

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Gaelscoil Éadan Doire
Seoladh na scoile	Cill Anna Éadan Doire Co. Uíbh Fhailí
Uimhir rolla	20332N

Dáta na cigireachta: 08-02-2018



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 na cigirí meastóireacht agus tuairisciú faoi na ceanteidil 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.

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	08-02-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile• Cruinniú le hionadaithe an bhoird bhainistíochta• Cruinniú le hionadaithe tuismitheoirí• Cruinniú le múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí agus daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Bunscoil Chaitliceach chomhoideachais lán-Ghaeilge í Gaelscoil Éadan Doire faoi phátrúnacht an Fhorais Phátrúnachta. Tá 125 dalta ar an rolla agus tinreamh an-mhaith ag a bhformhór. Tá cúigear múinteoirí lánaimseartha, múinteoir don rang speisialta agus beirt mhúinteoirí oideachas riachtanas speisialta lonnaithe sa scoil. Freastalaíonn múinteoir riachtanas speisialta ar an scoil go páirtaimseartha.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá ag éirí go han-mhaith leis an tumoideachas sa scoil seo agus cruthaíonn an príomhoide, i bpáirt leis an mbord bainistíochta (an bord) agus le foireann na scoile, atmaisféar taitneamhach do na daltaí chun an Ghaeilge a fhoghlaim.
- Tá cáilíocht na foghlama sa scoil de chaighdeán maith agus déantar cúram cuimsitheach d'fhorbairt iomlánaíoch na ndaltaí.
- Tá cáilíocht an teagaisc go maith ar an iomlán, ach níor breathnaíodh ar ghníomhaíochtaí comhoibritheacha i ngach uile shuíomh le linn na meastóireachta.
- Tá cuid de na hacmhainní teagaisc a leithdháileadh ar an scoil chun freastal ar riachtanais speisialta oideachais (RSO) á n-úsáid faoi láthair mar acmhainní do ranganna príomhshrutha, rud a sháraíonn forálacha *Ciorclán 0013/2017*.
- Déanann an bord, an príomhoide agus an foireann bhainistíochta inscoile bainistiú éifeachtach ar athruithe forbarthacha na scoile.
- Tá an cleachtas measúnaithe go maith i gcoitinne sa scoil, ach tá scóip i suímh áirithe níos mó monatóireachta a dhéanamh ar obair agus ar dhul chun cinn na ndaltaí.

MOLTAÍ

- Ní mór a chinntiú go bhfuil an úsáid chuí á baint as na hacmhainní do RSO le go mbeidh an soláthar ag aontú le téarmaí *Ciorclán 0013/2017*.
- Bá chóir deimhin a dhéanamh de go ndéantar anailís ar thorthaí foghlama na ndaltaí agus pleanáil dá réir chun freastal ar riachtanais foghlama dhifreálaithe na ndaltaí.
- Ba chóir go mbeadh an t-eispéireas foghlama taitneamhach i ngach suíomh agus go mbeadh deiseanna rialta ag na daltaí uile ról rannpháirteach a ghlacadh sa phróiseas foghlama.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán agus bhí an ghnóthachtáil an-mhaith i suímh áirithe. I mbeagnach gach rang príomhshrutha agus sna ranganna oideachais speisialta, spreagadh na daltaí chun foghlama le straitéisí agus modhanna múinte a dhírigh ar spéiseanna na ndaltaí féin agus tugadh deiseanna dóibh ról gníomhach a ghlacadh san fhoghlaim. I roinnt suíomh eile, áfach, chonacthas nár tugadh deiseanna do na daltaí a bheith rannpháirteach ina

gcuid foghlama ná níor tugadh deiseanna dóibh a bheith ag foghlaim go comhoibritheach le daltaí eile. Sna ceistneoirí a freagraíodh mar chuid den mheastóireacht thug mionlach suntasach daltaí le fios nach bhfaigheann siad dóthain deiseanna foghlaim go comhoibritheach agus bhí líon beag eile ann a dúirt nach dtaitníonn na ceachtanna ná a gcuid foghlama leo agus nach dtugtar éisteacht dóibh maidir lena dtuairimí. Caithear aghaidh a thabhairt air seo agus deimhin a dhéanamh de sa phleanáil agus sa chleachtas go mbíonn eispéiris thaitneamhacha foghlama á soláthar do gach dalta le deiseanna rialta bheith rannpháirteach go gníomhach sa phróiseas foghlama.

- Tá atmaisféar dearfach le sonrú i leith na Gaeilge ar fud na scoile agus is inmholta mar atá sé ar chumas na ndaltaí cumarsáid a dhéanamh sa teanga. Sna hisealranganna tá an tumoideachas á chur i bhfeidhm go héifeachtach. Labhraíonn na daltaí le féinmhuinín agus le líofacht agus iad ag cur lena saibhreas teanga agus foclóra. Baintear úsáid an-éifeachtach as *Aistear: Creatchuraclam Luath-Óige* d'fhonn a scileanna a neartú.
- Tá cáilíocht foghlama na ndaltaí sa Bhéarla go maith ar an iomlán. Tá forbairt chuí chórasach á déanamh ar shealbhú agus ar fhorbairt scileanna litearthachta. Sna suímh a breathnaíodh orthu, léigh na daltaí le líofacht agus le tuiscint chuí. Tá a scileanna teanga á bhforbairt go céimniúil trí úsáid a bhaint as stáisiúin litearthachta agus iad rannpháirteach i gcumarsáid bhríoch struchtúrtha.
- Tá gnóthachtáil na ndaltaí sa Mhatamaitic ar chaighdeán maith. Tá dul chun cinn suntasach á dhéanamh ag formhór na ndaltaí agus léirigh siad cumas cuí sa réasúnaíocht, sa tuiscint choincheapúil agus in úsáid scileanna uimhearthacha. Éiríonn leis na daltaí nascanna idir na coincheapa matamaitice agus a ngnáthshaoil a chothú.
- Tá gnóthachtáil na ndaltaí sa cheol le moladh agus iad in ann raon amhrán a chanadh go binn. Cuireann roinnt daltaí lena scileanna praiticiúla sa cheol agus iad ag glacadh páirte sa chór agus i mbanna ceoil na scoile.
- Sna suímh fhoghlama ab fhearr a breathnaíodh san Oideachas Sóisialta, Imshaol agus Eolaíochta, ghlac na daltaí páirt ghníomhach san fhoghlaim agus iad ag fiosrú nascanna tábhachtacha idir a n-eispéiris phearsanta agus an domhan mórthimpeall orthu.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc sa scoil go maith ar an iomlán. Sna ceachtanna a breathnaíodh, chonacthas cleachtais ó mheasartha go caighdeán an-mhaith. Sna cleachtais ab fhearr bhí cur chuige na múinteoirí spreagúil agus bhí na daltaí dearfach, gníomhach dá réir. Sna cásanna seo bhí na cuspóirí teagaisc soiléir agus oiriúnach agus bhí straitéisí measúnaithe rianaithe go sainiúil sa phleanáil ranga. Rinneadh cúram de gur cothaíodh scileanna labhartha na ndaltaí agus dhírigh na hoidí ar eiseamláirí cruinne teanga a mhúnlú dóibh. I roinnt suíomh príomhshrutha eile, bhí an teagasc easnamhach ó thaobh straitéisí múinteoireachta agus ó thaobh difreálaithe chun freastal ar éagsúlacht chumas na ndaltaí. Ní mór an obair ghrúpa agus an fhoghlaim ghníomhach bhríoch a bheith mar chuid lárnach de chleachtas na múinteoirí. Is den riachtanas é go mbeadh ceachtanna i ngach rang bunaithe ar chumas agus ar ábhar suime na ndaltaí agus cuspóirí na gceachtanna a bheith bunaithe ar an gcuraclam.
- Tá cáilíocht an tsoláthair do pháistí le RSO le moladh agus breathnaíodh ar chleachtais éifeachtacha a d'fhreastail ar riachtanais fhoghlama na ndaltaí. Baintear leas fóna as *An Contanam Tacaíochta* agus cuirtear réimse tacaíochta páistelárnacha ar fáil chun scileanna foghlama, sóisialta agus céadfacha na ndaltaí a fhorbairt go cuí. Cuirtear ar chumas na ndaltaí le huathchas spriocanna inrochtana a bhaint amach thar achar an churaclaim.

- Bhí múinteoirí a leithdháileadh don oideachas speisialta ag múineadh ranganna príomhshrutha Matamaitice, rud a sháraíonn *Ciorclán 0013/2017*. Ní mór do bhainistíocht na scoile féachaint chuige go n-úsáidtear na hacmhainní seo de réir fhorálacha an chiorcláin.
- Tá cáilíocht an mheasúnaithe go maith ar an iomlán. Ta raon leathan straitéisí measúnaithe in úsáid go fiúntach i bhformhór na ranganna, na suímh tacaíochta san áireamh. Tá scóip ann anailís níos doimhne a dhéanamh ar thorthaí foghlama na ndaltaí agus an t-eolas a úsáid chun difreáil a phleanáil do na cumais éagsúla. I líon beag cásanna, chonacthas nach ndearnadh monatóireacht rialta ar obair scríofa na ndaltaí. Ba chóir aischothú foirmitheach a sholáthar do na daltaí ar bhonn rialta.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Déantar cúram an-mhaith d'fholláine na ndaltaí agus leagtar béim ar fhorbairt iomlánaíoch an dalta. Tá atmaisféar dearfach, sona le brath sa scoil agus tá raon d'imeachtaí comhchuraclamacha agus seach-churaclamacha ar siúl a chothaíonn spéis na ndaltaí sa domhan timpeall orthu. Moltar go háirithe an rannpháirtíocht in *An Brat Glas*, *An Brat Gníomhach* agus sa *Seachtain Cairdis* - rud a chothaíonn neamhspleáchas agus féinmhuinín agus na daltaí ag cruthú nascanna leis an gcomhthionól - idir áitiúil agus domhanda.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta sa scoil an-mhaith. Glacann an bord ról gníomhach in obair na scoile. Tionóltar cruinnithe go rialta agus coinnítear taifid chuí ar na cruinnithe sin. Tacaíonn an bord le forbairt ghairimiúil leanúnach na foirne agus tá siad eolach ar chúrsaí teagaisc agus foghlama na scoile. Bainistítear acmhainní na scoile go héifeachtach agus déantar monatóireacht chuí ar na cuntais airgid. Chun cur lena éifeacht, b'fhiú don bhord córas struchtúrtha a chur i bhfeidhm chun athbhreithniú cuimsitheach rialta a dhéanamh ar pholasaithe curaclaim uile na scoile.
- Éiríonn leis an bpríomhoide a dualgais riaracháin agus múinteoireachta a chomhlíonadh go héifeachtach proifisiúnta. Oibríonn sí go díograiseach chun sainspiorad na scoile a fhorbairt agus atmaisféar cuimsitheach Gaelach a chruthú.
- I gcomhpháirt leis an bpríomhoide, oibríonn an príomhoide tánaisteach agus an fhoireann bhainistíochta inscoile go dian chun leas agus dul chun cinn na ndaltaí a chinntiú. Feidhmíonn siad go héifeachtach agus iad ag tabhairt aghaidh ar riachtanais fhorbarthacha na scoile.
- Tá ról fiúntach gníomhach á ghlacadh ag coiste na dtuistmitheoirí agus iad ag tacú le hobair na scoile. Éascaíonn an nuachtlitir sheachtainiúil an chumarsáid idir na tuistmitheoirí agus foireann na scoile. Sna ceistneoirí a dáileadh le linn na cigireachta, d'aontaigh mórán gach tuistmitheoir go bhfuil atmaisféar maith sa scoil agus go bhfuil fáilte rompu inti.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Ag am na meastóireachta ní raibh an scoil ag glacadh páirte sa phróiseas féinmheastóireachta go hoifigiúil – de bharr ghníomhaíochta tionsclaí – ach chonacthas fianaise go bhfuil na spriocanna feabhsúcháin atá leagtha síos don litearthacht agus don uimhearthacht á mbaint amach. Fiontar inmholta é na pacáistí léitheoireachta agus matamaitice a dáileadh ar theaghlaigh na ndaltaí le go dtreiseofaí ionchur na dtuistmitheoirí i bpróiseas an fheabhsúcháin.

6. CAOMHNÚ LEANAÍ

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

1. Is eol do phríomhoide na scoile gur tháinig nósanna imeachta athbhreithnithe i bhfeidhm ar 11 Nollaig 2017 maidir le caomhnú leanaí do bhunscoileanna agus iar-bhunscoileanna. Tugadh deimhniú go bhfuil socruithe déanta chun tosú ar chur i bhfeidhm na nósanna imeachta seo.
2. Ag am na meastóireachta bhí ainm an teagmhálaí ainmnithe le haghaidh ceisteanna caomhnaithe leanaí ar taispeáint go feiceálach i limistéar fáiltithe na scoile.
3. Tá polasaí caomhnaithe leanaí ag an scoil.
4. Is eol do gach múinteoir gur duine faoi shainordú é/í agus tá gach múinteoir feasach ar a c(h)uid freagrachtaí maidir leis seo.

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

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 ansuntasacha; 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 easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnamh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnamh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Failtíonn Gaelscoil Éadan Doire roimh an tuairisc dhearfach seo ar bhainistíocht, ceannaireacht agus foghlaim i nGaelscoil Éadan Doire. Tá an bord sásta go ndearbhaíonn an tuairisc seo go bhfuil cáilíocht na foghlama agus an teagaisc go maith sa scoil agus go bhfuil ag éirí go han-mhaith leis an tumoideachas. Tá an bord sásta go n-aithnaítear an t-atmaisféar taitneamhach sa scoil agus go ndéantar cúram an-mhaith d'fholláine na ndaltaí. Failtíonn an bord roimh an moladh a thugtar don cháilíocht an tsoláthair do pháistí le riachtanais speisialta oideachais sa scoil. Tá an bord sásta chomh maith go ndearbhaíonn an tuairisc seo go bhfuil cáilíocht na ceannaireachta agus na bainistíochta anmhaith sa scoil. Aithníonn an bord na moltaí atá luaite sa tuairisc agus tá an bord sásta go gcuirfear na moltaí i gcrích.

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

Glacann an bord bainistíochta leis na moltaí atá luaite sa tuairisc.

Déanfar na hathruithe cuí leis na hacmhainní ROS le go mbeidh an soláthar ag aontú le téarmaí Ciorclán 0013/2017.

Cuirfear plean le chéile le deimhniú go ndéanfar tuilleadh anailíse ar thorthaí foghlama na ndaltaí chun tacú le ceachtanna difreálaithe a chur ar fáil do gach dalta.

Aontaíonn an bord gur cheart go mbeadh eispéireas foghlama taitneamhach agus ról rannpháirteach ag gach dalta scoile agus cuirfear plean le chéile chun é sin a chinntiú i gcómhpháirt leis an bpríomhoide, múinteoirí, tuismitheoirí agus daltaí na scoile.

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

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

REPORT

School name	Gaelscoil Éadan Doire
School address	Cill Anna Éadan Doire Co. Uíbh Fhailí
Roll number	20332N

Date of inspection: 08-02-2018



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 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 was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

Whole-School Evaluation – Management, Leadership and Learning

Date of inspection	08-02-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with the principal and with the school's internal management team.• Meeting with representatives of the management board• Meeting with parent representatives• Meeting with teachers• Review of relevant documentation	<ul style="list-style-type: none">• Analysis of parents' and pupils' questionnaires• Observation of teaching and learning• Examination of pupil's work• Interaction with pupils• Feedback to principal, deputy principal and teachers, and to parent and board representatives

SCHOOL CONTEXT

Gaelscoil Éadan Doire is an all-Irish, co-educational Catholic Primary School under the patronage of An Foras Patrúnachta. There are 125 pupils enrolled and attendance generally is very good. There are five full-time teachers in the school, one teacher for the special class and two special educational needs teachers. The school has one part-time special needs teacher.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Immersion education in the school is going very well and the principal, along with the board of management (the board) and the school staff create a pleasant atmosphere for pupils in which to learn Irish.
- Overall the standard of learning in the school is good and comprehensive care is taken of the pupils' holistic development.
- Overall, the quality of teaching is good, however collaborative activities were not observed in all settings during the evaluation.
- Some of the resources allocated to the school to serve Special Educational Needs are currently being used as mainstream class resources, which is in breach of the conditions of *Circular 0013/2017*.
- The board, the principal and the in-school management team manage effectively the school's developmental changes.
- Assessment practice in the school is generally good, but there is scope in certain settings for further monitoring of pupils' work and progress.

RECOMMENDATIONS

- It must be ensured that SEN resources are used appropriately so that provision is in line with the terms of *Circular 0013/2017*.
- It must be ensured that pupils' learning outcomes are analysed and planning done accordingly in order to meet the pupils' differentiated learning needs.
- Pupils' learning experience in all settings should be enjoyable and pupils should have regular opportunities to participate in the learning process.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- Overall the quality of pupils' learning is good and achievement in some settings was very good. In almost all mainstream and special education classes, the pupils were motivated to learn through teaching strategies and methods which concentrated on the pupils' own interests and they were given opportunities to take an active role in learning. In other settings, however, it could be seen that pupils were not given opportunities to learn collaboratively with other pupils. In the questionnaires that were completed as part of the evaluation, a significant minority of pupils indicated that they aren't afforded sufficient opportunities to learn collaboratively and there was a small number who said that they don't enjoy their lessons and their learning and that their opinions are not listened to. This needs to be addressed and it must be ensured in planning and in practice that all pupils are provided with enjoyable learning experiences with regular opportunities to participate actively in the learning process.
- A positive attitude towards Irish was observed throughout the school and it is commendable how pupils are able to communicate in the language. In the lower classes immersion education is implemented effectively. Pupils speak with self-confidence and fluency as they add to their richness of language and vocabulary. *Aistear: The Early Childhood Curriculum Framework* is used very effectively to reinforce their skills.
- Overall the quality of pupils' learning in English is good. Appropriate, systematic development is being made in the acquisition and development of literacy skills. In the settings observed, pupils read with fluency and appropriate understanding. Their language skills are being developed incrementally through the use of literacy stations where they participate in lively structured communication.
- The standard of pupil achievement in Mathematics is good. Most of the pupils are making commendable progress and they demonstrated appropriate ability in reasoning, conceptual thinking and in using numeracy skills. Pupils can successfully link mathematical concepts with their everyday lives.
- Pupil achievement in music is commendable and they can sing a range of songs tunefully. Some pupils add to their practical musical skills by taking part in the school choir and band.
- In the best learning settings observed in Social, Environmental and Scientific Education, pupils actively participated in the learning as they explored important links between their personal experiences and the world around them.

2. THE QUALITY OF TEACHING

Overall the quality of teaching in the school is good. In the lessons observed, practice seen ranged from fair to a very good standard. In the best practice, teachers' approach was motivational and pupils were positive and energetic as a result. In these cases, learning objectives were clear and suitable and assessment strategies were effectively linked to class planning. Care was taken in nurturing pupils' speaking skills and teachers concentrated on creating realistic language exemplars for them. In some other mainstream settings, teaching was lacking in regard to differentiated strategies in order to cater for the variety in pupils' ability. Group work and lively active learning should be central to teachers' practice. It is essential that lessons in all classes are based on pupils' ability and areas of interest, and that lesson objectives are curriculum-based.

- The quality of provision for pupils with SEN is commendable and effective practice that catered for pupils' learning needs was observed. *The Support Continuum* is used gainfully and beneficially and a range of child-centred support is provided in order to develop pupils' learning, social and sensory skills appropriately. Pupils with autism are enabled to achieve attainable goals across the curriculum.
- Teachers who had been allocated to special education were teaching mainstream Mathematics, which is in breach of *Circular 0013/2017*. The school management must ensure that these resources are used in accordance with the conditions in the circular.
- Overall the quality of assessment is good. A wide range of assessment strategies is used constructively in most classes, including the support units. There is scope for deeper analysis of pupils' learning outcomes and using that information in planning for a range of abilities. In a small number of cases, it was observed that pupils' written work was not being regularly monitored. Pupils should be provided with regular formative feedback.

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

- The pupils' well-being is very well cared for and there is an emphasis on pupil's holistic development. There is a positive, contented atmosphere in evidence throughout the school, and there is a range of co-curricular and ex-curricular activities which nurture pupils' interest in the world around them. Pupils' participation in *The Green Flag*, *The Active Flag* and in *Friendship Week* – which encourage independence and self-confidence and where pupils create links with the community – both local and worldwide, are particularly commended.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management in the school is very good. The board plays an active part in the work of the school. Meetings are held regularly, and appropriate records of those meetings are kept. The board supports the continuous professional development of staff and they are knowledgeable regarding teaching and learning issues in the school. School resources are managed effectively, and the school's accounts are monitored appropriately. To increase efficiency, it would be worthwhile for the board to implement a structured system to review regularly and thoroughly all of the school's curriculum policies.
- The principal succeeds in effectively and professionally fulfilling her administration and teaching duties. She works enthusiastically to develop the school's ethos and to create a comprehensive, Irish cultural atmosphere.
- In partnership with the principal, the deputy principal and the school's in-school management team work hard to ensure pupils' welfare and progress. They operate effectively as they undertake the developmental needs of the school.
- The parents' committee plays a useful and active role in supporting the work of the school. The weekly newsletter facilitates communication between parents and school staff. In the questionnaires distributed during the inspection, almost all parents agreed that there is a good atmosphere in the school and that they were welcome there.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- At the time of the evaluation the school was not participating in the official self-evaluation process – due to industrial activity – but there was evidence that the targets set out for improvement in literacy and numeracy were being reached. The distribution of reading and mathematics packs to parents to strengthen their input in the improvement process is a commendable undertaking.

6. CHILD PROTECTION

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

1. The school principal is aware that revised child protection procedures for primary and postprimary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school's reception area.
3. The school has a Child Protection policy / Child Safeguarding Statement (*delete as relevant*) in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

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 very good 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 wholeschool 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

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

Area 1 Observations on the content of the inspection report

Gaelscoil Éadan Doire welcomes this positive report on management, leadership and learning in the school. The board is happy that the quality of learning and teaching in the school is good and that immersion in the language is very successful. Likewise, the board is happy that the positive atmosphere in the school is recognised as is the high quality care for pupils' wellbeing. The board welcomes the affirmation given regarding the quality of provision for children in the school with special educational needs. The board is satisfied also that this report affirms that the quality of leadership and management of the school is very good.

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

The board accepts the recommendations listed in the report.

The required changes in the use of SEN resources will be made so that provision will conform to the terms of Circular 0013/2017.

A plan will be devised to ensure the further analysis of pupils' learning outcomes in order to support the provision of differentiated lessons for all pupils.

The board agrees that all pupils should have an enjoyable and interactive learning experience and together with the principal, teachers, parents and pupils, will devise a plan to facilitate this.