

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Scoil Chróine
Seoladh na scoile / School address	An Clochán Liath Contae Dhún na nGall
Uimhir rolla / Roll number	20421M

Dáta na cigireachta: 22-10-2018



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agus Scileanna
Department of
Education and Skills

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

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

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM 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 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 ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. 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.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.

5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanáí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le chosaint 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	22-10-2018
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoileCruinniú le hionadaithe an bhoird bhainistíochtaCruinniú le hionadaithe choiste na dtuismitheoiríCruinniú le múinteoiríAthbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoiríBreathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí

COMHTHÉACS NA SCOILE

Is scoil chomhoideachais atá faoi phátrúnacht Easpag Chaitliceach Ráth Bhotha í Scoil Náisiúnta Chróine. Tá 162 dalta ar na rollaí dailte trasna deich rang príomhshrutha agus dhá rang speisialta. Tá cúigear oidí riachtanais speisialta oideachais (RSO) sa scoil, chomh maith le múinteoir tacaíochta teanga do thacaíocht na Gaeilge. Tá an scoil rannpháirteach sa Scéim Aitheantais Scoileanna Gaeltachta (SASG) 2017-2022. Tagann formhór na ndaltaí chun na scoile ar bheagán líofachta sa Ghaeilge agus cruthaíonn sé seo dúshlán ó thaobh soláthar iomlán an teagaisc trí mheán na Gaeilge a chur ar fáil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama ar chaighdeán maith ar an iomlán; tugann na daltaí faoina gcuid oibre go díograsach i ngach rang agus baineann siad taitneamh as na gníomhaíochtaí foghlama.
- Tá cáilíocht an teagaisc go maith; níl go leor úsáide a bhaint as sonraí mheasúnaithe na ndaltaí i mórchuid ranganna chun tacú leis an bpróiseas pleanála agus monatóireachta ar dhul chun cinn na ndaltaí.
- Tá cáilíocht na ceannaireachta agus na bainistíochta an-éifeachtach ar an iomlán; tá scóp ann chun córas maoirseachta agus liosta dualgaisí bunaithe ar thosaíochtaí scoile a sholáthar don fhoireann bhainistíochta inscoile.
- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith ar an iomlán; eagraíonn na múinteoirí a lán gníomhaíochtaí tairbhiúla comh agus seach churaclaim do na daltaí.
- Ar an iomlán, tá caighdeán an tsoláthar do dhaltaí le riachtanais speisialta an-ard le gnéithe áirithe le feabhsú; tá gá athbhreithniú a dhéanamh ar chur i bhfeidhm an *Chontanam Tacaíochta* do dhaltaí.
- Tá an fhoireann páirteach i bhféinmheastóireacht scoile agus tá obair an-fhiúntach déanta ó thaobh fianaise a bhailiú agus fócas chuí chun sain spriocanna a aithint chun an Ghaeilge a neartú.

MOLTAÍ

- Is gá úsáid níos éifeachtúla a bhaint as sonraí mheasúnaithe chun tacú le pleanáil agus cleachtas na múinteoirí.
- Ba chóir tógáil ar an obair i gcur i bhfeidhm an *Chontanam Tacaíochta* agus soiléireacht chuí a shonrú sna pleananna ranga, chun spriocanna foghlama do dhaltaí aitheanta a léiriú.
- Ba cheart córas maoirseachta agus dualgaisí bunaithe ar thosaíochtaí scoile a sholáthar don fhoireann bhainistíochta inscoile.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán. Tugann siad faoina gcuid oibre go díograiseach i ngach rang agus baineann siad taitneamh as na gníomhaíochtaí foghlama. Cuirtear raon leathan de dheiseanna fiúntacha churaclama agus chomh-churaclama ar fáil dóibh. Is féidir leis na daltaí cur síos a dhéanamh go muiníneach ar a gcuid saothar atá curtha i gcrích agus ar taispeáint sna h-Amharcealaíona, Matamaitic agus Stair ach go h-áirithe. Tá obair na ndaltaí sna cóipleabhair i ngnéithe éagsúla den churaclam an-mhaith ar an iomlán. Tá peannaireacht na ndaltaí ar ard-chaighdeán agus tá a scileanna a fhorbairt go céimniúil ó rang go rang.
- Tá tuiscint an-mhaith ag na daltaí ar choincheapa mhatamaiticiúla agus tá siad in ann iad a chur in iúl go muiníneach. Baineann siad leas tairbheach as deiseanna foghlama gníomhacha atá i gcomhthéacs saol na ndaltaí. Tá tuiscint an-mhaith acu ar théarmaíocht na matamaitice trí mheán na Gaeilge agus baineann siad úsáid fhiúntach as an téarmaíocht chruinn le linn na foghlama. D'aontaigh beagnach gach tuismitheoir i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa Mhatamaitic agus d'aontaigh tromlach na ndaltaí go raibh ag éirí go maith leo sa Mhatamaitic.
- Tá raon leathan dánta, rannta agus amhráin ar eolas ag na daltaí a chuirtear in iúl le brí agus le díograis. Baineann siad úsáid an-mhaith as an nGaeilge neamhfhoirmiúil le linn ceachtanna agus ina n-idirghníomhaíochtaí le chéile agus le múinteoirí sa scoil.
- Tá tús céimnithe curtha leis an tumoideachas a chur i bhfeidhm agus tá muinín na ndaltaí ag forbairt sa teanga de bharr an cur chuige an-éifeachtach seo. Faoi láthair, tá na ranganna Naíonán a thumadh go h-iomlán sa Ghaeilge ina gcuid foghlama. Baineann na daltaí eile tairbhe as cuid de na ceachtanna trí mheán na Gaeilge, ba chóir an cleachtas an-mhaith seo a leathnú go córasach ar fud na scoile.
- Breathnaíodh le linn na cigireachta obair chomhoibríoch éifeachtach idir dhaltaí le linn na foghlama. Tá scóp chun na deiseanna seo a fhorbairt chun fíor-idirphlé a chothú idir daltaí le linn na foghlama.
- Tá scileanna digiteacha na ndaltaí á bhforbairt go leanúnach i mbealach fiúntach. D'aontaigh an chuid ba mhó de na daltaí sna ceistneoirí a dáilíodh orthu le linn na cigireachta nach mbíonn deiseanna acu ríomhairí a úsáid le linn roinnt ceachtanna. B'fhiú don fhoireann é seo a phlé ar bhonn scoile-uile.

2. CÁILÍOCHT AN TEAGAISIC

- Tá cáilíocht an teagaisic go maith ar an iomlán, le samplaí de shárchleachtas breathnaithe i roinnt ceachtanna. Tá cur chuige na múinteoirí sa teagasc éifeachtach don chuid ba mhó. Sa chleachtas sár-mhaith á breathnaíodh, bhí na hintinní foghlama, critéir ratha agus machnamh ar an bhfoghlaim i bhfeidhm sna ceachtanna. B'fhiú an cleachtas seo a leathnú do gach rang. I mionlach ranganna, ba cheart go mbeadh cothromaíocht níos fearr idir ionchur na múinteoirí agus rannpháirtíocht fhiúntach na ndaltaí.
- Úsáideann na múinteoirí an Ghaeilge go maith mar theanga cumarsáide na scoile agus tá ionchais éifeachtach léirithe acu chun an Ghaeilge a bheith curtha chun tosaigh in idirghníomhaíochtaí neamhfhoirmiúla leis na daltaí agus le linn an teagaisic.
- Tá caighdeán na pleanála do mhórchuid na n-ábhar go maith, le béim chuí curtha ar chuspóirí foghlama a léiriú iontu. Cé go ndéantar an dramaíocht a fhí isteach le gnéithe éagsúla den churaclam, tá gá ann chun an dramaíocht mar ábhar ar leith a shonrú ar chlár-ama fhormhór na múinteoirí chun a chinntiú go bhfuil an clár iomlán á chur i bhfeidhm. Bíonn múinteoirí ullmhaithe go han-mhaith do na ceachtanna. Tá timpeallachtaí foghlama spreagúla i mbeagnach gach seomra ranga.

- Tá cur chuige scoile-uile i bhfeidhm chun gnóthachtáil agus éispéiris na ndaltaí a threisiú sa scríbhneoireacht agus sa léitheoireacht i mBéarla. Tá straitéisí rathúla céimnithe i leith teagasc na scríbhneoireachta sna seánraí agus i dteagasc na straitéisí tuisceana sa léitheoireacht agus tá ag éirigh go maith leo. D'aontaigh gach tuismitheoir agus beagnach gach dalta i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa léitheoireacht.
- Tá cáilíocht an mheasúnaithe go maith le fianaise de dhul chun cinn an-mhaith á dhéanamh ag na daltaí. I gcleachtas sár-mhaith á breathnaíodh, bhí measúnú chun foghlama, píar-mheasúnú, féin-mheasúnú, daltaí ag leagann spriocanna foghlama amach dóibh féin chun monatóireacht cuí a dhéanamh ar dhul chun cinn na ndaltaí san ábhar. Ba chóir na cleachtais mhaithe seo a leathnú go gach rang. B'fhiú sonraí measúnaithe a úsáid ar bhonn níos éifeachtúla chun tacú le pleanáil agus monatóireacht ar dhul chun cinn na ndaltaí trasna na scoile. B'fhiú cur chuige scoile-uile don mheasúnú ar scileanna teanga na ndaltaí, ach go háirithe, a chur i bhfeidhm.
- Tá cáilíocht an tsoláthar do dhaltá le riachtanais speisialta an-mhaith ar an iomlán, le gnéithe áirithe le feabhsú. Le linn na cigireachta, breathnaíodh ceachtanna an-éifeachtach sna ranganna speisialta ina raibh cur chuige an-fhiúntach i bhfeidhm. Tá córais uile-scoile i bhfeidhm chun cumarsáid rialta a chothú idir na múinteoirí oideachas speisialta agus pléann siad straitéisí teagaisc agus dul chun cinn na ndaltaí.
- Tá tús maith curtha leis an *Chontanam Tacaíochta* chun cabhrú le daltaí príomhshrutha a bhfuil riachtanais speisialta oideachais (RSO) acu agus tá proifílí den scoth ar riachtanais na ndaltaí i gcuid de phleananna na múinteoirí. Tá gá ann chun treoir níos soiléire a thabhairt do mhúinteoirí chun pleananna tacaíochta a dhearadh do dhaltá aitheanta ag gach leibhéal tacaíochta.
- D'aontaigh gach tuismitheoir i gceistneoirí na Cigireachta go solathraítear obair do dhaltá de réir a gcumais agus go bhfuil cumarsáid mhaith idir an scoil agus an baile. Faoi láthair, ní mór forbairt a dhéanamh ar an gcur chuige maidir leis an gcleachtas comhchoiteann. Tá gá athbhreithniú a dhéanamh ar cleachtas comhchoiteann na múinteoirí sa Bhéarla agus sa Mhatamaitic agus an obair mhaith atá déanta ar mheasúnú agus ar chláir foghlama a dhearadh chun a chinntiú go bhfaigheann na daltaí leis na riachtanais is mó an tsoláthar atá tuillte dóibh.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith 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. I measc na n-imeachtaí ina nglacann na daltaí páirt iontu, tá drámaí, ceolchoirmeacha, comórtais spóirt agus tráth na gceist. Tá cumann fichille bunaithe sa scoil chomh maith.
- Tá nasc an-mhaith ag an scoil leis na seirbhísí seachtracha chun folláine dearfach na ndaltaí a chothú. Cé go bhfuil roinnt straitéisí i bhfeidhm maidir le tinreamh, tá spriocanna sonracha agus monatóireacht leanúnach ag teastáil.
- I gceistneoirí na cigireachta, d'aontaigh beagnach gach tuismitheoir go bhfuil atmaisféar maith sa scoil agus thuairiscigh tromlach na ndaltaí go n-éisteann an múinteoir leo agus go bhfuil aird léirithe ar an méid atá le rá acu.
- Glacann na daltaí páirt ghníomhach in éispéiris fhoghlama mar an Brat Gníomhach agus an Brat Glas. B'fhiú comhairle na ndaltaí a bhunú chun go mbeadh daltaí abálta a gcuid rólanna ceannaireachta a threisiú a thuilleadh sa scoil.

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 agus an-rathúil leis an bhfoireann agus tugann na múinteoirí faoina bhfreagrachtaí go maith. Déanann sé caidreamh a chothú le tuismitheoirí, le scoileanna eile, agus leis an pobal níos leithne. Cuireann an príomhoide in éineacht le tacaíocht an-éifeachtach ón leas-phríomhoide ar chumas na foirne ról cheannaireachta a ghlacadh agus a chur i bhfeidhm.
- Comhlíonann an fhoireann bhainistíochta inscoile raon leathan de dhualgais le dúthracht. Is gá dualgaisí bunaithe ar thosaíochtaí aitheanta a leagann amach don bhainistíocht inscoile agus córas soiléir a bheith ann chun na dualgais seo a chomhlíonadh.
- Cuireann an bord agus an príomhoide an fhís atá ag an scoil in iúl do phobal na dtuismitheoirí agus tá ag éirí go maith leo an teanga agus an cultúr Gaelach a chothú agus a chur chun cinn sa scoil chun tacú le cur i bhfeidhm céimnithe na spriocanna a bhaineann le Scéim Aitheantais na Scoileanna Gaeltachta.
- Tá cumarsáid an-mhaith idir an scoil agus an baile le córais téacsanna chuig tuismitheoirí agus nuachtlitreacha rialta. Is fiú suíomh gréasáin scoile a fhorbairt chun tacú leis an gcóras cumarsáide idir an scoil agus pobal na scoile.
- Tugann coiste na dtuismitheoirí an-tacaíocht don scoil trí imeachtaí éagsúla a eagrú. Bíonn cruinnithe rialta ag an gcoiste chun tosaíochtaí scoile a chur chun tosaigh. Tá díograis agus tiomántas léirithe ag an gcoiste i leith a gcuid dualgais. Tá guth láidir agus gníomhach acu in oibriú na scoile.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile (FMS) go maith ar an iomlán. Tá a lán obair déanta chun dearcadh dearfach agus muintín phobal na scoile a chothú i leith an Scéim Aitheantais Scoileanna Gaeltachta. Tá plean gnímh feabhsúcháin scoile bunaithe ar chritéir-theanga-bhunaithe curtha le chéile chun an Ghaeilge a chur chun tosaigh. Treoraíonn an príomhoide an cleachtas comhchoiteann imeasc na múinteoirí chun an tumoideachas a chur i bhfeidhm agus chun straitéisí a bhaineann le cur i bhfeidhm an tumoideachais a shainaithint agus a chomhordú. Tá plean ann chun úsáid a bhaint as Curaclam Teanga na Bunscoile chun treoir bhreise a thabhairt do mhúinteoirí chun torthaí foghlama na ndaltaí a aithint.
- Tá acmhainn na scoile seo chun forbartha an-mhaith mar gheall ar na struchtúir chomhoibrithe atá i bhfeidhm sa scoil cheana féin agus an tiomántas atá léirithe ag na múinteoirí chun feabhsúcháin scoile a bhaint amach.

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 shárchaighdeáin 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

School name	Scoil Chróine
School address	Dungloe County Donegal
Roll number	20421M

Date of inspection: 22-10-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

HOW TO READ THIS REPORT

During this inspection, the 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
- 6.

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

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

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

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	22-10-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with the principal and the in-school leadership team• Meeting with representatives of the board of management• Meeting with representatives of the parents' committee• Meeting with 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

SCHOOL CONTEXT

Scoil Náisiúnta Chróine is a co-educational school under the patronage of the Catholic Bishop of Raphoe. There are 162 pupils distributed across ten mainstream and two special classes. There are five special educational needs (SEN) teachers in the school as well as a language support teacher for Irish language support. The school is participating in the Gaeltacht Schools Recognition Scheme (GSRS) 2017-2022. The majority of pupils come to the school with little fluency in Irish and this creates challenges in terms of full provision of teaching through the medium of Irish.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning is of a good standard overall; the pupils engage very enthusiastically with their work in each class and they enjoy their learning activities.
- The quality of teaching is good, with examples of very good practice; not enough use is made of pupils' assessment data in the majority of classes to support the planning process and the monitoring of pupils' progress.
- The quality of leadership and management is very effective overall; there is scope for the provision of oversight and a list of clearly delineated duties based on school priorities for the in-school management team.
- The quality of support for the pupils' wellbeing is very good overall; teachers organise numerous and beneficial cross-curricular and extra-curricular activities.
- Overall, the standard of provision for pupils with special educational needs is very high with certain elements in need of improvement; there is a need to review the implementation of the *Continuum of Support* for pupils.
- The staff is engaged in school self-evaluation and very worthwhile work has been carried out in the gathering of evidence, and an appropriate focus has been identified with specific goals targeting the development of Irish.

RECOMMENDATIONS

- Assessment data should be used more effectively to support teachers' planning and practice.
- The implementation of the *Continuum of Support* should be developed with appropriate clarity provided in classroom support plans which outline specific learning objectives for identified pupils.

- A system of oversight should be established as well as the provision of a delineated list of duties based on identified school priorities, for each member of the ISM team.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of the pupils' learning is of a good standard overall. Pupils engage very enthusiastically with their work in each class and enjoy the learning activities provided for them. They are provided with a wide range of valuable curricular and cross-curricular opportunities. Pupils described work completed and displayed in the Visual Arts, Mathematics and History in particular, with confidence. Their completed work in copy books across the various aspects of the curriculum is very good overall. Their handwriting is of a high standard with their skills being developed progressively from class to class.
- Pupils have a very good understanding of mathematical concepts which they can express with confidence. They make good use of active learning methods which are linked to their own lives. They have a very good understanding of mathematical terminology through the medium of Irish and make worthwhile use of precise terminology during learning. Almost all parents agreed in the Inspectorate questionnaires that the school supports pupils' progress in Mathematics and the majority of pupils agreed that they are progressing well in Mathematics.
- Pupils know a wide range of poems, rhymes and songs which they present with energy and enthusiasm. They make very good use of informal Irish during lessons and in their interactions with each other and with teachers in the school.
- The implementation of immersion education has commenced using a staged process. Pupils' confidence is developing in the language due to this very effective approach. At present, the infant classes are being taught and learn through Irish. For other pupils, some lessons are taught through the medium of Irish. This very good practice should be developed systematically throughout the school.
- Effective collaborative work between pupils was observed during the inspection. There is scope to enhance opportunities to facilitate purposeful pupil discussion among pupils during their learning.
- Pupils' digital skills are being developed purposefully during some lessons. Most of the pupils agreed in the questionnaire returns that they do not have opportunities to use computers during some lessons. It would be worthwhile for the staff to discuss this on a whole-school basis.

2. THE QUALITY OF TEACHING

- The quality of teaching is good overall, with examples of excellent practice observed in a number of lessons. Teaching approaches implemented by teachers are, for the most part, effective. Where excellent practice was observed, learning intentions, success criteria and reflection on learning were applied during lessons. It would be worthwhile to develop this practice for each class. In a minority of classes, more balance is required between teacher input and purposeful pupil participation.
- Teachers use Irish well as the school's language of communication and they effectively outline expectations for Irish to be promoted during informal interactions with pupils during teaching.
- The standard of planning in the majority of subjects is good, with a suitable emphasis on the provision of learning objectives. Though Drama is interwoven with various aspects of the curriculum, all teachers should detail Drama as a discrete subject in their timetables in order to provide for the delivery of the full programme. Teachers are very well prepared for their lessons. Stimulating learning environments were observed in almost all classrooms.

- A whole-school approach is being implemented to improve pupil attainment and experiences in English writing and reading. Ongoing, successful and developmental strategies are being implemented in the teaching of writing genres and in the teaching of reading comprehension strategies. All parents and almost all pupils in the questionnaire returns agreed that the school supports pupil progress in reading.
- The quality of assessment is good with evidence of the pupils making very good progress in their learning. Examples of excellent practice observed included assessment for learning (AfL), peer assessment, self-assessment and pupils identifying learning goals for themselves in monitoring their progress in the subject. These good approaches should be extended to each class. It would be worthwhile to use assessment data more effectively to support planning and the monitoring of pupil progress throughout the school. It would be of benefit to implement a whole-school approach to the assessment of pupils' language skills in particular.
- The quality of provision for pupils with special educational needs is very good overall, with certain aspects in need of improvement. During the inspection, very effective teaching was observed in the special classes with very worthwhile approaches used to cater for the needs of the pupils. Whole-school systems are in operation to facilitate regular communication among special education teachers and they regularly discuss teaching strategies and pupils' progress.
- A good start has been made on the implementation of the *Continuum of Support* to support mainstream pupils who have special educational needs (SEN) and excellent profiles of pupils' needs exist in some teacher plans. There is need to provide clearer guidance regarding teacher requirements in the preparation of support plans for identified pupils at each level of support.
- All parents of pupils with SEN agreed in the questionnaire returns that pupils are provided with work in accordance with their abilities and that there is good home-school communication. At present, the approach to co-teaching requires development. There is a need to review teachers' collaborative practice in English and Mathematics and to progress the good work completed in pupil assessment and the development of co-teaching learning programmes. It should be ensured that pupils with the greatest need receive the greatest support.

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

- The quality of support for pupils' wellbeing is very good overall. Interactions between teachers and pupils are very respectful. Teachers organise many beneficial activities for pupils: both cross-curricular and extra-curricular. Among the activities provided for pupils are plays, concerts, sport competitions and quizzes. A chess club has also been established in the school.
- Very good links between the school and external services foster the wellbeing of pupils in a positive manner. Though a number of strategies are in place regarding pupil attendance, specific targets and continuous monitoring is required.
- In the questionnaire returns, almost all teachers agreed that there is a good atmosphere in the school with the majority of the pupils agreeing that their teacher listens to them and pays attention to what they have to say.
- Pupils take an active part in learning experiences such as the Active Flag and the Green Flag. A pupil council should be established to support pupils in the development of pupil leadership roles in the school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is very good overall. The principal and board of management successfully foster a collaborative relationship with the staff, and teachers fulfil their responsibilities well. He also fosters relationships with parents, with other schools and with the wider community. Along with highly effective support from the deputy-principal, he enables the staff to assume and develop leadership roles.
- The in-school management (ISM) team fulfils a wide range of duties with diligence. A system of oversight should be established as well as the provision of a delineated list of duties based on identified school priorities, for each member of the ISM team.
- The board and principal effectively articulate the school vision to the parent community. They are successful in fostering and promoting the Irish language and culture within the school to support the gradual implementation of targets pertaining to the Gaeltacht Schools Recognition Scheme.
- Very good home-school communication exists with a text system for parents and regular newsletters. It would be worthwhile to develop a school website to support the communication system between the school and the wider community.
- The parents' committee holds regular meetings to support school priorities. The committee demonstrates enthusiasm and commitment in fulfilling its role. They have a strong and active involvement in the operation of the school.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation (SSE) is good overall. A lot of work has been carried out in promoting a positive attitude and enhancing the confidence of the school community in the Gaeltacht Schools Recognition Scheme. A school improvement action plan centred on language-based criteria has been devised for the development of Irish. The principal guides teachers' collaborative practice in the implementation of immersion education and in identifying and coordinating strategies pertaining to the implementation of immersion education. A plan is in place to use the Primary Language Curriculum to provide further guidance for teachers in identifying pupils' learning outcomes.
- The capacity for improvement of this school is very good due to the existing collaborative structures in operation in the school and the commitment demonstrated by each teacher towards the achievement of school improvement.

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;