATIONS

- Additional in-class team teaching is recommended, especially in the infant classes, in order to promote early intervention activities and optimise learning.
- In order to build on the worthwhile whole-school assessment practices that have been developed, teachers are advised to provide further written feedback in copy-books, drawing pupils' attention to this, so that the pupils themselves can monitor their learning on an ongoing basis.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good across the curriculum. Pupils are achieving a very high standard in spoken Irish. They speak with fluency, accuracy and confidence. A commendable emphasis is placed on reciting and discussing poems with understanding. Pupils demonstrate a very good understanding of the stories they have read in Irish and English and they have a good ability to discuss how their views on the stories evolve during their reading of them. It is evident that most pupils have attained a good level of writing in Irish and English.

- The pupils have attained a very good standard in Mathematics. The pupils show good competence in conceptual understanding, including mental mathematics. In order to build on this good practice, it would be worth placing an additional emphasis on providing pupils with opportunities to discuss skills and strategies on a whole-class basis.
- Pupils demonstrate that they have a very good understanding of various themes in History, including local History. It is clear from the folders that are maintained that the pupils' skills in the Visual Arts have been well developed. Pupils show a very good understanding of musical skills especially in the school-band; this learning fits in well with the Gaelic cultural ethos which has been strongly fostered in the school. It would be worthwhile now to place additional emphasis on the pupils' ability to speak about the musical elements. The variety of learning experiences that the pupils are provided with is commendable, including debating, sporting activities and environmental matters.
- A worthwhile emphasis is placed on the use of play-based learning in the infant classes and on teaching through integrated themes. The activities are managed skilfully. It would be worthwhile to think now of developing some activities which would provide pupils with the opportunity to practise and apply language that they already know.

2. THE QUALITY OF TEACHING

- The quality of teaching is of a very good standard. The lessons observed were presented in a structured manner and at an appropriate pace. Pupils are encouraged to learn through participation in various co-operative activities with challenging aims and tasks based on the pupils' interests. An appropriate balance is evident in the teachers' approach to the organisation of direct teaching, direct input and learning activities. Overall, teachers' questioning skills are good; in a small number of lessons it is recommended that more use be made of open questions as well as more waiting time to give the pupils a chance to prepare answers.
- Irish is taught in a skilful manner through the use of rich, full sentences, by placing an emphasis on eliciting full sentences from the pupils, by correcting mistakes in a systematic manner and by directing pupils' attention to interesting words and sentences. It is commendable that teachers use the same methods to teach vocabulary in both Irish and English; this is conducive to the learning of languages in an integrated manner. The school has made a good start in relation to promoting the new *Primary Language Curriculum*; it is commendable that this is evident in teachers' teaching.
- The quality of teacher planning is good, with an appropriate emphasis placed on documenting learning objectives in the plan.
- The quality of assessment is good. There is a very effective whole-school system in place to retain pupils' results in Irish, English and Mathematics, which shows very clearly the progress of each pupil. The assessment system in the Visual Arts is also very good.
- Even though a very worthwhile assessment system has been established on a whole-school basis, not enough written constructive and developmental feedback is provided in the pupils' copy-books and, therefore, the greatest possible benefit is not being derived from the monitoring of pupils' work. In order to build on the worthwhile whole-school assessment system that has been put in place, it is recommended that teachers provide more written feedback in copybooks and

that this be brought to the attention of pupils so that they themselves can develop their work on an ongoing basis.

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

- The quality of support for pupils' well-being is very good. A very good relationship between pupils and teachers was evident and discipline was excellent during the evaluation. It is noteworthy that great attention is given to the development of pupils' self-confidence.
- The pupils show respect for each other. They respect the views of their fellow pupils in the class and are interested in their experiences. It was shown from the pupils' questionnaires that were distributed during the evaluation that a significant minority of pupils do not feel that they are given an opportunity to discuss their views in relation to how things are done in the school. Therefore, the school's plan to establish a pupils' council is opportune. This would give the pupils a chance to exercise their communication skills and their skills in the area of co-operation while they contribute to the development of the school. Most of the pupils agreed in the questionnaires that were distributed that they like the school and that it is a good school.
- The quality of teaching for pupils with special educational needs is of good standard. Teachers deal with pupils in a kind and understanding manner. Use is made of a wide range of assessment tests, including diagnostic tests, to identify pupils' difficulties. It is commendable that the school has advised parents how they can help their children. The teaching of Mathematics has clear objectives and good use is made of concrete resources to demonstrate concepts and reinforce learning. It is now recommended that extra emphasis be placed on functional work to help pupils use their skills in realistic contexts.
- Objectives for the provision of literacy for pupils with special educational need are too general. It is recommended that more specific learning objectives be developed that would help identify pupils' progress, especially in literacy skills. To develop support for infants in the withdrawal setting, it would be worth making more use of presentation material and flash cards to teach and practise reading skills. In order to develop a record of literacy and social skills, it is recommended that a system be put in place that is shared between support teachers, class teachers and parents. Even though some of the in-class team teaching that takes place is of a very high standard, most of the support is provided through withdrawing the pupils from the classroom. It would be worthwhile now, since catering for the needs of each pupil is a recognised priority for the school, to implement more in-class team teaching especially in the infant classes in order to promote early intervention activities and optimise learning.
- Confirmation was provided that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools*, without modification and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools*.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The school's leadership and management are operating at a good level. The board of management is knowledgeable about the pupils' standard of learning and the members work diligently to develop the school and the provision of education. The board needs to implement a system for seeking the views of parents regarding school policies and curriculum plans before they are approved.

- The principal has a very good understanding of the school context and of pupils' learning and acts accordingly in a thoughtful manner. It is a commendable practice that he participates in the in-class teaching that is being promoted. Specific duties are assigned to each member of the in-school management team and there is a clear system in place to fulfil these duties. To build on this system, and on the plans that the post-holders provide at the beginning of the year, it is recommended that a written report be provided by post-holders at the end of the year on what they have achieved.
- Parents are kept informed about the progress of their own children. At a meeting with the inspectors, parents' representatives indicated that they are very satisfied with the education provision in the school. Most of the parents, who completed the inspectorate's questionnaire, agreed with this view.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation is very good. There is a worthwhile system in place to look at planning matters on a regular basis and to ensure that planning supports the development of learning among pupils.

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

Part A: Observations on the content of the inspection report

The board of management of Scoil Róis formally accepts the findings of the report as is and the board is grateful for the advice and feedback provided.

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

The board is happy to report that some of the recommendations are already being implemented by the teaching staff of the school. The recommendations that are being implemented are: additional emphasis on the discussion of skills and strategies in Maths at a whole-class level; additional emphasis on pupils' capacity to speak about the elements in Music; the development of activities at infant level which allow the pupils to practise language already learned; asking pupils more open-ended questions and providing them with more waiting time to prepare answers; more written feedback being provided in copybooks; placing an emphasis on practical work in Mathematics thereby providing pupils with the opportunity to apply their skills in real-life contexts; more focused objectives for pupils with special learning needs; further use of presentation material and flashcards to practise and develop reading skills in the withdrawal setting; further in-class support teaching in the infant classes; less withdrawal in the infant classes in order to place the emphasis on early intervention activities and a common system shared between class teachers, support teachers and parents of pupils with special educational needs in order to keep a record of and develop skills in literacy and social skills.

The board believes that the beginning of the school-year provides a wonderful opportunity to establish a pupils' council; seek the views of parents with regard to plans and policies that are being revised before they are implemented; members of the in-school management team are aware that the board will be requesting a written report at the end of the year regarding what has been accomplished, while at the beginning of the school year their plans will be presented to the board.

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 |
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| Very Good | Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision. | Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary |
| Good | Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard. | Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement |
| Satisfactory | Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard. | Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas |
| Fair | 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; |