

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

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

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Gaelscoil an Mhuilinn
<b>Seoladh na scoile / School address</b>	An Muileann gCearr Co. na hIarmhí
<b>Uimhir rolla / Roll number</b>	20002P

**Dáta na cigireachta: 21-11-2018**



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

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

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

## **MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM**

Déanann Meastóireacht Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaítear dea-chleachtas agus déantar moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil.

### **CONAS AN TUAIRISC SEO A LÉAMH**

Le linn na cigireachta seo, rinne 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.

### **COSAINT LEANAÍ**

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaite ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.

5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

*Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le 3, 5 agus 6, agus mar sin ní raibh an scoil ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta. I ndiaidh sin, áfach, thug an scoil fianaise go bhfuil a cleachtas ag teacht lena n-éilítear maidir le huimhir a 3.*

## Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

<b>Dátaí na cigireachta</b>	19-11-2018 go 21-11-2018
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>• Cruinnithe leis an bpríomhoide, leis an bhfoireann ceannaireachta agus bainistíochta agus le múinteoirí oideachais speisialta</li><li>• Cruinniú le hionadaithe an bhoird bhainistíochta</li><li>• Cruinniú le múinteoirí</li></ul>	<ul style="list-style-type: none"><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí</li><li>• Breathnóireacht ar theagasc agus ar fhoghlaim</li><li>• Scrúdú ar obair na ndaltaí</li><li>• Caidreamh le daltaí</li><li>• Aiseolas don phríomhoide, múinteoirí, agus d'ionadaithe an bhoird bhainistíochta.</li></ul>

### COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais í Gaelscoil an Mhuilinn, a fheidhmíonn faoi phátrúnacht Easpag Caitliceach na Mí. Tá an scoil seo, a bunaíodh i 1994, suite i mbaile an Mhuilinn Chearr. I measc bhaill na foirne teagaisc, áirítear príomhoide riaracháin, deichniúr múinteoirí ranga príomhshrutha, triúr múinteoirí do dhaltaí le riachtanais oideachais speisialta, maraon le múinteoir tacaíochta páirtaimseartha atá bunaithe i mbunscoil eile. Bhí 253 dalta cláraithe sa scoil ag am na meastóireachta. Tuairiscítear go bhfuil leibhéil mhaithe tinrimh ag formhór na ndaltaí.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### CINNTÍ

- Ag am na meastóireachta, ní raibh cleachtas na scoile ag teacht lena n-éilítear faoi na seiceálacha a rinneadh maidir le cosaint leanaí.
- Tá cáilíocht foghlama na ndaltaí go maith.
- Ar an iomlán, tá cáilíocht an teagaisc go maith.
- Tugtar tacaíocht inmholta d'fholláine na ndaltaí.
- Tá cáilíocht na pleanála scoile uile measartha; ní threoraíonn sí an teagasc agus an fhoghlaim go córasach sa scoil.
- Tá cáilíocht na ceannaireachta agus na bainistíochta easnamhach; ní chomhlíontar roinnt freagrachtaí mar ba chóir.

#### MOLTAÍ

- Moltar don bhord a gcuid dualgas i gcomhréir le riachtanais na *Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017* a chomhlíonadh.
- Ba chóir don phríomhoide agus don bhfoireann ceannaireachta agus bainistíochta, a ról cheannaireachta i gcúrsaí pleanála, teagaisc agus foghlama a fhorbairt a thuilleadh.
- Moltar don bhord a chinntiú go ndéantar na riachtanais reachtúla mar atá leagtha amach i *Lámhleabhar Rialachais do Bhunscoileanna 2015 – 2019* a shásamh, go háirithe na cinn a bhaineann le minicíocht na gcruinnithe boird, le plean straitéiseach gníomhaíochta a ullmhú, agus le forbairt polasaithe scoile.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith. Baineann na daltaí taitneamh as a gcuid foghlama. Cuirtear *Aistear: Creatchuraclam na Luath-Óige* ar fáil i roinnt ranganna naíonan, áit a mbíonn béim fhiúntach ar mhodhanna chun fhoghlaim trí shúgradh. I gcúpla ceacht a breathnaíodh, bhí na daltaí rannpháirteach i ngníomhaíochtaí comhoibríocha. Chuirfeadh breis den chomhfhoghlaim fheidhmiúil lena bhforbairt scileanna.
- Bíonn caighdeán maith sa Ghaeilge labhartha bainte amach ag na daltaí faoin am a shroicheadh siad na hardranganna. Léiríonn na daltaí tuiscint mhaith ar an nGaeilge agus baineann siad taitneamh as réimse amhrán agus filíochta sna bunranganna ach go háirithe. B'fhiú níos mó béime a chur ar an scéalaíocht agus ar rannta ar bhonn scoile uile chun líofacht agus cruinneas na ndaltaí a fhorbairt. Cé go labhraíonn agus go léann an chuid is mó de na daltaí le muinín, léiríonn torthaí scrúduithe caighdeánaithe go bhfuil scóip chun forbartha maidir le gnóthachtáil líon beag daltaí sa Ghaeilge. Tá roinnt mhaith scríbhneoireachta feidhmiúla ar siúl ag na daltaí tríd an scoil. Moltar go gcuirfead níos mó béime ar na seánraí éagsula scríbhneoireachta.
- Ar an iomlán, tá cáilíocht foghlama na ndaltaí sa Bhéarla go maith. Forbraítear scileanna oiriúnacha cumarsáide ó bhéal trí théamaí labhartha a fhorbairt agus léiríonn na daltaí tuiscint mhaith ar na scéalta atá léite acu sa Bhéarla. Le linn na meastóireachta, bhí réimse cuí de sheánraí scríbhneoireachta in úsáid i roinnt seomraí ach bhí an iomarca béime ar an scríbhneoireacht fheidhmiúil i mórchuid ranganna. Moltar níos mó deiseanna rialta a thabhairt do na daltaí chun scríobh go neamhspléach agus go cruthaitheach.
- Tá cáilíocht mhaith ar chaighdeán na ndaltaí sa Mhatamaitic. Leiríonn na daltaí inniúlacht mhaith sa tuiscint choincheapúil. Chun cur leis seo, b'fhiú deiseanna a thabhairt do na daltaí na scileanna agus na straitéisí a phlé. Sna ceachtanna matamaitice a breathnaíodh sna bunranganna, bhain na daltaí tairbhe as acmhainní foghlama agus áiseanna chun a dtuiscint ar choincheapa a éascú. B'fhiú an fhoghlaim ghníomhach a chur chun cinn ag gach rangleibhéal.
- Léiríonn na daltaí go bhfuil eolas cuí acu ar théamaí éagsúla in achair eile an churaclaim. Sna gníomhaíochtaí a breathnaíodh san oideachas sóisialta, imshaoil agus eolaíochta (OSIE) léirigh daltaí fonn rannpháirtíochta agus dearcadh dearfach i leith na foghlama. Tá réimse deas taispeántas ealaíne agus ceardaíochta le feiceáil ar fud na scoile.
- Cuirtear éagsúlacht eispéireas foghlama ar fáil do na daltaí a thagann leis an gcultúr Gaelach atá cruthaithe sa scoil. Ina measc seo eagraítear comórtais díospóireachta agus gníomhaíochtaí ceoil agus spóirt. Sna ceistneoirí a dáileadh thuairiscigh beagnach gach tuismitheoir gur thaitin an scoil lena bpáiste.

### 2. CÁILÍOCHT AN TEAGAISIC

- Tá cáilíocht an teagaisic ar chaighdeán maith, ar an iomlán. Le linn na meastóireachta, bhí scileanna céistiúcháin na múinteoirí go maith. Bhí struchtúr agus luas oiriúnach ag baint le beagnach gach ceacht. Sna suíomhanna ab fharr cleachtais, bhí cothromaíocht oiriúnach le sonrú idir teagasc díreach agus foghlaim ghníomhach. Moltar deiseanna rialta a thabhairt do na daltaí an teanga atá foghlamtha acu a shealbhú, a dhaingniú agus a athchleachtadh i gcomhthéacsanna éagsúla.

- Tá cáilíocht na pleanála don churaclam oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh. Soláthraíonn gach múinteoir pleanáil fhadtéarmach agus ghearrthéarmach. Tá tús curtha ag líon beag múinteoirí le pleanáil do Churaclam Teanga na Bunscoile. Tá pleanáil fhadtéarmach na múinteoirí ag brath an iomarca ar théacsleabhair áfach, rud a fhágann nach bhfuil béim chuí curtha ar chuspóirí foghlama soiléire sna pleananna gearrthéarmacha.
- Tá polasaithe ar fáil ar ghnéithe a bhaineann le riar na scoile agus tá siad ar chaighdeán measartha. Cé go ndearnadh athbhreithniú ar an gcuid is mó den phlean scoile le fíor-dhéanaí, is léir go bhfuil roinnt réimsí le feabhsú. Moltar don scoil féachaint le plean straitéiseach gníomhaíochta a ullmhú gan mhoill, áit a leagtar amach, go soiléir, na tosaíochtaí d'athbhreithniú agus d'fhorbairt polasaithe.
- Tá cáilíocht an mheasúnaithe sásúil. Tá córas scoile uile ann chun torthaí na scrúduithe caighdeánaithe a choiméad sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic. Baintear úsáid as na torthaí chun na daltaí le riachtanais speisialta oideachais (RSO) a aithint. B'fhiú do na múinteoirí príomhshrutha níos mó úsáide a bhaint as na sonraí chun difreálú a dhéanamh.
- Tá caighdeán maith ag baint le cáilíocht an teagaisc do dhaltaí le RSO. Tá tús inmholta déanta ag an scoil ar chur i bhfeidhm an chontanaim tacaíochta ranga. I gcuid de na pleananna foghlama aonair, tá na spriocanna bunaithe ar riachtanais na ndaltaí ach tá gá le nasc níos soiléire a bheith idir príomhriachtanais na ndaltaí agus na spriocanna atá leagtha amach. Cuirtear i gcuimhne don scoil gan tréimhse pleanála a bheith ar siúl le linn am scoile.

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

- Tá tacaíocht d'fholláine na ndaltaí ar cháilíocht mhaith. Tá atmaisféar dearfach sa scoil agus léiríonn na daltaí féinmhuinín ard. Tugtar ard-tacaíocht d'fholláine na ndaltaí trí chlár éagsúla agus eachtraí seach-churaclaim a chur ar bun. De réir torthaí na gceistneoirí, thug an chuid is mó de na daltaí le fios go dtaitníonn na ceachtanna agus an fhoghlaím leo, agus d'aontaigh beagnach gach tuismitheoir go mbraitheann a bpáistí slán sábhailte ar scoil.

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

- Tá deacrachtaí suntasacha le sonrú i gcáilíocht na ceannaireachta agus na bainistíochta.
- Tá an bord bainistíochta comhdhéanta mar is ceart. Cuireadh fianaise ar fáil go ndéantar deimhniú bliantúil ar na cuntaisí scoile. Tugadh le fios go gcuireann an scoil socrúcháin ar fáil go rialta do mhúinteoirí faoi oiliúint. Tá rannpháirtíocht na scoile i gclár atá mar chuid d'oilíúint tosaigh múinteoirí le moladh. Tá an rannpháirtíocht seo luaite sa *Chód Iompair Ghairmiúil do Mhúinteoirí*, atá foilsithe ag an gComhairle Mhúinteoireachta, mar d'fhéadfadh múinteoirí, múinteoirí faoi oiliúint, daltaí agus institiúidí oideachais mhúinteoirí tairbhe ghairmiúil a bhaint aisti.
- Níl an bord feasach faoina ndualgais reachtúla i dtaobh cosaint leanaí. Níl minicíocht na gcruinnithe ag comhlíonadh rialacha imeachta an bhoird mar atá leagtha amach sa *Lámhleabhar Rialachais do Bhunscoileanna 2015 – 2019*. Moltar don bhord plean straitéiseach gníomhaíochta a ullmhú, ról níos gníomhaí a ghlacadh i bhforbairt agus i bhfaomhadh polasaithe, agus a chinntiú go ndéantar na riachtanais reachtúla agus beartais uile a shásamh.

Tá ceann de na múinteoirí príomhshrutha atá ag an scoil faoi sceideal soláthar foirne na Roinne ag feidhmiú mar mhúinteoir tacaíochta. Is le haghaidh ranganna príomhshrutha amháin atá poist a leithdháiltear bunaithe ar an sceideal soláthar foirne. Moltar don bhord múinteoirí a imlonnú dá réir sin chun a chinntiú go gcoinneofar an líon daltaí in aon rang amháin chomh híseal agus is féidir.

- Feidhmíonn príomhoide riaracháin sa scoil agus tá cúigear múinteoirí ar an bhfoireann ceannaireachta agus bainistíochta. Moltar dóibh cruinnithe foirmeálta a riaradh agus ról ceannaireachta a ghlacadh i bpleanáil churaclaim.
- Ní choinnítear cuntas d'úsáid uaireanta Pháirc an Chrócaigh. Chun riachtanais Imlitir 42/16 na Roinne Oideachais agus Scileanna a chomhlíonadh, moltar don scoil úsáid iomlán na n-uaireanta breise a thaifeadh.

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

- Tá cáilíocht na féinmheastóireachta scoile (FMS) sásuil. Ní raibh na spriocanna aontaithe a bhí le cur i bhfeidhim ag gach múinteoir soiléir le linn na meastóireachta. Moltar an próiseas a phlé go réamhghníomhach, agus na spriocanna agus na gníomhaíochtaí a roinnt leis an mbord agus le pobal na scoile.

## CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
<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 <i>an-mhaith</i> 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



# **Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

## **Réimse 1: Tuairimí ar ábhar na tuairisce scoile**

Tá Bord Bainistíochta na scoile sásta leis an aitheantas atá sa tuairisc seo do cháilíocht fhoghlaim na ndaltaí chomh maith le cáilíocht an teagaisc sna h-ábhair curaclam. Táimid an-bródúil as an atmaisféar dearfach atá sa scoil, áit ina bhfuil meas ag na páistí agus na múinteoirí ar a chéile, cuireann sé sin go mór le cáilíocht na tacaíochta d'fholláine na ndaltaí agus an fhoireann, chomh maith leis na cláir éagsúla agus imeachtaí seach-churclaim ata ar siúl sa scoil.

Is mian leis an mBord Bainistíochta a rá go bhfuil se feasach faoina ndualgais reachtúla i dtaobh cosaint leanaí agus rudaí eile agus go bhfuil abhcóide mar bhall den Bord le blianta anuas a thugann comhairle don Bord go rialta faoi cúrsaí dlíthiúil.

## **Réimse 2: 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**

- D'fhreastail baill an Bhoird ar Traenáil ar Imeachtar Chosaint Leanaí de chuid CPSMA le gairid. Leanfaidh an Bord le treacha na Roinne Oideachas I leith cosaint páistí.
- Tá an Bord Bainistíochta ag baint úsáid anois as an teimpléad mar thaifead de thuairisc mhaoirseachta um Chosaint leanaí do Bhunscoileanna. Tá an fhoireann eolach ar a bhfreagrachtaí faoi na Nósanna Imeachta um Chosaint Leanaí.
- Leanfaidh an Bord Bainistíochta ar aghaidh le dea-chleachtas I leith comhlíonadh rialacha imeachta an bhoird mar atá leagtha amach in Lámh-leabhar Rialachais do Bhunscoileanna 2015-2019.
- Leanfaidh foireann bainistí agus ceannaireacht ar aghaidh le forbairt rólanna I leith pleanáil, múineadh agus foghlaim.
- Leanfaidh an Bord Bainistíochta agus an fhoireann ar aghaidh ag forbairt an pleanáil scoil-uile agus bainfear úsáid as mar threoir d'fhoghlaim agus teagaisc sa todhchaí.

**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 an Mhuilinn
<b>Seoladh na scoile / School address</b>	Mullingar Co. Westmeath
<b>Uimhir rolla / Roll number</b>	20002P

**Date of inspection: 21-11-2018**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **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.

## **CHILD PROTECTION**

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

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

*The school's practice failed to fulfil the requirements regarding 3, 5 and 6, and therefore the school was not compliant with the requirements under the checks that were made during the inspection visit. Subsequent to that, however, the school made it known that it was compliant with the requirement in number 3.*

## Whole-School Evaluation – Management, Leadership and Learning

<b>Dates of inspection</b>	19-11-2018 to 21-11-2018
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meetings with the principal, with the leadership and management team and with special education teachers</li><li>• Meeting with representatives of the board of management</li><li>• Meeting with teaching staff</li></ul>	<ul style="list-style-type: none"><li>• Review of relevant documentation</li><li>• Analysis of parents', pupils' and teachers' questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal, teachers and representatives of the board of management.</li></ul>

### SCHOOL CONTEXT

Gaelscoil an Mhuilinn is a co-educational primary school which operates under the patronage of the Catholic Bishop of Meath. This school, which was established in 1994, is situated in the town of Mullingar. Among the school's teaching staff, there is an administrative principal, ten mainstream teachers, three teachers for pupils with special educational needs, as well as one part-time support teacher who is based in another primary school. At the time of the inspection, there were 253 pupils enrolled in the school. Attendance levels for most pupils is reported to be good.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- At the time of the inspection, school practice did not meet the required checks conducted with regard to child protection.
- The quality of pupils' learning is good.
- Overall, the quality of teaching is good.
- Support for pupils' well-being is commendable.
- The quality of whole-school planning is fair; it does not guide teaching and learning systematically in the school.
- The quality of leadership and management is poor; some responsibilities are not being fulfilled properly.

#### RECOMMENDATIONS

- The board should fulfil their duties in accordance with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.
- The principal and the leadership and management team should further develop their leadership roles with regard to planning, and teaching and learning.
- The board should ensure that the legal requirements as laid out in the *Governance Manual for Primary Schools 2015-2019* are satisfied, particularly those which refer to the frequency of board meetings, the preparation of strategic action planning, and the development of school policy.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is good. Pupils enjoy their learning. *Aistear: The Early Childhood Curriculum Framework* is available in some infant classes where worthwhile emphasis is placed on learning through play. In a few of the lessons observed, pupils took part in collaborative activities. Further functional co-learning would enhance the development of their skills.
- Pupils achieve a good standard of spoken Irish by the time they reach the senior classes. Pupils display a good understanding of Irish and they enjoy a range of songs and poetry, particularly in the lower classes. It would be worthwhile to place more emphasis on stories and rhymes on a whole-school basis to develop pupils' fluency and accuracy. Although most pupils can speak and read with confidence, the results of standardised tests show that there is scope for development in the achievement in Irish of a small number of pupils. Pupils produce a lot of functional writing throughout the school. More emphasis needs to be placed on the various writing genres.
- Overall, the quality of pupils' learning in English is good. Appropriate oral communication skills are developed by the development of conversation themes and pupils demonstrate a good understanding of the stories they have read in English. During the inspection, there was an appropriate range of writing genres in use in some classes, however there was too much emphasis on functional writing in the majority of classes. Pupils should be given more regular opportunities for independent, creative writing.
- Pupils' standard in Mathematics is of good quality. Pupils demonstrate good competency in conceptual thinking. To build on that, it would be worthwhile giving pupils opportunities to discuss skills and strategies. In the mathematics lessons observed in the lower classes, pupils benefited from the use of learning materials and resources to facilitate their understanding of concepts. It would be worthwhile to promote active learning in classes at all levels.
- Pupils demonstrate that they have appropriate understanding of various themes in other areas of the curriculum. In the activities observed in Social, Environmental and Scientific Education (SESE), pupils demonstrated an interest in taking part and a positive attitude towards learning. There is an attractive display of art and craft work to be seen throughout the school.
- Pupils are provided with various learning experiences which are part of the Gaelic culture created in the school. Among these, debating competitions and music and sports activities are organised. In the questionnaires distributed almost all parents reported that their child liked the school.

### 2. THE QUALITY OF TEACHING

- Overall, the quality of teaching is good. During the inspection, teachers' questioning skills were good. Almost all lessons had appropriate structure and pace. Where practice was at its best, there was a suitable balance between direct teaching and active learning. Pupils should be given regular opportunities to enhance, consolidate and practice the language they have acquired in a variety of contexts.

- The quality of curriculum planning is satisfactory, although there is potential for improvement. All teachers provide long-term and short-term planning. A small number of teachers have begun planning for the Primary Language Curriculum. However, teachers' long-term planning is overly dependent on text books, which results in an insufficient emphasis on clear learning objectives in the short-term plans.
- There are policies available that concern aspects of school administration that are of reasonable quality. Although most of the school planning was very recently reviewed, there are clearly some areas for improvement. The school should undertake to prepare a strategic action plan without delay, in which policies for review and policy development are clearly set out.
- The quality of assessment is satisfactory. There is a whole-school system for keeping standardised tests results in Irish, in English and in Mathematics. The results are used to identify pupils with special educational needs (SEN). It would be worthwhile for the mainstream teachers to use the data for differentiation.
- The quality of teaching for pupils with SEN is of a good standard. The school has made a commendable start in implementing the continuum of classroom support. In some of the individual learning plans, there are targets based on pupils' needs but there should be a clearer link between the pupils' primary needs and the targets laid out. The school is reminded that planning should not take place during teaching time.

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

- There is a positive atmosphere in the school and pupils demonstrate high levels of self-confidence. Good support is given to pupils' well-being through various programmes and the setting up of extra-curriculum events. According to the results of the questionnaires, most of the pupils indicated that they are happy with lessons and learning, and almost all parents agreed that their children feel safe and well in school.

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

- There are significant difficulties evident in the quality of leadership and management.
- The board of management is correctly constituted. Evidence was provided that school accounts are certified annually. It was noted that the school regularly provides placements for training teachers. The school's participation in the initial teacher training programme is commendable. This participation is mentioned in the *Code of Professional Conduct for Teachers*, published by the Teachers' Council which teachers, training teachers, pupils and teacher education institutions can derive benefit from.
- The board is not well-informed about its legal duties in regard to child protection. The frequency of meetings does not fulfil the board's procedural rules as laid out in the *Governance Manual for Primary Schools 2015-2019*. The board should prepare a strategic action plan, take a more active role in developing and approving policies, and ensure that all statutory regulations and policies are satisfactorily implemented.
- One of the school's mainstream teachers under the Department's staff provision schedule is serving as a support teacher. Posts allocated in accordance with the staff provision schedule are for mainstream classes alone. The board should deploy teachers in accordance with this to ensure that the number of pupils in any one class is kept as low as possible.

- An administrative principal and five teachers serve on the leadership and management team. They should convene formal meetings and adopt a greater leadership role in curriculum planning.
- A record of the use of Croke Park Hours is not maintained. In order to fulfil the requirements of Circular 42/16, the school is advised to record the use of all additional hours.

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

- The quality of school self-evaluation (SSE) is satisfactory. The agreed targets for all teachers to implement were not clear during the inspection. The process should be proactively discussed, and targets and activities should be shared with the board and the school community.



## 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. 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

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Area 1 Observations on the content of the inspection report**

The Board of Management of the school are happy with the recognition in this report for the quality of the pupils learning as well as the quality of the teaching of the curriculum subjects. We are very proud of the positive atmosphere on the school, a place where pupils and teachers respect each other, that contributes a lot to the quality of the wellbeing of the pupils and the staff, as well as the various programmes and extracurricular activities which are in operation in the school.

The board of management wish to say that it is knowledgeable about its statutory obligations regarding child protection and other things and that a counsel who has been a board member for the past few years, regularly gives advice to the board about legal matters.

## **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

- Board members attended training with CPMSA on child protection procedures recently. The board will proceed with the guidance of the Department of Education regarding child protection.
- The board of management are now using the template as a record of the oversight report for child protection for primary schools. The staff are knowledgeable regarding their responsibilities under the Child Protection Procedures.
- The board of management will proceed with good practice regarding fulfilling the procedures of the board as laid out in the *Governance Manual for Primary Schools 2015-2019*.
- The leadership and management team will proceed with developing roles in planning, teaching and learning.
- The board of management and the staff will proceed with developing whole-school planning and it will be used as a guide for the learning and teaching in the future.

*Aistriúchán is ea seo ar fhreagra na scoile arna chur isteach ag an mBord Bainistíochta.*

*This is a translation of the School Response submitted by the Board of Management.*