

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Coláiste Naomh Feichín
Seoladh na scoile / School address	Corr Na Mona Contae na Gaillimhe
Uimhir rolla / Roll number	71320S

Dáta na Meastóireachta: 21-02-2018



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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.

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.

Conas an tuairisc seo a léamh

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

1. Cáilíocht na ceannaireachta agus na bainistíochts scoile
2. Cáilíocht an teagaisc agus na foghlama
3. Cur i bhfeidhm na moltaí ó mheastóireachtaí roimhe seo
4. Próiseas féinmeastóireachta 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.

MEASTÓIREACHT SCOILE UILE – BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM

Dátaí na cigireachta	21-02-2018
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 Examination of students' work Scrúdú ar obair na scoláirí Aiseolas don fhoireann bhainistíochta sinsearaí, bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Iar-bhunscoil Ghaeltachta, chomhoideachais í Coláiste Naomh Feichín atá suite i lár Ghaeltacht Dhúiche Sheoigheach. I mbliana, tá 93 scoláire ar an rolla a thagann ó cheithre bhunscoil Ghaeltachta agus ó ocht mbunscoil lán-Bhéarla. Is í an Ghaeilge gnáth-theanga chumarsáide agus riaracháin na scoile ach múintear formhór na n-ábhar trí Bhéarla. Ghlac pobal na scoile cinneadh i Meán Fómhair 2017, mar chuid den *Scéim Aitheantais Scoileanna Gaeltachta (SASG)*, go dtosódh an scoil arís ag múineadh na n-ábhar trí Ghaeilge ag tosú le scoláirí na chéad bhliana. Tá sé mar chuspóir ag an scoil cur chuige lántumtha a chur i bhfeidhm thar thréimhse chúig bliana SASG. I suirbhé a rinne na múinteoirí le gairid faoi theanga an teagaisc agus na foghlama, bhí 45% do na múinteoirí ag múineadh trí mheán na Gaeilge sa chéad bhliain.

Tá an Teastas Sóisearach, an Ardeistiméireacht bhunaithe agus Gairmchláir na hArdteistiméireachta (GCAT) ar churaclam na scoile.

MIONCHINNTÍ AGUS MOLTAÍ

Cinntí

- Ar an iomlán, bhain caighdeán maith le cáilíocht na bainistíochta agus na ceannaireachta, tá gá áfach le cuir chuige níos córasaí a cheapadh chun forfheidhmiú na bpleananna feabhsúcháin a bhrú ar aghaidh mar phróiseas scoile uile.
- Tugann an bord bainistíochta tacaíocht mhaith don scoil agus tá clár forbartha maith aontaithe i gcomhar le pobal na scoile.
- Bhí cáilíocht an teagaisc go han-mhaith nó go maith sa chuid ba mhó de na ceachtanna agus bhí cleachtas sásúil i líon suntasach eile, tá gá tuilleadh forbartha a dhéanamh ar chleachtas na difreála agus ar phrionsabail an mheasúnaithe chun foghlama (McF).
- Bhí cáilíocht na foghlama go maith i dtromlach na gceachtanna agus bhí eispéireas na bhfoghlaimoirí go han-mhaith i níos lú ná leath de na ranganna; bhí caidreamh an-mhaith idir na múinteoirí agus na scoláirí i ngach ceacht.
- Tá dul chun cinn maith déanta ar chur i bhfeidhm moltaí a bhain le meastóireachtaí roimhe seo, ach is dul chun cinn sásúil atá bainte amach i gcás fhormhór na bpleananna ábhair.
- Tá an acmhainn chun feabhais go maith i measc phobal na scoile, ach próiseas sé-chéim na féinmheastóireachta scoile a úsáid ar shlite níos córasaí.

Moltaí

- Faoi stiúir an bhoird bhainistíochta ní mór don bhainistíocht shinsearach ról ceannaireachta níos réamhghníomhaí a ghlacadh chun an clár forbartha atá aontaithe ó thaobh teagaisc agus foghlama, forbairtí cumarsáide, infreastruchtúir agus riachtanais speisialta oideachais (RSO) de a bhaint amach.
- Moltar an seicliosta féinmheastóireachta scoile (FMS) de pholasaithe a chur faoi bhráid an bhoird agus clár timthriallach athbhreithnithe a aontú le haird faoi leith ar an ráiteas sláinte agus sábháilteachta agus ar pholasaí Gaeilge na scoile.
- Ba chóir bealaí fiúntacha a aimsiú chun guth na scoláirí agus na dtuismitheoirí a láidriú in obair na scoile.
- Tá gá le hathbhreithniú a dhéanamh ar struchtúr na tacaíochta do scoláirí a bhfuil riachtanais speisialta oideachais (RSO) acu.
- Moltar spriocanna forbartha a aithint chun úsáid mhodhanna múinte difreáilte a mhéadú, chun cleachtas comhoibríoch na múinteoirí i leith na pleanála ábhair a fheabhsú agus chun polasaí measúnaithe scoile uile a dhréachtú agus a chur i bhfeidhm.

1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

Ceannaireacht ar fhoghlaim agus ar theagasc

Bhí cáilíocht na ceannaireachta agus na bainistíochta go maith ag leibhéal na bainistíochta sinsearaí. Tá sainscileanna ceannaireachta comhlántacha agus comhoibríocha acu agus taithí ar sholáthar oideachais Ghaeltachta nó oideachas trí mheán na Gaeilge. Tá cumarsáid mhaith idir an bhainistíocht shinsearach agus an fhoireann teagaisc. Áiríonn líon ard de na múinteoirí go bhfuil meas ar a dtuairimí i bpróiseas cinnteoireachta na scoile. Tá dul chun cinn déanta ag an mbainistíocht shinsearach leis na ceithre réimse forbartha atá aitheanta ag an scoil a bhrú ar aghaidh. Moltar an próiseas sé chéim FMS a úsáid ar shlí níos córasaí chun forfheidhmiú agus athbhreithniú na bpleananna feabhsúcháin a chinntiú.

Tá clár réasúnta maith san fhorbairt ghairmiúil leanúnach (FGL) curtha ar fáil don fhoireann teagaisc ar fad le cúpla bliain anuas. Coinnítear béim ar theagasc agus foghlaim mar ghnáthnós agus bíonn sé mar mhír sheasta ar chlár chruinnithe foirne. Ainneoin eolas bonnlíne cainníochtúil an-mhaith a bheith bailithe faoi riachtanais na foirne maidir le straitéisí teagaisc agus foghlama ó 2014, níor leagadh amach clár FGL iomlán foirne dírithe ar na cuir chuige teagaisc agus foghlama a bhí aitheanta. É sin ráite, tá dul chun cinn déanta ó thaobh modheolaíochtaí ar nós úsáid na n-intinní foghlama, soilse tráchta agus tá leagan amach na seomraí ranga curtha in oiriúint don fhoghlaim ghníomhach. Ba léir freisin go ndéantar moltaí ó chigireachtaí a roinnt ar bhaill uile na foirne.

Tá obair mhaith déanta ar na sonraíochtaí don Teastas Sóisearach nua a neadú i gcleachtais na scoile. Tugadh isteach teimpléad nua don phleanáil ábhair i mí Dheireadh Fómhair 2017 ina bhfuil treoirlínte maithe don tuairisciú ó chruinnithe na rannóga ábhair mar aon le ceist faoi riachtanais FGL. Moltar clár FGL a chur i dtoll a chéile anois chun tacú leis an bhfoireann aghaidh a thabhairt ar na gnéithe is mó gá ó thaobh oideolaíochta agus teanga de.

Tá clár curaclaim fairsing ar fáil agus ar an iomlán tá an soláthar do na hábhair go maith. Tá gá le pleanáil a dhéanamh chun Folláine a chur ar an gcuraclam faoi 2020. Níl cur chuige na scoile maidir le húsáid acmhainní teicneolaíocht faisnéise agus cumarsáide (TFC) don fhoghlaim soiléir. Tugadh isteach táblaí do scoláirí na scoile uile roinnt blianta ó shin ach i láthair na huairé tá táblaí ag cuid de na

scoláirí agus níl ag cuid eile. Tá costas ard ar na táibléid agus titeann costas árachais ar na tuismitheoirí. Cuireadh tús le hardán digiteach foghlama a úsáid in 2012 ach ba bheag fianaise a bhí ann go mbaintear mórán feidhme as anois. Moltar plé a dhéanamh ar na tairbhí atá ann don teagasc agus don fhoghlaim as na táibléid agus ardán digiteach a úsáid agus cinneadh soiléir a dhéanamh do phobal na scoile.

Tá cúram do na scoláirí mar chuid de bhunéiteas na scoile agus tá gaol an-mhaith idir na scoláirí agus an fhoireann. Bhí dea-theist le léamh i gceistneoirí na scoláirí agus na dtuismitheoirí faoin gcúram a thugtar do na scoláirí. Glacann na múinteoirí le ról an cheannaire ranga go deonach, tá na dualgais sainaitheanta agus tá a dtiomantas maidir leis na cúraimí seo le moladh. Ainmníodh coiste folláine le gairid ach níor tionóladh cruinniú go fóill. Moltar an t-easnamh seo a réiteach go luath.

Tá beirt treoirchomhairleoirí cáilithe ar an bhfoireann agus tá an soláthar don Treoir ar an gclár ama sásúil. Bhain caighdeán sásúil leis an dréachtphlean don Treoir. Moltar cur chuige scoile uile an phlean a fhorbairt agus é a thabhairt os comhair phobal difriúil na scoile.

Bhí an soláthar a dhéantar do scoláirí a bhfuil RSO acu sásúil. Tá aon cheathrú de na scoláirí i dteideal tacaí breise agus roinntear na huairéanta tacaíochta foghlama ar thrí cheathrú de na múinteoirí thar réimse ábhar. Tá múinteoir amháin saincháilithe i RSO agus tá ball foirne eile ag fáil oiliúna i RSO. Moltar na huairéanta a roinnt ar chroífoireann de mhúinteoirí a bhfuil taithí agus spéis acu sa réimse RSO. Déantar trialacha caighdeánaithe Béarla agus Matamaitice mar ghnáthnós gach bliain agus cuirfeadh tús le triail chaighdeánaithe Ghaeilge i mbliana le lucht na chéad bhliana. I measc na dtacaíochtaí atá le moladh tá teagasc i ngrúpaí beaga do scoláirí agus teagasc aonair.

Tá pleananna foghlama aonair (PFA), ar bhain cáilíocht shásúil leo, leagtha amach do na scoláirí a bhfuil riachtanais aitheanta acu. Cé go dtugtar ionchur don fhoireann teagasc ar riachtanais ghinearálta scoláirí RSO ag tús na scoilbhliana, níor léir go raibh na múinteoirí atá ag soláthar na dtacaí breise ar an eolas faoi na PFAanna. Ní dhéantar tástáil ar thionchar na n-idirghabhálacha. Moltar athbhreithniú a dhéanamh ar an soláthar RSO agus tacaíochtaí comhtháite a dhíriú ar riachtanais bhreise na scoláirí chomh maith le cabhair in ábhair ar leith. B'fhiú go mór freisin tuilleadh forbartha a dhéanamh ar thacaí inranga agus tús a chur leis an teagasc foirne ag teacht leis an dea-chleachtas.

An eagraíocht a bhainistiú

Tá an eagraíocht á bainistiú go maith. Tá an bord bainistíochta reatha bunaithe mar is cuí. Tá baill an bhoird fréamhaithe sa phobal, tá réimse saineolais acu agus taithí fhairsing acu ar a bheith ag plé le cúrsaí iar-bhunoideachais trí Ghaeilge. Tionóltar cruinnithe boird go rialta agus tugann tuairiscí cuimsitheacha an phríomhoide an-chur amach don bhord ar chúrsaí na scoile.

Leagadh amach timthriall athbhreithnithe ar pholasaithe i Meán Fómhair 2017 agus cé go bhfuil formhór na bpolasaithe riachtanacha glactha ag an mbord, tá cinn eile fós le forbairt. Ní raibh an plean Treorach ná an ráiteas sláinte agus sábháilteachta faofa ag an mbord. Moltar go láidir don bhord é seo a chur ina cheart. Ní mór freisin súil a choinneáil ar an bpolasaí iontrála agus an scoil ag dul i dtreo chur chuige lántumtha thar thréimhse chúig bliana na scéime SASG. De réir mar a dhéantar an obair pholasaithe seo ba cheart coiste na dtuismitheoirí agus comhairle na scoláirí a bheith níos lárnaí sa phróiseas.

Déantar bainistiú maith ar shaol laethúil na scoile agus tá an príomhoide agus an príomhoide tanáisteach feiceálach timpeall na scoile. Cothaíonn siad agus ceannairí eile sa scoil timpeallacht scoile an-dearfach agus spreagann siad idirghníomhaíocht ómósacha ag na leibhéil uile laistigh de phobal na scoile. Leagtar an-bhéim ar dhea-iompair sa chód iompair. Sna ceistneoirí a roinneadh ar scoláirí agus

ar thuismitheoirí mar chuid den mheastóireacht bhí an t-aiseolas an-dearfach faoi shoiléireacht rialacha na scoile agus faoin mbealach a chaitear le gach scoláire.

Beirt mhúinteoirí a bhfuil poist fhreagrachta acu atá mar fhoireann meánbhainistíochta. Comhlíonann siad a gcuid dualgas go críochnúil agus cuireann an obair seo go mór le feidhmiú na scoile. Ghlac an fhoireann ar fad páirt san athbhreithniú deireanach ar na poist nuair a cuireadh dualgais na scoile in ord fiúntais agus tá rian den athbhreithniú maith sin le léamh go soiléir i sceideal na gcúramaí atá ag na sealbhóirí poist. Níor mhór cruinniú foirmeálta rialta a thionól idir an bhainistíocht shinsearach agus an fhoireann meánbhainistíochta, ní tharlaíonn an méid sin ach i gcás duine amháin i láthair na huaire. Chomh maith leis na sealbhóirí poist, tá leithdháileadh ann don chomhordú i réimsí eile den churaclam: GCAT, an Creat don Teastas Sóisearach nua agus comheagraí don phleanáil teanga. Is iomaí múinteoir a ghlacann cúraimí breise orthu féin, dualgas bliainmhúinteora san áireamh, rud a thacaíonn le clár curaclaim leathan a chuir ar fáil do na scoláirí.

Coinnítear an scoil ar chaighdeán an-ard. Tá an soláthar agus cothabháil ar áiseanna agus ar threalamh teagaisc go maith agus tá na seomraí ranga go léir leagtha amach ar bhonn stáisiún oibre. Tá tamall de bhlianta ann ó rinneadh forbairt ar an ráiteas sláinte agus sábháilteachta agus moltar athbhreithniú a dhéanamh air gan mhoill.

Ceannaireacht ar fhorbairt na scoile

Tá dul chun cinn an-mhaith déanta ag an mbord agus ag an mbainistíocht shinsearach ar ghnéithe tábhachtacha den fhorbairt scoile agus tá gá le dlús a chur leis an obair seo i ngnéithe eile. I gcomhar le foireann na scoile, d'aithin an bord tosaíochtaí forbartha maithe dá théarma lena n-áirítear béim ar theagasc agus foghlaim trí mheán an phróisis FMS, plean gníomhaíochta feabhsúcháin scoile (PGFS) don Ghaeilge a chur i gcrích chomh maith le forbairtí a dhéanamh i gcúrsaí cumarsáide, infreastruchtúir agus RSO. Tá dul chun cinn maith déanta i dtaobh litearthacht an Bhéarla, tá PGFS cuimsitheach curtha le chéile don Aonad Um Oideachas Gaeltachta (AOG). Tá dul chun cinn maith tosaithe ag an mbainistíocht shinsearach sna réimsí forbartha aitheanta eile, go háirithe maidir le forbairtí teagasc agus foghlama agus cumarsáide.

Ní foláir ról an bhoird agus ról na bainistíochta a láidriú i leith na ceannaireachta agus cuir chuige níos córasaí a cheapadh chun forfheidhmiú na bpleananna feabhsúcháin a bhrú ar aghaidh mar phróiseas scoile uile.

Moltar don bhord tuairiscí comhaontaithe i scríbhinn ar a gcruinnithe a sholáthar don fhoireann agus do choiste na dtuismitheoirí. Bheadh sé inmhianaithe tuairisc rialta ar dhul chun cinn na bpleananna feabhsúcháin a bheith ar chlár chruinnithe na gcomhpháirtithe difriúla ar mhaithe le tuiscint chomhroinnte agus cur chuige aontaithe a bheith ag pobal na scoile uile.

Déanann an scoil cumarsáid éifeachtach agus rialta thar réimse bealaí le thuismitheoirí uile na scoile. Ag am na cigireachta bhí suíomh idirlín na scoile agus bogábhar nua á bhforbairt chun cáilíocht na cumarsáide idir an scoil agus páirtithe uile na scoile a fheabhsú tuilleadh. Bhí dea-theist le léamh sna ceistneoirí ar leibhéal sástachta na dtuismitheoirí thar réimsí éagsúla de shaol na scoile. Léirigh na ceistneoirí freisin go bhfuil gá le forbairt a dhéanamh ar an gcumarsáid idir coiste na dtuismitheoirí agus pobal na dtuismitheoirí. Moltar na miontuairiscí ar chruinnithe an choiste a uaslódail ar shuíomh idirlín na scoile. Tá naisc láidre cothaithe idir an scoil agus eagraíochtaí áitiúla.

Acmhainn na ceannaireachta a fhorbairt

Tá na dualgais agus na freagrachtaí atá ag an mbainistíocht shinsearach agus ag na sealbhóirí poist sa scoil dáilte go straitéiseach de réir a gcuid scileanna agus déantar athbhreithniú ar a gcuid ról ar bhonn neamhfhoirmiúil. Moltar córas agus struchtúr foirmiúil a cheapadh chun barr feabhais a chur ar an athbhreithniú. Thabharfadh na ceithre diminsean atá luaite leis an mbainistíocht agus ceannaireacht sa treoirleabhar *Ag Breathnú ar an Scoil Againne (ABSA)* creat don obair seo. Moltar freisin cur chuige a cheapadh chun tuairisciú ar chomhlíonadh na bpost a chur os comhair an bhoird.

Cé go spreagtar baill foirne nach bhfuil post dualgais acu le ceannas a ghlacadh ar fhorbairtí i bpríomhréimsí na scoile, níor éirigh leis an bpróiseas sé-chéim FMS ach i réimse litearthacht an Bhéarla. Ar mhaithe le clár feabhsúcháin na scoile uile a chur chun cinn, moltar fochoistí foirne a bhunú agus léargas ginearálta ar fhorfheidhmiú na spriocanna feabhsúcháin a bheith ag ball den bhainistíocht shinsearach. Ba cheart clár tacúil FGL a chur ar fáil do bhaill foirne atá sásta páirt a ghlacadh i bhforbairt a gcuid scileanna ceannaireachta.

Cuirtear deiseanna go leor ar fáil do na scoláirí lena gcuid scileanna ceannaireachta a fhorbairt ag teacht le fíis threorach na scoile oideachas iomlánaíoch a sholáthar dá scoláirí. Roghnaítear comhairle na scoláirí go daonlathach agus tá comhaltaí ó gach bliainghrúpa air. Tá sé le moladh go bhfuil an príomhoide tanasiteach ceaptha mar nascmhúinteoir do chomhairle na scoláirí agus b'fhiú go mór na scoláirí a stiúradh chun ról níos lárnaí a ghlacadh in imeachtaí na scoile. Tá an nós díreach tosaithe cuireadh a thabhairt do bhaill de chomhairle na scoláirí bualadh leis an mbord bainistíochta, ag teacht le dea-chleachtas. Tá an clár *Peer4Peer* beartaithe a thabhairt isteach an bhliain seo chugainn.

2. CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA

Torthaí agus Eispéiris na bhFoghlaimeoirí

Bhí cáilíocht an teagaisic agus na foghlama go han-mhaith nó go maith sa chuid ba mhó de na ceachtanna; ní raibh an cleachtas thar an leibhéal sásúil i líon beag eile.

Baineadh úsáid mhaith as spriocanna foghlama i mórán gach ceacht agus baineadh amach iad i bhformhór na gceachtanna. Bhí an cleachtas ab fhearr ina leith nuair a roinneadh iad i ráitis 'is féidir liom' a bhí idirdhealaithe de réir cumais, nuair a baineadh úsáid astu mar phointí tagartha i gcaitheamh an cheachta agus mar threoir leis an bhfoghlaim a dhaingniú. Bhí rath níos mó ar an bhfoghlaim nuair a bhí cur i láthair an mhúinteora soiléir, céimnithe agus treisithe le gníomhaíochtaí fiúntacha a d'éiligh ar na scoláirí obair as a stuaim féin nó lena gcomhscoláirí. Nuair nár éirigh leis na scoláirí mar fhoghlaimeoirí de réir a n-acmhainne níor cuireadh tacaí inranga ar fáil dóibh, ní dhearnadh idirdhealú sna ceisteanna a cuireadh orthu nó ní raibh rochtain acu ar an ábhar mar gheall ar theanga an teagaisic.

Bhí an obair sna seomraí ranga, an teagasc, an fhoghlaim agus an measúnú ar siúl go dátheangach nó i nGaeilge go hiomlán. Tá obair na múinteoirí i bhforbairt acmhainní agus fearais a thacaíonn le foghlaim na scoláirí le moladh ach tá scóip ann le húsáid a bhaint as míreanna físe, foinsí idirlín agus as an ardán digiteach foghlama. Moltar úsáid níos forleithne a bhaint as TFC mar uirlis chun tacú leis an teagasc agus an fhoghlaim. Beidh *An Creat Foghlama Digítí d'Iar-bhunscoileanna 2017* úsáideach mar phointe tagartha don obair seo.

Cuireadh ar chumas na scoláirí ceangail fiúntacha agus dílse a dhéanamh idir an fhoghlaim scoilbhunaithe agus a dtaithe saoil féin. Tríd is tríd, bhí luas fiúntach faoi na gníomhaíochtaí ceachta i bhformhór na ranganna agus bhí na scoláirí gafa san fhoghlaim ar feadh an cheachta go léir. Bhí cumas

riar ranga gach múinteora go han-mhaith agus tugadh suntas i gcaitheamh na meastóireachta don ghaol comhmheasúil a bhí idir na scoláirí agus an fhoireann.

Bhain cáilíocht mhaith leis an bpleanáil agus an ullmhúchán i mórán gach ceacht ach bhí an cleachtas maidir le straitéisí na scoile uile don FMS lag ó thaobh litearthachta agus uimhearthachta de. I measc na gcleachtas ab fhearr, baineadh úsáid as réimse cur chuige teagaisc a chuir le héagsúlacht na gceachtanna ó thaobh stíleanna foghlama na scoláirí de. Bhí ábhar na gceachtanna curtha in oiriúint do leibhéal na bhfoghlaimoirí, cuireadh le réamheolas na scoláirí trí mheán na tobmaointeoireachta agus tugadh aiseolas ó bhéal ar dhul chun cinn an scoláire ó thaobh tuisceana, eolais nó forbairt scile de. Ní raibh an rath céanna ar an bhfoghlaim nuair a baineadh úsáid as straitéisí ceistiúcháin ísealoid le mionlach de na scoláirí. Tháinig sé seo chun solais freisin i suirbhé a rinneadh ar theicnící teagaisc agus foghlama i 2016. Moltar úsáid níos forleithne a bhaint as cur chuige na difreála mar chuid de straitéisí ceistiúcháin gach múinteora.

Tugadh tascanna obair bhaile rialta i gcuid mhaith ábhar agus bhí éagsúlacht le léamh sna tascanna a bhí tugtha, mar is cuí. Bhí córais mhaithe in úsáid chun an obair bhaile a cheartú i mionlach de na ceachtanna. Moltar athbhreithniú a dhéanamh ar na cuir chuige atá in úsáid do cheartú an obair bhaile ar mhaithe lena chinntiú go dtapaítear na deiseanna teagaisc agus foghlama go léir agus an obair bhaile á ceartú. Cé go raibh socruithe an-mhaith forbartha do na scrúduithe tí, moltar machnamh ar idirdhealú a dhéanamh ar scrúdpháipéir do scoláirí a bhfuil an scafall sin de dhíth orthu. Bhí fianaise ar aiseolas foirmitheach scríofa bhí ar ardchaighdeán nó ar bhain caighdeán maith leis i gcás leath de na ceachtanna. Baineadh úsáid as an bhféinmheasúnú agus as an bpiarmheasúnú ar bhain cáilíocht mhaith leis i mionlach de na ceachtanna. Moltar polasaí measúnaithe na scoile uile a aontú chun forbairtí sna cleachtais mheasúnaithe a chur chun cinn.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí cáilíocht na bpleananna curaclaim an-éagsúil; bhí roinnt bheag a bhí lag agus bhí mionlach suntasach a bhí ar ardchaighdeán. I measc na samplaí den chleachtas ab fhearr bhí scéimeanna oibre cuimsitheacha forbartha, bhí a dtionchar le feiceáil ar na ceachtanna a breathnaíodh, liostaí d'acmhainní úsdáideacha, nótaí athmhachnaimh na múinteoirí, scrúduithe comónta in úsáid agus tá tús curtha leis an bpleanáil do na sonraíochtaí nua sna hábhair chúí chomh maith le taifead ar fhorbairt ghairme. Cé go raibh straitéisí litearthachta agus uimhearthachta forbartha in oiriúint do mhúineadh na n-ábhar sna pleannanna maithe, ní raibh straitéisí aontaithe na scoile uile le léamh ina bhformhór. Is den riachtanas é cur chuige a cheapadh chun an saineolas atá i measc na foirne maidir leis an bpleanáil ábhair a roinnt; tá gá don bhainistíocht shinsearach ról níos réamhghníomhaí a ghlacadh san obair seo ar an bpleanáil ábhair. Beidh sé riachtanach mar chuid den fhorbairt seo tús a chur le pleanáil a dhéanamh do theanga an teagaisc agus na foghlama i ngach ábhar seachas an Fhraincis.

Cé go ndéantar anailís ar rátaí rannpháirtíochta agus leibhéal gnóthachtála na scoláirí sna scrúduithe teistiméireachta, tá gá le hanailís níos doimhne. Níor mhór freisn tátail a bhaint as an anailís seo agus é sin a bheith mar cheann de na bunfhoinsí a threoraíonn próiseas na pleanála gníomhaíochta i ngach uile ábhar.

3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE

Ceannaireacht agus Bainistíocht

Tá dul chun cinn maith déanta ar chur i bhfeidhm moltaí a bhain le meastóireachtaí roimhe seo, cé nár cuireadh plean feabhsúcháin don Ghaeilge i dtoll a chéile go dtí le gairid. Tá dul chun cinn sásúil déanta i bhforfheidhmiú na moltaí don phleanáil ábhair in os cionn leath de na pleannanna a breathnaíodh.

Teagasc agus Foghlaim

Ar an iomlán, tá an dul chun cinn maidir le cur i gcrích moltaí sa teagasc, san fhoghlaim agus sa mheasúnú sa raon sin idir sásúil agus go maith, agus bhí cleachtais eiseamláireacha maidir le haiseolas foirmitheach sa cheathrú cuid de na ceachtanna.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS CUMAS D'FHEABHSÚCHÁN SCOILE

Próiseas Féinmheastóireachta na Scoile

Tá próiseas féinmheastóireachta na scoile sásúil. Thosaigh an scoil ag plé leis an bpróiseas sa bhliain 2013 agus is sampla maith é an plean feabhsúcháin scoile (PFS) do litearthacht an Bhéarla ar úsáid phróisis sé-chéim FMS. Níor léir áfach gur cuireadh an PFS seo os comhair an bhoird. Cé go ndearnadh forbairt ar PFS don uimhearthacht sa scoilbhliain 2015/2016, níor tugadh faoi athbhreithniú air. Níor bunaíodh struchtúr forfheidhmithe chun an próiseas a bhrú ar aghaidh.

Tá an scoil ag díriú ar an bpleanáil teanga don dara timthriall don FMS. Is den riachtanas é ról ceannaireachta a bheith ag an mbainistíocht shinsearach an uair seo agus cur chuige iomlán scoile a fhorbairt chun an plean teanga a chur i gcrích.

Cumas na Scoile d'Fheabhsúchán

Tá an toil mar aon le hacmhainn chun feabhais maith i measc phobal na scoile tabhairt faoin obair seo thar tréimhse chúig bliana.

5. CAOMHNÚ LEANAÍ

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

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

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

(folamh)

Cuid B: 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

Ba mhaith le Bord Bainistíochta Choláiste Naomh Feichín, a chur in iúil a shástacht as an tuairisc ar Chigireacht Meastóireacht Scoile Uile Bainistíocht, Ceannaireacht agus Foghlaim.

Ag éirí as an gCigireacht, tá gníomhartha leantacha curtha i bhfeidhm ag an scoil. Tá plean Treoir le cur faoi bhráid gach tuismitheoir/caomhnóir, Comhairle na nDaltaí agus an Bord Bainistíochta idir seo agus Nollaig 2018.

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole-school Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Coláiste Naomh Feichín
Seoladh na scoile / School address	Corr Na Mona County Galway
Uimhir rolla / Roll number	71320S

Date of Evaluation: 21-02-2018



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

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

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.

The board of management of the school 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.

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 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.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	21-02-2018
Inspection activities undertaken	Meeting with parents Analysis of questionnaires from parents, students and teachers
Meeting with the board of management	Observation of teaching and learning
Meetings with the principal and deputy principal	Examination of students' work
Meetings with core staff members	Feedback to the senior management team, the board of management and teachers
Review of relevant documentation	
Meeting with a focus group of students	

School context

Coláiste Naomh Feichín is a co-educational post-primary Gaeltacht school situated in the centre of the Joyce Country Gaeltacht. This year, there are 93 students enrolled who come from four Gaeltacht primary schools and eight all-English primary schools. Irish is the school's usual medium of communication and administration, however most subjects are taught through English. In September 2017, as part of the *Gaeltacht School Recognition Scheme (GSRS)*, the school community made the decision to revert to teaching subjects through Irish, beginning with first year students. The school's aim is to implement a full-immersion approach over a five year period of GSRS. In a recent survey of teachers regarding the language of teaching and learning; 45% of teachers were teaching through the medium of Irish in the first year.

The Junior Certificate, the established Leaving Cert and the Leaving Cert Vocational Programme (LCVP) are provided in the school's curriculum.

Summary of main findings and recommendations:

Findings

- Overall the quality of management and leadership was of a good standard. However a more systematic approach needs to be devised in order to drive forward the plans for improvement as a whole-school process.
- The board of management supports the school well and has agreed a useful development plan along with the school community.
- In most of the lessons the quality of teaching was either very good or good, and practice was satisfactory in a significant number of others. More development is required in the use of differentiated practices and in the use of the principles of assessment for learning (AFL).
- The quality of learning was good in the majority of lessons and the learners' experience was very good in less than half of the classes; interaction between teachers and students was very good in all lessons.
- Good progress has been made in the implementation of recommendations made in previous evaluations, however the progress achieved in most of the subject plans is satisfactory.
- The potential for improvement among the school community is good, however the more systematic use of the six-step school self-evaluation (SSE) process will be necessary to achieve this improvement agenda.

Recommendations

- Under the direction of the management board, senior management should take a more proactive role in order to implement the agreed development programme regarding teaching and learning, developments in communication, infrastructure and special educational needs (SEN).
- The SSE checklist of policies should be referred to the board and a revised cyclical programme agreed, paying particular attention to the school's health and safety statement and Irish language policy.
- Useful ways should be identified to strengthen the voice of students and parents in the work of the school.
- The support structures for students with SEN should be reviewed.
- Developmental targets should be identified to increase the use of differentiated methods of teaching; to improve teachers' cooperation in subject planning; and to draft and implement a whole-school assessment policy.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

Leadership of learning and teaching

The quality of leadership and management at senior management level was good. They have complementary and cooperative leadership skills and experience in providing Gaeltacht education or Irish-medium education. Communication between senior management and teaching staff is good. A high proportion of teachers consider that their opinions are respected in the school's decision-making process. Senior management have made progress in the four areas which the school has identified for development. The six-stage SSE should be used more systematically to ensure the implementation and review of plans for improvement.

In recent years a reasonably good Continuous Professional Development (CPD) programme has been provided for all teaching staff. Emphasis is kept on teaching and learning as standard procedure and it is a standing item on staff meeting agendas. Although very good quantitative baseline information has been collected since 2014 regarding staff requirements concerning teaching and learning, a full CPD programme focusing on teaching and learning approaches identified has not been laid out. However, progress has been made regarding methodologies such as the use of learning intentions and traffic lights, and classroom layout has been adapted to facilitate active learning. It was also clear that recommendations from inspections are shared with all members of staff.

Good work has been done to embed the specifications of the new Junior Certificate in school practice. A new template for subject planning, containing useful guidelines for reporting on meetings of the subject departments as well as the issue of CPD requirements was introduced in October 2017. A CPD programme should be compiled to support staff in addressing the areas of most need in terms of pedagogy and the Irish language.

Overall, there is a broad curriculum available, and the provision for subjects subjects is good. Planning for the inclusion of Wellbeing on the curriculum by 2020 is required. The school's approach to the use of information and communication technology (ICT) learning resources is unclear. Tablets were introduced for all students in the school some years ago but currently some of the students have tablets and others do not. The tablets are expensive and the cost of insurance falls to the parents. The use of a digital learning platform began in 2012 but there was little evidence that it is used much now.

The benefits of the use of tablets and of a digital platform to teaching and learning should be examined and a clear decision made on behalf of the school community.

Care for students is part of the school's fundamental ethos and the relationship between students and staff is very good. The student and teacher questionnaires were a positive testimony to the care given to students. Teachers take on the role of class leader voluntarily, clear duties have been identified and the commitment of teachers to these responsibilities is commendable. A Wellbeing committee was recently nominated but a meeting has yet to be convened. This is an area that requires immediate attention.

There are two qualified guidance counsellors on the staff and provision for Guidance on the timetable is satisfactory. The quality of the draft plan for Guidance was satisfactory. The whole-school approach in the plan should be developed and presented to all school partners.

The provision for students with SEN was satisfactory. A quarter of the students are entitled to additional support and the learning support hours are shared by three quarters of the teachers across a range of subjects. There is one specialist SEN teacher and another member of staff is receiving SEN training. The hours should be shared by a core team of teachers who have experience and interest in the field of SEN. It is common practice to administer standardised tests in English and Mathematics each year, and this year a standardised test in Irish for first-year students will be introduced. Among the commendable practices are teaching small groups of students and teaching students individually.

Individual education plans (IEP), which were of satisfactory quality, are devised for students who have recognised needs. Although staff are provided with general information regarding SEN students' needs at the beginning of the school year, it was unclear whether the teachers providing the additional supports were familiar with the IEPs. The influence of the interventions is not tested. SEN provision should be reviewed and integrated supports should focus on students' additional needs as well as support in particular subjects. It would also be very worthwhile to further develop in-class supports and to begin good-practice team-teaching.

Management of the Organisation

The organisation is well-managed. The current board of management is appropriately constituted. Board members are rooted in the community, they have a range of expertise and wide experience in dealing with post-primary Irish-medium educational issues. Board meetings are convened regularly and the principal's comprehensive reports provide the board with a very good insight into school issues.

A cycle of policy review was set out in September 2017 and although most of the compulsory policies have been ratified by the board, there are others still to be developed. The Guidance plan and the health and safety statement had not been approved by the board. The board are strongly advised to rectify this. The enrolment policy should also be kept under review as the school moves towards a full-immersed context over the course of the five-year period of the GSRS scheme 2017-2022. While the policy work is ongoing, the parents' association (PA) and the student council (SC) should be more centrally involved in this process.

Daily life in the school is well-managed and the principal and deputy principal are visible around the school. They and other leaders in the school nurture a very positive school environment and they encourage respectful interaction at all levels among the school community. The code of behaviour lays strong emphasis on good behaviour. The feedback in the questionnaires distributed to students

and parents as part of the evaluation was very positive about the clarity of school rules and about how all students are treated.

Two teachers with posts of responsibility comprise the middle management team. They fulfil their duties thoroughly and this work greatly contributes to the operation of the school. The whole staff took part in the last review of the posts when a list school needs were agreed in order of importance, and the evidence of that useful review can be seen clearly in the schedule of responsibilities held by the post holders. A regular formal meeting should be convened between the senior management and the middle management team. Currently this occurs with only one post-holder. In addition to the post holders, there is an allocation for coordination in other areas of the curriculum: LCVP, the Framework for the new Junior Certificate and a coordinator for language planning. Many teachers take on additional responsibilities, including year teacher duties, which supports the provision of a broad curriculum for students.

The school is maintained to a very high standard. Provision and maintenance of facilities and teaching resources is good and all of the classrooms are laid out in the form of work stations. It has been some years since the school's health and safety statement was developed and this should be reviewed without delay.

Leadership of school development

The board and senior management have made very good progress in important aspects of school development and the work in other aspects needs to be intensified. In consultation with school staff, the board has identified developmental priorities for its term; including emphasis on teaching and learning through the medium of the SSE process, the completion of a whole-school improvement action plan (SIP) for Irish as well as bringing about developments in communication, physical infrastructure and SEN. There has been good progress regarding English literacy, and a comprehensive whole-school improvement action plan has been compiled for submission to the Gaeltacht Education Unit (GEU). Senior management have made a good progress in the other areas identified, especially with regard to teaching and learning and communication developments.

The leadership role of the board and the role of management need to be strengthened, with the design of a more systematic approach to drive forward the implementation of improvement plans as a whole-school process.

The board should provide staff and the PA with agreed written reports of its meetings. It would be desirable to have a regular report on improvement plans on the agendas of the meetings of all stakeholders so that the whole school community can have a shared understanding and a unified approach.

The school communicates effectively and regularly in a number of ways with all school parents. At the time of the evaluation, the school's website and new software were being developed to further improve communication between the school and all school partners. The questionnaires demonstrated the parent's high level of satisfaction across various aspects of school life. The questionnaires also indicated that communication between the PA and the community of parents needs to be developed. The minutes of PA meetings should be uploaded onto the school's website. Strong links have been fostered between the school and local organisations.

Developing leadership capacity

Duties and responsibilities are assigned strategically to senior management and post holders according to their skills, and their roles are reviewed in an informal manner. A formal system and structure should be devised to refine these reviewing procedures further. The four domains of leadership and management detailed in the guide book *Looking at Our School (LAOS)* would provide a framework for this work. An approach should also be devised to provide a report to the board on the fulfilment of duties attaching to posts.

Although members of staff who do not have posts of responsibility are encouraged to lead developments in key aspects of school life, the six-stage SSE process only succeeded in the area of English literacy. In order to promote the whole-school programme for improvement, staff sub-committees should be established and members of senior management should have a coordinating oversight of the implementation of all improvement targets. A programme of CPD support should be provided for members of staff who are willing to develop their leadership skills.

In keeping with the school's guiding vision to provide a holistic education for students, several opportunities are provided for students to develop their leadership skills. The SC is elected democratically and it has one representative from each year group. It is commendable that the deputy principal has been assigned as the link-teacher to guide the work of the council, it would be very worthwhile to explore strategies with the students as to how to increase their role in school affairs. The custom of inviting members of the SC to meet the board of management has just been initiated, in keeping with best practice. It is intended to introduce the *Peer4Peer* programme next year.

2. QUALITY OF TEACHING AND LEARNING

Learners' results and experiences

The quality of teaching and learning was very good or good in most of the lessons; in a small number of others practice was satisfactory.

Good use was made of learning intentions in practically all lessons and they were achieved in the majority of lessons. Best practice was when they were shared in 'can do' statements which were differentiated according to ability, were used as reference points during the lesson, and as a guide to consolidate learning. Learning was more successful when the teacher's presentation was clear and developed incrementally, and reinforced with useful activities which required the students to work on their own initiative or with their fellow students. Students did not succeed in accordance with their abilities when they were not provided with in-class support, when there was no differentiation in the questions asked of them, and where they could not access the subject because of the language in which the lesson was delivered.

Work in the classrooms, in teaching, learning and in assessment was either bilingual or completely in Irish. Teachers' work in developing resources and aids which support students' learning is commendable, however there is scope for the use of video clips, internet sources and the digital learning platform. ICT should be used more widely as a tool to support teaching and learning. The *Digital Learning Framework for Post-Primary Schools 2017* will be a useful reference point for this work.

Students' ability to make useful, realistic links between school-based learning and their own life experiences were enhanced. At all times, lesson activities were well-paced in the majority of classes

were purposefully engaged in the learning throughout the entire lesson. Classroom management skills of all teachers were very good and of particular note was the mutual respect between students and staff observed during the evaluation.

The quality of planning and preparation in almost all lessons was good, however practice concerning whole-school strategies for SSE was weak with regard to literacy and numeracy. Among the best practices, a range of teaching approaches was used, which added to the variety in lessons with paid due regard to students' learning styles. Lesson topics were adapted to the learners' level, brainstorming was used to add to students' prior-knowledge, and verbal feedback was given on progress made by students in terms of understanding, knowledge or skill development. Learning was not so successful when there was an over-reliance on the use of low-order questioning strategies. The over-use of lower-order questions was also a finding of a survey on teaching and learning techniques conducted in 2016. Differentiation is an approach that should be used more widely as part of all teachers' questioning strategies.

Homework tasks were set regularly in many subjects and there was evident variety in the tasks set, as is appropriate. The systems used to correct homework in a minority of lessons were good. The approaches being used in correcting homework should be reviewed so as to ensure that every opportunity for teaching and learning is exploited while homework is being corrected. Although there were very good arrangements developed for in-house examinations, the examination papers should be differentiated for those students who need that support. There was evidence of written formative feedback of a high standard or of a good standard in half of the lessons. In a minority of lessons self-evaluation or peer-evaluation of a good standard was used. A whole-school assessment policy should be agreed to promote developments in assessment practices.

Teachers' individual and collective practice

The quality of curriculum plans varied widely; a small number were weak and a significant minority were of a high standard. Among the examples of best practice, comprehensive schemes of work had been developed, and their effect could be seen on the lessons observed; there were lists of useful resources; reflective teachers' notes; common examinations in use; and some initial planning has been carried out to plan for the new specifications in each respective subject and as a record of professional development is maintained. Although the good plans contained developed literacy and numeracy strategies suitable for teaching the subjects, there was no evidence of whole-school agreed strategies in most plans. It is essential that an approach is devised to share staff expertise in subject planning; senior management need to adopt a more proactive role in this work on subject planning. An essential element of this planning work will be to begin to plan for the language used in teaching all subjects, except French.

Although the student participation at the different levels in State examinations and outcomes are analysed, deeper analysis is required. This analysis should also provide one of the sources to guide action plans in all subjects.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Leadership and Management

Good progress has been made in the implementation of recommendations from previous evaluations, although a subject improvement plan for Irish was only compiled recently. In more than half of the

plans viewed, satisfactory progress has been made in implementing recommendations for subject planning.

Teaching and Learning

Overall, the progress made in implementing recommendations in teaching, learning and assessment ranged between satisfactory and good, and there was exemplary practice in formative feedback in a quarter of lessons.

4. THE SCHOOL'S PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT

The School's Process

The school's self-evaluation process is satisfactory. The school started engaging with this process in 2013 and the school improvement plan (SIP) for literacy in English is a good example of the use of the six-stage SSE process. It was unclear, however, if this SIP was submitted to the board for ratification. Although there was some development in school improvement planning (SIP) for numeracy in the school year 2015/2016, it was not reviewed. No implementation structure was established to drive the process forward.

The school is focusing on language planning for the second cycle of SSE. It is essential this time that senior management has a leadership role to develop a whole-school approach to deliver the language plan.

The School's Capacity for Improvement

The capacity and will exists among the school community to undertake this work over a period of five years.

5. CHILD PROTECTION

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

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

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Part B 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 (BOM) of Coláiste Naomh Feichín wishes to express their gratitude for this whole-school evaluation (WSE), management leadership and learning (MLL) report.

As a result of the evaluation, the school has implemented follow-up actions. A guidance plan is to be presented to all parents/guardians, the students' council and the BOM between now and December 2018.

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

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 students' 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 students' 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;