

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

**Meastóireacht Scoile Uile**

**TUAIRISC**

<b>Ainm na scoile / School Name</b>	Gaelscoil de hÍde
<b>Seoladh na scoile/ School Address</b>	Ard na Mara Uarán Mór Contae na Gaillimhe
<b>Uimhir rolla / Roll number</b>	199980

**Dáta na cigireachta: 04-10-2017**



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 an cigire/na cigirí meastóireacht agus tuairisciú faoi na ceanteidil 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

<b>Dáta na cigireachta</b>	04-10-2017
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b>	<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 don fhoireann</li><li>• Aiseolas d'ionadaithe na dtuismitheoirí</li><li>• Aiseolas don bhord bainistíochta</li></ul>
<ul style="list-style-type: none"><li>• Cruinniú leis an bpríomhoide</li><li>• Cruinniú leis na sealbhóirí poist</li><li>• Cruinniú leis an mbord bainistíochta</li><li>• Cruinniú le hionadaithe tuismitheoirí</li><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí</li></ul>	

### COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais lán-Ghaeilge í Gaelscoil de hÍde a bunaíodh i 1994 agus atá ag feidhmiú faoi phátrúnacht Easpag Chaitliceach na Gaillimhe. Tá an scoil lonnaithe ar shuíomh nua ó 2015 i sráidbháile Uarán Mór. Ag am na meastóireachta, bhí 449 dalta ag freastal ar an scoil, dáilte ar shé rang déag. Dhírigh an Mheastóireacht Scoile Uile (MSU) ar cháilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Ghaeilge, sa Bhéarla, sa Mhatamatic agus san Eolaíocht. Breathnaíodh ar cheachtanna i sampla de shuíomhanna foghlama sa scoil.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### CINNTÍ

- Tá cáilíocht na ceannaireachta agus na bainistíochta go maith cé go bhfuil troscán atá mí-oiriúnach in úsáid i suíomhanna áirithe.
- Tá cáilíocht cheannaireachta an príomhoide gníomhach an-mhaith.
- Tá cáilíocht na pleanála scoile agus na féin-mheastóireachta scoile sásúil ar an iomlán; níl ach líon beag de pholasaithe curaclam agus eagrúcháin daingnithe ag an mbord.
- Tá cáilíocht na foghlama agus gnóthachtáil na ndaltaí an-mhaith ar an iomlán.
- Tá cáilíocht an teagaisc go maith ar an iomlán le cleachtas an-mhaith i roinnt ranganna; níl modhanna múinte difreáilte á chur i bhfeidhm i ngach rang.
- Tá mórchuid den tsoláthar a chuirtear ar fáil sna suímh thacaíochta foghlama go maith cé nach bhfuil go leor béime leagtha ar thacaíocht inranga agus idirghabháil ar leith chun foghlaim na ndaltaí le riachtanais ar leith a threisiú.

#### MOLTAÍ

- Ba chóir don bhord bhainistíochta a chinntiú go bhfuil troscán atá oiriúnach agus ceadaithe in úsáid i ngach suíomh foghlama.
- Ba chóir do bhainistíocht na scoile a chinntiú go bhfuil ionchur níos mó i bhforbairt polasaithe curaclaim agus eagrúcháin ag na páirtithe leasmhara uile, an bord bainistíochta agus coiste na dtuismitheoirí (Cairde de hÍde), ach go háirithe.
- Ba chóir don fhoireann teagaisc modhanna múinte difreáilte a chur i bhfeidhm i ngach suíomh foghlama chun freastal ar éagsúlacht chumais na ndaltaí.
- B'fhiú an tacaíocht inranga a chur chun cinn agus béim faoi leith a leagan ar idirghabháil éifeachtach a dhíríonn na hacmhainní ar na daltaí a bhfuil riachtanais speisialta oideachais (RSO) ar leith acu.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

- Tá cáilíocht na ceannaireachta agus bainistíochta go maith. Tá cumarsáid an-mhaith idir an scoil agus an baile le gréasán na scoile agus nuachtlitir sheachtainiúil na scoile san áireamh. Tugann an bord bainistíochta agus cumann na dtuismitheoirí, Cairde de hÍde, an-tacaíocht don scoil.
- Tá ceannaireacht ar fhoghlaim agus ar theagasc go maith. Riarann an príomhoide gníomhach a cuid oibre go han-éifeachtach. Cothaíonn an príomhoide agus an bord forbairt iomlánach na ndaltaí trí curaclam leathan a sholáthar dóibh. Faigheann sí tacaíocht mhaith ón bhfoireann bainistíocht inscoile. Cé go bhfuil dualgaisí á dhéanamh acu, faoi láthair níl na freagrachtaí daingnithe ag an mbord. Ba chóir go ndeanfaí athbhreithniú go bliantiúil ar na dualgaisí i gcomhthéacs riachtanais na scoile.
- Tá an eagraíocht á bhainistiú go maith. Déanann an bord timpeallacht shabháilte a chur ar fáil agus déanann siad monatóireacht chúramach ar chúrsaí airgeadais. Bainistíonn an príomhoide agus an bord acmhainní daonna go maith. Tá córais éifeachtacha cumarsáide i bhfeidhm idir ceannaireacht agus foireann na scoile ach moltar dóibh polasaí maidir le rothlú foirne a dhréachtú agus a chur i bhfeidhm. Ba chóir don bhord a chinntiú go bhfuil troscán atá ceadaithe in úsáid i ngach suíomh foghlama sa scoil.
- Tá ceannaireacht ar fhorbairt scoile go maith. Tá athbhreithniú déanta ar mhisean na scoile. Tugann an bord agus an príomhoide tacaíocht mhaith chun an Ghaeilge agus an cultúr Ghaelach a fhorbairt sa scoil. Níl go leor polasaithe daingnithe ag an mbord ach tá plean ghnímh curtha le chéile ó Mheán Fómhair 2017 chun na polasaithe a athbhreithniú ar bhonn comhoibritheach leis na páirtithe leasmhara.
- Tá acmhainn na ceannaireachta á forbairt go maith i measc foireann agus daltaí. Cothaíonn an príomhoide gníomhach comhghaol comhoibritheach an-rathúil leis an bhfoireann agus tugann formhór na múinteoirí faoi fhreagrachtaí go deonach. Tá cleachtas maith maidir le rannpháirtíocht na ndaltaí sa scoil. Tá comhaltáí ó na ranganna éagsúla ar choiste an Bhrat Glais agus ina mbaill de chomhairle na bpáistí. Tá sé inmholta mar a chuireann daltaí sinsireacha cluichí agus imeachtaí ar siúl do na daltaí sóisireacha ag am lóin faoi threoir na n-oidí.

### 2. CÁILÍOCHT NA PLEANÁLA SCOILE AGUS NA FÉINMHEASTÓIREACHTA SCOILE

Tá cáilíocht na pleanála scoile agus na féinmheastóireachta scoile (FMS) sásúil. Bhí dréacht phlean scoile ann ag tús na scoilbhliana seo. Tá an obair a rinne an fhoireann i rith na bliana acadúla seo chun an phleanáil curaclaim a fhorbairt agus a chur i gcrích go céimniúil le moladh. Tá an phleanáil curaclaim don teagasc éifeachtach. Tá plean straitéiseach déanta ag an bhfoireann agus ag an bpríomhoide i mbliana chun na polasaithe riaracháin a chur i gcrích diaidh ar ndiaidh. Is inmholta an chaoi a bhí na páirtithe páirteach i bhforbairt an polasaí fhrithbhulaíochta le déanaí. Moltar an cleachtas éifeachtach seo a leathnú i bhforbairt polasaithe eile na scoile.

- Faoi láthair níl an scoil ag tabhairt faoi FMS mar gheall ar ghníomhaíocht thionsclaíoch. Tá eilimintí de phróiséas FMS ina dtionchar dearfach ar fhoghlaim na ndaltaí, sa Mhatamaitic, go háirithe. Ba chóir don bhord seicliosta polasaithe agus riachtanais reachtúla a chruthú mar thaifead go bliantiúil chomh maith.

### 3. CÁILÍOCHT AN TEAGAISC, NA FOGHLAMA AGUS GHNÓTHACHTÁIL NA NDALTAÍ

- Tá cáilíocht na foghlama an-mhaith ar an iomlán. Sroicheann na daltaí léibhéil gnóthachtála an-ard i mórchuid na n-ábhair a breathnaíodh. Baineann na daltaí taitneamh as a n-éispéiris fhoghlama. De réir torthaí ceistneoirí daltaí, mheas tromlach acu go raibh ag éirí go maith leo sa léitheoireacht agus go dtaitníonn na ceachtanna agus an fhoghlaim leo.
- Tá cáilíocht an teagaisc go maith ar an iomlán, le sárchleachtas i roinnt suíomhanna. Baintear úsáid thairbheach as teicneolaíocht an eolais agus na cumarsáide mar thaca don teagasc. D'aontaigh an chuid is mó de na tuismitheoirí i gceistneoirí na cigireachta go bhfuil an teagasc go maith sa scoil. Is inmholta mar a fhorbraíonn an chuid is mó de na hoidí téarmaíocht nua le linn na gceachtanna. Moltar cur chuige dhifreálte a chur i bhfeidhm sna ceachtanna agus sna gníomhaíochtaí uile chun freastal ar éagsúlacht cumais na ndaltaí.
- Tá cáilíocht an mheasúnaithe go maith. Moltar go gcuirfí ar chumas na ndaltaí athmhachnamh a dhéanamh ar a ndul chun cinn mar fhoghlaiméoirí agus a bheith freagracht as a bhfoghlaim. Moltar freisin measúnú a chur chun cinn sna hábhair éagsúla an churaclaim.
- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Ghaeilge an-mhaith. Tá scileanna labhartha na ndaltaí ar ardchagheán. Tá cur chuige agus straitéisí fiúntacha, mar tumoideachais agus *Aistear: Creatchuraclam na Luathóige*, in úsáid a fheabhsaíonn saibhreas teanga na ndaltaí. Forbraíonn na hoidí na snáitheanna éagsúla sa Ghaeilge ar shlí chomhtháite. Leagtar béim inmholta ar mhíniú agus ar phlé fhoclóra nua i mórchuid de na ranganna agus is fiú an cur chuige seo a leathnú tríd an scoil. Léann na daltaí le cruinneas, le líofacht agus le tuiscint chuí. Tá raon leabhar curtha ar fáil do na leanaí, idir ghearrscéalta, úrscéalta agus fíor-leabhar sna leabharlanna ranga. Tá caighdeán na scríbhneoireachta an-mhaith. Leagtar béim inmholta ar chúrsaí gramadaí.
- The quality of teaching, learning and pupil achievement in English is very good. The formal teaching of English begins during the second term of senior infants as part of the immersion policy of the school. The interest in reading generated throughout the school is praiseworthy. There is a very good emphasis placed on silent reading and pupils participate in a variety of reading experiences. Novels and reading materials are used productively and pupils read with enjoyment and accuracy. Appropriate emphasis is placed on spelling and grammar. The quality of creative writing is very good. Oral language skills are developed very effectively.

*Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Bhéarla an-mhaith. Mar chuid de pholasáí thumoideachais na scoile tosaítear ar theagasc an Bhéarla go foirmiúil le linn dara téarma sna naíonán shinsireacha. Is inmholta mar a spreagtar suim sa léitheoireacht ar fud na scoile. Cuirtear an-bhéim ar thaoithléitheoireacht agus glacann na daltaí páirt i réimse éispéiris léitheoireachta. Baintear úsáid thairbheach as úrscéalta agus ábhair léitheoireachta agus léann na daltaí le taitneamh agus le cruinneas. Cuirtear béim chuí ar litriú agus ar an ngramadach. Tá caighdeán na scríbhneoireachta chruthaitheach an-mhaith. Deantar forbairt an-éifeachtach ar na scilenna cumarsáide ó bhéal.*

- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Mhatamaitic an-mhaith. Leagtar béim inmholta ar theanga, ar aithris táblaí agus ar uimhríocht ó bhéal. Tá scileanna uimhearthachta na ndaltaí an-mhaith. Úsáidtear ábhair nithiúla, eagraítear gníomhaíochtaí fiúntachta do na daltaí agus cruthaítear atmaisféar dearfach don Mhatamaitic. Tá raon d'éagsúlacht cumais sna ranganna go léir agus moltar idirdhealú a chleachtadh chun freastal níos éifeachtaí orthu. Chun cur le héifeacht na foghlama b'fhiú nasc a dhéanamh le snáitheanna eile an churaclaim sa Mhatamaitic.
- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí san Eolaíocht go maith. Baineann na daltaí taitneamh agus tairbhe as na ceachtanna. Is léir ó chuntais oibre na n-oidí go gclúdaítear eolas an-mhaith agus go bhfuil na fíricí ar eolas ag na daltaí. Ba chóir níos mó béime a chur ar fhorbairt scileanna mar eolaithe. B'fhiú níos mó béime a leagan ar thuirgnimh agus ar thastálacha a dhéanamh. Tagann saineolaithe san eolaíocht isteach sa scoil chun ionchur a thabhairt agus cuireann sé seo le saibhreas na foghlama. Tá tionscadail ar siúl leis na blianta don Bhrat Ghlas agus tacaíonn sé seo le foghlaim na ndaltaí chomh maith.

#### 4. CÁILÍOCHT NA TACAÍOCHTA DO DHALTAÍ

- Tá soláthar tacaíochta na scoile do dhaltaí go maith ar an iomlán. Cothaítear gaol dearfach leis na daltaí. Oibríonn an fhoireann thacaíochta go comhoibritheach leis na hoidí ranga. Tá polasaí ann a threoraíonn an cur chuige céimnitheach. Tá plan oideachais aonair ar fáil do gach dalta le RSO. Tá tús curtha le clár luath-idirghabhála do dhaltaí le RSO ach ba chóir an t-idirghabháil a leathnú sa scoil. Is gá an teagasc inranga a mhéadú chun dul chun cinn na ndaltaí le RSO a threisiú agus chun tacaíocht sa bhreis a dhíriú ar na daltaí le riachtanais ar leith.
- Tá cáilíocht an chúraim ar dhaltaí an-mhaith. Eagraítear imeachtaí i ndiaidh na scoile i gcomhpháirt le tuismitheoirí agus oidí chun raon leathan a chur ar fáil dóibh idir cheol agus spórt. Cruthaítear atmaisféar comhbhách sa scoil agus déantar freastal thairbheach ar na daltaí. Tagann saineolaí ó ghníomhaireachtaí éagsúla chun tacú le daltaí agus cuirtear cláracha i bhfeidhm a chabhraíonn go mór le leas na ndaltaí. Tá naisc le hiarbhunscoileanna go maith. Eagraítear tionól na scoile go seachtainiúil agus tugtar aitheantas do dhaltaí faoi leith.
- 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*.

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

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

Cuireann Bord Bainistíochta Gaelscoil de hÍde failte roimh tuascáil an MSU. Tá an Bord tiománta moltaí na tuarascála a úsáid chun cáilíocht an teagaisc agus na foghlama inár scoil a fheabhsú tuilleadh. Bhí an-áthas ar an mBord a fheiceáil go ndearbhaíonn an tuarascáil go leor na dea-chleachtais atá ann cheana féin inár scoil. Bhí an Bord sásta gur chuireadh béim ar ardchaighdeán na múinteoireachta agus na foghlama sa scoil. Cuirimid fáilte roimh an aitheantas ar an árdleibhéal cumarsáide idir an scoil agus an baile.

### **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**

Ba mhaith leis an mBord Bainistíochta aitheantas a thabhairt do na moltaí atá sa tuarascáil agus cinnteoidimid siad go gcuirfear i bhfeidhm iad chun an múinteoireacht agus an fhoghlaim a fheabhsú i nGaelscoil de hÍde. Tá athbhreithniú á dhéanamh ar na polasaí scoile faoi láthair, ar a laghad ceann amháin in aghaidh na míosa, agus táimid á bplé leis na páirtithe leasmhara go léir. Tá an chomhairle sa tuairisc maidir leis an tacaíocht á leanúint agus tá an chuid is mó de inranga anois chun níos mó teagaisc foirne agus stáisiúin a chur san áireamh, dé bharr sin táimid in ann freastáil níos fearr ar na cumais éagsúla sna ranganna. Glacaimid le na moltaí faoin troscán agus táimid ag déanamh áthbhreathnú ar an troscán go leir atá sa scoil.



## 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 easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnamh 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 easnamh 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 de hÍde
<b>Seoladh na scoile/ School Address</b>	Ard na Mara Oranmore County Galway
<b>Uimhir rolla / Roll number</b>	199980

**Date of inspection: 04-10-2017**



## **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 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 – Management, Leadership and Learning

<b>Date of inspection</b>	04-10-2017
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meeting with the principal</li><li>• Meeting with the post-holders</li><li>• Meeting with the board of management</li><li>• Meeting with parent representatives</li><li>• Review of relevant documents</li><li>• Analysis of parent, pupil and teacher questionnaires</li></ul>	<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 the staff</li><li>• Feedback to parent representatives</li><li>• Feedback to the board of management</li></ul>

### SCHOOL CONTEXT

Gaelscoil de hÍde is a co-educational primary school established in 1994 and functioning under the patronage of the Catholic Bishop of Galway. The school, since 2015, is situated in a new location in the village of Oranmore. At the time of the evaluation 449 pupils, distributed over sixteen classes, were attending the school. The Whole School Evaluation (WSE) focused on the quality of teaching, learning and achievement of pupils in Irish, English, Mathematics and Science. Lessons were observed in a range of learning settings in the school.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of leadership and management is good, although unsuitable furniture is being used in some settings.
- The quality of leadership of the acting principal is very good.
- The quality of school planning and school self-evaluation is satisfactory overall; only a small number of curricular and organisational policies have been ratified by the board.
- The quality of pupil learning and achievement is very good overall.
- The quality of teaching is good overall with very good practice in some classes; differentiated teaching methods are not implemented in all classes.
- Much of the provision in the learning support settings is good, although there isn't adequate emphasis placed on in-class support and on specific interventions to enhance the learning of pupils with the greatest needs.

#### RECOMMENDATIONS

- The board of management should ensure that furniture which is suitable and approved is used in every learning setting.
- School management should ensure that all stakeholders, particularly the Board of Management and the parents' committee (*Cairde de hÍde*), have a greater input in the development of curricular and organisational policies.
- The teaching staff should implement differentiated teaching methods in every learning setting to cater for the varying abilities of pupils.
- In-class support should be further developed and a greater emphasis should be placed on effective interventions that focus the resources on pupils who have the greatest special educational needs (SEN).

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is good. There is very good communication between school and home including the school website and weekly school newsletters. The board of management and the parents committee, *Cairde de hÍde*, are very supportive of the school.
- The leadership of learning and teaching is good. The acting principal carries out her work very effectively. The principal and the board promote the holistic development of pupils by providing a broad curriculum for them. She receives good support from the in-school management team. Although they are fulfilling duties, the responsibilities have not yet been ratified by the board. The duties should be reviewed annually in line with the needs of the school.
- The organisation is managed well. The board provides a safe environment and financial matters are carefully monitored. Human resources are well managed by the principal and the board. There are effective communication systems in place between school leadership and staff of the school but it is recommended that a policy on staff rotation be drafted and implemented. The board should ensure that approved furniture is used in all learning settings within the school.
- The leadership of school development is good. The school mission has been reviewed. The board and the principal provide good support for the development of Irish and Irish culture in the school. The board has not ratified many policies but an action plan has been developed since September 2017 to collaboratively review the policies with the stakeholders.
- Leadership potential is being well developed amongst staff and pupils. The acting principal promotes a very good collaborative relationship with staff and many teachers willingly undertake responsibilities. The school has good practice in terms of pupil participation. Representatives from the various classes are on the Green Flag committee and are members of the student council. The manner in which senior pupils organise games and activities for the junior pupils at lunch time, under the guidance of teachers, is commendable.

### 2. THE QUALITY OF PLANNING AND SCHOOL SELF-EVALUATION

- The quality of school planning and school self-evaluation (SSE) is satisfactory. There was a draft school plan in place at the beginning of this school year. The work undertaken by the staff in this academic year to develop curriculum planning and to implement this progressively is commendable. Curriculum planning for teaching is effective. The staff and principal have developed a strategic plan this year to systematically complete the administrative policies. The recent participation of stakeholders in the development of the anti-bullying policy is commendable. It is recommended that this effective practice be extended when developing other school policies.

- The school is not currently engaged in SSE due to industrial action. Elements of the SSE process have had a positive impact on pupil learning, particularly in Mathematics. As part of SSE, the board should also create a checklist of policies and statutory requirements as a yearly record.

### 3. THE QUALITY OF TEACHING, LEARNING AND PUPIL ACHIEVEMENT

- The quality of learning is very good overall. The pupils have attained very high levels of achievement in many of the subjects observed. The pupils enjoy their learning experiences. According to the outcomes of the pupil questionnaires, the majority felt they were doing well in reading and that they enjoy the lessons and learning.
- The quality of teaching is good overall, with exemplary practice in some settings. Information and communication technology is used productively to support teaching. Most parents agreed, in the inspectorate questionnaires, that teaching is good in the school. The manner in which most teachers develop new terminology during lessons is commendable. It is recommended that a differentiated approach be implemented in all lessons and activities to cater for the varying abilities of pupils.
- The quality of assessment is good. It is recommended that pupils be enabled to reflect on their progress as learners and take responsibility for their learning. It is also recommended that assessment be developed within the various subjects of the curriculum.
- The quality of teaching, and of pupil learning and achievement in Irish is very good. Pupils' oral language skills are highly commendable. Worthwhile approaches and strategies are used, such as immersion education and *Aistear: The Early Childhood Curriculum Framework*, that improve the enrichment of language for pupils. Teachers develop the various strands of Irish in an integrated manner. A commendable emphasis is placed on explaining and discussing new vocabulary in many classes and it would be worthwhile to extend this approach throughout the school. The pupils read accurately, fluently and with appropriate understanding. Pupils have a range of books available to them in the classroom libraries, including short stories, novels and factual books. The standard of writing is very good. A commendable emphasis is placed on grammar.
- The quality of teaching, learning and pupil achievement in English is very good. The formal teaching of English begins during the second term of senior infants as part of the immersion policy of the school. The interest in reading generated throughout the school is praiseworthy. There is a very good emphasis placed on silent reading and pupils participate in a variety of reading experiences. Novels and reading materials are used productively and pupils read with enjoyment and accuracy. Appropriate emphasis is placed on spelling and grammar. The quality of creative writing is very good. Oral language skills are developed very effectively.

*Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Bhéarla an-mhaith. Mar chuid de pholasáí thumoideachais na scoile tosaítear ar theagasc an Bhéarla go foirmiúil le linn dara téarma sna naíonán shinsireacha. Is inmholta mar a spreagtar suim sa léitheoireacht ar fud na scoile. Cuirtear an-bhéim ar thaoithléitheoireacht agus glacann na daltaí páirt i réimse éispéiris léitheoireachta. Baintear úsáid thairbheach as úrscéalta agus ábhair léitheoireachta agus léann na daltaí le taitneamh agus le crunneas. Cuirtear béim chuí ar litriú agus ar an ngramadach. Tá caighdeán na scríbhneoireachta chruthaitheach an-mhaith. Deantar forbairt an-éifeachtach ar na scilenna cumarsáide béil.*

- The quality of teaching, of learning and pupil achievement in Mathematics is very good. There is a commendable emphasis on language, on the recitation of tables and on mental arithmetic. Pupils' numeracy skills are very good. Concrete materials are used, worthwhile activities are organised for pupils and a positive disposition towards Mathematics is created. There is a range of abilities in all classes and it is recommended that differentiation be implemented to cater more effectively for these varying abilities. To enhance learning, linkage should be made with other strands of the Mathematics curriculum.
- The quality of teaching, learning and pupil achievement in Science is good. The children enjoy the lessons and they benefit from them. Teachers' work records indicate that there is very good coverage of factual information and pupils know the facts. More emphasis should be placed on developing the skills as scientists. It would be worthwhile to place a greater emphasis on experiments and tests. Experts in Science come to the school to provide an input which enriches pupils' learning. The Green Flag project has been implemented over a number of years which also supports pupils' learning.

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

- The provision of support for pupils is good overall. A positive relationship is fostered with pupils. The support team works cooperatively with the class teachers. There is a policy in place to guide a developmental approach. There is an individual education plan in place for every child with SEN. An early-intervention plan has been initiated for pupils with SEN but this intervention should be extended within the school. In-class teaching support needs to be increased to support the progress of pupils with SEN and support needs to be directed towards those pupils who have the greatest needs.
- The quality of care for pupils is very good. After school activities are organised in partnership with parents and teachers to provide for a wide range of pursuits in both music and sport. A caring atmosphere is created in the school and pupils are catered for well. Specialists from agencies come to support pupils and programmes are implemented that greatly support pupils' wellbeing. Links are also created with feeder schools. Weekly school assemblies are organised and individual pupils are given recognition.
- 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*.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**



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

The board of management of Gaelscoil de hÍde welcomes the WSE report. The board is determined to use the recommendations in the report to further improve the quality of teaching and learning in our school. The board was delighted to see that the report affirmed many of the good practices that are already in our school. The board was satisfied that an emphasis was placed on the high standard of teaching and learning in the school. We welcome the recognition given to the high level of communication between home and school.

**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 would like to acknowledge the recommendations in the report and we assure that they will be implemented to improve the teaching and the learning in Gaelscoil de hÍde. The school policies are being reviewed at present, at least one each month, and we are discussing them with all the stakeholders. The advice in the report regarding support is being followed, with much of the support being in class so we can include more group teaching and station work and, therefore, we are able to cater much better for the varying abilities in the classes. We accept the recommendations regarding furniture and we are reviewing all the furniture in the school.

*(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 of quality 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. 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
<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;