

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

**Meastóireacht Scoile Uile**

**TUAIRISC**

<b>Ainm na scoile / School Name</b>	An Mhodh Scoil
<b>Seoladh na scoile/ School Address</b>	Ascaill Uí Chonaill Luimneach
<b>Uimhir rolla / Roll number</b>	19894C

**Dáta na cigireachta: 23-11-2017**



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

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

### **CAD IS MEASTÓIREACHT SCOILE UILE ANN?**

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

### **CONAS AN TUAIRISC SEO A LÉAMH**

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

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

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

## Meastóireacht Scoile Uile

Dáta na cigireachta	23-11-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none"><li>Breathnóireacht ar theagasc agus ar fhoghlaim</li><li>Scrúdú ar obair na ndaltaí</li><li>Caidreamh le daltaí</li><li>Aiseolas do na múinteoirí</li><li>Aiseolas d'ionadaithe na dtuismitheoirí</li><li>Aiseolas don bhord bainistíochta</li></ul>

### COMHTHÉACS NA SCOILE

Is bunscoil lán-Ghaelach chomhoideachasúil í an Mhodscoil. Tá sí suite i gcathair Luimnigh ar shuíomh atá teoranta ó thaobh méide de. Tá an scoil faoi phátrúnacht an Aire Oideachais agus Scileanna. Tá 660 dalta ar na rollaí faoi láthair. Tá tinreamh formhór na ndaltaí an-mhaith. Tá ceathrar mhúinteoir is tríocha ar an bhfoireann teagasc ar fad. Tá príomhoide agus príomhoide tánaisteach riarthach sa scoil. Bhí an príomhoide tánaisteach ag feidhmiú mar phríomhoide gníomhach le linn na meastóireachta. Tá ceathrar mhúinteoir is fiche i mbun ranganna príomhshrutha agus tá ochtar mhúinteoir tacaíochta sa scoil.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### CINNTÍ

- Tá cáilíocht na ceannaireachta agus bainistíochta na scoile go maith; tá roinnt réimsí riaracháin agus pearsanra le feabhsú.
- Tá cáilíocht na pleanála scoile agus na féinmheastóireachta scoile go maith ar an iomlán; tá féidearthachtaí ann le clárú agus monatóireacht dhul chun cinn na ndaltaí a fheabhsú.
- Tá cáilíocht an teagasc go maith, le gnéithe den teagasc i bhformhór na ranganna go han-mhaith; níor breathnaíodh dóthain difreála sa teagasc.
- Tá cáilíocht foghlama na ndaltaí go han-mhaith ar an iomlán.
- Tá gnóthachtáil na ndaltaí thar ghníomhaíochtaí scoile éagsúla go han-mhaith.
- Tá cáilíocht na tacaíochta do dhaltaí go maith ar an iomlán, le gnéithe den tacaíocht inranga a sholáthraítear sásúil.
- Tuairiscíodh nach raibh an scoil gafa leis an bpróiseas FMS ag am na meastóireachta de bharr gníomhaíochta tionsclaíche.

#### MOLTAÍ

- Ba chóir don bhord bainistíochta na dúshláin riaracháin agus pearsanra atá aige a réiteach i mbealach córasach agus in ord tosaíochta.
- Ba chóir athbhreithniú a dhéanamh ar ghnó agus cúraimí na múinteoirí ar an bhfoireann bainistíochta inscoile chun a chinntiú go mbaireann siad le riachtanais reatha na scoile i gcónaí.
- Ba chóir níos mó eolais a chur ar fáil ar dhul chun cinn na ndaltaí aonair i gcomhaid mheasúnaithe na múinteoirí.
- Ba chóir modhanna múinte difreáilte a chleachtadh níos mó i ngach suíomh foghlama, chun freastail níos éifeachtaí ar chumais éagsúla na ndaltaí.

- Ba chóir minicíocht agus feidhmiú na tacaíochta inranga a mhéadú agus a fheabhsú faoi seach ag gach leibhéal ranga.

## **MIONCHINNTÍ AGUS MOLTAÍ**

### **CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE**

- Tá cáilíocht rialachais go maith ar an iomlán. Léiríonn an bord bainistíochta an-tiomantas don scoil agus do dhul chun cinn na ndaltaí. Tá roinnt dúshláin riaracháin agus pearsanra ag an mbord bainistíochta, áfach. Moltar déileáil leis na dúshláin seo diaidh ar ndiaidh sa tréimhse atá romhainn. Rinneadh iniúchadh ar chuntais airgeadais na scoile i 2016.
- Tá cáilíocht na ceannaireachta agus bainistíochta inscoile go maith. Léiríonn an príomhoide tánaisteach an-díograis ina cuid oibre mar thánaiste agus mar cheannaire scoile. Bhí an príomhoide tánaisteach ag feidhmiú, gan choinne, mar phríomhoide gníomhach i rith na meastóireachta scoile uile. Cinntíonn bainistíocht na scoile go gcuirtear curaclam leathan agus cothrom i bhfeidhm sa scoil.
- Comhlíonann na baill den fhoireann bainistíochta inscoile a gcuid dualgais go coinsiasach. Moltar, áfach, na dualgais seo a athbhreithniú chun a chinntiú go ndíríonn na dualgais ar riachtanais reatha na scoile. Mar chuid den athbhreithniú seo, b'fhiú béim a leagan ar cheannaireacht a roinnt níos mó agus tascanna a tharmligean níos minice i measc na foirne bainistíochta inscoile. Moltar freisin scileanna na foirne uile a aithint, a fhorbairt agus a úsáid níos mó.
- Tá an scoil slachtmhar laistigh agus lasmuigh, d'ainneoin brú spáis an tsuímh. Tá stór an-mhaith d'acmhainní teagaisc ar fáil ag gach leibhéal ranga agus baineann na múinteoirí uile úsáid éifeachtach astu siúd.

### **CÁILÍOCHT NA PLEANÁLA SCOILE AGUS NA FÉINMHEASTÓIREACHTA SCOILE**

- Tá cáilíocht na pleanála scoile agus na féinmheastóireachta scoile (FMS) go maith ar an iomlán.
- Déanann ceannairí scoile pleanáil scoile straitéiseach. Cuireann an scoil beartais fheiliúnacha ar fáil ar na gnéithe riachtanacha riaracháin agus curaclaim.
- Tá roinnt mhaith de na beartais scoile ar fáil i mBéarla amháin. Os rud é go bhfeidhmíonn an scoil trí mheán na Gaeilge ó lá go lá, agus go bhfuil sé mar aidhm ag an scoil an Ghaeilge a chur chun cinn sa phobal, moltar beartais scoile a chur ar fáil san dá theanga, Béarla agus Gaeilge, as seo amach.
- Tá ionchur teoranta ag tuismitheoirí i bhforbairt beartais na scoile faoi láthair. Moltar rannpháirtíocht na dtuismitheoirí san obair thábhachtach seo a mhéadú.
- Tuairiscíodh nach raibh an scoil gafa leis an bpróiseas FMS ag am na meastóireachta de bharr gníomhaíochta tionsclaíche. Léiríonn fianaise as obair fhéinmheastóireachta scoile a rinneadh roimh na gníomhaíochta tionsclaíche, áfach, go mbíodh an scoil gafa leis an bpróiseas FMS agus tá fianaise ann go bhfuil tionchar ag éirí as na spriocanna agus gníomhartha aontaithe ar theagasc agus foghlaim sna seomraí ranga.
- Cuireann ceannairí scoile cultúr an chomhoibrithe agus nuálaíochta sa teagasc chun cinn. Tá sé seo le sonrú i bpleanáil na múinteoirí aonair. Ullmhaíonn múinteoirí pleananna feiliúnacha do riachtanais formhóir na ndaltaí i gcomhar lena gcomhghleacaithe. Moltar níos mó aire a thabhairt do dhifreáil sa phleanáil agus ullmhúchán.

## CÁILÍOCHT AN TEAGAISIC, NA FOGHLAMA AGUS GHNÓTHACHTÁIL NA NDALTAÍ

- Tá cáilíocht na foghlama go han-mhaith ar an iomlán, le gnóthachtáil na ndaltaí i gcoitinne ar chaighdeán an-ard. Léiríonn torthaí na bhfoghlaimoirí go bhfaigheann an chuid is mó díobh oideachas leathan agus cothrom sa scoil seo. Faigheann na foghlaimoirí eispéireas saibhir ag gach rang leibhéal.
- Tá cáilíocht an teagaisic go maith ar an iomlán, le gnéithe de chleachtas múinteoirí aonair go han-mhaith. Tá raon de straitéisí éifeachtacha teagaisic le sonrú i gcomhthéacs lán-ranga. Moltar modhanna dhifreáilte a chleachtadh níos mó, áfach, chun freastail níos fearr ar riachtanais éagsúla na ndaltaí.
- Tá tús maith déanta ag an bhfoireann teagaisic ar chleachtas comhchoiteann agus comhoibríoch a chur chun cinn. Tá gnéithe den chleachtas seo go han-mhaith, mar shampla, sa chaoi go bhfuil na múinteoirí ag iarraidh modhanna múinte nua a chur i bhfeidhm.
- Tá comhfhúinteoireacht agus tacaíocht inranga in úsáid go héifeachtach i roinnt ranganna. Moltar athbhreithniú a dhéanamh ar na cleachtais seo, áfach, chun a chinntiú go mbainfí an úsáid is fearr agus is minice astu chun torthaí foghlama na ndaltaí a mhéadú, ach go háirithe dóibh siúd le deacrachtaí foghlama.
- Tá cáilíocht an mheasúnaithe i gcoitinne go maith. Déantar anailís chumsitheach ar thorthaí na bhfoghlaimoirí. Ag leibhéal na scoile uile, cabhraíonn an anailís seo le tosaíochtaí móra na scoile a aithint. Coinníonn gach múinteoir taifead ar ghnóthachtáil na ndaltaí ina rang. Moltar níos mó sonraí a choinneáil ar dhul chun cinn acadúla agus sóisialta na ndaltaí aonair i gcomhaid mheasúnaithe na múinteoirí as seo amach. B'fhiú don fhoireann córas uile scoile a aontú do chothabháil na sonraí seo.
- Tá cáilíocht na foghlama sa Bhéarla go han-mhaith. Tugtar aire chuí do chothú na fónaice sna bunranganna. Cothaítear scileanna labhartha, léitheoireachta agus scríbhneoireachta go héifeachtach ag gach leibhéal ranga. Moltar níos mó béime a leagan ar thaithí na ndaltaí sa scríbhneoireacht i seánraí éagsúla i roinnt ranganna. *The quality of learning in English is very good. The teaching of phonics is given due attention in the junior classes. Oral, reading and writing skills are effectively fostered at each class level. It is recommended that more emphasis be placed on broadening pupils' experience of writing in different genres in some classes.*
- Tá cáilíocht fhoghlama na ndaltaí sa Ghaeilge, ach go háirithe sna meánranganna agus sna hardranganna, go han-mhaith. Tá cáilíocht an teagaisic sa Ghaeilge go maith, le cleachtas an-mhaith le sonrú i roinnt mhaith ranganna. Baineann na múinteoirí úsáid as raon de mhodhanna múinte spreagúla, mar shampla ról-imirt, obair i bpéirí agus foghlaim ghníomhach. Tá tús déanta ag an scoil ar *Churaclam Teanga na Bunscoile* a chur i bhfeidhm. Le linn na meastóireachta, chualathas an Béarla in úsáid go minic ag leibhéal na mbunranganna. Moltar úsáid an Bhéarla sna ranganna seo a laghdú chun na Gaeilge a chothú níos fearr. Breathnaíodh an-iomarca aistriúcháin ó Ghaeilge go Béarla i roinnt ranganna ar fud na scoile. Moltar an cleachtas seo a sheachaint as seo amach, agus smaoiniamh ar bhealaí eile le focail agus frásaí a mhíniú.
- Tá cáilíocht na foghlama sa Mhatamaitic go han-mhaith. Leagann na múinteoirí ag gach leibhéal ranga béim oiriúnach ar theanga na matamaitice a mhúineadh agus scileanna i leith réiteach fadhbanna na ndaltaí a fhorbairt. Moltar tuilleadh úsáide a bhaint as ábhar nithiúil chun coincheapa a chur ina luí níos fearr do gach dalta. Moltar freisin níos mó deiseanna a thabhairt do dhaltaí oibriú le chéile i bpéirí agus i ngrúpaí. B'fhiú freisin Mata sa timpeallacht a mhéadú ar fud na scoile.
- Tá cáilíocht na foghlama sna hAmharcealaíona go han-mhaith ar an iomlán. Faigheann na daltaí deiseanna rialta féachaint ar an ealaín agus freagairt di. Baintear úsáid éifeachtach as teicneolaíocht faisnéise agus cumarsáide chun na healaíne a dhéanann na daltaí a thaispeáint agus a cheiliúradh. B'fhiú níos mó béime a leagan ar na coincheapa ealaíne a phlé i roinnt ranganna. B'fhiú freisin cothrom níos fearr a fháil idir obair ealaíne dhéthoiseach agus tríthoiseach sa chuid is mó de na ranganna.

## **CÁILÍOCHT NA TACAÍOCHTA DO DHALTAÍ**

- Tá cáilíocht na tacaíochta ginearálta do dhaltaí sa scoil go maith. Go háirithe, tá cáilíocht an chúraim do dhaltaí go han-mhaith. Cothaíonn na ceannairí scoile tiomantas d'fhorbairt iomlánaíoch gach dalta. Bunaíonn na ceannairí scoile timpeallacht foghlama ordúil, slán agus sláintiúil don phobal scoile uile.
- Léiríonn na múinteoirí cineáltas, foighde agus ómós ina gcuid oibre leis na daltaí faoin a gcúraim. Léiríonn ceistneoirí na ndaltaí go bhfuil siad sásta ar scoil.
- Tá sé le moladh go bhfuil comhairle na ndaltaí bunaithe sa scoil. Moltar scóip agus leagan amach na comhairle a leathnú as seo amach. B'fhiú, mar shampla, ionchur agus rannpháirtíocht níos mó ranganna agus daltaí a ghríosadh.
- Déanann beagnach gach múinteoir iarracht freagairt do riachtanais foghlama na ndaltaí aonair. Déanann na daltaí ag rang-leibhéal áirithe athmhachnamh ar a ndul chun cinn mar fhoghlaimeoirí. Moltar níos mó aire a thabhairt d'fhéinmheasúnú na ndaltaí ag gach leibhéal ranga sa todhcháí.
- Tá an scoil i mbun athraithe a chur i bhfeidhm sa chaoi go soláthraítear tacaíocht do dhaltaí le deacrachtaí foghlama agus riachtanais speisialta. Tá comhad tacaíochta dalta oscailte ar gach dalta go bhfuil tacaíocht ar leith ag teastáil uathu. Tá sé le moladh go bhfuil tacaíocht inranga curtha i bhfeidhm sa scoil. Tá gnéithe den tacaíocht a chuirtear ar fáil sásúil, áfach, le féidearthachtaí ann le feabhas a chur ar an mbealach a bhaintear úsáid as na múinteoirí breise sa rang. Moltar an tacaíocht seo a mhéadú, mar shampla, agus cáilíocht na tacaíochta inranga a fheabhsú.
- 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 Iarbunscoileanna*, 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 Iarbunscoileanna*.

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

## **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

Fáiltíonn an Mhodhscoil roimh an tuairisc dhearfach seo ar bhainistíocht, ceannaireacht agus foghlaim sa Mhodhscoil.

Léiríonn sé go bhfuil:

- Cáilíocht na ceannaireachta agus bainistíochta inscoile go maith;
- Cáilíocht foghlama na ndaltaí sa Bhéarla, Gaeilge agus Matamaitic go han-mhaith;
- Cáilíocht foghlama na ndaltaí sna hAmharcealaíona go han-mhaith ar an iomlán;

Tá an Bord sásta go n-aithníonn an tuairisc go bhfuil:

- Cáilíocht an teagaisc go maith agus gnéithe den teagasc i bhformhór na ranganna go han-mhaith;
- Gnóthachtáil na ndaltaí i gcoitinne ar chaighdeán an-ard; agus go bhfuil
- Cáilíocht na pleanála scoile agus na féinmheastóireachta scoile go maith ar an iomlán.

Déanfaidh an Bord athbhreithniú ar úsáid an Bhéarla sna hísealranganna. Aithníonn an Bord na moltaí luaite agus gníomhóidh sé orthu.

## **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**

Glacann an Bord Bainistíochta leis na moltaí atá luaite sa tuairisc agus tá plean gnímh á reiteach ag an mBord chun freastail ar na moltaí.

Bearta atá déanta ag an scoil nó a bhfuil ar intinn aici iad a dhéanamh chun aghaidh a thabhairt ar gach ceann de na moltaí sa tuairisc:

- Tá obair tosnaíche cheana féin ar mhinicíocht agus fheidmiú na tacaíochta inranga a fheabhsú agus a mhéadú. Fuairamar tacaíocht ón NCSE chun an dea-chleachtas a bhaint amach. Tugadh ceardlann don fhoireann go léir. Tugadh ceardlann speisialta do mhúinteoirí ranga agus tacaíochta foghlama ranganna a cúig agus a sé. Beidh córas monatóireachta curtha i bhfeidhm.
- Déanfaimid athbhreithniú ar ghnó agus cúraimí na múinteoirí ar an bhfoireann bainistíochta inscoile.
- Déanfaimid athbhreithniú ar ár bpolasáí don mheasúnú. Gheobhaimid cabhair ón PDST chun dea-chleachtas a bhaint amach. Beidh fochoiste ag déanamh athbhreithniú ar thaifid atá ann cheana.
- Gheobhaimid cabhair ón PDST chun modhanna múinte difreáilte a chur chun cinn sa scoil. Beidh fochoiste ag déanamh taighde ar mholtaí an PDST agus ag féachaint ar mhodhanna difreáilte i scoileanna eile chun dea-chleachtas a bhaint amach. Táthar ag súil go mbeidh ionchur suntasach ag an bhfoireann tacaíochta foghlama sa tionscadal seo, ag baint úsáide as a gcuid saineolais.



## 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**

**REPORT**

<b>School Name</b>	The Model School
<b>School Address</b>	O'Connell Avenue Limerick
<b>Roll number</b>	19894C

**Date of inspection: 23-11-2017**



## **WHAT IS WHOLE-SCHOOL EVALUATION?**

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

## **HOW TO READ THIS REPORT**

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

1. The quality of leadership and management
2. The quality of school planning and school self-evaluation
3. The quality of teaching, learning and pupil achievement
4. The quality of support for pupils

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area. The board of management 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.

## Whole School Evaluation

<b>Date of inspection</b>	23-11-2017
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to teachers</li><li>• Feedback to parent representatives</li><li>• Feedback to the board of management</li></ul>
<ul style="list-style-type: none"><li>• Meeting with the acting principal</li><li>• Meeting with the board of management</li><li>• Meeting with the parent representatives</li><li>• Review of relevant documentation</li><li>• Analysis of parent, pupil and teacher questionnaires</li></ul>	

### SCHOOL CONTEXT

An Mhodscoil (the Model School) is an all-Irish, co-educational primary school. It is situated in Limerick City on a site that is limited in size. The school is under the patronage of the Minister for Education and Skills. There are currently 660 pupils enrolled in the school. The attendance of the majority of pupils is very good. There is a total of thirty-four teachers on the staff. The school has an administrative principal and an administrative deputy principal. The deputy principal was functioning as acting principal during the evaluation. There are twenty-four mainstream class teachers and eight special education teachers in the school.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of leadership and management in the school is good; a number of administrative and personnel issues need to be addressed.
- The quality of school planning and school self-evaluation are good in general; there are opportunities to improve the recording and monitoring of pupil progress.
- The quality of teaching is good, with aspects of the teaching in the majority of classes being very good; there was not enough differentiation in the teaching observed.
- The quality of pupil learning was very good overall.
- Pupil achievement across various school activities is very good.
- The quality of support for pupils is good overall, with aspects of the in-school support provided being satisfactory.
- It was reported that the school was not engaged in the SSE process at the time of the evaluation due to industrial action.

#### RECOMMENDATIONS

- The board of management should resolve its administrative and personnel challenges in a systematic way and in order of priority.
- The role and responsibilities of teachers on the in-school management team should be reviewed to ensure that they always accord with the current needs of the school.
- More information should be provided on the progress of individual pupils in teachers' assessment files.
- Differentiated teaching methods should be used more often in each learning setting, to cater more effectively for the variety of pupil ability.
- The frequency and implementation of in-class support should be increased and improved respectively, at each class level.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **THE QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT**

- The quality of school governance is good overall. The board of management demonstrates great commitment to the school and to pupils' progress. The board has a number of administrative and personnel challenges, however. It is recommended that these challenges be gradually addressed in the time ahead. The school accounts were audited in 2016.
- The quality of leadership and in-school management is good. The acting principal demonstrates great diligence in her work as deputy principal and as a school leader. The deputy principal was serving, unexpectedly, as acting principal during the whole-school evaluation. The management of the school ensures that a broad and balanced curriculum is implemented in the school.
- The members of the in-school management team fulfil their duties conscientiously. It is recommended, however, that these duties be reviewed to ensure that they focus on the current needs of the school. As part of this review, it would be worthwhile placing emphasis on sharing leadership more and delegating tasks more often among the in-school management team. It is also recommended that the skills of the entire staff be identified, developed and used to a greater extent.
- The school is tidy inside and outside, despite the pressure of space of the site. There is a very good selection of teaching resources available at each class level and all teachers use them effectively.

### **THE QUALITY OF SCHOOL PLANNING AND SCHOOL SELF-EVALUATION**

- The quality of school planning and school self-evaluation (SSE) is good overall.
- The school leaders engage in strategic school planning. The school provides appropriate policies on essential administrative and curricular areas.
- Many of the school policies are available only in English. Since the school functions daily through the medium of Irish, and it is the aim of the school to promote Irish in the community, it is recommended that school policies be provided both languages, English and Irish, in future.
- Parents currently have a limited input into the development of school policies. It is recommended that parents' participation in this important work be increased.
- It was reported that the school was not involved in the SSE process at the time of the evaluation because of industrial action. However, evidence from SSE activity that occurred before the industrial action suggests that the school did engage in SSE and there is evidence that agreed objectives and activities had an impact on teaching and learning in the classroom.
- School leaders promote a culture of cooperation and innovation in teaching. This is apparent in individual teachers' planning. Teachers prepare plans appropriate to the needs of the majority of pupils in collaboration with their colleagues. It is recommended that more attention be given to differentiation in planning and preparation.

### **THE QUALITY OF TEACHING, LEARNING AND PUPIL ACHIEVEMENT**

- The quality of learning is very good overall, with pupil achievement in general being of a very high standard. Learner outcomes indicate that most pupils receive a broad and balanced education in this school. The learners receive a rich learning experience at each class level.
- The quality of teaching is good overall, with aspects of individual teachers' practice being very good. A range of effective teaching strategies is apparent in the whole-class context. It is

recommended that differentiated methods be practised more often, however, to cater more effectively for the differing needs of the pupils.

- The teaching staff has made a good start in promoting collective and collaborative practice. Aspects of this practice are very good, for example the way in which teachers are attempting to implement new teaching methods.
- Team teaching and in-class support are used effectively in some classes. It is recommended that these practices be reviewed, however, to ensure that the best and most frequent use is made of them to increase pupils' learning outcomes, especially for those with learning difficulties.
- The quality of assessment in general is good. Learner outcomes are comprehensively analysed. At whole-school level, this analysis assists in identifying the school's main priorities. Each teacher maintains a record of pupil achievement in his or her class. It is recommended that, in future, more details on the academic and social progress of individual pupils be retained in teachers' assessment files. It would be helpful if the staff agreed a whole-school system for maintaining this data.
- Tá cáilíocht na foghlama sa Bhéarla go han-mhaith. Tugtar aire chuí do chothú na fónaice sna bunranganna. Cothaítear scileanna labhartha, léitheoireachta agus scríbhneoireachta go héifeachtach ag gach leibhéal ranga. Moltar níos mó béime a leagan ar thaithí na ndaltaí sa scríbhneoireacht i seánraí éagsúla i roinnt ranganna. *The quality of learning in English is very good. The teaching of phonics is given due attention in the junior classes. Oral, reading and writing skills are effectively fostered at each class level. It is recommended that more emphasis be placed on broadening pupils' experience of writing in different genres in some classes.*
- The quality of pupils' learning in Irish, especially in the middle and senior classes, is very good. The quality of teaching in Irish is good, with very good practice observed in a good number of classes. Teachers use a range of stimulating teaching methods, for example role play, paired work and active learning. The school has begun to implement the *Primary Language Curriculum*. During the evaluation, English was often heard being used in the junior classes. It is recommended that the use of English in these classes be reduced to better promote Irish. Too much translation from Irish to English was observed in some classes throughout the school. It is recommended that such practice be avoided in future, and that consideration be given to other means of explaining words and phrases.
- The quality of pupils' learning in Mathematics is very good. Teachers at each class level place an appropriate emphasis on teaching the language of Mathematics and on developing pupils' problem-solving skills. It is recommended that greater use be made of concrete materials to further inculcate concepts for pupils. It is also recommended that more opportunities be provided for pupils to work together in pairs and groups. It would also be worthwhile increasing Mathematics in the environment throughout the school.
- The quality of learning in Visual Arts is very good overall. The pupils get regular opportunities to look at and respond to art. Information and communication technologies are used effectively to display and celebrate the art pupils have created. It would be worthwhile placing more emphasis on discussing the concepts of art in some classes. It would also be worthwhile achieving a greater balance between two-dimensional and three-dimensional art work in most classes.

#### **QUALITY OF SUPPORT FOR PUPILS**

- The quality of general support for pupils in the school is good. In particular, the quality of care for pupils is very good. The school leaders foster a commitment to the holistic development of each pupil. The school leaders establish a learning environment that is orderly, safe and healthy for all of the school community.
- The teachers demonstrate kindness, patience and respect in their work with the pupils in their care. Pupil questionnaires indicate that they are happy at school.

- It is commendable that a student council has been established in the school. It is recommended that the scope and structure of the council be extended in future. It would be worthwhile, for example, encouraging the input and participation of more classes and pupils.
- Almost all teachers attempt to address the individual needs of each pupil. The pupils at certain class levels reflect on their progress as learners. It is recommended that more attention be given to pupil self-assessment at each class level in future.
- The school is in the process of implementing change in the way in which support is provided for pupils with learning difficulties and special needs. A pupil support file has been opened for each pupil requiring specific support. It is commendable that the school has implemented in-class support. Aspects of the support provided are satisfactory, however, with opportunities to improve the way in which the additional teachers are used in class. It is recommended that this support be increased, for example, and that the quality of the in-class support be improved.
- Confirmation was provided by the school authorities that the school has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools* without change or modification, and that school practice is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools*.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**



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

The Modhscoil welcomes this positive report on management, leadership and learning in the Modhscoil.

It shows that:

- The quality of leadership and in-school management is good;
- The quality of the pupils' learning in English, Irish and Mathematics is very good;
- The quality of the pupils' learning in the Visual Arts is very good overall.

The Board is pleased that the report acknowledges that:

- The quality of teaching is good and aspects of the teaching in a majority of classes are very good;
- The pupils' attainment in general is of a very high standard; and that
- The quality of school planning and school self-evaluation is good overall.

The Board will review the use of English in the lower classes. The Board acknowledges the recommendations made and will act on them.

## **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 of Management accepts the reports made in the report and an action plan is being prepared by the Board to address the recommendations.

Actions taken by the school or that are intended to be taken to address each of the recommendations in the report:

- Work has already started on improving and expanding the frequency and operation of in-class support. We received support from the NCSE to implement good practice. A workshop was provided for the whole staff. A special workshop was provided for the class and learning-support teachers for fifth and sixth classes. A monitoring system will be implemented.
- We will review the duties and responsibilities of the teachers on the in-school management team.
- We will review our assessment policy. We will get help from the PDST to implement best practice. A sub-committee will review the records that are already there.
- We will get help from the PDST to progress differentiated teaching methods in the school. A subcommittee will do research on the recommendations from the PDST and by observing the differentiated methods in other schools to achieve best practice. It is expected that there will be significant input from the learning-support team in this project, using their expertise.

*(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 of 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 <i>very good</i> 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;