

**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 na gCeithre Máistrí
<b>Seoladh na scoile / School address</b>	Páirc an tSrutháin Baile Dhún na nGall Contae Dhún na nGall
<b>Uimhir rolla / Roll number</b>	20096E

**Dáta na cigireachta: 09-11-2017**



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

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

### **CAD IS MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN?**

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

### **CONAS AN TUAIRISC SEO A LÉAMH**

Le linn na cigireachta seo, rinne an cigire (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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

## Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	09-11-2017
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile</li><li>Cruinniú le hionadaí an bhoird bhainistíochta</li><li>Cruinniú le hionadaithe tuismitheoirí</li><li>Cruinniú le múinteoirí</li></ul>	<ul style="list-style-type: none"><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Anailís ar cheistneoirí tuismitheoirí agus daltaí</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 agus múinteoirí, agus d'ionadaí na dtuismitheoirí</li></ul>

### COMHTHÉACS NA SCOILE

Is scoil chomhoideachais, idirchreidmheach faoi phátrúnacht an Fhorais Pátrúnachta í Gaelscoil na gCeithre Máistrí. Tá nócha seacht dalta ar na rollaí dáilte trasna cúig rang príomhshrutha. Tá oide riachtanais speisialta oideachais (RSO) sa scoil atá roinnte le scoileanna eile sa cheantar. Tá tinreamh na ndaltaí go maith ar an iomlán.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### CINNTÍ

- Tá gnóthachtáil na ndaltaí an-mhaith ar an iomlán; tá fianaise ann go bhfuil torthaí foghlama na ndaltaí, chomh maith le daltaí le riachtanais speisialta oideachais ag feabhsú de réir chuspóirí churaclam na bunscoile.
- Tá cáilíocht an teagaisc an-mhaith le samplaí de chleachtais atá ar fheabhas; usáideann na múinteoirí cur chuige teagaisc atá an-éifeachtach agus cuirtear an tumoideachas i bhfeidhm go han-rathúil ach níl forbairt chéimniúil ar an dtéarmaíocht don chur chuige lán-thumtha i ngach ábhar.
- Tá cáilíocht na ceannaireachta agus na bainistíochta an-mhaith ar an iomlán ach tá gnéithe áirithe le forbairt; ní bhíonn pobal na dtuismitheoirí lárnach i bhforbairt agus in athbhreithniú na bpolasaithe.
- Tá caighdeán pleanála ar bhonn scoile-uile go maith d'fhormhór na n-ábhar, ach níl an phleanáil don Oideachas Shóisialta, Pearsanta agus Sláinte sásúil; níl an phleanáil don chlár d'Oideachas Caidrimh agus Gnéasachta (OCG) céimnithe a dhóthain ó rang go rang agus níl an clár iomlán á chur i bhfeidhm.
- Tá an fhoireann páirteach i bhféinmheastóireacht scoile agus tá sár-obair déanta ar bhonn leanúnach le torthaí inmholta á mbaint amach sa litearthacht agus san uimhearthacht.

#### MOLTAÍ

- Ba chóir don fhoireann an téarmaíocht chúí trí mhéan na Gaeilge a bhaineann le gach ábhar a fhorbairt, chun a chinntiú go bhfuil cur chuige lán-thumtha á chur i bhfeidhm go céimniúil trasna na scoile; b'fhiú don phríomhoide a ról ceannasaíochta ar an churaclaim a fheidhmiú sa ghné seo den churaclam.

- Is gá do cheannaireacht, do bhainistíocht agus d'fhoireann na scoile athbhreithniú a dhéanamh ar an phleanáil don ábhar Oideachas Shóisialta, Pearsanta agus Sláinte agus ar an bpolasaí OCG chun a chinntiú go bhfuil an clár iomlán á chur i bhfeidhm; tá sé riachtanach go mbeidh na tuismitheoirí lárnach i bhforbairt agus in athbhreithniú an pholasaí.

## **MIONCHINNTÍ AGUS MOLTAÍ**

### **1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ**

- Tá cáilíocht na foghlama an-mhaith ar an iomlán. Bíonn na daltaí an-ghníomhach agus rannpháirteach san fhoghlaim agus cuirtear raon leathan de dheiseanna foghlama ar fáil dóibh sa rang agus i dtimpeallacht na scoile. Tá tionscadail den scoth curtha i gcrích ag na daltaí sa Stair, Tíreolaíocht agus san Ealaín agus agus is féidir leo cur síos a dhéanamh orthu go muiníneach. Tá obair na ndaltaí sna cóipleabhair agus ar taispeánt i ngnéithe éagsúla den churaclam go hinmholta.
- Baineann na daltaí sna bunranganna an-tairbhe as an gclár luath idir-ghabhála agus an clár tumoideachais atá i bhfeidhm. Is inmholta na scileanna ealaíne ata forbartha ag na daltaí agus an foclóir cuí a bhaineann leis an ealaín atá ar eolas acu sna méan ranganna. Tá eolas an-mhaith acu ar choincheapa mhatamaiticiúla agus tugann siad faoi thascanna dúshlánacha matamaitice go cumasach sna hard ranganna. Tugann siad faoina gcuid oibre go díograsach i ngach rang agus baineann siad taitneamh as na gníomhaíochtaí foghlama. Tá a scileanna tuisceana an-mhaith ach bíonn sé deacair orthu cur síos a dhéanamh ar bhonn leanúnach ar an obair atá curtha i gcrích san eolaíocht ach go háirithe. Moltar na struchtúir chúitheanga a bhaineann le lán-thumadh an ábhair a mhúineadh ar bhonn céimniúil ó rang go rang chun a chinntiú go bhfuil an téarmaíocht ar eolas ag na daltaí chun na coincheapa a bhaineann leis na hábhair a thuiscint go hiomlán.
- Tá scileanna digiteacha na ndaltaí á bhforbairt go torthúil trí dheiseanna taighde agus cur i láthair a chur ar fáil dóibh go rialta. Is féidir leis na daltaí cur síos a dhéanamh ar leabhair leabharlainne atá léite acu, drámaí atá déanta acu agus amhráin atá ar eolas acu le líofacht. D'aontaigh iomlán na ndaltaí sna ceistneoirí a dáilíodh orthu le linn na cigireachta go dtaitníonn a gcuid ceachtanna agus foghlama leo.

### **2. CÁILÍOCHT AN TEAGAISIC**

- Tá cáilíocht an teagaisic an-mhaith le samplaí den sárchleachtas i bhfeidhm. Úsáideann na múinteoirí cur chuige teagaisic atá an-éifeachtach; soláthraíonn siad eispéiris fhoghlama an-rathúil chun na cuspoirí foghlama a bhaint amach. Baineann na múinteoirí úsáid thairbhiúil as abhár nithiúil agus teicneolaíocht na faisnéise agus cumarsáide (TEC) chun tacú leis an teagasc.
- Cuirtear an tumoideachas i bhfeidhm go han-éifeachtach sna bunranganna agus tá na stráitéisí comh-mhúinteoireachta atá i bhfeidhm chun scileanna luath-léitheoireachta a fhorbairt ar fheabhas. Úsáideann na múinteoirí an Ghaeilge go sármhaith chun an curaclam a chur i bhfeidhm ach tá an nós ann i gcásanna áirithe aistriú ar an Bhéarla le téarmaí agus tascanna ar leith a chur ar fáil do na daltaí san Eolaíocht ach go háirithe. Chun barr feabhais a chur ar an gclár lán-thumtha trí Ghaeilge, b'fhiú don fhoireann an téarmaíocht do na hábhair cuí a fhorbairt go struchtúrtha agus go céimniúil. B'fhiú na téarmaí cuí a bheith rianaithe go soiléir i bpleanáil na múinteoirí chun an clár lán-thumtha a bheith rathúil trasna na scoile.

- Tá caighdeán na pleanála do mhórchuid na n-ábhar go maith ach tá gnéithe suntasacha le forbairt go háirithe ó thaobh an phleanáil don chlár OCG a chur i bhfeidhm ina iomláine. Soláthraíonn gach múinteoir pleanáil fhadtéarmach agus ghearrthréimhseach éifeachtach agus eagraíonn siad na timpeallachtaí foghlama go sármhaith. Comhoibríonn siad le chéile chun an phleanáil a bheith forbraitheach agus difreáilaithe chun freastal ar riachtanais na ndaltaí do mhórchuid na nábhar. Níl an phleanáil scoile-uile ná an phleanáil gearrthréimhseach sásúil do chur i bhfeidhm an ábhair Oideachas Shóisialta, Pearsanta agus Sláinte agus an clár OCG ach go háirithe. Níor aontaigh mórchuid na dtuismitheoirí i gceistneoirí na Cigireachta go raibh sonraí pholasaí na scoile ar chaidrimh agus gnéasachta curtha in iul dóibh. Moltar don fhoireann athbhreithniú a dhéanamh ar an pholasaí agus an phleanáil don ábhar. Moltar chomh maith don phríomhoide a chinntiú trína ról ceannasaíochta ar an churaclaim, go bhfuil gach gné den OSPS agus de chlár an OCG san áireamh á mhúineadh go céimniúil trasna na scoile.
- Tá cáilíocht an mheasúnaithe go maith le fianaise de dhul chun cinn an-mhaith á dhéanamh ag na daltaí. Tá tús inmholta déanta le cur i bhfeidhm an contanam tacaíochta chun cabhrú le daltaí príomhshrutha a bhfuil RSO acu. Tá freastal an-éifeachtach á dhéanamh ar dhaltaí le RSO sa scoil. Tá stráitéisí féin agus piar-mheasúnaithe i bhfeidhm agus leagann na daltaí spriocanna foghlama síos dóibh féin. D'aontaigh mórchuid na dtuismitheoirí i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa léitheoireacht agus sa Mhatamaitic.

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

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go maith ar an iomlán. Bíonn na hidirghníomhaíochtaí idir múinteoirí agus daltaí an-mheasúil. Eagraíonn na múinteoirí a lán gníomhaíochtaí tairbhiúla comh-agus seach churaclaim do na daltaí. Glacann na daltaí páirt i ndrámáí, ceolchoirmeacha, comórtais filíochta agus amhránaíochta. Tá Comhaltas Ceolteoirí Éireann bunaithe sa scoil chun deis a chur ar fáil do na daltaí cleachtadh a dhéanamh le chéile ag seinm uirlisí ceoil. Is fiú polasaí a fhorbairt i gcomhar leis na tuismitheoirí, agus beartais sainmhínte go soiléir ann, mar gheall ar chomórtais agus imeachtaí taobh amuigh de thimpeallacht na scoile, le linn am scoile. D'aontaigh iomlán na dtuismitheoirí go dtaitníonn an scoil lena bpáiste agus d'aontaigh formhór na ndaltaí go mothaíonn siad sábháilte sa chlós agus sa rang.
- Thug údaráis na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile*, gan athrú ná leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile*. Níl an clár iomlán den OCG á chur i bhfeidhm sa scoil. Ba chóir fo-choiste tuismitheoirí a bhunú chun an polasaí a fhorbairt agus tá gá le hathbhreithniú a dhéanamh ar an pholasaí agus é a bheith faofa ag leibheál an bhoird. Caithfidh an bord tabhairt faoi na cúráimí seo láithreach.

### 4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta an-mhaith ar an iomlán. Cothaíonn an príomhoide agus an bord comhghaol comhoibritheach an-rathúil leis an bhfoireann agus tugann na múinteoirí faoina bhfreagrachtaí go sár-mhaith. Mar sin féin, tá gnéithe áirithe le forbairt, go háirithe; comhpháirtíocht phobal iomlán na dtuismitheoirí i bhforbairt polasaithe; agus ról ceannaireachta theagascach an phríomhoide chun a chinntiú go bhfuil an clár OCG á chur i bhfeidhm ina iomláine agus go bhfuil an téarmaíocht don chlár lán-thumtha i bhfeidhm do gach

ábhar. Faigheann an príomhoide tacaíocht an-mhaith ón bhord bhainistíochta, ón fhoireann, agus ó thuismitheoirí na scoile.

- Déanann an bord timpeallacht shábháilte a chur ar fáil san fhoirgneamh shealadach i seomraí réamh-thógtha atá ar fáil faoi láthair ag an scoil. Déanann siad monatóireacht chúramach ar chúrsaí airgeadais. Bainistíonn an príomhoide agus an bord acmhainní daonna go maith. Cuireann an bord deiseanna d'fhorbairt ghairmiúil leanúnach ar fáil do bhaill den fhoireann. Tugann an príomhoide tuairisc bhliantúil don bhord ar obair na scoile. Cuireann an bord agus an príomhoide an fhís atá ag an scoil in iúl do phobal na dtuismitheoirí ag cruinnithe bliantúla agus tá ag éirí go maith leo an teanga agus an cultúr Gaelach a chothú agus a chur chun cinn sa scoil agus sa cheantar. Tá acmhainn na ceannaireachta á fhorbairt go maith i measc na ndaltaí.
- Tá cleachtais mhaithe i bhfeidhm maidir le rannpháirtíocht na ndaltaí sa scoil. Tá comhaltaí ó na ranganna éagsúla ar choiste an Bhrat Glais agus tá córás meantóireachta i bhfeidhm idir na daltaí sinsearacha agus na daltaí sóisireacha sa scoil.
- Tá cumarsáid an-mhaith idir an scoil agus an baile le córais téacsanna chuig thuismitheoirí, le suíomh gréasáin na scoile agus nuachtlitir sheachtainiúil san áireamh. Tugann coiste na dtuismitheoirí an-tacaíocht don scoil trí imeachtaí éagsúla a eagrú agus trí ranganna Gaeilge a eagrú do thuismitheoirí. Léirigh formhór na dtuismitheoirí i gceistneoirí na Cigireachta go riartar an scoil go maith ach mheas líon áirithe nach lorgaíonn an scoil a dtuairimí maidir le cúrsaí scoile agus nach dtuairiscíonn an bord do thuismitheoirí maidir le cúrsaí scoile. Moltar don bhord a chinntiú go mbíonn na thuismitheoirí lárnach i bhforbairt agus in athbhreithniú polasaithe scoile.

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

- Tá cáilíocht na féinmheastóireachta scoile (FMS) go maith ar an iomlán. Tá pleanáil agus gníomhaíochtaí tairbheacha le spriocanna ar leith curtha i gcrích sa litearthacht agus uimhearthacht. Tá tuairiscí FMS curtha le chéile ach ba chóir don bhord an tuairisc a sheoladh chuig gach thuismitheoir go bliantúil. Moltar rannpháirtíocht na dtuismitheoirí a laidriú i bpróiseas na féinmheastóireachta scoile agus athbhreithniú a dhéanamh ar pholasaithe.
- Tá acmhainn na scoile seo an-mhaith chun forbartha mar gheall ar na struchtúir comhoibrithe atá i bhfeidhm sa scoil cheana féin.

## 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

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

**Whole-School Evaluation**  
**Management, Leadership, and Learning**

<b>School name</b>	Gaelscoil na gCeithre Máistrí
<b>School address</b>	Brookfield Donegal Town County Donegal
<b>Roll number</b>	20096E

**Date of inspection: 09-11-2017**





## **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 inspectors evaluated and reported under the following headings or areas of enquiry:

1. Quality of school leadership and management
2. Quality of teaching and learning
3. Implementation of recommendations from previous evaluations
4. The school's self-evaluation process and capacity for school improvement

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

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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

<b>Date of inspection</b>	09-11-2017
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meetings with the principal and with the in-school management team</li><li>• Meeting with representative of the board of management</li><li>• Meeting with parent representatives</li><li>• Meeting with teachers</li></ul>	<ul style="list-style-type: none"><li>• Review of relevant documentation</li><li>• Analysis of parent and pupil questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal and teachers, and parent representative</li></ul>

### SCHOOL CONTEXT

Gaelscoil na gCeithre Máistrí is a co-educational, inter-denominational school under the patronage of an Foras Patrúnachta. There are ninety-seven pupils enrolled, across five mainstream classes. The school has a special education teacher who is shared with other schools in the area. Overall, pupil attendance is good.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- Overall, pupils' achievements are very good; there is evidence that pupils' learning outcomes, including those of pupils with special educational needs (SEN) are improving in accordance with the objectives of the primary curriculum.
- The quality of teaching is very good and there are some examples of excellent practice; teachers employ very effective teaching approaches and immersion education is implemented very successfully, although terminology concerning the total-immersion approach has not been systematically developed in all subjects.
- Overall, the quality of leadership and management is very good, but some aspects need to be developed; the parent community are not central in the development and review of policies.
- The quality of whole-school planning is good for most subjects but planning for Social, Personal and Health Education is not satisfactory; planning for Relationships and Sexuality Education (RSE) is not sufficiently graded from class to class and the whole programme is not being implemented.
- Staff are involved in school self-evaluation and excellent work has been ongoing to achieve commendable results in literacy and numeracy.

#### RECOMMENDATIONS

- Staff should develop the appropriate terminology, through the medium of Irish, for each subject to ensure the systematic implementation of a total-immersion approach across the school; it would be worthwhile for the principal to exercise her curriculum leadership role in this aspect of the curriculum.
- The school's leadership, management, and staff must review planning for the subject of Social, Personal and Health Education and the RSE policy to ensure that the whole programme is

being implemented; it is essential that parents have a central role in developing and reviewing the policy.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. QUALITY OF PUPILS' LEARNING**

- Overall, the quality of pupils' learning is very good. Pupils are very active and involved in their learning and a wide range of learning opportunities is provided for them both in the classroom and in the school environment. Pupils have completed excellent projects in History, Geography, and Art, and they can talk about them with confidence. The pupils' work in copybooks and on display, in various aspects of the curriculum, is commendable.
- Pupils in the junior classes derive great enjoyment from the early-intervention and immersion education programmes in place. The artistic skills that pupils have developed, and the appropriate art-related vocabulary that pupils have acquired in the middle classes, are commendable. They have a very good grasp of mathematical concepts and pupils in the senior classes approach challenging tasks capably. All classes undertake their work with enthusiasm and they enjoy the learning activities. Their comprehension skills are very good; however they have difficulty in consistently explaining what they have accomplished, particularly in Science. The appropriate linguistic structures related to total-immersion in the subject should be taught systematically from class to class so as to ensure that pupils are aware of the terminology in order to fully understand subject-related concepts.
- Pupils' digital skills are being developed successfully by regularly providing opportunities for research and presentation. Pupils can talk fluently about library books they have read, plays they have taken part in, and songs that they know. In the questionnaires distributed during the inspection, all pupils agreed that they enjoy their lessons and learning.

### **2. QUALITY OF TEACHING**

- The quality of teaching is very good, with some examples of excellent practice. Teachers use very effective approaches; they provide very successful learning experiences in order to achieve learning objectives. Teachers make beneficial use of concrete materials and information and communication technology (ICT) to support teaching.
- Immersion education is implemented very effectively in the junior classes and the team-teaching strategies to develop early-reading skills are excellent. Teachers use Irish very well in delivering the curriculum; however, in certain cases there is a practice of switching to English to provide pupils with particular terminology and tasks, especially in Science. In order to perfect the Irish-medium total-immersion programme, it would be worthwhile for staff to develop the terminology for the appropriate subjects in a structured, systematic way. It would be beneficial to have the terminology clearly outlined in teachers' plans for the total-immersion programme to be successful across the school.
- The quality of planning for most subjects is good, nonetheless there are significant aspects to be developed, especially with regard to planning, to fully implement the RSE programme. All teachers provide effective long-term and short-term planning and they organise the learning environment

very well. They work together to make planning progressive and differentiated so as to provide for pupils' needs in most subjects. Whole-school planning and short-term planning for the implementation of Social, Personal and Health Education, especially RSE, is not satisfactory. In the Inspectorate questionnaires, most parents did not agree that they had been made aware of details of the school's policy regarding RSE. Staff should review policy and planning for the subject. It is also recommended that the principal, in her curriculum leadership role, should ensure that all aspects of SPHE, including the RSE programme, are being taught systematically throughout the school.

- The quality of assessment is good, with evidence that pupils are making very good progress. There has been a commendable start to implementing the continuum of support to help mainstream pupils with special educational needs (SEN). Provision for pupils with SEN in the school is very effective. There are individual and peer-assessment strategies in place and pupils set learning targets for themselves. In the Inspectorate questionnaires, most parents agreed that the school supports pupils' progress in reading and Mathematics.

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

- Overall, the quality of support for pupils' well-being is good. Interactions between teachers and pupils are very respectful. Teachers organise many beneficial co-curricular and extra-curricular activities for the pupils. Pupils take part in plays, concerts, and poetry and singing competitions. Comhaltas Ceoltóirí Éireann has been established in the school to provide pupils with the opportunity to practice playing musical instruments together. It would be worthwhile to develop policies, in consultation with parents, including clearly defined plans, with regard to competitions and activities outside the school environment, during school hours. All parents agreed that their children enjoy school and most of the pupils agreed that they feel safe in the playground and in the classroom.
- 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*.
- The RSE programme is not being fully implemented in the school. A sub-committee of parents should be established to develop the RSE policy and it needs to be reviewed and approved at board level. The board must attend to these responsibilities immediately.

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

- Overall, the quality of leadership and management is very good. The principal and the board cultivate a very successful cooperative relationship with staff, and teachers undertake their responsibilities very well. However, certain aspects need to be developed; in particular, the partnership of the parental community in the development of policies, the principal's instructional leadership role in the development of the RSE programme, and terminology for the total-immersion programme in all subjects. The principal receives very good support from the school's board of management, staff and parents.
- The board provides a safe environment in the temporary building and the prefabricated classrooms currently available. They monitor financial affairs carefully. The principal and the board

manage human resources well. The board provides members of staff with opportunities for continuous professional development. The principal delivers an annual report to the board on work of the school. The board and the principal inform the parent community of the school's vision at annual meetings, and they are succeeding in nurturing and promoting the Irish language and culture in the school and the local area.

- The capacity for leadership is being developed well among pupils. There are good practices in place regarding pupil engagement in the school. There is a representative from each class on the Green Flag committee and there is a mentorship system in place between senior and junior pupils in the school.
- Communication between school and home is very good, with systems including text-a-parent, a school's website, and a weekly newsletter. The parents' committee provides the school with very good support by organising various activities and organising Irish classes for parents. In the Inspectorate questionnaires, most parents indicated that the school is well run, but a certain number thought that the school does not seek their opinions regarding school issues, and that the board does not report to parents regarding school issues. The board should ensure that parents are central in the development and review of school policies.

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

- Overall, the quality of the school's self-evaluation (SSE) is good. Beneficial actions with specific targets have been achieved in literacy and numeracy. While SSE reports have been compiled, the board should send the report to all parents annually. Parental participation should be strengthened in the process of SSE and in the review of policies.
- The school's capability for development is very good due to the cooperative structures that are already in place.

## 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
Very Good	<i>Very good</i> 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 <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> 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
Fair	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	<i>Weak</i> 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;