

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

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Dáta na Meastóireachta: 06-12-2017



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 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 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.

MEASTÓIREACTH SCOILE UILE – BAINISTÍOCHT, CEANNAIREACTH AGUS FOGHLAIM

Dátaí na cigireachta	06-12-2017
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 shinsearach bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Iar-bhunscoil lán-Ghaeilge, chomhoideachais is ea Coláiste an Eachréidh atá suite i mBaile Átha an Rí in oirthear na Gaillimhe. Tá an scoil ar cheann de thrí iar-bhunscoil atá ag soláthar oideachais sa bhaile mór seo. Bunaíodh an scoil sa bhliain 2006 faoi choimirce Bhord Oideachais agus Oiliúna (BOO) na Gaillimhe agus Ros Comáin agus i mbliana 2017/18 tá 205 scoláire ar an rolla. Glactar le scoláirí ó bhunscoileanna Béarla agus lán-Ghaeilge. Le gairid, fograíodh Campas Gaelscolaíochta do phobal an Choláiste agus pobal Ghaelscoil Riada atá lonnaithe sa bhaile mór freisin. Ag am na meastóireachta bhí pobal an dá scoil ag fanacht ar nuacht faoi sceideal tógála an champais. Is iad an Teastas Sóisearach, an Idirbhliain, ar bhonn éigeantach, agus an Ardteistiméireacht bhunaithe na cláir atá ar fáil ar churaclam na scoile.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Ar an iomlán, bhain caighdeán maith le cáilíocht na bainistíochta agus na ceannaireachta.
- Tá cleachtas na scoile ag teacht lena n-éilítear faoi na treoirlínte *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iar-bhunscoileanna* ach níl polasaí scoile forbartha don Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) ná don Oideachas Caidrimh agus Gnéasachta (OCG).
- Bhí cáilíocht an teagaisc go han-mhaith nó go maith i bhformhór na gceachtanna agus bhí cleachtas sásúil i líon suntasach eile de na ceachtanna, tá gá tuilleadh forbartha a dhéanamh ar chleachtas na difreála agus ar phrionsabail mheasúnú chun foghlama (McF).
- Bhí eispéreas na bhfoghlaimoirí go han-mhaith in ag tarraingt ar leath de na ranganna agus bhí cáilíocht na foghlama agus an mheasúnaithe sa raon idir sásúil agus go maith i dtromlach na gceachtanna.
- Ar an iomlán, tá dul chun cinn maith déanta maidir le moltaí meastóireachta a chur i bhfeidhm agus i gcás fhormhór na bpleananna ábhair is dul chun cinn sásúil atá bainte amach.
- Tá tiomantas ar shár chaighdeán i leith na Gaeilge sa scoil agus tá acmhainn chun feabhais ar cháilíocht an-ard i measc phobal na scoile, tá gá le struchtúir níos córasaí don fhéinmheastóireacht scoile (FMS) a fhorbairt.

Moltaí

- Bheadh sé tairbheach don bhord córas níos straitéisí agus níos iomláine a cheapadh d'fhorbairt agus d'athbhreithniú beartais iomláin scoile, idir pholasaithe agus phleananna, pleananna feabhsúcháin na FMS san áireamh

- Tá gá le polasaí aontaithe iomlán scoile don OSPS agus don OCG agus plean scoile uile don Treoir a fhorbairt.
- Ar mhaithe le fíís threorach na scoile a chothú tuilleadh; moltar bealaí fiúntacha a aimsiú chun guth na scoláirí a láidriú sa scoil.
- Moltar úsáid chórasach a bhaint as an bpróiseas sé-chéim FMS chun aghaidh a thabhairt ar réimsí forbartha atá aitheanta agus struchtúr forfheidhmithe chun na forbairtí sin a bhaint amach.
- Thabharfadh an treoirleabhar *Ag Breathnú ar an Scoil Againne 2016* (ABSA) creat chun spriocanna forbartha a aithint do chleachtas na difreála, chomh maith le treoir do pholasaí measúnaithe a fhorbairt agus cleachtas comhoibríoch na múinteoirí i leith na pleanála ábhair a fheabhsú.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE

Ceannaireacht ar fhoghlaim agus ar theagasc

Tá cáilíocht na ceannaireachta agus na bainistíochta go maith ag leibhéal na bainistíochta sinsearaí. Oibríonn an príomhoide agus an príomhoide tánaisteach go han-mhaith le chéile agus spreagann siad páirteachas i leith na ceannaireachta agus an phróisis chinnteoireachta i measc na foirne. Leagann ráiteas misin na scoile amach spriocanna agus ionchais don scoil mar phobal foghlama. Treoraíonn an fhís scoláire-lárnaithe obair na bainistíochta sinsearaí oideachas iomlánaíoch a sholáthar do na scoláirí agus tá glactha leis mar mhisean treorach ag an bhfoireann. Tá an chumarsáid idir an bhainistíocht shinsearach agus an fhoireann go maith agus cothaíonn an bhainistíocht timpeallacht scoile an-dearfach agus spreagann siad idirghníomhaíocht ómósach ag na leibhéil uile laistigh den phobal scoile.

Glacann an bhainistíocht shinsearach páirt ghníomhach i gcumainn ghairmiúla do cheannairí agus do bhainisteoirí scoile mar aon le forbairt ghairmiúil leanúnach (FGL) dá ról. Tacaíonn siad go láidir le FGL na múinteoirí agus eagraíodh clár oiliúna don fhoireann le roinnt blianta anuas a bhain go sonrach le cur chun cinn an teagaisc agus na foghlama sa scoil. Tá sé le moladh freisin go raibh béim sa chlár um forbairt ghairmiúil leanúnach (FGL) ar mhúinteoirí a choinneáil ar an eolas faoi athruithe san oideachas. Tá próiseas ionduchtaithe éifeachtach do mhúinteoirí nuacheaptha agus do mhic léinn tríú leibhéal atá ina n-ábhar múinteoirí ar an gclár Máistreacht Ghairmiúil san Oideachas (MGO) agus ag déanamh cleachtadh múinteoireachta sa scoil. Tá lámhleabhar d'ard chaighdeán forbartha ag an bpríomhoide thar na blianta.

Soláthraítear raon maith ábhar agus clár do na scoláirí agus i mbliana cuireadh an t-ábhar Folláine leis an gcuraclam do lucht na chéad bhliana. Tá freastal déanta ag baill na foirne ar laethanta inseirbhíse faoi chur i bhfeidhm an Chreata don tSraith Shóisearach agus ghlac siad páirt i gcruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair (AFMÁ) i gcomhairle le hiar-bhunscoileanna áitiúla. Seoladh abhaile Próifíl Ghnóthachtála na Sraithe Sóisearaí (PGSS) do scoláirí na tríú bliana sa Bhéarla. Chuirfeadh sé go mór le roinnt an dea-chleachtais struchtúr a cheapadh chun aiseolas ó chúrsaí seachtracha FGL a chur faoi bhráid na foirne go léir. Tacaíonn an raon fairsing imeachtaí comhchuraclaim agus seach-churaclaim leis an soláthar seo agus tá an fhoireann le moladh as a ndúthracht agus a bhflaithiúlacht na himeachtaí breise seo a chur ar fáil.

Tá na nósanna imeachta chun tacú le bainistiú na scoláirí go han-mhaith. Tá dréimire atreoraithe agus slabhra freagrachta mar chuid shoiléir den chód agus tionóltar coiste smachta nuair is gá. Cuidíonn céimeanna cothroma an chóid le dea-atmaisféar measúil a chruthú. Bhí dea-theist ar fhorfheidhmiú

an chóid chomh maith leis an mbealach cothrom agus ómósach a chaitear leis na scoláirí le léamh sna ceistneoirí go léir.

Ar an iomlán, tá an struchtúr tacaíochta do scoláirí sa scoil dea-eagraithe agus comhordaithe go maith. Tá tacaíocht láidir air sin sna freagraí ar na ceistneoirí. Tá gaol an-mhaith idir an fhoireann agus na scoláirí agus tá tionscnaimh mhaithe forbartha ag an scoil chun cúram na scoláirí a chur chun cinn. Tá foireann chúraim shainiúil ceaptha do scoláirí sóisearacha agus sinsearach agus tionóltar cruinnithe foirmeálta do na coistí go rialta. Tá an obair seo le moladh.

Déantar cúram an-mhaith de na scoláirí ag a bhfuil riachtanais speisialta oideachais (RSO). Tá córas comhordaithe curtha ar bun chun freastal ar na scoláirí i réimse ábhar. I measc na samplaí de chleachtas uileghabhálach an-mhaith atá in úsáid tá tástálacha agus atástálacha caighdeánaithe, pleananna oideachasúla aonair (POA) á gcur i bhfeidhm, treoir agus oiliúint sa tacaíocht foghlama agus acmhainne curtha ar an bhfoireann ar fad agus tá tús curtha leis an teagasc foirne sa Mhatamaitic. Moltar na tuismitheoirí a bheith níos rannpháirtí i bhforbairt na bPOAanna.

Is é an plean agus an cleachtas maidir le Treoir an ghné is mó is gá a fhorbairt ó thaobh tacaíochtaí a sholáthar do scoláirí. Is suntasach an scóip atá ann forbairt a dhéanamh ar na tacaíochtaí atá ann do scoláirí ó thaobh treoir chomhairleoireachta de. Níl aon treoirchomhairleoir cáilithe ar an bhfoireann. Tá plean an Chláir um Chomhairleoireacht agus Treoir Scoile dréachtaithe, ní mór tuilleadh forbartha a dhéanamh ar an bplean chun cur chuige na scoile uile a threisiú ann. Is den riachtanas é leis an plean Treorach a chur faoi bhráid an bhoird bhainistíochta.

An eagraíocht a bhainistiú

Déantar bainistiú maith ar struchtúir eagraíochta na scoile. Comhlíonann an bord bainistíochta a ndualgais reachtúla go caighdeán maith agus tá gach ball den bhord tar éis oiliúint a ghlacadh dá ról. Tionóltar cruinnithe go rialta agus déantar cur agus cúiteamh ar réimsí lárnaigh de shaol na scoile. Tugtar eolas cuimsitheach ar fheidhmiú na scoile i dtuairisc an phríomhoide agus tá lámhleabhar *Eolas ar do Scoil* d'ardchaighdeán curtha i dtoll a chéile ag an bpríomhoide. Réimse chun forbartha is ea tuairisc níos cuimsithí a ullmhú agus a chur faoi bhráid na foirne teagaisc chomh maith le hionadaithe na dtuismitheoirí. Tá lán-tacaíocht tugtha ag an mbord do bhainistíocht shinsearach na scoile. Cuireann an BOO leibhéal an-mhaith tacaíochta ar fáil don scoil.

Tá formhór na bpolasaithe a chomhlíonann freagrachtaí na scoile glactha ag an mbord ach cé go bhfuil cleachtas na scoile ag teacht leis na treoirlínte ar Chosaint Leanáí, níl polasaí do na cláir OSPS ná don OCG forbartha, ag teacht lena n-éilítear faoi Imlitir 37/2010. Moltar go láidir don bhord féachaint chuige seo gan mhoill. Níor mhór freisin timthriall athbhreithnithe ar pholasaithe a leagadh amach atá níos córasaí agus an obair seo a dhéanamh i gcomhpháirt le páirtithe eile na scoile. Moltar freisin na pleananna feabhsúcháin scoile (PFS) atá forbartha mar chuid de phróiseas na féinmheastóireachta scoile (FMS) a thabhairt os comhair an bhoird agus leagan gearr a roinnt ansin le pobal na scoile.

Tá beirt mhúinteoirí le poist fhreagrachta agus tá na dualgais atá acu sa scoil dailte go straitéiseach de réir a gcuid scileanna. Tá cúramaí cuí leagtha ar shealbhóirí an dá phost freagrachta; déanann siad na cúramaí sin a chomhlíonadh go héifeachtach gan ró-mhaoirseacht agus tugtar an tsaoirse dóibh na cúraimí a fhorbairt. Tionóltar cruinniú foirmeálta rialta idir na sealbhóirí poist agus an bhainistíocht shinsearach mar chuid dá ról chun tacú le feidhmiú na scoile. Toisc nach bhfuil ach beirt mhúinteoirí ar an bhfoireann mheánbhainistíochta, braitheann cur i bhfeidhm go leor dualgas ar dhea-thoil agus ar fhéinspreagadh na múinteoirí eile. Tá cúraimí breise glactha ag mórán gach múinteoir ar an bhfoireann orthu féin, rud a chintíonn go gcuirtear oideachas iomlánaíoch ar scoláirí faoi mar atá

leagtha amach i ráiteas misin na scoile. Rinneadh athbhreithniú ar sceideal na bpost sa bhliain 2012 i gcomhpháirt leis an bhfoireann agus tosaíodh ar an bpróiseas comhairliúcháin seo arís le déanaí.

Tá an scoil á coinneáil ar chaighdeán an-ard, idir chóiríocht shealadach agus bhuan. Tá an soláthar agus cothabháil ar áiseanna agus ar threalamh teagaisc go han-mhaith. Leagtar béim chuí ar nósanna imeachta athchúrsála mar is cuí.

Ceannaireacht ar fhorbairt na scoile

Tá tosaíochtaí forbartha maithe aitheanta ag an mbord don tréimhse 2016-2019 lena n-áirítear go sonrach: cóiríocht scoile, forbairt agus athbhreithniú ar pholasaithe, athbhreithniú ar churaclaim agus ar thráthchlár na scoile, dualgais le haghaidh poist fhreagrachta a cheapadh, cur le cáilíocht na cumarsáide idir comhpháirtithe na scoile uile agus FMS a chur chun cinn. Tá go leor plé déanta ar na tosaíochtaí seo ag leibhéal an bhoird agus tá dul cinn áirithe déanta i gcás roinnt de na tosaíochtaí. Is bunús maith iad na tosaíochtaí seo do chomhthéacs reatha na scoile chun plean straitéiseach a fhorbairt. Moltar an próiseas sé-chéim FMS mar aon le struchtúr forfheidhmithe chun an clár feabhsúcháin a chur i bhfeidhm.

Tá cáilíocht na cumarsáide go maith i measc chomhpháirtithe na scoile. Tá naisc mhaithe forbartha idir an scoil agus an pobal in abhantrach na scoile. Tugann coiste na dtuismitheoirí lántacaíocht do réimse imeachtaí scoile. Tá sé le moladh go bhfuil áit ar leith do thuismitheoirí ar shuíomh gréasaín na scoile agus moltar an chuid seo den suíomh a úsáid tuilleadh chun faisnéis ar imeachtaí choiste na dtuismitheoirí a roinnt le pobal na scoile uile.

Acmhainn na ceannaireachta a fhorbairt

Tá tréithe na féinmheastóireachta, ar bhonn neamhfhoirmiúil, le sonrú ar an obair atá déanta sa scoil ó bunaíodh í agus baintear amach líon maith tosaíochtaí forbartha mar ghnáthchleachtas scoile. Tá na baill foirne páirteach go bríomhar agus go comhoibríoch in obair phroifisiúnta na scoile. Cabhraíonn struchtúir inmheánacha na scoile le cleachtais oibre chomhghleacúla a spreagadh i measc na foirne. Tá ionadaíocht ag gach ball foirne nach mór, an bhainistíocht shinsearach san áireamh, ar ghrúpaí oibre do réimsí forbartha na FMS; a chuimsíonn litearthacht, uimhearthacht, an Idirbhliain, teagasc agus foghlaim agus Folláine. Moltar cur chuige níos stráitéisí agus níos forchéimnithí a fhorbairt, ag teacht leis na treoirlínte ar an bhféinmheastóireacht scoile faoi stiúir na bainistíochta sinsearaí.

Déantar iarrachtaí fóna scileanna ceannaireachta na scoláirí a chothú trí chomhairle na scoláirí, choistí difriúla agus trí na deiseanna ceannaireachta eile atá ag scoláirí mar gheall ar an réimse leathan gníomhaíochtaí comhchuraclaim agus seach-churaclaim atá ar bun sa scoil. Cé go bhfuil ionadaithe ó gach bliainghrúpa ar chomhairle na scoláirí ní roghnaítear go daonlathach na hionadaithe ó na bliainghrúpaí éagsúla. Moltar athbhreithniú a dhéanamh ar an gcleachtas seo agus toghchán a reáchtáil go bliantúil. B'fhiú freisin machnamh a dhéanamh ar na tairbhí a bheadh ann don chomhairle nascmhúinteoir a ainmniú chun tacú lena gcuid gníomhaíochtaí. Tá sé inmholta go bhfuil an ceathrú Gaelbhrat agus an dara brat glas bainte amach ag an scoil. Ainneoin go bhfuil na deiseanna ceannaireachta seo ag na scoláirí, tá scóip fós guth na scoláirí in imeachtaí na scoile a láidriú.

2. CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA

Torthaí agus Eispéiris na bhFoghlaimoírí

Bhí an Ghaeilge mar mhodh teagaisc, foghlama agus measúnaithe i ngach ábhar. Bhí cáilíocht an teagaisc go han-mhaith nó go maith i bhformhór na gceachtanna, bhí an cleachtas ag an leibhéal sásúil in aon cheathrú eile de na ceachtanna. Sna cásanna ab fhéarr inar éirigh leis na modheolaíochtaí chuir

spriocanna foghlama soiléire creat ar an gceacht, baineadh úsáid thairbheach as meascán d'acmhainní foinisithe nó deartha ag na múinteoir féin, thacaigh an réimse maith straitéisí ceistiúcháin leis an bhfoghlaim. Ina theannta sin bhí an fhoghlaim ghníomhach chun tosaigh agus cothaíodh deiseanna do na scoláirí a bheith ag obair go neamhspleách nó go comhoibríoch ar thascanna ar pleanáladh go cúramach iad. Sa líon beag de na ceachtanna nach raibh thar an leibhéal sásúil bhí scóip ann forbairt a dhéanamh ar cháilíocht na pleanála ceachta agus ar an réimse straitéisí ceistiúcháin ar baineadh úsáid as. Moltar úsáid níos forleithne a bhaint as an gcur chuige difreála agus as teicnící a spreagfadh scoláirí a bheith níos rannpháirtí ina gcuid foghlama féin.

Cruthaíodh deiseanna go leor do na scoláirí dul i ngleic le teanga agus téarmaíocht na n-ábhar ar bhealach fiúntach. Tugadh an tacaíocht chuí do scoláirí má bhí deacracht acu le focal nó le frása. Bhí cleachtas na múinteoirí sna ceachtanna go léir maidir le straitéisí na scoile uile don FMS measartha.

Bhí cáilíocht na foghlama go han-mhaith nó go maith in os cionn leath de na ceachtanna. I gcás mhionlach suntasach de na ceachtanna níor tapaíodh na deiseanna go léir do scoláirí a bheith rannpháirteach go gníomhach le hábhar an cheachta agus is amhlaidh nár bhain na scoláirí amach na féidearthachtaí foghlama ná níor bhain siad an taitneamh céanna as na ceachtanna. Bhí cumas riaranga mórán gach múinteoir go han-mhaith agus tugadh suntas i gcaitheamh na meastóireachta don ghaol comhmheasúil a bhí idir na scoláirí agus an fhoireann agus idir na scoláirí féin. Bhí na seomraí ranga coinnithe go han-mhaith agus feistithe le hacmhainní súl, obair na scoláirí agus póstaer cothrom le dáta. Thacaigh sé seo ar fad le hatmaisféar dearfach agus le heispéireas foghlama a bhí fabhrach agus cuidiúil don fhoghlaim a chruthú ar bhonn na scoile uile.

Tá dul chun cinn maith déanta in oiliúint múinteoirí in úsáid teicneolaíocht faisnéise agus cumarsáide (TFC). Bhí úsáid TFC i gcaitheamh na gceachtanna sa raon idir sásúil agus an-mhaith. Chuidigh an cleachtas ab éifeachtaí leis an teagasc agus an fhoghlaim. Tá gá díriú ar leas níos mó a bhaint as acmhainní TFC chun tacú agus chun cur leis an bhfoghlaim.

Ar an iomlán, bhí an cleachtas measúnaithe sásúil. I bhformhór na gceachtanna a breathnaíodh, thug na múinteoirí aiseolas maith ó bhéal do na scoláirí bunaithe ar a gcuid oibre. I gcúpla cás baineadh úsáid an-mhaith as piarmheasúnú agus féinmheasúnú chun tréimhse ar cheartú agus ar shoiléiriú obair bhaile a éascú. Go ginearálta, baineadh úsáid éifeachtach as réimse maith ceisteanna i dtromlach na gceachtanna agus as straitéisí idirdhealaithe ceistiúcháin i gcás níos lú ná a leath de na ranganna. Tá scóip shuntasach níos mó úsáide a bhaint as ceisteanna oscailte chun deiseanna foghlama a shíneadh tuilleadh. Bhí éagsúlacht mhór i gcáilíocht na monatóireachta a dhéantar ar obair na scoláirí agus is gné ar leith don mheasúnú í seo ina bhfuil gá le forbairt. Bhí fianaise ann ar aiseolas foirmitheach scríofa ar ardchaighdeán sa cheathrú cuid de na ceachtanna. Thug an t-aiseolas seo treoir maidir le feabhas a chur ar an obair agus moladh maidir le réimsí láidreachta ar leith. Moltar plé a dhéanamh ar chleachtais na scoile i leith an mheasúnaithe, straitéisí ar an bhfoghlaim agus chun foghlama a aontú, polasaí measúnaithe a dhréachtú agus a chur i bhfeidhm.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí cáilíocht fhorhmór na bpleananna curaclaim sa raon sásúil agus bhí mionlach suntasach ar ardchaighdeán. I measc na samplaí den chleachtais ab fhearr bhí teimpléid an-mhaith do na pleananna curaclaim, bhí roinnt acmhainní i measc múinteoirí ag leibhéal maith, bhí scrúduithe comónta in úsáid, anailís ar láidreachtaí, dúshláin, deiseanna agus bagairtí (LDDB) déanta, taifead ar chúrsaí inseirbhíse agus nótaí athmhachnaimh na múinteoirí. Moltar na cuir chuige seo a bheith in úsáid sna pleananna curaclaim ar fad agus de réir mar a fhásann an scoil agus na rannóga ábhair féin, beidh na forbairtí seo níos tábhachtaí fós. Bhí tús curtha leis an bpleanáil do na sonraíochtaí nua sna hábhair chuí.

Ar an iomlán bhí straitéisí litearthachta agus uimhearthachta forbartha in oiriúint do mhúineadh na n-ábhar ach ní raibh straitéisí aontaithe na scoile uile maidir le FMS le léamh sna pleananna. Moltar an t-easnamh seo a athbhreithniú. Tá gá freisin do roinnt de na ranna ábhair féin anailís chriticiúil a dhéanamh ar thorthaí scrúduithe teistiméireachta agus plean gnímh a fhorbairt do na hábhair agus straitéisí aontaithe FMS a bheith curtha san áireamh san obair seo.

3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE

Ceannaireacht agus Bainistíocht

Eisíodh cúig thuairisc chigireachta chuig an scoil go dáta agus tá dul chun cinn maith déanta ag leibhéal na bainistíochta leis na moltaí a bhí déanta sa réimse seo a chur i gcrích.

Teagasc agus Foghlaim

Cé go bhfuil dul chun cinn maith le sonrú i bhforfheidhmiú na moltaí a rinneadh faoin gcleachtas maidir le húsáid intinní foghlama agus modheolaíochtaí a éilíonn ar scoláirí a bheith gníomhach ina gcuid foghlama, tá scóip ann i gcónaí le forbairt a dhéanamh san aiseolas foirmitheach scríofa a sholáthar ar obair na scoláirí. Níl an dul chun cinn thar an leibhéal sásúil sa phleanáil chomhoibríoch d'fhormhór na n-ábhar.

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

Próiseas Féinmheastóireachta na Scoile

Tá dul chun cinn sásúil déanta ag an scoil maidir leis an bpróiseas FMS. Tá pleananna feabhsúcháin scoile sásúla forbartha do na ceithre réimse lena n-áirítear litearthacht, uimhearthacht, teagasc agus foghlaim agus an Idirbhliain. Tá grúpaí oibre ceaptha do gach réimse feabhsúcháin. Bhain caighdeán an-mhaith leis na sonraí bonnlíne atá bailithe agus bhí ionchur na foirne, na dtuismitheoirí agus na scoláirí le léamh san eolas a bailíodh. Moltar spriocanna feabhsúcháin níos intomhaiste a leagadh síos i gcás gach réimse forbartha agus úsáid níos córasaí a bhaint as an bpróiseas sé-chéim don FMS. Tá gá anois struchtúir a fhorbairt chun rannpháirtíocht chomhoibríoch gach ball foirne a éascú agus ról comhordaithe ar an bpróiseas a bheith ag duine den bhainistíocht shinsearach.

Cumas na Scoile d'Fheabhsúchán

Tá baill na scoile tiomanta don fheabhsúchán scoile agus breathnaíodh le linn na meastóireachta go bhfuil acmhainn feabhsúcháin na scoile ag leibhéal an-ard.

5. COSAINT LEANAÍ

Tugadh deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na nósanna Imeachta maidir le cosaint leanaí i mbunscoileanna agus in lar-bhunscoileanna, gan athrú nó leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi nósanna Imeachta maidir le cosaint leanaí i mbunscoileanna agus in lar-bhunscoileanna.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tréasláíonn an Bord go láidir le bainistíocht agus foireann teagaisc an Choláiste as fianaise an deá-chleachtais agus ard-mholadh na Cigireachta a léiríodh sa tuairisc seo.

Anuas are na príomhchinntí dearfacha is ábhar misnigh don Bhord gur aithníodh sa tuairisc.

- *‘go gcothaíonn an bhainistíocht timpeallacht scoile an-dearfach...’ agus ‘... go n-oibríonn an príomhoide agus príomhoide tanaisteach go han-mhaith le chéile...’*
- *Go bhfuil ‘...raon fairsing imeachtaí seach-churaclaim.... an fhoireann le moladh as a ndúthracht agus a bhflaithiúlacht na himeachtaí breise seo a chur ar fáil’.*
- *Go bhfuil ‘...bainistiú na scoláirí go han-mhaith’ agus go bhfuil ‘gaol an-mhaith idir an fhoireann agus na scoláirí...’*
- *Go ndéantar ‘cúram an-mhaith de na scoláirí ag a bhfuil riachtanais speisialta oideachais’*
- *Go bhfuil ‘...an scoil á coinneáil ar chaighdeán an-ard...’ agus go bhfuil ‘soláthar... ar áiseanna agus ar threalaimh teagaisc go han-mhaith.’*

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

Glacann an Bord leis na moltaí chun feabhais a déanadh, rud a chinnteoidh go leanfar le hardchaighdeán oideachais a sholáthar i gColáiste an Eachréidh.

- Tá an Bord tiomanta go hiomlán timthriall athbhreithnithe níos córasaí a chur i bhfeidhm maidir le athbhreithniú polasaithe agus beartais eile scoile.
- Tá an obair mhaith atá á dhéanamh sa Roinn OSPS cuimsithe anois agus faomhaithe ag an mBord, i bpolasaí aontaithe iomlán scoile OSPS agus OCG, polasaí atá anois neadaithe sa Chláir um Chomhairleoireachta agus Treoir Scoile chun cur chuige na scoile uile a threisiú.
- Aithníodh sa tuairisc *‘...go ndéantar iarrachtaí fóna scileanna ceannaireachta na scoláirí a chothú trí chomhairle na scoláirí agus coistí difriúla eile ...’* ag tógáil ar sin deimhneofar go gcuirfear nósanna cleachtais níos cuimsithí i bhfeidhm chun guth na ndaltaí a láidriú níos mó. Ainmeofar Príomhoide Cúnta (PC) mar nascmhúinteoir chun an réimse seo a chur chun cinn.
- Ag am na cigireachta bhí Príomhoide Cúnta (I) amháin agus Príomhoide Cúnta (II) amháin ar fhoireann bhainistíochta in-scoile. Aithníodh seo le linn na cigireachta *‘...toisc nach bhfuil ach beirt ar an bhfoireann mheánbhainistíocht braitheann cur i bhfeidhm go leor dualgas ar dhea-thoil ...’* Beidh ocht ar an bhfoireann mhéanbhainistíocht i Meán Fómhair 2018. Is léir go raibh an scoil á bainistiú gan na struchtúir thacaíochta chuí a bheith ar fail aici. Ní hamhlaidh a bheidh don scoil bhliain seo chugainn nuair a bheidh 3 x PC(I), 4 xPC(II) agus 1x Coordaitheoir Cláir, le ról ag gach múinteoir sa Fhéinmheastóireacht Scoile lena chinntiú go dtógfar ar an obair mhaith atá déanta go dáta ar bhealach níos córasaí.
- Tar éis lá inseirbhíse le héascaitheoir ón PDST tá an fhoireann uilig uasdátaithe ar an bpróiseas FMS. Anuas ar sin, tá dhá réimse ainmnithe mar fhócas don scoil bhliain seo chugainn, ‘eispéireas na bhfoghlaimoirí’ agus ‘cleachtas comhchoiteann’ na múinteoirí, tagann na tosaíochtaí seo go mór le moltaí na cigireachta. Tá polasaí measúnaithe forbatha agus faomhaithe ag an mBord.

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 An Eachréidh
Seoladh na scoile / School address	Cullairbaun Athenry Co. Galway
Uimhir rolla / Roll number	76102K

Date of Evaluation: 06-12-2017



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.

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

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of learning and teaching 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:

5. Quality of school leadership and management
6. Quality of teaching and learning
7. Implementation of recommendations from previous evaluations
8. 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 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.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Date of inspection	06-12-2017
Inspection activities undertaken: Meeting with the Board of Management Meetings with the principal and the deputy principal Meetings with main staff members Review of relevant documents Interview with student focus group	Meetings with parents Analysis of questionnaires from parents, students and teachers Observation of teaching and learning Examination of students' work Feedback to the senior management team, board of management and teachers

School context

Coláiste an Eachréidh is an Irish-medium post-primary school, situated in Athenry in east Galway. The school is one of three post-primary schools providing education in this town. The school was established in 2006 under the auspices of the Galway and Roscommon Education and Training Board (ETB) and this year, 2017/18, there are 205 students on the roll. Students are accepted from English-medium and Irish-medium primary schools. Recently an Irish-Medium campus was announced for the school community and for Gaelscoil Riada, which is also located in the town. At the time of the evaluation both school communities were awaiting news of the campus building schedule. The programmes available in the school include the Junior Certificate, Transition Year (TY), on a compulsory basis, and the established Leaving Certificate.

Summary of the main findings and recommendations:

Findings

- In general, the quality of school management and leadership was good.
- The practice of the school is in line with what is required under the guidelines *Child Protection Procedures for Primary and Post-Primary Schools* but a school policy for Social, Personal and Health Education (SPHE) or for Relationships and Sexuality Education (RSE) has not been developed.
- The quality of the teaching was very good or good in most of the lessons and practice was satisfactory in a significant number of other lessons; areas for further development include differentiation and the principles of assessment for learning (AfL).
- The learners' experience was very good in almost half of the classes and the quality of learning and assessment ranged from satisfactory to good in the majority of the lessons.
- Generally, good progress has been made with regard to the implementation of recommendations made in previous evaluations and, in the case of most of the subject plans, satisfactory progress has been achieved.
- There is an excellent commitment to Irish in the school and capacity for improvement among the school community is very high; there is a need to develop a more systematic structures for school self-evaluation (SSE).

Recommendations

- It would be beneficial for the board to formulate a more strategic and inclusive approach for the development and review of whole-school policies and plans, including SSE improvement plans.

- There is a need to develop an agreed whole-school policy for SPHE and RSE and a whole-school plan for Guidance.
- In order to further foster the school's guiding vision; it is recommended that worthwhile methods be explored to strengthen the student voice in the school.
- It is recommended that systematic use be made of the six-step SSE process to identify developmental areas, and an implementation structure to achieve these developments will be required.
- The *Looking at Our School 2016* (LAOS) guidelines will provide a framework for identifying development targets for the practice of differentiation, for developing an assessment policy and for improving teachers' cooperative practice in respect to subject planning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

Leading of learning and teaching

The quality of school leadership and management is good at senior management level. The principal and the deputy principal work very well together and they encourage participation in leadership and in the decision-making process among the staff. The school's mission statement sets out targets and expectations for the school as a learning community. This student-led vision guides the work of the senior management in providing a holistic education to the students and it has been accepted as a guiding mission of the staff. Communication between senior management and staff is good and management fosters a very positive school environment and encourages respectful interactions at all levels within the school community.

Senior management actively participates in professional associations for school leaders and managers as well as continuing professional development (CPD) for their roles. They strongly support CPD for teachers and the whole-staff training programme provided in recent years has been closely aligned to the development of teaching and learning in the school. The emphasis in the CPD programme of keeping teachers aware of changes in education is also commended. There is an effective induction process for newly-appointed teachers and for third-level students who are trainee teachers on the Professional Masters in Education programme (PME) doing teaching practice in the school. A very good staff handbook has been developed by the principal over the years.

A good range of subjects and programmes is provided to the students and this year Wellbeing was added to the curriculum for first-year students. Staff members have attended in-service days on the implementation of the Framework for Junior Cycle and have participated in Subject Learning and Assessment Review (SLAR) meetings in consultation with other local post-primary schools. The Junior Cycle Profile of Achievement (JCPA) was sent home for third-year pupils in English. It would greatly add to the sharing of best practice if a structure was devised so that teachers who attend external CPD could share pertinent knowledge and skills with other staff. The staff is commended for their diligence and generosity in providing a broad range of co-curricular and extra curricular activities.

The procedures for supporting the management of students are very good. A clear ladder of referral forms part of the code and a disciplinary committee is convened when necessary. The fair measures in the code help to create a respectful atmosphere. There was good evidence of the fair implementation of the code as well as of the fair and respectful way with which students are dealt apparent from all questionnaire responses.

In general, student support structures are well organised and coordinated in the school. This is strongly supported by the outcomes in the questionnaires. There is a very good relationship between the staff and the students and good initiatives have been developed by the school to promote the care of students. Dedicated care teams have been established for junior and for senior students and formal meetings are convened for the teams each week. This work is commended.

Students with special educational needs (SEN) are cared for very well. A coordinated system has been established to cater for the students in a range of subjects. Among the examples of very good and comprehensive practice is the use of standardised tests, the retesting of students, the implementation of individual educational plans (IEP), and whole staff training to include SEN students more effectively has been facilitated. Team teaching of Mathematics has commenced. It is recommended that the parents participate more in the development of the IEPs.

The plan and practice in relation to Guidance is the aspect most in need of development in the context of student supports. There is significant scope to develop the existing supports for students in respect of counselling. There is no qualified guidance counsellor on the staff. A Guidance and Counselling plan has been drafted. However, it will be necessary to develop further the whole school dimension of the plan. It will also be necessary for the board of management to ratify the Guidance plan.

Managing the organisation

The organisational structures of the school are well managed. The board of management fulfils its statutory duties to a good standard and all members of the board have undergone training for their roles. Meetings are convened regularly and key areas of school life are discussed. Comprehensive information on the operation of the school is given in the principal's report and a very good overview of the school's policies and procedures are contained in a booklet *Know Your School*, compiled by the principal. An area for development is the preparation of a more comprehensive report from the board to the teaching staff and Parents' Association (PA). The board has given full support to the school's senior management. The ETB also provides a very good level of support to the school.

Most of the policies that fulfil the statutory responsibilities of the school have been ratified by the board. Although school practice is in accordance with Child Protection guidelines, a policy has not been developed for SPHE and RSE, in line with the requirements in Circular 37/2010. It is strongly recommended that the board see to this without delay. A more systematic cycle of policy review should be set out and this work should be done in partnership with other parties in the school. It is also recommended that the school improvement plans (SIP), developed as part of the school's engagement in SSE, be brought before the board, and that an abridged version then be shared with the school community.

There are two teachers with posts of responsibility and their duties in the school are allocated strategically in line with their skills. Appropriate duties have been assigned to the two posts holders; they carry out these duties effectively and are afforded autonomy to develop their roles. A regular formal meeting is convened between the post holders and the senior management as part of their roles to support the operation of the school. As only two teachers comprise the middle management team, the implementation of many duties depends on good will and self-motivation of other teachers. Almost all teachers have taken on extra duties, which ensures the holistic education of the students as set out in the school's mission statement. The schedule of posts was reviewed in 2012 in partnership with the staff and this consultation process has again been initiated recently.

The school is maintained to a very high standard, regarding both temporary and permanent accommodation. The provision and maintenance of facilities and teaching resources is very good. Appropriate emphasis is placed on recycling habits.

Leading school development

The board of management has identified good developmental priorities for the period 2016-2019, which include: school accommodation, development and review of policies, curricula and timetables, formulating duties for posts of responsibility, enhancing the quality of communication between joint leaders of all schools and improving SSE. There has been much discussion about these developments at board level and progress has been made in relation to some of the priorities. In the current context of the school, these developmental priorities form a good basis to develop a strategic plan for the school community. The six-step SSE process is advised as a working structure to progress this improvement agenda.

The quality of communication among all school partners in the school is good. The school has developed good links with the community in the catchment area. The PA fully supports the range of school activities. It is commendable that there is a designated parent slot on the school website and it is recommended that this be further used as a means of communication between the PA and general parent cohort.

Developing leadership capacity

The practice of self-evaluation, on an informal basis, is evident in the work that has been carried out in the school since it was established and a good number of development priorities are achieved as normal school practice. The staff actively and collaboratively participate in the professional work of the school. The internal school structures help to encourage collegiate work practices among colleagues. Almost all staff members, including senior management, are represented on work groups across SSE development areas, encompassing literacy, numeracy, TY, teaching and learning, and well-being. A more strategic and progressive approach is recommended, in line with the SSE guidelines and with the leadership of senior management.

Good efforts are made to promote leadership skills amongst the students through the student council (SC), other committees and through the leadership opportunities afforded to students in the wide range of co-curricular and extra-curricular activities. Despite representatives from each year group being on the SC, they are not elected democratically. This practice should be reviewed and a yearly election held. It would be worth reflecting on the benefits the SC would gain by having a designated liaison teacher to support their activities. The achievement by the school of the fourth *Gaelbhrat* and the second Green Flag is commended. Notwithstanding the existence of these leadership opportunities for students, there remains scope to strengthen the student voice in school activities.

2. QUALITY OF TEACHING AND LEARNING

Learner outcomes and Experiences

The teaching, learning and assessment of all subjects was through the medium of Irish. The quality of teaching was very good or good in most lessons, the practice was at a satisfactory level in one quarter of the lessons. Where best practice was observed, successful methods were employed and clear learning intentions framed lessons. A range of resources, sourced or designed by the teacher

themselves, were used beneficially. A good range of questioning strategies supported the learning. As well as this, active learning was to the fore and the students had opportunities to work independently or collaboratively on carefully planned tasks. In the small number of lessons that were not above a satisfactory level, there was scope to develop the quality of the lesson plan and the range of questioning strategies that were used. The further use of differentiated approaches is recommended as well as techniques that encourage students to actively participate in their own learning.

Suitable opportunities were created for the students to engage with the language and the subject terminology in a worthwhile manner. Appropriate support was given to students if they had difficulties with a phrase or a word. Teachers' practice in all the lessons regarding the whole school strategy for SSE was satisfactory.

The quality of learning was very good or good in over half the lessons. In a notable minority of the lessons there were missed opportunities for students to be actively involved with the subject matter of the lesson, therefore students did not achieve all the learning possibilities and they did not enjoy the classes in the same manner.

Most teachers had very good class management skills and a relationship of mutual respect between students and staff and amongst students themselves, was noted during the inspection. The classrooms were maintained to a high standard and decorated with visual resources, students' work and up-to-date posters. This supported a positive atmosphere and a favourable and helpful learning experience on a whole-school basis.

Good progress has been made in training teachers in the use of information and communication technology (ICT). The use of ICT in the lessons observed ranged from satisfactory to very good. The most effective practice aided the teaching and learning. There is a need to focus on making greater use of ICT resources to support and enhance learning.

Overall, the assessment practices employed were satisfactory. In the majority of the lessons observed, the teachers gave good quality oral feedback to the students based on their work. In some cases, peer and self-assessment was used very well to facilitate the clarification and correcting of homework. A variety of questioning strategies was used effectively in the majority of the lessons, including differentiated questions, which were used in less than half of the classes. There is significant scope for making greater use of open questions to expand learning opportunities. There was significant differences in the quality of the monitoring of students' work and and this particular area of assessment needs to be developed. There was evidence of a high standard of formal written feedback in a quarter of the lessons. This feedback gave guidance on how to improve work and a range of specific areas of strength were praised. It is recommended that the school discuss assessment practices, agree strategies of and for learning and draft and implement an assessment policy.

Teachers' Individual and collective practice

The quality of the majority of the curricular plans were of a satisfactory level while a significant minority were of a high standard. Amongst the examples of best practice were very good templates for curricular plans, a good level of sharing of resources amongst teachers, use of common examinations, an audit of department's strengths, challenges, opportunities and threats (SCOT), a log of in-service courses attended and the recording of teachers' reflection notes. It is recommended that these approaches be used in all curricular plans; as the school and the subject departments grow, these developments will become more important. Planning for the new specifications in the relevant subjects has begun.

In general, strategies for literacy and numeracy were developed in relation to the teaching of individual subjects, however there were no evidence of whole-school strategies agreed as part of SSE in the plans. It is recommended that this be reviewed. There is a need also for some subject departments to critically analyse certificate examinations results to guide the development of an action plan for each subjects; agreed strategies for SSE should be included in this work.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Leadership and Management

Five inspection reports have issued to the school to date and there has been good progress made at management level to implement the recommendations in this area.

Teaching and Learning

Although good progress was noted in the implementation of the recommendations regarding the use of learning intentions and in the use of active methodologies, there is scope to develop the provision of formative feedback on students' work. Collaborative curricular planning in the majority of subjects has not progressed above a satisfactory level.

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

The School's Self-Evaluation Process

The school has made satisfactory progress regarding the SSE process. Satisfactory SIPs have been developed by the school in four areas including literacy, numeracy, teaching and learning and TY. Working groups have been established for each area for improvement. Baseline data collected was of a high standard and the input of staff, parents and students is evident in the information gathered. It is recommended that more specific targets for improvement be set in each developmental area and more systematic use be made of the six-step SSE process. There is a need now to develop structures to facilitate the co-operative participation of all staff in this process and a member of the senior management should have a leadership role in this area.

The School's Capacity for Improvement

The members of the school staff are committed to improvement and it was observed during the evaluation that the school's capacity for improvement is very good.

5. CHILD PROTECTION

Confirmation was provided that the board of management has formally adopted the child protection procedures for primary and post-primary schools without modification and that the school is compliant with the requirements of the child protection procedures for primary and post-primary schools.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board congratulates the management and staff of the Coláiste on the good practice and the high praise that the inspection report acknowledged. In addition to the main recommendations, the board is encouraged by the recognition of the following:

- that 'management fosters a very positive school environment' and that 'the principal and deputy principal work very well together'.
- that there is 'a broad range of extra-curricular activities' and that 'the staff is commended for their diligence and generosity' in providing these activities.
- that 'the procedures for supporting the management of students are very good' and that 'there is a very good relationship between staff and students'
- that 'students with special educational needs are cared for very well'.
- the 'school is maintained to a very high standard' and 'the provision and maintenance of facilities and teaching resources is very good'

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 accepts the recommendations for improvement made; which will ensure that a high standard of education will continue to be provided in Coláiste an Eachréidh.

- The board is committed to implementing a more strategic approach for the review of whole-school policies and plans.
- The good work being carried out by the Social, Personal and Health Education (SPHE) department has been included in an agreed whole-school policy for SPHE and for Relationships and Sexuality Education (RSE), this policy has been ratified by the board and integrated into a Guidance and Counselling plan to strengthen the whole-school dimension.
- It was acknowledged in the report that 'good efforts are made to promote leadership skills amongst the students through the student council and other committees'. Building on this, more comprehensive procedures will be implemented to further strengthen the student voice. An assistant principal (AP) will be nominated as a link teacher to progress this area.
- At the time of the inspection, the middle management team comprised one AP level one and two APs level two. This was recognised during the evaluation 'as only two teachers comprise the middle management team, the implementation of many duties depends on good will and self-motivation of other teachers'. There will be eight on the middle management team in September 2018. It is clear that the school was managed without the necessary support structures being available. This will not be the case next year when there will be three APs level one, four APs level two and a programme co-ordinator. Each teacher will have a role in school self-evaluation (SSE) to ensure that the good work carried out to date is progressed in a more systematic manner.
- An inservice day was facilitated by the PDST to update all staff on the SSE process. In addition to this, two areas of focus have been chosen for next year; learner experience and teachers' collective practice, these priority areas reflect recommendations made in the evaluation. An assessment policy has been developed and ratified by the board.

(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 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;

