

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Pobalscoil Ghaoth Dobhair
Seoladh na scoile / School address	Na Doirí Beaga Leitir Ceanainn Tír Chonaill
Uimhir rolla / Roll number	91409A

Dáta na Meastóireachta: 11-10-2017



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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

MEASTÓIREACHT SCOILE UILE – BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM

Dátaí na cigireachta	9 – 11/10/2017
Gníomhaíochtaí cigireachta a rinneadh <ul style="list-style-type: none">• Cruinniú leis an mBord Bainistíochta• Cruinnithe leis an bpríomhoide agus príomhoide tánaisteach• Cruinnithe le príomhbhaill foirne• Athbhreithniú ar cháipéisí ábhartha• Agallamh le fócasghrúpa scoláirí	<ul style="list-style-type: none">• Cruinniú le tuismitheoirí• Anailís ar cheistneoirí ó thuismitheoirí, scoláirí agus múinteoirí• Breathnú ar theagasc agus foghlaim• Breathnú ar obair na scoláirí• Aiseolas don fhoireann bainistíochta shinsearach, bord bainistíochta agus múinteoirí

Comhthéacs na scoile

Is iarbhunscoil lánGhaelach co-oideachasúil i nGaeltacht Dhún na nGall í Pobalscoil Ghaoth Dobhair. Bunaíodh an scoil i 1973 nuair a cónascadh Ardscoil Mhuire agus an Ghairmscoil. Osclaíodh foirgneamh úr na pobalscoile go hoifigiúil ar an Luinnigh i 1982. Cuireadh cuid mhór seomraí agus áiseanna breise leis an scoil ó shin. Cuirtear gach clár ar fáil ar churaclam na scoile. Tá fás suntasach tagtha ar líon na scoláirí atá ag freastal ann ó 296 i 2011 go dtí 418 sa scoilbhliain reatha 2017/18. Is í an Ghaeilge an ghnáth-theanga chumarsáide agus teagaisc sna ceachtanna.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Tá cáilíocht na ceannaireachta don fhoghlaim go maith; tá gá le bainistiú acmhainní i leith riachtanais speisialta oideachais agus na socrúithe maidir le hOideachas Caidrimh agus Gnéasachta (OCG) a thabhairt de réir an dea-chleachtais.
- Tá cáilíocht na bainistíochta agus na ceannaireachta go han-mhaith i mórán réimsí; tá gá le hoiliúint a chur ar fáil don bhord bainistíochta iomlán.
- Tá plean scoile an-mhaith leagtha amach atá faoi réir ag fíis agus treoir na foirne bainistíochta sinsearaí; tugtar léargas maith ann ar scoil Ghaeltachta atá scoláire-lárnach ina cleachtas; tá céimeanna cinnte aitheanta chun oideachas den scoth trí mheán na Gaeilge a chur ar fáil.
- Bhí cáilíocht an teagaisc agus na foghlama sa réimse idir go maith agus go han-mhaith i gcás an chuid ba mhó de na ceachtanna a breathnaíodh; bhí scóip chun forbartha ann maidir le ríomhfhoghlaim agus foghlaim ghníomhach, chomhoibríoch a chur chun cinn.
- Tugadh aird an-mhaith ar chur i bhfeidhm na moltaí a bhain le meastóireachtaí roimhe seo.
- Tá an obair ar an bhféinmheastóireacht scoile (FMS) ar ardcháilíocht agus tá ardacmhainn chun feabhais ann.

Moltaí

- Ba cheart athbhreithniú iomlán a dhéanamh ar an soláthar do scoláirí a mbíonn riachtanais speisialta oideachais acu ag teacht le hImlitir 0014/2017 na Roinne.
- Ba cheart na socrúithe agus an polasaí a bhaineann le OCG sna ranganna sinsearacha a athbhreithniú, ag teacht leis an dea-chleachtas mar a leagtar amach in Imilitir 0023/2010 na Roinne.
- B'fhiú do bhaill an bhoird bhainistíochta freastal ar chúrsa oiliúna le chéile agus fochoiste airgeadais a bhunú.

- Ba chóir úsáid níos fairsinge a bhaint as straitéisí foghlama gníomhacha agus as straitéisí measúnaithe chun foghlama (McF), agus dlús a chur leis an bhforbairt ar an teicneolaíocht faisnéise agus cumarsáide (TFC), ar mhaithe leis na scoláirí a spreagadh níos mó chun freagracht a ghlacadh ar a gcuid foghlama féin.
- B'fhiú fochoiste foirne a bhunú chun cuir chuige éifeachtacha i leith measúnaithe, teagaisc agus foghlama a chur chun cinn sa scoil ar shlí níos córasaí.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT NA CEANNAIREACHT AGUS NA BAINISTÍOCHTA SCOILE

Ceannaireacht ar fhoghlaim agus ar theagasc

Tá cáilíocht na ceannaireachta ar fhoghlaim agus ar theagasc go maith. Tá gá le bainistiú acmhainní a bhaineann le riachtanais speisialta oideachais agus na socrúithe a bhaineann le OCG sna ranganna sinsearach a thabhairt de réir an dea-chleachtais.

Oibríonn an príomhoide agus an príomhoide tánaisteach chun cultúr foghlama a chur chun cinn. Tá ionchais arda acu i gcoitinne do na scoláirí agus treoraíonn siad an fhoireann a dícheall a dhéanamh le torthaí feabhsaithe a bhaint amach. Baintear úsáid as an bhféinmheastóireacht scoile chun teagasc a spreagadh atá mealltach agus dúshlanach, agus chun spéis na scoláirí san fhoghlaim a mhéadú. Sna ceistneoirí a roinneadh ar scoláirí mar chuid den mheastóireacht, mhaígh beagnach gach duine acu gur maith leo dul chuig a gcuid ranganna agus go bhfuil an teagasc go maith sa scoil.

Bíonn an príomhoide agus an príomhoide tánaisteach feiceálach timpeall na scoile. Tá dáimh ag pobal na scoile lena chéile. Maíonn beagnach gach duine, idir mhúinteoirí, scoláirí agus thuismitheoirí, go bhfuil atmaisféar maith, tacúil, dearfach sa scoil. Tugadh faoi deara le linn na meastóireachta an mheanma ard, an dea-thoil agus an dea-chaidreamh i measc phobal na scoile. Dhearbhaigh na scoláirí uile a d'fhreagair na ceistneoirí go raibh siad bródúil as an scoil.

Is trí Ghaeilge a mhúintear na hábhair ar fad agus cuirtear eochairfhocail agus saintearmaíocht Ghaeilge ar fáil. Ceann de na dúshláin a bhaineann le hoideachas den scoth trí mheán na Gaeilge a dhearbhu sa scoil ná go bhfuil téacsleabhair Bhéarla in úsáid sna seomraí ranga. Mar chúiteamh agus mar thaca leis seo, bíonn ar na múinteoirí mórán oibre a dhéanamh le dréachtú nótaí achomair i nGaeilge. B'fhiú na hacmhainní Gaeilge feabhsaithe atá ar fáil anois a athbhreithniú ar mhaithe le páipéir scrúdaithe Ghaeilge agus téacsleabhair Ghaeilge, a oiread agus is féidir, a bheith in úsáid sna ceachtanna. Dúshlán eile is ea an meascán de Bhéarla agus Gaeilge a labhraítear i measc na scoláirí sna mórphasáistí scoile. B'fhiú don scoil fochoiste, ar a mbeadh ionadaíocht na scoláirí, a bhunú chun teacht ar straitéisí chun labhairt na Gaeilge a chur chun cinn ar fud na scoile.

Tá curaclam fairsing ann agus tá soláthar an-mhaith de chlár agus d'ábhair roghnacha ar fáil. Cuirtear ranganna beaga ar siúl i go leor ábhar, socrú a théann chun leasa na scoláirí, dar leis an scoil. Úsáidtear tromlach de na huaireanta teagaisc a bhaineann go sonrach leis an leithdháileadh um riachtanais speisialta oideachais chun na ranganna beaga seo a chur ar fáil. Níl an socrú seo de réir an dea-chleachtais. De réir Imlitir 0014/27 na Roinne ní féidir na hacmhainní teagaisc breise atá á soláthar faoin tsamhail seo a úsáid don teagasc príomhshrutha ná chun an cóimheas idir scoláirí agus múinteoir i ranganna príomhshrutha a laghdú.

Tá laigí ag baint leis an bpleanáil oideachasúil sa roinn tacaíochta foghlama. Tá pleananna foghlama aonair (PFA) leagtha amach do na scoláirí i roinnt ábhar, ach níl lárphlean tacaíochta oideachasúil ar leith ann do gach aon scoláire mar a bheifí ag súil leis. Roinntear na huaireanta tacaíochta ar aon mhúinteoir déag. Moltar na huaireanta a roinnt ar fhoireann bheag múinteoirí a bhfuil an tairní agus

an oiliúint chuí acu. I measc raon na dtacaíochtaí foghlama atá le moladh, tá teagasc foirne, teagasc i ngrúpaí beaga, teagasc aonair agus measúnú rialta. Is mór an chabhair a thugann na cúntóirí riachtanais speisialta do na scoláirí freisin.

Moltar athbhreithniú iomlán a dhéanamh ar an soláthar do scoláirí a mbíonn riachtanais oideachais speisialta acu, agus go gcuirfí córas i bhfeidhm atá de réir dea-chleachtais agus de réir Imlitir 0014/2017 na Roinne.

Clár dea-eagraithe spreagthach is ea an Idirbhliain a roghnaíonn formhór na scoláirí. Le linn na meastóireachta ní raibh ach líon fíorbheag scoláirí ag tabhairt faoin Ardteistiméireacht Fheidhmeach nó faoi Chlár Gairme na hArdteistiméireachta. B'fhiú athbhreithniú a dhéanamh ar na cláir féachaint an bhfuil breis scoláirí ann a bhfuil na cláir seo níos oiriúnaí dóibh.

Déantar soláthar an-mhaith don Treoir agus do chúram na scoláirí. Cuirtear eolas cuimsitheach ar fáil faoi roghnú ábhar agus coláistí tríú leibhéal agus breisoideachais, chomh maith leis an saol oibre. Eagraítear cruinnithe seachtainiúla don fhoireann chúraim ina bpléitear fadhbanna scoláirí agus na bealaí atreoraithe cuí.

Cuirtear clár iomlán Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) agus Oideachas Caidrimh agus Gnéasachta (OCG) ar fáil do lucht an Teastais Shóisearaigh. Níl na socrúithe iomlán sásúil maidir le OCG a sholáthar do scoláirí sinsearach, mar ní chuirtear modúl ceachtanna ar fáil dóibh ar an tráthchlár chun na cúrsaí sin a phlé. Moltar na socrúithe seo agus an polasaí OCG a athbhreithniú, ag teacht leis an dea-chleachtas a leagtar amach in Imlitir 0023/2010 na Roinne.

Tacaíonn an bhainistíocht shinsearach le deiseanna forbairt ghairmiúil leanúnach (FGL) do mhúinteoirí taobh le hionchais i leith ardghnóthachtáil sna scrúduithe teistiméireachta a chur in iúl. Tá an fhreagairt go maith do na cúrsaí breisoiliúna agus forbartha gairmiúla i measc ghrúpa suntasach den fhoireann teagasc. Tá an ról mar mheantóirí a ghabhann leis an gcúrsa Droichead do mhúinteoirí nuacháilithe mar spreagadh leis an bhforbairt ghairmiúil. Bheadh toradh fóna an-dearfach ar an meastóireacht agus ar an bpiarbhreathnú seo ach an obair seo a chur chun cinn tuilleadh, ar mhaithe le dea-chleachtas a roinnt agus a fhorbairt i measc na rannóga ábhair uile.

An eagraíocht a bhainistiú

Tá bainistiú na heagraíochta go han-mhaith. Bunaíonn an bhainistíocht timpeallacht foghlama ordúil, slán agus sláintiúil, agus coinníonn siad í trí chumarsáid éifeachtach. Tá foirgneamh na scoile glan, compordach agus tarraingteach agus baintear an leas is fearr as na hacmhainní atá ar fáil.

Tá deacrachtaí ag an scoil solathár cuí a dhéanamh ar an tráthchlár don Eolaíocht toisc gan ach saotharlann amháin a bheith ann. Tá an Eolaíocht ina chroíábhar sa tsraith shóisearach agus tá trí bhainse den Eolaíocht ar fáil sa tsraith shinsearach. Tá iarratas curtha isteach ag an mbord chuig an Roinn le haghaidh an dara saotharlann, trí sheomra ranga breise agus ionad uathachais.

Tá na háiseanna spóirt agus treallamh TFC ar ardchaighdeán. Tá an scoil le moladh as a cuid áiseanna a chur ar fáil d'eagraíochtaí pobail agus do choláistí Gaeilge.

Tugtar faoi dhréachtú agus athbhreithniú polasaithe ar shlí chórasach i gcomhar le pobal na scoile. Tá na polasaithe ar fad cothrom le dáta. Leagtar béim ar iompraíocht dhearfach sa chód iompair. Táthar airdeallach ar cheisteanna sláinte agus sábháilteachta.

Chun cuidiú le cúrsaí cumarsáide sa scoil tá breis forbartha á déanamh faoi láthair ar irisleabhar na scoile agus ar an suíomh idirlín; tá dea-chuma ar an obair seo ar fad.

Ceannaireacht ar fhorbairt na scoile

Tá ceannaireacht na scoile go han-mhaith i móran réimsí. Leagann ceannairí na scoile fíis threorach agus plean scoile cuimsitheach amach a thugann léargas maith ar scoil Ghaeltachta atá scoláire-lárnach agus a bhfuil mar aidhm aici oideachas den scoth trí mheán na Gaeilge a chur ar fáil. Bhí fianaise láidir ann go bhfuil an ráiteas misin agus físe mar bhonn éifeachtach le hobair na scoile, agus go bhfuil tacaíocht láidir i measc na bpáirtithe leasmhara uile leis na bunaidhmeanna sin. Mhaígh na múinteoirí go gcuirtear bunluachanna na scoile i bhfeidhm go maith i saol laethúil na scoile.

Léiríonn na sonraí rollacháin gur tháinig ardú 40% ar líon na scoláirí le sé bliana anuas. Freastalaíonn an phobalscoil go príomha ar na bunscoileanna i bparóiste Ghaioth Dobhair. Le blianta beaga anuas táthar ag mealladh scoláirí ó bhunscoileanna eile atá lasmuigh d'abhantrach na scoile. Tá beagnach gach scoláire ina chainteoir líofa Gaeilge. Cuirtear cúntóir teanga ar fáil don líon beag scoláirí a bhíonn ar bheagán Gaeilge nuair a thosaíonn siad. Is é an príomhspríoc atá ag an mbord ná a chinntiú go mbainfidh an scoil amach stádas mar scoil Ghaeltachta sármhaith sa scéim aitheantais úr faoin bpolasaí don oideachas Gaeltachta.

Tá an scoil ag freastal ar cheantar atá faoi mhíbhuntáiste; níl stádas DEIS ag an scoil ón mbliain 2008. Feidhmíonn sí faoi phátrúntacht Dheoise Ráth Bhotha agus tá ionadaithe an Easpaig Chaitlicigh agus Bhord Oideachais agus Oiliúna Dhún na nGall ar an mbord. Tá an bord bunaithe mar is cuí. Tá saintaithí ag formhór na mball ar chúrsaí oideachais, tá siad fréamhaithe sa phobal agus tugann siad faoina gcuid oibre go díograiseach. D'fhreastail roinnt ball ar oiliúint dá ról thar na blianta. Moltar go bhfreastalódh baill an bhoird uile ar chúrsa oiliúna le chéile nuair a cheapfar bord nua i mí Lúnasa 2018, sa chaoi is go mbeidh siad in ann feidhmiú níos éifeachtaí fós do ról an bhoird.

Tionóltar cruinnithe boird go rialta agus is trí Ghaeilge a reáchtáiltear iad. Pléitear go leor cúrsaí ann, lena n-áirítear tuairiscí cigireachta, earcú múinteoirí, torthaí scrúduithe agus imeachtaí eile. Mar a d'aithin na baill féin, b'fhiú teagasc agus foghlaim nó féinmheastóireacht scoile a bheith ar gach clár cruinnithe chun cur leis an dul chun cinn. Moltar tuairisc chomhaontaithe ar na cruinnithe a dhréachtú agus a chur faoi bhráid phobal na scoile ar mhaithe le soiléireacht na cumarsáide.

Seoltar miontuairiscí cruinnithe boird, ráiteas airgeadais míosúil, agus cuntas airgeadais bliantúil chuig an Roinn. Faoi láthair níl fochoiste airgeadais ag an mbord. Moltar fochoiste airgeadais a cheapadh ag teacht leis an dea-chleachtas.

Cuireann an príomhoide agus an príomhoide tánaisteach a ról i bhfeidhm go cumasach agus oibríonn siad go rí-mhaith as lámha a chéile. Cuirtear pleananna feabhsúcháin i bhfeidhm ar bhonn scoile uile agus déantar monatóireacht orthu. Spreagann an fhoireann bainistíochta shinsearach pobal na scoile uile. Tugadh fianaise go dtugann siad tacaíocht do mhúinteoirí a mbíonn deacrachtaí acu, go moltar gníomh cuí más gá agus go gcinntíonn siad go ndéantar gníomh.

Sna cruinnithe éagsúla a bhí ag na cigirí le pobal na scoile léiríodh lán-mhuinín as an bhfoireann bainistíochta shinsearach agus ardmheas orthu. Aontaíodh go bhfuil riar agus eagrú na scoile go maith, agus go bhfuil an córas bainistíochta inscoile éifeachtach.

Acmhainn na ceannaireachta a fhorbairt

Is iad an spreagadh agus an misniú an rogha stíl cheannaireachta atá ag an bhfoireann bainistíochta shinsearach agus tá an fhoireann ag freagairt go maith don cheannaireacht seo. Cuireann an fhoireann meánbhainistíochta, triúr príomhoidí cúnata agus seisear múinteoirí dualgas speisialta, go han-mhaith le hobair agus feidhmiú na scoile trí na cúraimí suntasacha atá orthu, mar bhliainmhúinteoirí, comhordaitheoirí cláir agus cúraimí eile. Léiriú ar an dea-atmaisféar comhoibríoch atá i réim is ea líon na gcúraimí suntasacha atá á nglacadh ag múinteoirí eile, agus líon na gceachtanna breise agus imeachtaí comhchuraclaim agus seach-churaclaim a eagraíonn siad do na scoláirí.

Tá comhairle na dtuismitheoirí an-ghníomhach. De bhreis ar mhórcáidí scoile a eagrú, bíonn ionchur acu i ndrúchtú polasaithe agus eagraíonn siad cainteanna tairbheacha do thuismitheoirí faoi fhorbairt agus folláine daoine óga.

Tá an scoil le moladh as cinnireacht agus freagracht na scoláirí a chur chun cinn trí chomhairle na mac léinn, agus córas cinnirí agus meantóirí a chur ar bun. Aithnítear cinnireacht na scoláirí i réimse leathan imeachtaí ag bronnadh bliantúil na nduaiseanna agus sna mórphasáistí atá breac le grianghraif dá gcuid gaiscí.

Nósanna Imeachta um Chosaint Leanaí

Thug údarais na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iarbhunscoileanna*, gan athrú ná leasú, agus go bhfuil cleachtas na scoile ag teacht lena n-éilítear faoi *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus in Iarbhunscoileanna*.

2. CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA

Torthaí agus Eispéiris na bhFoghlaimoirí

Bhí cáilíocht an teagaisic agus na foghlama sa réimse idir go maith agus go han-mhaith i gcás an chuid ba mhó de na ceachtanna a breathnaíodh. Bhí an líon beag eile de cheachtanna a breathnaíodh sásúil don chuid ba mhó agus measartha i gcás an bheagáin. B'iad na réimsí chun forbartha a bhí comónta i gcás an bheagáin sin de cheachtanna ná caint an mhúinteora a bheith rómhór in uachtar tríd síos agus ról na bhfoghlaimoirí a bheith neamhghníomhach. Chomh maith leis sin ní raibh spriocanna foghlama an cheachta sách soiléir ná difreáilte.

Ar na táscairí comónta luatha a bhain leis na ceachtanna ar fad bhí an tinreamh an-ard, an tús poncúil leis na ranganna agus an dea-atmaisféar a bhí i réim idir na scoláirí agus na múinteoirí agus i measc na scoláirí féin. De bhreis air sin, sa chuid ba mhó ar fad de na ceachtanna, bhíothas dírithe ar spriocanna foghlama a bhí soiléir agus inbhainte amach. Rinneadh réamhfhoghlaim na scoláirí ar an topaic a dhearbhu go maith i dtús ama, agus an fhoghlaim nua don cheacht féin a iniúchadh, a thástáil agus a dhaingniú go héifeachtach. Chuir an cur chuige seo go mór le dea-eispéireas foghlama a dhearbhu do thromlach mór na scoláirí. B'fhiú an cleachtas maidir le réamhfhoghlaim na scoláirí a dheimhniú a leathnú.

Sna ceachtanna ab fhearr bhí féinmhúinín iontu féin mar fhoghlaimoirí le sonrú ar ról gníomhach na scoláirí. Thug na múinteoirí spreagadh agus saoirse dóibh páirt iomlán a ghlacadh sa phlé a bhí dírithe ar na spriocanna foghlama a bhaint amach, bíodh sin sa phlé sa rang nó san fhoghlaim chomhoibríoch, mar a bhí ar fáil dóibh ag amanna éagsúla ag obair ina mbeirteanna nó ina ngrúpaí dóibh. Bhí dea-thionchar feiceálach ag an éagsúlacht seo ar eispéireas na foghlama agus ar an mbeocht a bhain leis an gceacht. Ba mhór idir eispéireas na foghlama ag na scoláirí sna ceachtanna seo de thairbhe straitéisí foghlama gníomhacha agus eispéireas na foghlama i mionlach de cheachtanna a bhí faoi réir ag cur chuige a bhí ró-theagascach.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí cur chuige comhsheasmhach maith sna ceachtanna ar fad maidir le díriú ar eochairfhocail riachtanacha don topaic idir lámha, ag teacht le fócas scoile uile ar an litearthacht. I gcásanna áirithe cinntíodh tuiscint na scoláirí ar eochairfhocail a tugadh roimhe le tástáil ghairid scríofa ag am tráthúil sa cheacht; bhí an cleachtas seo éifeachtach.

Chonacthas straitéisí maidir le measúnú chun foghlama (McF) in úsáid i mórán ceachtanna agus in úsáid go han-mhaith sna ceachtanna ab éifeachtaí. Chuir roinnt múinteoirí casadh maith ar an straitéis soilse tráchta a bhí cuí don aoisghrúpa chun tuiscint scoláirí sinsearacha ar thopaicí éagsúla a thomhas go tapa faoi rún agus iad ag fágáil an tseomra ranga ag deireadh an cheachta. Léirigh freagairt na scoláirí an gá a bhí le fillleadh ar thopaicí áirithe. Moltar straitéisí mar seo de rogha ar cheisteanna dúnta.

Mar chuid den phróiseas chun cuidiú leis na scoláirí féinmheastóireacht a dhéanamh orthu féin mar fhoghlaimoirí neamhspleácha iarradh orthu nóta gairid a bhreacadh faoi dhá rud a thaitin leo faoin bhfoghlaim agus gné eile a lua a raibh gá acu le forbairt a dhéanamh air. Ina theannta sin bhí nótaí tráchta an mhúinteora ar obair scríofa na scoláirí an-chuiditheach maidir le treoir chun feabhas a chur ar cháilíocht na hoibre sin. Bhí cur i bhfeidhm na straitéisí seo ar fheabhas. Bhí na cuir chuige seo in easnamh ar cheachtanna eile áfach. B'fhiú na straitéisí McF a raibh an rath orthu a leathnú mar chleachtas.

Gné atá i mbéal forbartha sa scoil is ea cur le hacmhainn na múinteoirí chun an TFC a chur chun leasa na foghlama sa seomra ranga. Ba mhór idir cumas agus compord na múinteoirí in úsáid acmhainní TFC. Dá chomhartha sin bhain éagsúlacht mhór leis an bhfiúntas a bhain le TFC sna ceachtanna. I gcásanna áirithe chuir an TFC go mór leis an bhfoghlaim. I gcásanna eile áfach, níor chuir an barraíocht téacs a bhí ar taispeáint ar shleamhnáin le fiosracht ná samhlaíocht na scoláirí a spreagadh. Tá ardán ríomhfhoghlama agus meastóireachta in úsáid ag líon beag múinteoirí. B'fhiú dlús a chur leis an bhforbairt ar TFC mar uirlis teagaisc agus foghlama agus plean don fhoghlaim dhigiteach a bheartú mar chuid den fhéinmheastóireacht scoile.

Bhí aird chuí ar na scrúduithe teistiméireachta le sonrú ar mhórán ceachtanna. Tá leibhéal an-ard de thaithí i measc na foirne teagaisc mar scrúdaitheoirí cúnta agus comhairleoirí sna scrúduithe teistiméireachta. Is léir go dtéann an stór seo de thaithí chun leasa na scoláirí. Bhí mionanailís fhiúntach ar ghnóthachtáil na scoláirí le sonrú san obair phleanála a bhí ar siúl ag roinnt mhaith de na rannóga ábhair. Bhí na pleananna ábhair ar ardcháilíocht.

3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE SEO

Ceannaireacht agus Bainistíocht

Tá aird an-mhaith tugtha ar mholtaí a bhain leis an mbainistíocht sna cigireachtaí ábhair a rinneadh roimhe seo ar Ghaeilge, Béarla, Mata agus Treoir. Maidir le Béarla cuireadh na moltaí i bhfeidhm maidir leis an tráthchlár agus ranganna cumais mheasctha a chruthú sa tsraith shóisearach.

Teagasc agus Foghlaim

Tá aird an-mhaith tugtha ar mholtaí a bhain le teagasc agus foghlaim. Maidir le Mata agus Béarla tá ionchais níos airde ann i ndáil le foghlaim agus tá feabhas mór tagtha ar rátaí rannpháirtíochta agus gnóthachtála na scoláirí sna scrúduithe ardleibhéil. Tá na moltaí ar fad maidir leis an nGaeilge agus an Treoir curtha i bhfeidhm ag an scoil.

4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE (FMS) AGUS CUMAS D'FHEABHSÚCHÁN SCOILE

Próiseas Féinmheastóireachta na Scoile

Tá an phleanáil straitéiseach go han-mhaith agus tá an próiseas FMS ar ardcháilíocht. Leagtar amach go ginearálta na straitéisí litearthachta agus uimhearthachta sa phlean scoile, sna pleananna ábhair agus pleananna feabhsúcháin; ach tá gá le hanailís níos doimhne ar dhul chun cinn na straitéisí céanna i gcásanna áirithe. Roghnaíonn na múinteoirí trí theicníc McF le cur i bhfeidhm le linn na scoilbhliana. Tá fianaise ann go bhfuil na straitéisí á gcur i bhfeidhm. Faoi láthair is iad an fhoireann bainistíochta shinsearach agus cupla múinteoir atá freagrach as na straitéisí ar fad a stiúradh. B'fhiú fochoiste foirne a bhunú chun cuir chuige éifeachtacha i leith measúnaithe, teagaisc agus foghlama a chur cinn sa scoil ar shlí níos córasaí.

Cumas na Scoile d'Fheabhsúchán

Léiríonn bainistíocht agus foireann na scoile tiomantas agus ardacmhainn leis an bhfeabhsúchán scoile a bhaint amach, agus oideachas den scoth trí mheán na Gaeilge a chur ar fáil.

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	Pobalscoil Ghaoth Dobhair
Seoladh na scoile / School address	Na Doirí Beaga Leitir Ceanainn Tír Chonail
Uimhir rolla / Roll number	91409A

Date of Evaluation: 11-10-2017



The original report is written in Irish. An English translation of the report is provided here.

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil anseo.

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

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

How to read this report

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

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	9 - 11/10/2017
Inspection activities undertaken <ul style="list-style-type: none"> • A meeting with the board of management • Meetings with the principal and deputy principal • Meetings with key members of staff • A review of relevant documents 	<ul style="list-style-type: none"> • An interview with a focus group of students • A meeting with parents • Analysis of questionnaires from parents, students and teachers • Observation of teaching and learning • Review of students' work • Feedback to the senior management team, the board of management and the teachers

School context

Pobalscoil Ghaoth Dobhair is a post-primary co-educational school in the Donegal Gaeltacht. The school was founded in 1973 when Ardscoil Mhuire and the Vocational School were amalgamated. The new school building was officially opened in an Luinnigh in 1982. More rooms and facilities have been added to the school since then. All programmes are provided on the school curriculum. There has been significant growth in the number of students enrolled: from 296 in 2011 to 418 in the current school year 2017/18. Irish is the normal language of communication and teaching in lessons.

Summary of main findings and recommendations:

Findings

- The quality of leadership for learning is good; the management of resources for special educational needs (SEN) and the arrangements regarding Relationships and Sexuality Education (RSE) need to be aligned with good practice.
- The quality of management and leadership is very good in many areas; the board of management would benefit from additional training.
- A very good school plan has been set out in accordance with the vision and direction of the senior management team; the plan outlines a vision of a Gaeltacht school that is student centered in its practices, and definitive steps have been identified to enable it to provide an excellent education through the medium of Irish.
- The quality of the teaching and learning ranged from good to very good in most of the lessons observed; there was scope for development in relation to the promotion of active, cooperative and independent learning, including e-learning.
- Very good attention has been paid to the implementation of recommendations made in previous inspection reports.
- The school self-evaluation process is of a high standard and the school demonstrates a very good capacity for ongoing improvement.

Recommendations

- A full review should be carried out on the provision for students with SEN in accordance with Department Circular 0014/2017.
- The arrangements and the policy for RSE at senior cycle should be reviewed, in accordance with the good practice set out in Department Circular 0023/2010.
- All members of the board of management should attend a training course together and a finance subcommittee should be established.

- Greater use should be made of active learning and assessment-for-learning (AfL) strategies; and the development of information and communication technology (ICT) should be intensified in order to encourage students to take greater responsibility for their own learning.
- A core team should be established to promote and share effective approaches to teaching, learning and assessment at whole-school level in a more systematic manner.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

Leadership of teaching and learning

The quality of leadership for teaching and learning is good. The management of resources in relation to SEN and the arrangements regarding RSE at senior cycle need to be brought into line with best practice.

The principal and deputy-principal work towards promoting a culture of learning. They have high expectations for their students and they encourage the staff to do their very best to achieve improved outcomes. The school self-evaluation process is used to encourage teaching that is appealing and challenging, and to increase the students' interest in learning. In the questionnaires that were given to students as part of the evaluation, almost every one of the students reported that they like going to their classes and that teaching is good in the school.

The principal and deputy-principal have a strong, visible presence in the school. The school is a true community. Almost all teachers, students and parents who were surveyed as part of the evaluation reported that there is a good, supportive and positive atmosphere in the school. During the evaluation the high morale, goodwill and positive relationships within the school community were evident. All of the students who answered the questionnaire reported that they are proud of the school.

All of the subjects are taught through Irish and key words and subject-specific terminology in Irish is provided. One of the challenges associated with striving to ensure excellent education through the medium of Irish is that English language textbooks are used in the classrooms. To compensate for this, the teachers work hard to draft summarised notes in Irish. It would be worthwhile reviewing the improved Irish-language resources that are now available, and extending the use of the Irish versions of state examination papers and Irish-language textbooks in the lessons, where appropriate. The mixture of English and Irish that is spoken amongst the students in the main school corridors is another challenge. It is recommended that the school establish a committee, with student representation, which would discuss, consult and implement strategies to promote the speaking of Irish throughout the school.

The school provides a broad curriculum and a wide range of programmes and optional subjects. Small classes are provided in many subjects, an arrangement which school management asserts is to the benefit of all students. Most of the teaching hours that have been specifically allocated for SEN are being used in order to provide these small classes. This arrangement is not in accordance with best practice. Department Circular 0014/27 states clearly that the additional teaching hours that are allocated under the new SEN model cannot be used for mainstream teaching or to reduce the pupil/teacher ratio in mainstream classes.

There are evident weaknesses with educational planning in the learning-support department. Individual learning plans (ILP) have been developed for the students in some subjects, but there is no overarching, individual support plan for every student with SEN, as required. The hours for learning support are divided among eleven teachers. It is recommended that the hours be shared among a

small group of teachers who have the appropriate experience and training. Among the range of learning supports observed that are commended are team teaching, teaching in small groups, individual teaching and regular assessment. The special needs assistants give significant support to the students also.

It is recommended that the school undertakes a full review of provision for students with SEN and a system of supports be put in place in accordance with best practice as outlined in Department Circular 0014/2017.

Transition year is a very stimulating and well-organised programme and is a popular choice with the vast majority of students. At the time of the evaluation only a very small number of students were opting to do the Leaving Certificate Applied (LCA) or the Leaving Certificate Vocational Programme (LCVP). It would be worthwhile to review the programmes to see if they would suit or appeal to the needs of more students.

Very good provision is made for Guidance and for the care of students. Comprehensive information is made available on the choice of subjects, courses and colleges of further and higher education, as well as the world of work. Weekly meetings are held by the care team at which students' concerns are discussed and the appropriate referral pathways.

A full programme of Social, Personal and Health Education (SPHE) and RSE is provided for junior-cycle students. The arrangements for the provision of RSE at senior cycle are not completely satisfactory, as a lesson module in RSE is not timetabled for senior students. It is recommended that the arrangements for RSE and the relevant policy be reviewed, in line with good practice as set out in Department Circular 0023/2010.

The senior management team promotes opportunities for the continuing professional development (CPD) of teachers, and fosters high expectations for student achievement in certificate examinations. There is a good response to upskilling and development courses among a significant number of the teaching staff. The role of mentors for newly qualified teachers under the *Droichead* programme acts to encourage ongoing professional development among some members of staff. This programme includes opportunities for peer observation and professional collegial feedback. It would be worthwhile for teachers to consider extending and sharing such good practices, including peer collaborative reviews, within their own subject departments.

Management of the organisation

The management of the organisation is very good. School management has established an orderly learning environment that is safe and healthy, and they maintain it through effective communication. The school building is clean, comfortable and appealing and the best use is made of the resources that are available.

The school is finding it difficult to make appropriate provision on the timetable for Science as there is only one laboratory available. Science is a core subject in the junior cycle and three branches of Science are provided at senior cycle. An application has been submitted by the board to the Department for a second science laboratory, three extra classrooms and a centre for students with autism.

The sports facilities and ICT infrastructure are of a very high quality. The school is to be commended for providing access to its facilities to local community organisations and Irish-language colleges.

The drafting and reviewing of policies is undertaken in a systematic way in consultation with the school community. The policies are appropriate and up to date. Emphasis is placed on positive behaviour in the code of conduct. Due attention is paid to matters of health and safety.

In order to enhance communication within the wider school community, significant and commendable developments are currently being made to the school magazine and website.

Leadership of school development

The quality of school leadership is very good in many areas. School management sets out a guiding vision and a comprehensive school plan that envisages a Gaeltacht school that is student-centered and aims to provide an excellent education through the medium of Irish. There is strong evidence that the mission statement and vision are an effective basis for the work of the school, and that all the relevant stakeholders strongly support these aims. The teachers reported that the school's ethos and fundamental values are embedded and implemented in the daily life of the school.

Student enrolments have increased by 40% in the last six years. The community school primarily serves the primary schools in Gaoth Dobhair parish. In recent years students have been enrolling from other primary schools outside the school catchment area. Almost every student is a fluent speaker of Irish. A language assistant is available for a small number of students who have little or no Irish when they first enrol. The main priority of the board is to ensure that the school achieves its status as an excellent Gaeltacht school in the new recognition scheme under the Department's policy on Gaeltacht education.

The school is serving a disadvantaged area; the school has not had DEIS status since 2008. It operates under the patronage of the Diocese of Raphoe and there are representatives of the Catholic Bishop and of the Donegal Education and Training Board on the board. The board is appropriately established. Most of the members have specialised knowledge of educational matters, they are rooted in the community and they undertake their work diligently. Some members attended training for their role over the years. It is recommended that all of the board members attend a training course together when the new board is appointed in August 2018, in order to enable them to function even more effectively as a body corporate.

Board meetings are held regularly and all matters are discussed through the medium of Irish. Among the issues discussed are inspection reports, recruitment of teachers, examination results and other matters. As the members themselves have identified, it would be worthwhile to have the topic of teaching and learning or school self-evaluation included as an item on the agenda of every meeting. It is recommended that an agreed report of the meetings be drafted and disseminated to the school community in the interests of clarity and communication.

Minutes of board meetings, monthly financial statements, and an annual financial report are sent to the Department. Currently, the board does not have a finance subcommittee. It is recommended that a finance subcommittee be appointed in keeping with good practice.

The principal and the deputy principal carry out their role in a capable way and they work extremely well together. Improvement plans are implemented on a whole-school basis and they are monitored. The senior management team seeks to motivate the whole school community. Evidence was provided that they support teachers who are having difficulties, and that if necessary an appropriate action is recommended and they ensure that action is taken.

In meetings with the inspection team, members of the school community expressed full confidence in the senior management team who are highly respected. It was stated that the quality of administration and organisation in the school is good and that the internal management system in the school is effective.

Development of the leadership capacity

Encouragement and motivation are the chosen leadership style of the senior management team and the staff responds well to this approach. The middle management team, comprising three assistant principals and six teachers with special duties posts, supports very well the work and operation of the school through the particular responsibilities they hold. Such duties include the role of year heads, programme coordinators and other responsibilities. Staff are commended on all the other duties they undertake on a voluntary basis, including additional tuition, co-curricular and extracurricular activities which they organise for the students. It is a clear demonstration of the positive, cooperative atmosphere that prevails.

The parents' association is very active. Apart from assisting in the organisation of major school events, they also have an input into the drafting of policies and they organise worthwhile talks to parents about the development and well-being of young people.

The school is commended for promoting student leadership by establishing the student council and a system of prefects and mentors. Student leadership is recognised and promoted in a broad range of events, including at the annual prize giving, while photographs of student achievements are prominently displayed on the school corridors.

Child Protection Procedures

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*.

2. QUALITY OF TEACHING AND LEARNING

Learner Experiences and Outcomes

The quality of teaching and learning ranged from good and very good in most of the lessons observed. Most of the remaining lessons were observed to be satisfactory and very few were in the category of fair. The common areas for development in the case of that small number of lessons was where teacher's spoken output was too much to the fore and the role of the learners was too passive. At times the learning intentions of the lesson were not clear enough or appropriately differentiated.

Common characteristics of all the lessons observed were a very high rate of attendance, a punctual start to the lessons and a good atmosphere prevailing among the students and the teachers and among the students themselves. In most of the lessons visited, the focus was on learning intentions which were clear and achievable. The prior learning of students was well affirmed from the outset, and new learning in the lesson was teased out, assessed and reinforced effectively. This approach greatly contributed to ensuring good learning experiences for the majority of students. The commendable focus on assessing and building on the prior learning of students at the start of lessons should be extended.

In the best lessons visited learners' self-confidence in themselves was manifest in their active role in learning. The teachers encouraged the students and gave them freedom to fully participate in the discussions that were focussed on achieving the learning intentions. Such opportunities included class discussion, cooperative learning, working in pairs or in groups. This variety had a positive effect on the learning experience of students in these lively lessons. There was a great contrast between the visibly excellent learning which students experienced in these lessons as a result of active learning

methodologies and what was observed in a minority of lessons that were characterised by an overly didactic approach.

Individual and common practice of the teachers

A good consistent approach was implemented in the lessons on focusing on essential key words for the topic in hand, in keeping with a whole-school focus on literacy. In certain cases student understanding of key words, that were given beforehand, was assessed with a short written test at an appropriate time in the lesson; this practice was effective.

Strategies in relation to assessment for learning (AfL) were observed in many lessons and used very well in the most effective lessons. Some teachers developed their own appropriate twist to the traffic lights' system to quickly assess the senior students' comprehension of certain topics in a confidential manner, as they were leaving the classroom at the end of the lesson. The students' response demonstrated the need to return to certain topics. Strategies like this are recommended as an option to closed questions.

As part of the process to assist students to assess themselves as independent learners they were asked to jot down a short note of two things they liked about learning and to mention another aspect that they needed to develop. The teacher's comments on the students' written work was very helpful in giving guidance on how to improve the quality of their work. The implementation of these strategies was excellent. These approaches were not evident in other lessons. It is recommended that greater use be made of active learning and AfL strategies in more lessons.

There is scope for development in relation to upskilling teachers in the use of ICT resources. There was a great disparity observed in the ability and ease of teachers using the ICT resources and a corresponding contrast between the quality and effectiveness of ICT used in the lessons. In some cases ICT greatly added to the learning. In other cases, however, the overuse of text displayed on the slides did not inspire the students' curiosity or imagination. A small number of teachers use an e-learning and assessment platform. It is recommended that the use of ICT as a teaching and learning tool be further developed and a strategic plan for digital learning be agreed as part of the school's self-evaluation process.

Appropriate attention to the certificate examinations was observed in many lessons. The teaching staff have a very high level of experience as assistant examiners and as advisors in state examinations. It is obvious that this repertoire of experience is to the benefit of students. A detailed analysis of learner outcomes and student achievement was evident in subject department plans. The subject plans were of a high standard.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Leadership and Management

Very good attention has been paid to the recommendations made regarding management in the subject inspections previously carried out on Guidance, Mathematics, English and Irish. Recommendations were implemented regarding the timetable and the creation of mixed-ability classes in junior cycle English, for example.

Teaching and Learning

Very good attention has been paid to the recommendations in relation to teaching and learning. As regards Mathematics and English, there are higher expectations evident in relation to learning and there is a big improvement in the rates of student participation and achievement in the higher level examinations. All the recommendations with regards to Irish and Guidance have been implemented by the school.

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

The School's Self-Evaluation Process

The quality of strategic planning is very good and the school self-evaluation process is of a high standard. The literacy and numeracy strategies are set out in the school plan, in the subject plans and in the improvement plans; but there is scope for a deeper analysis of the progress of some strategies in a few cases. The teachers choose three techniques of AfL to implement during the school year. There is evidence that these strategies are being implemented. Currently, it is the senior management team and a few teachers who are responsible for overseeing all of those strategies. It is recommended that a core team be established to promote and share effective approaches to teaching, learning and assessment at whole-school level in a more systematic manner.

The School's Capacity for Improvement

The management and staff of the school demonstrate a very good capacity for ongoing school improvement and a strong commitment to providing education of a very high quality through the medium of Irish.

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;