

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

Tuairisc

Ainm na scoile / School name	Gaelcholáiste Chiarraí
Seoladh na scoile / School address	Tobar Mhaigh Dor Trá Lí Co Chiarraí
Uimhir rolla / Roll number	70560K

Dáta na Meastóireachta: 28-09-2017



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

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

Cad is meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim ann?

Déanann Meastóireacht Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaítear léi 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 na ceannaireachta agus na bainistíochta scoile
2. Cáilíocht an teagaisc agus na foghlama
3. Cur i bhfeidhm na moltaí ó mheastóireachtaí roimhe seo
4. Próiseas féinmheastóireachta na scoile agus an acmhainn d'fheabhsúchán 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	28-09-2017
Gníomhaíochtaí cigireachta a rinneadh Cruinniú leis an mBord Bainistíochta Cruinnithe leis an bpríomhoide agus príomhoide tánaisteach Cruinnithe le príomhbhaill foirne Athbhreithniú ar cháipéisí ábhartha Agallamh le fócasghrúpa scoláirí	Cruinniú le tuismitheoirí Anailís ar cheistneoirí ó thuismitheoirí, scoláirí agus múinteoirí Breathnú ar theagasc agus foghlaim Scrúdú ar obair na scoláirí Aiseolas don fhoireann bhainistíochta sinsearaí, bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Bunaíodh Aonad lánGhaeilge ceangailte le máthairscoil i 1984 chun oideachas dara leibhéal trí Ghaeilge a chur ar fáil do cheantar Thrá Lí. Fuair an tAonad aitheantas mar scoil neamhspleách i 1989. Is scoil il-shainchreidmheach í Gaelcholáiste Chiarraí a fheidhmíonn faoi choimirce Bhord Oideachais agus Oiliúna Chiarraí (BOOC) le rollúchán reatha de 353 scolaire. Tagann céadchodán suntasach scoláirí ó bhunscoileanna Béarla ach freastalaíonn an scoil go príomha ar thrí ghaelscoil fhriothálach i dtuaisceart Chiarraí.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Tugann an bord ceannaireacht mhaith do chur i bhfeidhm an ráiteas misin maidir le hoideachas cuimsitheach dara leibhéal trí Ghaeilge a chur ar fáil i gCiarraí thuaidh ach tá easnaimh áirithe le sonrú i gcúrsaí pleanála scoile.
- Tá cáilíocht obair na bainistíochta shinsearaigh nuacheaptha ag leibhéal an-mhaith go dtí seo, maidir le príorachtaí forbartha agus feabhsúcháin a aithint agus a fhorbairt.
- Tá an tacaíocht do scoláirí ag leibhéal an-mhaith ar an iomlán ach níl croífhoireann do riachtanais speisialta oideachais (RSO) cruthaithe go fóill.
- Bhí cáilíocht an teagaisc sa raon idir go maith agus an-mhaith i bhformhór na gceachtanna le roinnt ceachtanna ina raibh scóip chun feabhais go háirithe mar a bhain sé le guth agus rannpháirtíocht na scoláirí san fhoghlaim a chur chun cinn.
- Tá tús maith inmholta curtha le próiseas na féinmheastóireachta scoile agus léiríodh oscailteacht i measc na foirne agus na bainistíochta d'fhorbairt an phróisis amach anseo.
- Rinneadh dul chun cinn maith maidir le cur i bhfeidhm moltaí ó mheastóireachtaí roimhe seo ach tá obair le déanamh fós maidir le scoláirí a bheith níos rannpháirtí ina gcuid foghlama agus croífhoireann RSO a bhunú.

Moltaí

- Ní mór don bhord bainistíochta ceannaireacht a thabhairt maidir le cur le chéile plean scoile, plean don Oideachas Caidrimh agus Gnéasachta (OCG) san áireamh, agus forbairt plean gairmiúil leanúnach don fhoireann.
- Ba chóir croífhoireann RSO a chur le chéile a luaithe agus is féidir d'fhonn tacaíocht dhírithe chuí ar chur ar fáil dóibh siúd a bhfuil gá acu leis, bunaithe ar an deachleachtas luaite in imlitir 0014/2017.

- Ba cheart go ndéanfaí cúrsaí litearthachta agus uimhearthachta a fhorbairt tuilleadh tríd an bpróiseas féinmheastóireacht scoile (FMS).
- Is gá guth na scoláirí a fhorbairt agus a rannpháirtíocht ghníomhach i bpróiseas na foghlama a láidriú trí úsáid réimse modheolaíochtaí teagaisc agus cuir chuige éifeachtacha a thacóidh leis na haidhmeanna sin a bhaint amach.

MIONCHINNTÍ AGUS MOLTAÍ

1 CÁILÍOCHT NA CEANNAIREACTH AGUS NA BAINISTÍOCHTA SCOILE

Ceannaireacht ar fhoghlaim agus ar theagasc

Tá príomhoide agus príomhoide tánaisteach nuacheaptha sa scoil. Go dtí seo, tá cáilíocht obair cheannaireachta na bainistíochta shinsearaigh ag leibhéal an-mhaith. Tá an bhainistíocht shinsearach tar éis liosta cuimsitheach tosaíochtaí agus réimsí forbartha a aithint agus tá obair tosaithe cheana féin i go leor de na réimsí seo: feabhsú pleanáil ábhair, béim bhreise ar fhorbairt na litearthachta agus na huimhearthachta, béim ar lonnú príomhscileanna na Sraithe Sóisearaí nua sna ceachtanna, plean feabhsúcháin nua a fhorbairt bunaithe ar an bpróiseas FMS, an córas tacaíochta RSO a fhorbairt agus feachtas tras-scoile chun na Gaeilge a spreagadh mar theanga bheo. Tá sé i gceist chomh maith tabhairt faoi fhorbairt foirne maidir le feabhsú na cumarsáide, forbairtí digiteacha a thabhairt isteach le bogábhar nua, tacaíocht ar leith a chur ar fáil do mhúinteoirí nua agus córas ionductaithe a sholáthar. Cuirfear foghrúpaí le chéile i measc na foirne chun tacú le forbairt agus cur i bhfeidhm straitéisí agus cuir chuige nua. Tá fíis shoiléir ag an mbainistíocht shinsearach faoi na réimsí oibre ar gá a bhrú ar aghaidh láithreach. Cuireann BOOC tacaíocht shuntasach ar fáil don fhoireann agus do phobal na scoile.

Cuirtear curaclam leathan ar fáil do scoláirí laistigh d'acmhainní teoranta na scoile. Déanfar an curaclam a leathnú nuair a bhogann an scoil go dtí an foirgneamh nua réamhbheartaithe i 2020.

Leagadh béim ar leith ar phleanáil ábhair ag tús na scoilbhliana seo agus tá tús maith curtha leis an bhforbairt in ábhair áirithe. Tá teimpléid chomónta in úsáid in áiteanna agus comhordaitheoir ainmnithe ar na ranna ábhair. Is dea-chleachtais iad seo. Tá córas digiteach á fhorbairt chun cabhrú leis an bhfoireann rochtain a fháil ar na pleananna ábhair agus iad a choinneáil suas chun dáta agus a leasú de réir mar is gá. Tá sé i gceist taifid rialta a choinneáil ar chruinnithe ranna ábhair agus teimpléid chomónta a úsáid d'fhonn a chinntiú go bhfuil freagrachtaí foirne agus cinntí a glacadh soiléir. Moltar go mbeadh na scéimeanna curaclaim mar dhoiciméad oibre chun cabhrú le múinteoirí pleanáil a dhéanamh ar a gcuid oibre agus dea-chleachtas agus smaointí nua a roinnt.

Tá an scoil tiomanta do thacaíocht chuí a chur ar fáil do na scoláirí uile. Réimse chun forbartha is ea struchtúr na tacaíochta do Riachtanais Oideachais Speisialta (RSO). Tá go leor múinteoirí ag plé le líon beag scoláirí agus moltar croífoireann a chur le chéile láithreach a bheidh in ann an tacaíocht is fearr a chur ar fáil do scoláirí aonair ag teacht leis an dea-chleachtas luaithe in imlitir 0014/2017.

Ar an iomlán, déantar freastal maith ar fholláine na scoláirí. Tá próiseas aistrithe ón mbunscoil an-éifeachtach i bhfeidhm agus faigheann scoláirí leibhéal ard tacaíochta ó thaobh sealbhú na teanga de ar theacht chun na scoile dóibh. Tá córas éifeachtach tréadchúraim i bhfeidhm faoi chúram na múinteoirí ranga. Tá fianaise ann ó na ceistneoirí a dáileadh ar scoláirí, le linn na meastóireachta, a léiríonn go bhfuil tacaíocht an-mhaith ar fáil dóibh. Tá an soláthar cuí ann do mhúineadh Oideachais Sóisialta Pearsanta agus Sláinte agus Oideachais Caidrimh agus Gnéasachta (OCG) sa tsraith shóisearach ach níl OCG ar fáil do na ranganna sa tsraith shinsearach, mar a luaitear in imlitir

0023/2010, agus ní mór aghaidh a thabhairt air seo láithreach ó thaobh oiliúint foirne de agus soláthar an chláir.

Léiríodh leibhéal sástachta an-ard le clár na hIdirbhliana idir thuismitheoirí agus scoláirí. Tá treoirghairm agus seirbhís chomhairleoireachta an-mhaith ar fáil do scoláirí. Tugtar aitheantas d'éachtaí agus obair ghinearálta na scoláirí ag oíche ghradaim ag deireadh na bliana.

Tá rialacha soiléire i bhfeidhm do scoláirí. Leagadh béim bhreise ar chur i bhfeidhm riail na Gaeilge agus rialacha maidir le tinreamh agus poncúlacht ó thús na scoilbhliana seo. Tuairiscíodh go bhfuil feabhas mór ina leith seo ó cuireadh i bhfeidhm na treoracha nua. Is dúshlán leanúnach é cur chun cinn na na Gaeilge mar theanga chumarsáide idir scoláirí lasmuigh den seomra ranga ach breathnaíodh go raibh an Ghaeilge á labhairt go minic go nádúrtha idir scoláirí le linn na meastóireachta agus tugtar aitheantas don dea-chleachtas seo. Tá an Gaelbhhratach bainte amach ag an scoil le blianta beaga anuas, obair a bhfuil na scoláirí agus comhairle na scoláirí rannpháirteach inti. Leagtar an-bhéim ar dheiseanna sóisialta trí Ghaeilge a chur ar fáil do scoláirí trí cheiliúradh ar Sheachtain na Gaeilge, turais Ghaeltachta le haghaidh bliainghrúpaí áirithe agus obair an Ghaelbhhrataigh. Léiríodh dearcadh an-dearfach i leith na teanga i measc scoláirí le linn agallaimh leo aimsir na meastóireachta. Ag teacht le ráiteas misin na scoile, cothaítear poiblíocht dhearfach don teanga agus don scoil i measc an phobail ar bhonn leanúnach.

An eagraíocht a bhainistiú

Tá an bord bainistíochta thar a bheith tiomanta d'fhás agus d'fhorbairt na scoile. Tá baill an bhoird bródúil as an scoil agus as an bhfás ar na huimhreacha le blianta beaga anuas. Tá taithí leathan acu go léir ar oideachas agus ar ghaeloideachas ach go háirithe. Feidhmíonn an bord trí Ghaeilge le tacaíocht an BOOC, dea-chleachtas a thugann dea-shampla do phobal na scoile i gcoitinne. Tá cáilíocht obair an bhoird ag leibhéal maith ach níl aon phlean scoile ann faoi láthair. Is gá don bhord ceannaireacht a ghlacadh ar chur le chéile phlean scoile. Tá go leor de na heilimintí a bhaineann le plean scoile ann ach is gá iad a thabhairt le chéile anois maraon le plean forbarthach bunaithe ar bhogadh na scoile go dtí suíomh agus foirgneamh nua i 2020, agus príorachtaí eile forbartha atá aitheanta ag an mbord agus ag an mbainistíocht shinsearach.

Tá réimse polasaithe ar fáil ach tá uasdátú agus athbhreithniú le déanamh ar chuid acu. Tá polasaithe eile á ndréachtadh faoi láthair, ina measc polasaí ar úsáid inghlactha nuatheicneolaíochta, polasaí measúnaithe agus polasaí RSO. Níl aon phlean don OCG agus is gá ceann a chur ar fáil gan mhoill. Moltar liosta polasaithe maraon le dátaí faofa agus athbhreithnithe a chur le chéile agus é a bheith mar chuid den phlean scoile.

Is iad na príorachtaí atá aitheanta ag an mbord le haghaidh forbartha ná: pleanáil scoile, plean feabhsúcháin na scoile a athbhreithniú, athbhreithniú ar phostanna dualgais, coiste tacaíochta do scoláirí a bhunú, coiste teagaisc agus foghlama a athbhunú, cumarsáid dhigiteach a fheabhsú, tacaíocht do mhúinteoirí nua a fheabhsú agus clár tacaíochta don Ghaeilge a bhunú ag tógáil ar pháirtnéireachtaí le heagraíochtaí eile. Tá obair tosaithe ar ghnéithe éagsúla den obair seo ag an mbainistíocht shinsearach nuacheaptha cheana féin.

Tá an scoil lonnaithe faoi láthair idir dhá ionad atá 3.5 chiliméadar óna chéile. Tá scoláirí na céadbhliana in áit amháin agus an chuid eile den scoil lonnaithe sa phríomhfhoirgneamh ina bhfuil an scoil le blianta fada. Fás na scoile is cúis leis an dá champas agus níorbh fhéidir an chéad bhliain a lonnú san áit chéanna le cúpla bliain anuas. Cruthaíonn an taisteal idir an dá ionad agus aistear eile chuig na háiseanna corpoideachais dúshlán chasta don bhainistíocht shinsearach agus don fhoireann. Réiteofar na dúshlán seo nuair a bhogfaidh an scoil chuig láthair nuathógtha i 2020. Idir an dá linn, tá an bhainistíocht ar áiseanna agus acmhainní sa dá ionad ag leibhéal an-mhaith laistigh de na teorainneacha buiséid.

Ceannaireacht ar fhorbairt na scoile

Tá an fhoireann oscailte agus tiomanta d'fheabhsú scoile. Go dtí seo, rinneadh obair ar fhorbairt na litearthachta i leith: aithint botúin chomónta, forbairt intinní foghlama ag tús ceachtanna, béim ar théarmaíocht chasta i nGaeilge, soláthar boscaí leabhar, scéim *Drop Everything And Read* (DEAR) sa dá theanga agus rinneadh cinneadh i mbliana díriú ar chumas labhartha na scoláirí sa chéad bhliain ionas go mbeidh muinín acu astu féin agus cur i láthair á dhéanamh acu ag teacht le forbairt scileanna na Sraithe Sóisearaí nua. Cé go bhfuil tús maith curtha leis an litearthacht sa dá theanga, tá scóip chun forbartha ann sa toadhcháil go háirithe mar a bhaineann sé le dul chun cinn na scoláirí a mheas.

Ghlac roinnt múinteoirí páirt sa tionscnamh *Forbairt* leis an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí, chun tacú leis an uimhearthacht sa scoil. Anuas air seo, eagraíodh Seachtain Mata agus baintear úsáid as bogábhar Mata sa seomra ríomhaireachta. Cé go bhfuil roinnt straitéisí uile scoile i bhfeidhm maidir le forbairt na huimhearthachta, is réimse chun forbartha é leathnú straitéisí uimhearthachta trasna an churaclaim chun freastal ar riachtanais na scoláirí agus chun dul chun cinn a mheas.

Tá atmaisféar comhoibritheach oibre an-mhaith i measc na foirne. Bhíodh piarbhreathnadóireacht i bhfeidhm i measc na foirne agus tá sé i gceist é seo a fhorbairt arís i mbliana.

Léirigh ceistneoirí na múinteoirí dearcadh an-dearfach i leith na scoile. Spreagtar an fhoireann chun tabhairt faoi fhorbairt ghairmiúil leanúnach. Tá forbairt foirne aitheanta mar phríoracht don bhainistíocht shinsearach agus don bhord, mar sin ba cheart go mbeadh an fhorbairt ghairmiúil foirne bunaithe ar thaighde ghníomhach agus ar riachtanais aitheanta na scoile.

Tá lámhleabhar do mhúinteoirí ar fáil. Tá seo le forbairt i mbliana agus tá córas foirmeálta meantóireachta i bhfeidhm ó thús na bliana. Fad is atá athbhreithniú ar siúl ar an lámhleabhar, moltar go gcuirfí eolas cuimsitheach ann maidir le litearthacht agus uimhearthacht, plean FMS na scoile, deachleachtais maidir le modhanna múinte agus modhanna measúnaithe. B'fhiú go mbeadh tagairtí ann freisin do dheachleachtais maidir le húsáid teicneolaíocht faisnéise agus na cumarsáide (TFC) mar áis luachmhar chun tacú le foghlaim na scoláirí.

Tá coiste tuismitheoirí láidir tiomanta bunaithe a chuireann tacaíocht luachmhar ar fáil don scoil. Is é an coiste a eagraíonn staidéar maoirsithe do na scoláirí maraon le hoícheanta eolais agus ócáidí sóisialta. Léirigh an coiste agus torthaí ó na ceistneoirí a dáileadh ar thuismitheoirí le linn na meastóireachta go raibh tuismitheoirí thar a bheith sásta ar an iomlán le caighdeán an oideachais agus an chúraim sa scoil.

Acmhainn na ceannaireachta a fhorbairt

Tá rólanna éagsúla á leagan amach ag an bpríomhoide agus ag an bpríomhoide tánaisteach dóibh féin bunaithe ar riachtanais agus príorachtaí na scoile. Tá scileanna comhlántacha acu beirt a chabhróidh leo pobal na scoile a ghríosadh agus a threorú i dtreo forbartha agus feabhsúcháin. Tá an bheirt tiomanta go hiomlán do chur i bhfeidhm gach gné den ráiteas misin agus d'fhorbairt oideachais ar ardchaighdeán trí mheán na Gaeilge chomh maith le ceannaireacht a léiriú i dtaobh úsáid na Gaeilge agus cothú dea-thoil don teanga i measc an phobail i gcoitinne. Cuireann an príomhoide tánaisteach tacaíocht luachmhar ar fáil don phríomhoide. Tá tús fuinniúil fiúntach curtha le ré na bainistíochta nua.

Tá córas meánbhainistíochta soiléir i bhfeidhm agus clúdaíonn an fhoireann mheánbhainistíochta réimse an-leathan dualgas go héifeachtach. Tá athbhreithniú le déanamh ar na poist go luath, áfach, agus tabharfaidh an t-athbhreithniú sin deis don bhainistíocht rólanna tacaíochta agus ceannaireachta a thairmligeán do bhaill foirne i gcoitinne chun cumas foriomlán ceannaireachta na foirne a fhorbairt i gcomhthéacs na scoile a bheith ag fás.

Tá an chumarsáid idir an bhainistíocht shinsearach agus an bord bainistíochta an-mhaith ar fad. Coimeádtar an bord ar an eolas faoi gach gné d'obair na scoile. Ba cheart don bhord tuairisc scríofa ar obair an bhoird a chur ar fáil do phobal na scoile go rialta d'fhonn cúrsaí cumarsáide idir na páirtithe leasmhara go léir sa scoil a dheimhniú agus a láidriú.

Nósanna Imeachta um Chosaint Leanaí

Thug údarás na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iarbhunscoileanna*, gan athrú ná leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iarbhunscoileanna*. Ag am na cigireachta, ní raibh an bord tar éis an polasaí um chaomhnú leanaí a fhaomhadh don scoilbhliain reatha ach rinneadh sin go gairid ina dhiaidh. Tá múinteoir ainmnithe chun freastal ar chúrsa inseirbhíse san OCG agus cuirfear na ceachtanna cuí ar fáil don tsraith shinsearach i mbliana.

2 CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA

Torthaí agus Eispéiris na bhFoghlaimoirí

Bhí cáilíocht foriomlán an teagaisic agus na foghlama go maith, le roinnt ceachtanna ag leibhéal an-mhaith agus ceachtanna eile ina raibh scóip mhór chun feabhais iontu.

Tugadh spriocanna foghlama ag tús formhór na gceachtanna agus moltar an cur chuige sin. Níor breathnaíodh dul siar agus athbhreithniú ar bhaint amach na spriocanna sin ach i líon beag ceachtanna. Ní mór do mhúinteoirí athbhreithniú, ar cháilíocht na foghlama, a éascú d'fhonn a dtuiscint féin agus tuiscint na scoláirí a fhorbairt ar an bhfoghlaim agus ar shealbhú scileanna.

Sna ceachtanna ab fhearr cleachtais agus cur chuige, leag múinteoirí béim ar cheangal na hoibre leis an réamhfhoghlaim agus díriodh aird na scoláirí ar shaibhriú na Gaeilge. Míniú coincheapa nua i nGaeilge shimplí agus iarradh ar scoláirí focail agus frasaí nua a athrú le cinntiú go raibh na fuaimeanna nua i gceart acu. Baineadh úsáid as obair bheirte agus obair ghrúpa chun deis a thabhairt do scoláirí a bheith rannpháirteach agus lárnach ina gcuid foghlama féin. Tugadh deis do scoláirí a gcuid tuairimí a nochtadh agus a phlé sna ceachtanna ab fhearr cleachtais. Réimse mhór chun feabhais is ea cur chun cinn guth an scoláire sna ceachtanna. Is gá guth na scoláirí a fhorbairt agus a rannpháirtíocht ghníomhach i bpróiseas na foghlama a láidriú trí úsáid réimse modheolaíochtaí teagaisic agus cuir chuige éifeachtacha a thacóidh leis na haidhmeanna sin a bhaint amach.

Caitheadh a lán ama ag scríobh i gceachtanna áirithe, idir múinteoirí ag scríobh ar an gclár bán agus scoláirí ag scríobh ina gcóipleabhair. Ní mór breis bhéime a leagan ar fhorbairt scileanna cumarsáide agus urlabhra sa Ghaeilge agus aird chuí a dhíriú ar chúrsaí gramadaí agus foghraíochta. Ní mór do mhúinteoirí a bheith ag obair ar fheasacht teanga na scoláirí a shíneadh go ginearálta. Ba cheart go mbainfí úsáid as próiseas FMS na scoile chun dul i ngleic le cuid de na dúshláin seo.

Bhí éifeacht leis an bhfoghlaim sna ceachtanna inar ceanglaíodh an obair idir lámha le saol comhaimseartha na scoláirí agus nuair a tugadh seansanna dóibh naisc a dhéanamh idir an obair idir lámha agus comhthéacsanna foghlama eile. Tugadh faoi deara go raibh deis ag scoláirí ceisteanna a chumadh le cur ar a chéile i gceachtanna áirithe deachleachtas ar chóir a leathnú.

Breathnaíodh straitéisí don mheasúnú chun foghlama i gceachtanna áirithe ach is gá na cleachtais seo a aontú agus a leathnú i measc múinteoirí. Réimse chun feabhais is ea aiseolas foirmitheach a thabhairt i gcóipleabhair na scoláirí. Breathnaíodh aiseolas foirmitheach ar chaighdeán maith i líon beag cóipleabhar.

Tugadh suntas don dea-atmaisféar oibre sna seomraí ranga agus don dea-chaidreamh idir scoláirí agus múinteoirí. Cruthaíodh timpeallacht foghlama an-tacúil i gcásanna áirithe agus leagadh cuid de na seomraí ranga amach chun obair ghrúpa a éascú.

Rinneadh pleanáil chúramach do na ceachtanna a breathnaíodh ar an iomlán agus bhí luas maith leis na ceachtanna. Ní mór guth agus rannpháirtíocht an scoláire a bheith lárnach sa phróiseas pleanála ceachta amach anseo.

Baineadh úsáid theoranta as teicneolaíocht faisnéise agus na cumarsáide (TFC) i gceachtanna áirithe. Ní mór úsáid éifeachtach na teicneolaíochta a leathnú tuilleadh áfach, chun cur le heispéireas foghlama na scoláirí agus chun tacú le sealbhú eolais agus scileanna. Tá scóip ann chomh maith i go leor ceachtanna chun úsáid a bhaint as réimse níos leithne acmhainní teagaisc.

3 CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE

Ceannaireacht agus Bainistíocht

Tá roinnt mhaith dul chun cinn maidir le cur i bhfeidhm moltaí ó mheastóireachtaí roimhe seo. Fostaíodh múinteoir treoighairme. Rinneadh athbhreithniú ar na poist dualgais i ndiaidh an mheasúnaithe scoile uile deireanach. Tugtar deis do na múinteoirí ar fad na bliainghrúpaí agus leibhéal éagsúla a mhúineadh. Tá comhordaitheoir roinne ainmnithe ar na ranna ábhair difriúla. Tá scóip chun forbartha ann go fóill maidir le plean scoile a fhorbairt agus croífhóireann RSO a chruthú.

Teagasc agus Foghlaim

Roinntear dea-chleachtas teagaisc ag cruinnithe foirne, cur chuige a mholtar. Roinntear intinní foghlama leis na scoláirí ag tús na gceachtanna uile agus tá boird bhána ar leith in airde i ngach seomra ranga chun tacú leis an gcur chuige sin. Tá scóip chun feabhais ann go fóill maidir le guth agus foghlaim ghníomhach i measc scoláirí a láidriú.

4 PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS CUMAS D'FHEABHSÚCHÁN SCOILE

Próiseas Féinmheastóireachta na Scoile

Tá tús maith curtha le próiseas na féinmheastóireachta sa scoil. Leagadh béim ar fhorbairt na litearthachta agus na huimhearthachta mar thús. Tá oscailteacht i measc na bainistíochta agus na foirne don phróiseas feabhsaithe scoile. Bheadh sé chun tairbhe na scoile agus dul chun cinn na scoláirí go mbeadh spriocanna intomhaiste leagtha síos mar chuid den phróiseas ionas gur féidir feabhsúchán a thomhais agus a cheiliúradh ar bhealach níos grinne.

Cumas na Scoile d'Fheabhsúchán

Tá acmhainn feabhsaithe na scoile ag leibhéal an-ard. Tá ard-leibhéal cumais sa bhainistíocht shinsearach chun foireann na scoile, na scoláirí agus na tuismitheoirí a ghríosadh agus a mhealladh i bpróiseas cuimsitheach feabhsúcháin.

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 <i>An-mhaith</i> 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 <i>thar cionn</i> 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 <i>Go maith</i> áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <i>Sásúil</i> 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 <i>Measartha</i> 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 <i>Lag</i> áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Cuireann Bord Bainistíochta Gaelcholáiste Chiarraí fáilte roimh thorthaí na tuairisce seo.

Fáiltimid roimh an aitheantas go bhfeictear go bhfuil an tacaíocht d'ár scoláirí ag leibhéal anmhaith anseo i nGaelcholáiste Chiarraí.

Thosaigh ré nua i nGaelcholáiste Chiarraí i mí Lúnasa 2017 nuair a ceapadh bainistíocht nua ar an scoil. Cuireadh liosta cuimsitheach tosaíochtaí le chéile i gcomhairle le foireann theagasc na scoile. Tá an Bord Bainistíochta an-shásta leis an dtuairisc dearfach faoi Bhainistíocht, Cheannaireacht agus Fhoghlaim i nGaelcholáiste Chiarraí agus cuirfidh moltaí na tuairisce seo go mór leis an dea obair atá tosnaithe cheana féin.

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 agus cinnteofar go gcuirfear na moltaí ar fad ón dtuairisc i bhfeidhm go coinsiasach agus go críochnúil.

Cuireann Bord Bainistíochta na Scoile fáilte roimh na moltaí atá tugtha maidir le freagrachtaí an bhoird agus táid á gcur i bhfeidhm.

Ó chuairt na Cigireachta tá tús curtha le pleanáil chun an croí fhoireann RSO a laghdú agus beidh sé seo mar thosaíocht i gcónaí agus tráthchláir scoile á bpleanáil.

Mar pháirt d'ár bpróiseas FMS coimeádtar Modheolaíochta Teagasc, agus Lítearthacht agus Uimhearthacht mar chuid lárnach dár gcuid meastóireachta agus pleanála.

Tá pobal uile Ghaelcholáiste Chiarraí ag tnúth go mór leis an bhfoirgneamh nua i 2020. Tacóidh an háiseanna nua aimsire linn chun leanúint ar aghaidh ag soláthrú oideachais d'ardchaighdeán d'ár ndaltaí iontacha.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Gaelcholáiste Chiarraí
Seoladh na scoile / School address	Tobair Maigh Dor Trá Lí, Co. Chiarraí
Uimhir rolla / Roll number	70560K

Date of Inspection: 28/09/2017



This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

Is aistriúchán Béarla é seo ar thuirisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

What is whole-school evaluation – management, leadership and learning?

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

How to read this report

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area. The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	28-09-2017
Inspection activities undertaken A meeting with the Board of Management Meetings with the principal and deputy principal Meetings with key members of staff Review of relevant documents Interview with a student focus-group	A meeting with parents Analysis of questionnaires from parents, students and teachers Observation of teaching and learning Examination of the students' work Feedback to the senior management team, the board of management and teachers

School context

An all-Irish unit was established under the auspices of an existing school in 1984 to provide second-level education through the medium of Irish for the Tralee area. The unit received recognition as an independent school in 1989. Gaelcholáiste Chiarraí is a multi-denominational school that operates under the auspices of Kerry Education and Training Board (KETB), with a current enrolment of 353 students. A substantial percentage of the students come from English-medium primary schools, but the school primarily serves three Irish-medium feeder schools (gaelscoileanna) in North Kerry.

Summary of main findings and recommendations:

Findings

- The board provides good leadership as regards the implementation of the mission statement on the provision of a comprehensive second-level education through Irish in North Kerry, but there are some gaps in relation to school planning.
- The quality of the work of the newly appointed senior management team is very good to date, in relation to identifying and pursuing development and improvement priorities.
- Support for students is very good overall but a core team has not yet been established for special educational needs (SEN).
- The quality of teaching ranged from good to very good in most lessons. There was scope for improvement in a number of lessons, in particular with regard to promoting the voice and participation of students in learning.
- Commendably, the process of school self-evaluation has started well and the staff and management demonstrated openness to the future development of the process.
- Good progress has been made in the implementation of recommendations from previous evaluations but work remains to be done on ensuring that students are more active in their learning and establishing a core SEN team.

Recommendations

- The board of management must provide leadership in the preparation of a school plan, including a plan for Relationships and Sexuality Education (RSE), and the development of a continuous professional development plan for staff.
- A core SEN team should be established as soon as possible in order to provide appropriate targeted support for those who need it, based on the best practice mentioned in circular 0014/2017.

- Literacy and numeracy should be further developed through the school self-evaluation process (SSE).
- The student voice and students' active participation in the learning process should be strengthened through the use of a range of teaching methodologies and effective approaches that will support the achievement of those goals.

DETAILED FINDINGS AND RECOMMENDATIONS

1 QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

Leadership of learning and teaching

A principal and deputy principal have been newly appointed to the school. To date, the quality of leadership among the senior management is very good. The senior management team has identified a comprehensive list of priorities and areas for development, and work has already begun in many of those areas: improvement of subject planning, an increased emphasis on literacy and numeracy development, emphasis on including key skills from the new Junior Cycle in lessons, developing a new improvement plan based on the SSE process, developing the SEN support system and a whole-school initiative to promote Irish as a living language. It is also intended to undertake staff development with regard to improving communication, introducing digital developments via new software, providing specific support to new teachers and providing an induction system. Staff subcommittees will be established to support the development and implementation of new strategies and approaches. The senior management has a clear vision as regards the areas of work that need to be progressed immediately. The school community and staff have considerable support from KETB.

A broad curriculum is provided for students within the limited resources of the school. The curriculum will be extended when the school moves to the proposed new building in 2020.

Particular emphasis was placed on subject planning at the start of this school year and the work has commenced well in certain subjects. Common templates are used at times and coordinators of subject departments have been appointed. This is consistent with best practice. A digital system is being developed to help the staff access the subject plans and to update and amend them as necessary. It is intended to keep regular records of subject department meetings and use common templates to ensure the clarity of team responsibilities and decisions. It is recommended that the curricular schemes should be in the form of working documents to help teachers to plan their work and share best practice and new ideas.

The school is committed to providing appropriate support for all students. The structure of support for Special Educational Needs (SEN) is an area which requires development. There are many teachers dealing with a small number of students and it is recommended that a core team should be put together immediately that will be able to provide the best support for individual students in line with the best practice mentioned in circular 0014/2017.

Overall, the well-being of the students is well attended to. A very effective transition process from primary school is in operation and students receive a high level of support for Irish language acquisition on arrival at the school. An effective pastoral care system is operated by the class teachers. The questionnaires distributed to students during the evaluation provided evidence that they are very well supported. Appropriate provision is made for the teaching of Social, Personal and Health Education and Relationships and Sexuality Education (RSE) in junior cycle but RSE is not available for senior cycle classes, as outlined in circular 0023/2010. This must be addressed immediately in relation to staff training and the provision of the program.

Parents and students expressed a high level of satisfaction with the Transition Year program. A very good career guidance and counselling service is available to students. The achievements and general work of the students are recognised at an awards evening at the end of the year.

Clear rules apply for students. Additional emphasis was placed on the implementation of the Irish language rule and rules on attendance and punctuality from the beginning of this school year. It was reported that there has been considerable improvement in this regard since the implementation of the new instructions. The promotion of Irish as a language of communication between students outside the classroom is an ongoing challenge; however, it was observed that Irish was often spoken naturally among the students during the evaluation and this good practice is duly recognised. The school has achieved the Gaelbhreach award in recent years, with the participation of the students and the student council. Considerable emphasis is placed on providing social opportunities through the medium of Irish for students by celebrating Seachtain na Gaeilge, trips to the Gaeltacht for certain year groups and the work for the Gaelbhreach. A positive attitude to the language was noted among students during an interview at the time of the evaluation. In line with the school mission statement, positive publicity for the language and the school is fostered in the community on an ongoing basis.

Managing the organisation

The board of management is highly committed to the growth and development of the school. The board members are proud of the school and of the growth in student numbers in recent years. They all have a broad experience of education, and education through the medium Irish in particular. The board operates through Irish supported by KETB; this is good practice that shows example to the school community in general. The work of the board is of good quality but no school plan currently exists. The board needs to take leadership on the preparation of a school plan. Many of the elements of a school plan are in place but they now need to be assembled. A development plan is also required, based on the school's intended move to a new location and building in 2020, and other developmental priorities recognised by the board and senior management.

Various policies are available but some require updating and review. Other policies are currently being drafted, including a policy on acceptable use of new technology, an assessment policy and a SEN policy. There is no plan for RSE and one needs to be provided without delay. It is recommended that a list of policies together with ratification and review dates should be compiled and included in the school plan.

The priorities identified by the board for development are: school planning, review of the school's improvement plan, review of posts, setting up a student support committee, re-establishing a teaching and learning committee, improving digital communication, improved support for new teachers and establishing a support program for the Irish language, building on partnerships with other organisations. The newly appointed senior management team has already started addressing some aspects of this work.

The school is currently in two locations which are 3.5 kilometres apart. First-year students are in one location and the rest of the school is located in the main building, which the school has occupied for many years. The growth of the school has resulted in the establishment of a second campus, and it has not been possible for the last two years to accommodate the first years with the rest of the school. Travel between the two centres and the journey to the physical education facilities is a complex challenge for senior management and staff. These challenges will be resolved when the school moves to a new building in 2020. Meanwhile, the management of facilities and resources in both centres is very good, within budgetary constraints.

Leadership of school development

The teaching staff is open and committed to school improvement. To date, work on literacy development has been undertaken in these areas: identifying common mistakes, the development of learning intentions at the beginning of lessons, an emphasis on complex terminology in Irish, the provision of book boxes, the *Drop Everything And Read* (DEAR) scheme in both languages, and it was decided this year to focus on the first-year students' oral ability to develop self confidence in line with the skills development of the new Junior Cycle. Although literacy development has been well commenced in both languages, there is scope for future development, in relation to evaluating the students' progress.

Some teachers participated in the *Forbairt* initiative with the Professional Development Service for Teachers, to support numeracy in the school. In addition, Maths Week was organised and mathematical software is used in the computer room. While there are a number of whole school strategies in place for numeracy development, the expansion of numeracy strategies across the curriculum is an area for development, to meet the needs of students and to evaluate progress.

A very good cooperative atmosphere exists among the staff. Peer observation was in place among staff members a few years ago and it is intended to re-establish the practice this year.

The teachers' questionnaires demonstrated a very positive attitude to the school. Staff are encouraged to undertake continuous professional development. Staff development has been identified as a priority for senior management and the board, and therefore the professional development of staff should be based on action research and school identified needs.

A teacher's manual is available. This is to be developed this year and a formal mentoring system has been in place for new members of staff from the beginning of the current school year. Given that the manual is under review, it is recommended that comprehensive information should be included therein on literacy and numeracy, the school's SSE plan, best practice with regard to teaching methods and assessment methods. It would also be worth including references to best practice in the use of information and communications technology (ICT) as a valuable resource to support the students' learning.

A strong, dedicated parents' committee has been established which provides valuable support for the school. It organises supervised study sessions for the students as well as information evenings and social events. Both the committee members and results of the questionnaires distributed to parents during the evaluation indicated that parents were extremely satisfied overall with the quality of education and care in the school.

The capacity to develop leadership

The principal and the deputy principal are adopting different roles based on the school's needs and priorities. They have complementary skills that will help them to motivate the school community and to guide its development and improvement. Both are fully committed to the implementation of all aspects of the mission statement and the development of high quality education through the medium of Irish, as well as demonstrating leadership in the use of the Irish language and promoting goodwill towards the language among the community. The deputy principal provides valuable support to the principal. The new management era has started in a commendable and focussed way.

A clear middle management system is in place and the middle management team effectively fulfils a very wide range of duties. The posts are due for review soon, however, and this review will allow the management to delegate support and leadership roles to staff in general, in order to develop the overall capacity of team leadership in the context of school growth.

Communication between senior management and the board of management is excellent. The board is kept informed of all aspects of the school's work. The board should provide a regular report on its

work to the school community in order to confirm and strengthen communication between all interested parties in the school.

Child Protection Procedures

The school authorities certified that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools*, without change or amendment, and that the school's practice is in line with that set down in *Child Protection Procedures for Primary and Post-Primary Schools*. At the time of the inspection, the board had not approved the child protection policy for the current school year but this was done shortly afterwards. A teacher has been designated to attend an in-service course on RSE and the appropriate lessons will be made available to the senior cycle this year.

2 QUALITY OF TEACHING AND LEARNING

Learners' Results and Experiences

The standard of teaching and learning was good overall. Some lessons were very good and others showed considerable scope for improvement.

Learning intentions were given at the beginning of most lessons and this approach is commended. Revisiting those intentions and reviewing their achievement was observed in only a small number of lessons. Teachers must facilitate a review of the quality of learning, in order to develop their own understanding and the students' understanding of learning and the acquisition of skills.

In the lessons which best exemplified good practice and in which the best approach was taken, teachers emphasised the connection between the work and prior learning, and the attention of the students was focused on language enrichment. New concepts were explained in simple Irish and students were asked to repeat new words and phrases to make sure they had grasped the new sounds correctly. Paired work and group work were used to allow the students to have a central role in their own learning. Students were given the opportunity to express and discuss their opinions in the lessons, which is in line with best practice. The promotion of the student voice in learning is an area which requires considerable improvement. The student voice and student active participation in the learning process should be strengthened through the use of a range of teaching methodologies and effective approaches that will support the achievement of those goals.

In some lessons, a considerable amount of time was spent writing: teachers writing on the whiteboard and students writing in their copybooks. Further emphasis must be placed on the development of communication and orals skills in Irish and there should be an appropriate focus on grammar and pronunciation. Teachers must work on extending the students' language awareness in general. The school's SSE process should be used to address some of these challenges.

Learning was effective in the lessons in which the work in hand was linked to the daily life of the students and when they were given opportunities to make a connection between their work and other learning contexts. It was noted that students were given the opportunity to compose questions to ask one another in some lessons; this is good practice and should be extended.

Assessment for learning strategies were observed in certain lessons but these practices need to be agreed and extended among the teachers. An area for improvement is the giving of formative feedback in student copybooks. Formative feedback of good quality was observed in only a small number of copybooks.

The good working atmosphere in the classrooms was noted, as were the good relations between students and teachers. A very supportive learning environment was created in some cases and some of the classrooms were laid out to facilitate group work.

On the whole, the lessons observed were carefully planned and the lessons were well paced. Student voice and participation must be central to the lesson-planning process in the future.

The use of information and communications technology (ICT) was limited in certain lessons. The effective use of technology needs to be further expanded, however, in order to enhance the students' learning experience and to support the acquisition of knowledge and skills. There was also scope in many lessons to use a wider range of teaching resources.

3 IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Leadership and Management

Considerable progress has been made on the implementation of recommendations from previous evaluations. A career guidance counsellor has been employed. Posts were reviewed after the last whole school assessment. All teachers now have the opportunity to teach different year-groups and levels. Departmental coordinators have been appointed for the various subject departments. There is still scope for the development of a school plan and the establishment of a core SEN team.

Teaching and Learning

Good teaching practice is shared at team meetings, and this approach is commendable. Learning intentions are shared with the students at the beginning of all lessons and there are designated whiteboards in each classroom to support that approach. There is still scope for improvement in strengthening the student voice and active learning.

4 THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY SCHOOL IMPROVEMENT

The School's Self-Evaluation Process

The process of self-evaluation in the school has been well commenced. Emphasis was initially placed on literacy and numeracy development. Management and staff are open to the school improvement process. It would be to the benefit of the school and student progress if measurable goals were set as part of the process so that improvement can be measured and celebrated in a more accurate manner.

The School's Capacity for Improvement

The school's capacity for improvement is very good. The senior management team is highly capable of encouraging and leading the school staff, the students and the parents in a comprehensive improvement process.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

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

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

The board of Management of Gaelcholáiste Chiarraí welcome the outcomes of this report.

We welcome the recognition that the support we give our students is at a very good level here in Gaelcholáiste Chiarraí.

A new era began in Gaelcholáiste Chiarraí in August 2017 when new management was appointed to the school. A comprehensive list of priorities for development was put together with the help of the school teaching staff. The board of management is very pleased with the positive report on the management, leadership and quality of teaching in Gaelcholáiste Chiarraí and the recommendations of this report will underpin the good work that has already begun.

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 of management accepts the recommendations and will ensure that the recommendations from the report will be implemented fully and conscientiously. The board welcomes the recommendations in relation to the responsibilities of the board and they are already being implemented.

Since the inspection visit, planning has commenced to reduce the number on the special education needs team and this will be an ongoing priority when the timetable is being prepared.

As part of our school self-evaluation process, teaching methodologies and literacy and numeracy are an integral part of our assessment and planning processes.

The whole community of Gaelcholáiste Chiarraí is looking forward to the provision of our new building in 2020. The new facilities will enable us to continue to provide a high standard of education for our wonderful students.