

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil An Raithín
Seoladh na scoile / School address	An Drom Dearg Mungairit Luimneach
Uimhir rolla / Roll number	20181S

Dáta na cigireachta: 25-04-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

MEASTÓIREACTH SCOILE UILE: BAINISTÍOCHT, CEANNAIREACTH AGUS FOGHLAIM ANN

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

CONAS AN TUAIRISC SEO A LÉAMH

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

1. Cáilíocht fhoghlaim na ndaltaí
2. Cáilíocht an teagaisc
3. Cáilíocht na tacaíochta d'fholláine na ndaltaí
4. Cáilíocht na ceannaireachta agus na bainistíochta
5. Cáilíocht na féinmheastóireachta scoile

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse. Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

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 sa limistéar fáiltithe.
2. Tá sé dearbhaithe 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.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
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 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 phearsana 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.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	25-04-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinnithe leis an bpríomhoide agus leis an bhfoireann cheannaireachta inscoile• Cruinniú le hionadaithe an bhoird bhainistíochta• Cruinniú le hionadaithe tuismitheoirí• Cruinniú le múinteoirí riachtanais speisialta• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don príomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscóil chomhoideachais lán-Ghaeilge í Gaelscoil an Raithín. Bunaíodh í i 2003 agus feidhmíonn sí faoi phátrúnacht Easpaig Chaitliceach Luimnigh. Ag am na meastóireachta, bhí 317 dalta ag freastal ar an scoil. Tá príomhoide riaracháin agus triúr mhúinteoir déag príomhshrutha ar an bhfoireann scoile. Tá cúigear mhúinteoir riachtanais speisialta oideachais (RSO) sa scoil, duine acu ag obair i scoil eile sa cheantar freisin. Tá tinreamh na ndaltaí ar leibhéal an-mhaith.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Ar an iomlán, tá cáilíocht na foghlama go maith; tá scóip ann, áfach, chun teanga labhartha na ndaltaí sa Ghaeilge a fheabhsú agus a neartú trasna an churaclaim.
- Tá cáilíocht an teagaisc go maith ar an iomlán; níl na straitéisí comhaontaithe teagaisc don litearthacht á gcur i bhfeidhm go seasta tríd an scoil.
- Tá dea-chaighdeán ag baint le cáilíocht an tsoláthair do dhaltaí le riachtanais speisialta oideachais (RSO); tá gnéithe den chóras, maidir le heagrú agus pleanáil an tsaothair, le feabhsú.
- Tá tacaíocht d'fholláine na ndaltaí ar chaighdeán an-ard; léirítear caidreamh an-dearfach idir na múinteoirí agus na daltaí.
- Tá caighdeán inmholta ag baint le cáilíocht cheannaireachta agus bainistíochta na scoile; comhlíonann an príomhoide a cuid dualgaisí eagrúcháin agus bainistíochta go han-dúthrechtach.
- Tá caighdeán na féinmheastóireachta scoile (FMS) ar leibhéal maith.

MOLTAÍ

- Is gá scileanna labhartha na ndaltaí sa Ghaeilge, trasna an churaclaim, a threisiú a thuilleadh ar bhonn uile scoile.
- Ba chóir na straitéisí teagaisc atá comhaontaithe don litearthacht a chur i bhfeidhm go córasach trasna na scoile.
- Chun an soláthar do dhaltaí le RSO a fhorbairt, ba chóir an tacaíocht inranga a leathnú agus spriocanna soiléire foghlama a aithint agus a shonrú i ngach suíomh.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán. I gcuid is mó de na ceachtanna a breathnaíodh, bhí na daltaí gníomhach agus rannpháirteach san fhoghlaim. D'aontaigh formhór na ndaltaí sna ceistneoirí a dáileadh orthu le linn na meastóireachta, go dtaitníonn a gcuid ceachtanna agus foghlama leo.
- Tá cáilíocht na foghlama sa Mhatamaitic go han-mhaith. Baineadh amach torthaí foghlama an-mhaith sna ceachtanna a breathnaíodh agus tá gnóthachtáil na ndaltaí i dtrialacha suimitheacha ar chaighdeán an-ard, ar an iomlán.
- Sa Ghaeilge, tá cáilíocht na foghlama go maith, ar an iomlán. Sna ceachtanna Gaeilge a breathnaíodh, baineadh amach dea-thorthaí foghlama, le torthaí an-arda foghlama i suímh áirithe. Bhí deiseanna rialta ag na daltaí an teanga a bhí foghlamtha acu a chleachtadh. Léann formhór na ndaltaí le cruinneas agus líofacht. Tá scileanna maithe tuisceana sa Ghaeilge ag formhór na ndaltaí; léirigh siad deacrachtaí, áfach, ag cur síos go leanúnach ar a gcuid foghlama. Ba chóir forbairt a dhéanamh ar mhúinín agus ar chumas na ndaltaí i labhairt na Gaeilge trasna na n-ábhar.
- In English, the standard of learning is very good. Early literacy skills are implemented effectively in junior classes, overall. Most pupils read with fluency and accuracy in middle classes and senior classes. To build on their reading ability, comprehension skills should be implemented consistently and incrementally in every setting. *Sa Bhéarla, tá caighdeán na foghlama go han-mhaith. Tá scileanna na luath-litearthachta á gcur i bhfeidhm go héifeachtach sna bunranganna, ar an iomlán. Léann an chuid is mó de na páistí le líofacht agus le cruinneas sna meánranganna agus sna hardranganna. Chun cur lena gcumas léitheoireachta, ba chóir na scileanna tuisceana a chur i bhfeidhm go seasta agus go céimniúil i ngach suíomh.*
- Tugtar deiseanna maithe foghlama do na daltaí san Oideachas Sóisialta, Imshaoil agus Eolaíochta (OSIE) agus breathnaíodh samplaí de thionscadail suimiúla i bhformhór na ranganna.
- Cuirtear béim ar an gceol trasna na scoile trí chur chun cinn an chultúir Ghaelaigh. Baineann na daltaí an-taitneamh agus tairbhe as bheith ag canadh agus ag seinm ceoil.

2. CÁILÍOCHT AN TEAGAISIC

- Ar an iomlán, tá cáilíocht an teagaisic go maith. Sna ceachtanna a breathnaíodh, bhain éagsúlacht le héifeacht an chleachtais, idir chaighdeán sásúil agus caighdeán an-éifeachtach. Sna ceachtanna ba éifeachtaí, bhain struchtúr cuí leis na ceachtanna, úsáideadh raon modhanna múinte agus léiríodh cothromaíocht idir ionchur an mhúinteora agus gníomhaíochtaí na ndaltaí.
- San uimheartheacht, tá cáilíocht an teagaisic go han-mhaith, ar an iomlán. Úsáideadh modh an stáisiúin go han-éifeachtach trasna na scoile le linn na meastóireachta agus bhí na ceachtanna difreálaithe go cóir.
- Sa litearthacht, tá caighdeán an teagaisic go maith, le cleachtas an-éifeachtach léirithe i suímh éagsúla. Sa léitheoireacht Ghaeilge agus Bhéarla, tá sé le hardmholadh go mbaintear úsáid as téascanna difreálaithe. B'fhiú an dea-chleachtas seo a fhorbairt a thuilleadh chun scileanna léitheoireachta na ndaltaí a chur chun cinn, de réir a gcumais, agus chun úsáid na dtéascleabhar a laghdú. Ba chóir na straitéisí comhaontaithe don scríbhneoireacht i mBéarla agus i nGaeilge a chur i bhfeidhm go córasach agus go céimniúil trasna na scoile.
- Sonraítear an sainfhoclóir atá le múineadh trasna an churaclaim i bpleanáil formhór na múinteoirí agus is dea-chleachtas é seo. Ba chóir, áfach, an ionchur teanga a chur i bhfeidhm

go seasta. Moltar gníomhaíochtaí éagsúla cumarsáide a chur ar fáil ionas go mbeidh na daltaí in ann caint go leanúnach faoina gcuid foghlama.

- Tá dea-cháilíocht ag baint le caighdeán na meastóireachta. Tá an raon leathan d’uirlisí mheasúnaithe den fhoghlaim le hardmholadh, go háirthe na seicliostaí atá deartha ag an scoil. B’fhiú aird a dhíriú ar an measúnú chun foghlama chun scileanna féinmheasúnaithe na ndaltaí a fhorbairt.
- Tá dea-chaighdeán ag baint le cáilíocht an tsoláthair do dhaltaí le riachtanais speisialta oideachais (RSO) agus cuireadh an *Contanam Tacaíochta* ar bun le deanaí sa scoil. Ba chóir spríocanna soiléire foghlama a aithint sna pleananna aonair agus athbhreithniú a dhéanamh orthu go rialta. Moltar an tacaíocht inranga a leathnú agus cúrsaí pleanála a aontú, dá réir.

3. CÁILÍOCHT NA TACAÍOCHTA D’FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d’fholláine na ndaltaí ar chaighdeán an-ard. Tá atmaisféar dearfach sa scoil agus bíonn idirghníomhaíochtaí i measc na ndaltaí agus idir na daltaí agus múinteoirí an-ómósach.
- Tá na múinteoirí tiomanta i leith forbairt iomlánaíoch na ndaltaí a chur chun cinn agus chuige sin, eagraítear éagsúlacht ghníomhaíochtaí chomh-churaclaim agus seach-churaclaim.
- Tá nasc an-éifeachtach idir an scoil agus na seirbhísí seachtracha do dhaltaí le RSO.
- Tá sé le moladh go dtugtar deiseanna do na daltaí a dtuairimí a sholáthar mar chuid den phróiseas féinmheastóireachta scoile (FMS). B’fhiú guth na ndaltaí a fhorbairt agus comhairle na ndaltaí a chur ar bun sa scoil.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus bainistíochta na scoile ar chaighdeán inmholta. D’oibrigh an bord agus an príomhoide go dúthrachtach chun foirgneamh agus tailte den scoth a chur ar fáil do phobal na scoile. Sna ceistneoirí tuismitheora a dáileadh, aontaíodh, i mbeagnach gach cás go ritear an scoil go maith. Ba chóir don bhord bainistíochta aird a dhíriú ar stráitéisí chun tuairimí na dtuismitheoirí a lorg.
- Comhlíonann an príomhoide a cuid dualgaisí eagrúcháin agus bainistíochta go han-chumasach agus go han-dúthrachtach. Tá sí tiomanta don chultúr Gaelach a chruthú agus a chothú i measc an phobail scoile. Cothaíonn sí atmaisféar dearfach, fáilteach sa scoil agus tuairiscíonn sí go dteastaíonn uathí naisc a bhunú, ar son leas na scoile, le heagraíochtaí éagsúla sa scoil-cheantar nua.
- Oibríonn an fhoireann bhainistíochta inscoile go comhoibritheach leis an bpríomhoide agus tugann said tacaíocht an-mhaith di. Tá sé tráthúil go bhfuil athbhreithniú á dhéanamh ar a gcuid freagrachtaí i gcomhthéasc riachtanais na scoile. Moltar don fhoireann bhainistíochta inscoile, an príomhoide san áireamh, monatóireacht níos éifeachtaí a dhéanamh ar chur i bhfeidhm na stráitéisí comhaontaithe don litearthacht ar bhonn uile scoile.
- Tugann coiste na dtuismitheoirí an-tacaíocht don scoil trí chomhordaitheoireacht a dhéanamh ar imeachtaí éagsúla, an scéim cíosa leabhar san áireamh.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na FMS go maith, ar an iomlán. Tá tuairisc fhéinmheastóireachta agus plean feabhsúcháin foilsithe don uimhearthacht agus don litearthacht.
- Le linn na meastóireachta, chonacthas fianaise go bhfuil na gníomhartha aontaithe ag dul i bhfeidhm go dearfach, i ngach suíomh, ar ghnéithe na foghlama agus an teagaisc sa Mhatamaitic agus sa Bhéarla. Níor léiríodh éifeacht an tionchair sin i ngach suíomh, áfach, maidir le spríocanna feabhsúcháin na Gaeilge. Ba chóir monatóireacht agus athbhreithniú níos

rialta a dhéanamh ar na spriocanna feabhsúcháin agus na gníomhartha aontaithe. B'fhiú fócas an phlean a chúngú agus ábhar an phlean a ghiorrú, chun soiléireacht na spriocanna agus na gníomhaíochtaí a chinntiú.

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
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de 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
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

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

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

REPORT

Ainm na scoile / School name	Gaelscoil An Raithín
Seoladh na scoile / School address	Dromdarrig Mungret Limerick
Uimhir rolla / Roll number	201815

Date of inspection: 25-04-2018



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. 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 on the findings and recommendations of the report; the board chose to accept the report without response.

CHILD PROTECTION

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

1. The name of the designated liaison person for child protection matters was prominently displayed in the school's reception area.
2. All teachers who were visited have confirmed that they have read the school's Child Safeguarding Statement and are aware that they are mandated persons and of their responsibilities in that regard.
3. The Child Safeguarding Statement has been approved by the board and includes in it an annual review and risk assessment.
4. The school Child Safeguarding Statement complies with the requirements of Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. There is a record of a child protection report in accordance with the requirements of Child Protection Procedures for Primary and Post-Primary Schools 2017 on record for the three most recent management meetings.
6. The board of management have confirmed that there are arrangements in place to inform all school personnel about the Child Protection Procedures for Primary and Post-Primary Schools 2017.
7. School planning documents have illustrated that the school is making full provision for relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Well-being).
8. The records regarding child protection are being kept in a safe, secure place.

The school met the requirements in relation to each of the checks above.

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	25-04-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and with in-school management team• Meeting with representatives from the board of management• Meeting with parent representatives• Meeting with special education teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent, pupil and teacher questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal and teachers and representatives of the board of management

SCHOOL CONTEXT

Gaelscoil an Raithín is a co-educational Irish-medium primary school. It was established in 2003 and operates under the patronage of the Catholic Bishop of Limerick. At the time of inspection, there were 317 pupils attending the school. There is an administrative principal and thirteen mainstream class teachers on the school staff. There are five special education teachers (SETs), one of whom works in another school in the area also. Pupil attendance is at a very good level.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Overall, the quality of learning is good; there is scope however, to improve and strengthen pupils' spoken language in Irish across the curriculum.
- The quality of teaching is good, overall; the agreed teaching strategies for literacy are not being implemented consistently throughout the school.
- There is a good standard in relation to the quality of provision for pupils with special educational needs (SEN); there are aspects of the system, regarding the organisation and planning of provision which need to be improved.
- The support for pupils' well-being is of a very high standard; a very positive relationship is demonstrated between teachers and pupils.
- The quality of school leadership and management is of a commendable standard; the principal fulfils her organisational and management duties very diligently.
- The standard of school self-evaluation (SSE) is at a good level.

RECOMMENDATIONS

- Pupils' spoken skills in Irish, across the curriculum, need to be further strengthened on a whole school basis.
- The agreed teaching strategies for literacy should be implemented systematically across the school.
- To develop the provision for pupils with SEN, in-class support should be broadened and clear learning targets identified and detailed in every setting.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is good, overall. In most of the lessons observed, pupils were active and involved in learning. Most pupils agreed that they enjoyed their lessons and learning in the questionnaires which were distributed to them during the inspection.
- The quality of learning in Mathematics is very good. Very good learning outcomes were achieved in the lessons observed and pupil achievement in summative tests are at a very high standard, overall.
- In Irish, the quality of learning is good, overall. In the Irish lessons observed, good learning outcomes were achieved, with very high learning outcomes in certain settings. Pupils had regular opportunities to practise the language which they had learned. Most pupils read with accuracy and fluency. Most pupils have good comprehension skills in Irish; they displayed difficulty, however, in discussing their learning continuously. Pupils' confidence and ability in spoken Irish should be developed across the subjects.
- In English, the standard of learning is very good. Early literacy skills are implemented effectively in junior classes, overall. Most pupils read with fluency and accuracy in middle classes and senior classes. To build on their reading ability, comprehension skills should be implemented consistently and incrementally in every setting.
- Good learning opportunities are provided for pupils in Social, Environmental and Scientific Education (SESE) and samples of interesting projects were observed in most classes.
- Music is emphasised across the school through the promotion of Irish culture. Pupils enjoy and benefit greatly from singing and playing music.

2. THE QUALITY OF TEACHING

- Overall, the quality of teaching is good. In the lessons observed, practice varied from a satisfactory standard to a very effective standard. In the most effective lessons, there was appropriate structure to the lessons, a range of teaching methods was used and there was a balance between teacher input and pupil activities.
- In numeracy, the quality of teaching is very good overall. Station teaching was used very effectively across the school during the evaluation and lessons were differentiated appropriately.
- In literacy, the standard of teaching is good, with very effective practice displayed in certain settings. In Irish and English reading, it is highly commendable that differentiated texts are used. It is worthwhile developing this good practice further to enhance pupils' reading skills, according to their ability, and to reduce the use of textbooks. The agreed strategies for writing in English and Irish should be implemented consistently and incrementally across the school.
- Key vocabulary to be taught across the curriculum is detailed in most teachers' planning and this is good practice. The language input should, however, be implemented consistently. It is recommended that various communicative activities be provided so that pupils can talk about their learning continuously.
- The standard of assessment is of a good quality. The broad range of assessment-of-learning (AoL) tools is highly commendable, in particular, the checklists which the school has designed. It would be worthwhile to focus on developing assessment-for-learning (AfL) approaches to extend pupils' self-evaluative skills.
- The quality of provision for pupils with special educational needs (SEN) is of a good standard and the *Continuum of Support* model has been recently established in the school. Clear learning outcomes should be identified in pupils' individual plans and they should be reviewed regularly. It is advised that provision for in-class support be broadened and that planning approaches be agreed accordingly.

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

- The quality of support for pupils' well-being is of a very high standard. There is a positive atmosphere in the school and interactions among pupils and between pupils and teachers are very respectful.
- Teachers are committed to pupils' holistic development and to this end, a variety of co-curricular and extra-curricular activities is organised.
- There is a very effective link between the school and external services for pupils with SEN.
- It is commendable that pupils are given opportunities to provide their opinions as part of the school self-evaluation process (SSE). Consideration should be given to developing pupils' voice and establishing a pupil council in the school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of school leadership and management is of a commendable standard. The board and the principal have worked diligently to provide an excellent building and grounds for the school community. In the parent questionnaires distributed, it was agreed, in almost every case, that the school is well run. The board of management should focus on strategies to seek parents' opinions.
- The principal fulfils her organisational and management duties very capably and very diligently. She is devoted to creating and sustaining Irish culture amongst the school community. She promotes a positive, welcoming atmosphere in the school and she reports that she wishes to establish links, for the benefit of the school, with various organisations in the school's new catchment area.
- The in-school management staff work co-operatively with the principal and they give her very good support. It is timely that their responsibilities are being reviewed in the context of the school's needs. The in-school management team, including the principal, is advised to monitor the implementation of agreed strategies for literacy more effectively on a whole-school basis.
- The parents' committee provides the school with very good support through co-ordinating various events including, the book rental scheme.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of SSE is good, overall. Self-evaluation reports and improvement plans have been published for numeracy and literacy.
- During the evaluation, it was evident that the agreed actions on aspects of learning and teaching in Mathematics and English are being implemented positively, in every setting. The effectiveness of this impact was not evident in every setting, however, regarding the improvement targets for Irish. More regular monitoring and review should be carried out on improvement targets and agreed actions. The focus of the plan should be narrowed and the content of the plan should be shortened, to ensure clarity of targets and actions.

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
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;