An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil Cholmcille
Seoladh na scoile / School address	Lána Na Cúlóige Baile Átha Cliath 17
Uimhir rolla / Roll number	20052H

Dáta na cigireachta: 19-09-2019

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN

Déanann Meastóireacht Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaítear dea-chleachtas agus déantar moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire (na cigirí) meastóireacht agus tuairisciú faoi na ceannteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Cáilíocht an teagaisc
3. Cáilíocht na tacaíochta d'fholláine na ndaltaí
4. Cáilíocht na ceannaireachta agus na bainistíochta
5. Cáilíocht na féinmheastóireachta scoile

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINT LEANAÍ

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.

5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG, Folláine).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear faoi seiceálacha 1 & 2 thuas ar chéad lá na cuairte cigireachta; ní raibh an measúnú riosca san áireamh sa ráiteas slánchumhdaithe leanaí a bhí ar taispeáint agus ní raibh an t-athbhreithniú bliantúil á thaifeadadh nó curtha in iúl ar na teimpléid éigeantacha. Roimh dheireadh tréimhse na cigireachta, áfach, thug an scoil fianaise go bhfuil a cleachtas ag teacht lena n-éilítear maidir le na riachtanais seo.

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	19-09-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile • Cruinniú le hionadaithe an bhoird bhainistíochta • Cruinniú le hionadaithe tuismitheoirí • Cruinniú le múinteoirí • Athbhreithniú ar cháipéisí ábhartha	• Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí • Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Aiseolas don phríomhoide, príomhoide tánaisteach agus múinteoirí, agus d'ionadaithe na dtuismitheoirí agus ionadaithe an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is gaelscoil chomhoideachais faoi phátrúnacht an Fhorais Pátrúnachta í Gaelscoil Cholmcille. Ar an bhfoireann teagaisc áirítear príomhoide riaracháin, aon oide ranga príomhshrutha dhéag agus triúr múinteoirí do dhaltaí le riachtanais speisialta oideachais (RSO), post amháin díobh roinnte le gaelscoil eile. Tá tinreamh na ndaltaí go han-mhaith sa bhforiomlán. Ag am na meastóireachta bhí 274 dalta cláraithe sa scoil agus dáilte trasna naoi rang príomhshrutha. Dá bharr, bhí líon na ndaltaí i dtromlach na ranganna príomhshrutha go sonrach níos mó ná an meán ginearálta reatha do líon daltaí i ranganna príomhshrutha i mbunscoileanna.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Is láthair fhírinneach ar leas foghlaim na Gaeilge í an ghaelscoil seo ina bhfuil atmaisféar gaelach dea-cruthaithe agus cothabháilte le dílseacht; tá Gaeilge ar ard-chaighdeán ag na daltaí agus í á cothú le hionchur cruinn cuimsitheach Gaeilge an phríomhoide agus na foirne.
- Bhí caighdeán na foghlama agus an teagaisc go han-mhaith sa scoil trasna an raon leathan d'ábhair an churaclaim a breathnaíodh.
- Tá ról ceannasaíochta na ndaltaí á chothú le tiomantas sa scoil.
- Is le haghaidh ranganna príomhshrutha amháin atá poist a leithdháiltear ar bhunscoileanna bunaithe ar an sceideal soláthar foirne; níl forálacha agus treoracha chiorclán 19/2019 na Roinne á gcur i bhfeidhm mar bha cheart sa scoil.
- Cé go bhfuil soláthar breá ann maidir le daltaí le riachtanais speisialta oideachais (RSO) a aithint de réir *Chontanam na Tacaíochta,* tá gnéithe eile le feabhsú anois a ghabhann leis an soláthar.

MOLTAÍ

- Ba chóir do bhainistíocht na scoile na poist phríomhshrutha a bronnadh ar an scoil bunaithe ar an sceideal soláthar foirne a úsáid de réir forálacha agus treoracha chiorclán 19/2019.
- Mothar athbhreithniú a dhéanamh ar ghnéithe den chleachtas maidir leis an soláthar RSO, mar a bhaineann siad le ham um chomhordú, clár tacaíochta a choimeád ag leibhéal scoile-uile agus ról ceannasaíochta don soláthar RSO a chruthú go foirmeálta.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go han-mhaith sa scoil. Tá torthaí an-mhaithe foghlama le sonrú trasna an churaclaim agus eispéiris mhaithe curtha ar fáil sa scoil ina hiomláine, líon breá díobh gaolta leis an gcomhartheagasc. Bhí foghlaim ar ard-chaighdeán le braith sa raon leathan d'ábhair an churaclaim ar deineadh meastóireacht orthu.
- Tá atmaisféar fíor-Ghaelach le sonrú tríd an scoil sa bhforiomlán agus léiríonn na daltaí leibhéil arda cruinnis, líofachta agus muiníne ina gcuid Gaeilge phearsanta.
- Spreagtar na daltaí chun foghlama trí mhothúchán soiléir a bheith acu de thorthaí foghlama insroichte agus dúshlánacha. Tá eolas, scileanna agus tuiscint na ndaltaí ag caighdeán an-mhaith i gcomhréir le cuspóirí, scileanna agus coincheapa Churaclam na Bunscoile. Baineann na daltaí amach, agus uaireanta sáraíonn siad, na cuspóirí foghlama a bhíonn beartaithe do na ceachtanna.
- Léiríonn na daltaí leibhéil an-arda spéise agus rannpháirtíochta san fhoghlaim. Tá timpeallacht na scoile ar ard-chaighdeán agus feiliúnach do chur i bhfeidhm an churaclaim. Bíonn daltaí fíor-ghníomhach san fhoghlaim agus cuirtear deiseanna foghlama leathana ar fáil dóibh sa rang, i dtimpeallacht na scoile agus i ngníomhaíochtaí foghlama comh-churaclam.
- Bíonn go soileir ar chumas na ndaltaí obair a dhéanamh go neamhspleách agus go comhoibríoch ar bhealach an-chuspóireach agus an-táirgiúil. Déanann na daltaí naisc fhiúntacha idir an fhoghlaim in ábhair agus réimsí éagsúla an churaclaim.
- D'aontaigh beagnach gach tuismitheoir, a chomhlánaigh ceistneoir mar chuid den mheastóireacht, go bhfuil ag éirí go maith lena pháiste ar scoil, agus go bhfuil dul chun cinn cuí á dhéanamh acu sa léitheoireacht agus sa Mhatamaitic.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc sa scoil ag leibhéal an-mhaith le sár-chleachtas á léiriú in ionaid éagsúla agus i raon leathan ábhar, teagasc na Gaeilge ina measc. Chuir an tacaíocht in-ranga le héifeacht an teagaisc sa bhforiomlán. Léiríonn na múinteoirí – idir na hoidí príomhshrutha agus na oidí tacaíochta - cumas agus inniúlacht sna scileanna oideolaíochta atá de dhíth d'ábhair Churaclam na Bunscoile agus de dhíth chun foghlaim na ndaltaí a fhorbairt ar fud an churaclaim agus taobh amuigh de.
- Tá éacht á dhéanamh ar leas na Gaeilge sa scoil. Cuirtear an tumoideachas i bhfeidhm le scil, comhoibríonn na múinteoirí le chéile agus dá thoradh cuireann siad cuir chuige scoile-uile sa Ghaeilge i bhfeidhm ar mhaithe le foghlaim na teanga. Tá na stráitéisí comhartheagaisc atá i bhfeidhm chun scileanna na léitheoireachta, na matamaitice agus scileanna eile a fhorbairt ar chaighdeán an-mhaith. Baineann na múinteoirí úsáid as raon de mhodhanna ceistiúcháin go héifeachtach do chúiseanna éagsúla lena n-áirítear freagraí suntasacha a mhealladh ó na daltaí agus cuidiú le rannpháirtíocht níos doimhne le hábhar an cheachta.
- Dearann agus ullmhaíonn na múinteoirí sraith de thascanna agus gníomhaíochtaí foghlama atá oiriúnach do chuspóirí foghlama sainiúla ceachtanna. Go minic bíonn dearadh an cheachta solúbtha chun deiseanna foghlama atá ag teacht chun cinn a cheadú. Tugann na múinteoirí teagasc ar ard-éifeacht a bhíonn dírithe ar rannpháirtíocht dhomhain na ndaltaí a mhealladh. Déanann na múinteoirí bainistíocht oilte ar a gcuid ionchuir féin chun rannpháirtíocht agus freagra táirgiúil na ndaltaí is fearr a fháil.
- Ainmníonn pleananna na múinteoirí cuspóirí foghlama atá soiléir agus ábhartha. B'fhiú, áfach, tuilleadh sonraí maidir le difreáil an teagaisc do dhaltaí indibhidiúla a chuimsiú inti; níl comhsheasmhacht ag baint go reatha maidir le pleanáil um dhifreáil ag leibhéal na scoile uile.

- Tá raon de chleachtais maidir le measúnú sa scoil chun tacú le foghlaim na ndaltaí agus chun a ngnóthachtáil a thomhas. Tá mórchuid na n-oidí ag úsáid uirlisí atá iomchuí don churaclam agus dá ndaltaí. Go hiondúil áiríonn na cleachtais seo measúnú suimitheach agus breathnaitheach. Níl cleachtais maidir le measúnú chomh leanúnach agus comhsheasmhach agus a d'fhéadfaí a bheith faoi láthair, agus moltar leanúnachas in úsáid uirlisí measúnaithe a chur chun cinn. Is gá go gcuirtear béim ar an mheasúnú foirmitheach a chleachtadh níos foirmeálta le linn níos mó ceachtanna.
- Tá na daltaí aitheanta de réir *Chontanam na Tacaíochta* agus tá próifilí ar riachtanais na ndaltaí i bpleananna na múinteoirí. Tá próiseas seasmhach i bhfeidhm chun deacrachtaí na ndaltaí a aithint, agus a gcéim ar an gContanam a thaifeadadh go soiléir. Faoi láthair, níl clár tacaíochta iomlán scoile ar bun; is gá taifead scoile-uile ar an soláthar don oideachas speisialta a choimeád. Caitheadh an-iomarca ama i mbliana ag gabháil le comhordú. Moltar a chinntiú, de réir forálacha, imlitir 13/2017, go ndéantar am comhordaithe a choimeád chomh gearr agus is féidir chun a chinntiú gur féidir an méid is mó am teagaisc agus is féidir a thabhairt do na daltaí. Faoi láthair níl post bainistíochta scoile le freagracht foirmeálta aige do riaradh an tsoláthair. Rachadh sé chun tairbhe na scoile dá ndéanfaí é seo a chur chun cinn.
- D'aontaigh gach tuismitheoir a chomhlánaigh ceistneoir mar chuid den mheastóireacht go bhfuil an teagasc go maith sa scoil.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí go han-mhaith. Cothaíonn an scoil forbairt iomlánaíoch na ndaltaí trí raon an-leathan de dheiseanna curaclaim, comhchuraclaim agus seachchuraclaim a sholáthar. Tá ról ceannasaíochta na ndaltaí á chothú le tiomantas sa scoil trí rannpháirtíocht ar choistí difriúla ar mhaithe le guth na ndaltaí a roinnt ar na comhpháirtithe. Léirigh ceistneoirí a cuireadh ar dhaltaí gur aontaigh líon ard díobh go dtugtar deis dóibh a gcuid tuairimí a thabhairt faoin mbealach ina ndéantar rudaí sa scoil.
- Braitear atmaisféar comhbhách, teaghlaigh go sonrach sa scoil. Nótáiltear sna ranganna le líon ard daltaí iontu go mbíonn sé mar ualach ar oidí aire cuimsitheach a thabhairt don dalta aonar gan an dara oide a bheith i láthair i gcomhthéacs comhartheagaisc. Cé is moite de seo is léir go bhfuil an taitneamh a bhaineann na daltaí as an bhfoghlaim soiléir agus go n-eascraíonn sé as mothúchán go bhfuil dul chun cinn á dhéanamh acu agus iad ag gnóthachtáil. Cuidíonn a rannpháirtíocht leis an bhfoghlaim lena mothúchán folláine.
- D'aontaigh gach oide sna ceistneoirí a cuireadh orthu go gcaitear go cothrom agus ómósach le gach dalta, agus d'aontaigh beagnach gach tuismitheoir sa sampla díobh a líon ceistneoir go bhfuil an scoil ag cabhrú le forbairt shóisialta agus phearsanta a pháiste agus go mbraitheann a pháiste slán sábháilte ar scoil.
- Tugann an príomhoide agus ceannairí eile sa scoil ómós agus tacaíocht don chomhpháirtíocht le tuismitheoirí mar bhealach chun tacú le foghlaim agus folláine na ndaltaí.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na ceannaireachta agus na bainistíochta go maith san iomlán ach níl forálacha agus treoracha chiorclán 19/2019 na Roinne curtha i bhfeidhm maidir le húsáid na hacmhainne daonna sa scoil go reatha.
- Déanann an príomhoide agus na ceannairí eile sa scoil cultúr a chothú ina mbíonn borradh ar fhoghlaim na Gaeilge. Tá ceannaireacht an phríomhoide agus obair dhian an phríomhoide ar leas na Gaeilge le moladh go hard. Oibríonn an príomhoide go han-éifeachtach le comhpháirtithe le scoile chun eagraíocht fhoghlama a chruthú a sholáthraíonn eispéiris

fhoghlama ar ardcháilíocht sa Ghaeilge don scoil uile agus déanann sí bainistíocht ar na struchtúir eagraíochta ó lá go lá sa scoil go han-éifeachtach.

- Baineann an príomhoide, in éineacht leo siúd atá i gceannas ar an bpróiseas, úsáid as an bhFéinmheastóireacht Scoile (FMS) chun teagasc a spreagadh atá mealltach agus dúshlánach, agus chun spéis na ndaltaí san fhoghlaim a mhéadú.
- Tá próiseas sistéamach, córasach i bhfeidhm ar mhaithe le polasaithe riaracháin agus curaclaim na scoile a athbhreithniú. Thug ionadaithe choiste na dtuismitheoirí le fios don fhoireann chigireachta go bhfáilteodh siad roimh ról níos foirmeálta a bheith ag an gcoiste sin sa phróiseas um athbhreithniú ar pholasaithe.
- Tuigeann ceannaireacht na scoile na freagrachtaí atá ar an scoil maidir le cosaint leanaí, cúrsaí sláinte agus sábháilteachta agus FMS ach ag am na meastóireachta seo ní raibh cuid de na próisis seo curtha in iúl do chomhphobal na scoile de reir mar a éilítear. Caithfear tabhairt faoi seo a chinntiú go bliantúil.
- Is le haghaidh ranganna príomhshrutha amháin atá poist a leithdháiltear ar bhunscoileanna bunaithe ar an sceideal soláthar foirne. Níl forálacha agus treoracha chiorclán 19/2019 na Roinne á gcur i bhfeidhm mar bha cheart maidir le dhá phost príomhshrutha. Dá dheasca-san tá líon na ndaltaí i dtromlach na ranganna príomhshrutha go sonrach níos mó ná an meán ginearálta reatha do líon daltaí i ranganna príomhshrutha bunscoileanna. Tá cistiú caipitil faofa ag an Roinn le tamall anuas le rangsheomraí a sholáthar, ach níl dul chun cinn déanta ar sholáthar na cóiríochta seo. Tá gá anois don bhord bainistíochta tabhairt faoi na poist seo a úsáid don chúis ar bronnadh iad agus socruithe maidir le cóiríocht éagsúil a chur i gcrích de réir mar is gá.
- Tá soláthar agus cothabháil ar áiseanna agus trealamh teagaisc go caighdeán an-ard chun a chinntiú gur féidir an leas is fearr a bhaint astu. Cothaítear timpeallacht scoile an-dearfach.
- Glacann an scoil le hiarratais ó sholáthróirí Oideachais Tosaigh Múinteoirí (ITE), cuirtear sochrúcháin ar fáil d'ábhar oidí ar chláir ITE agus tugtar tacaíocht dóibh chun taithí a fháil ar an scolaíocht lán-Ghaeilge.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na Féinmheastóireachta Scoile (FMS) ar cháilíocht an-mhaith sa scoil agus tá torthaí an-bhreátha ar an obair chomhchoiteann atá ar bonn sa scoil. Tá feidhmiú na ngníomhaíochtaí a d'éirigh as tosaíochtaí a d'aithin an scoil trí FMS ag feabhsú eispeiris fhoghlama agus torthaí foghlama do dhaltaí, sa pheannaireacht agus foghlaim dhigiteach go mór le déanaí. Rachaidh cumarsáid sa bhreis le tuismitheoirí maidir leis na tosaíochtaí seo chun tairbhe na scoile.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear ***An-mhaith*** áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht ***thar cionn*** agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas***:*** thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtai sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán *an-mhaith* a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear ***Sásúil*** áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear ***Measartha*** áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear ***Lag*** áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

Ainm na scoile / School name	Gaelscoil Cholmcille
Seoladh na scoile / School address	Coolock Lane Dublin 17
Uimhir rolla / Roll number	20052H

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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 inspector(s) evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' well-being
4. The quality of leadership and management
5. The quality of school self-evaluation

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

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

CHILD PROTECTION

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

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

8. Child protection records are maintained in a secure location.

The school did not meet the requirements in relation to checks 1 and 2 above on the first day of the inspection visit; the risk assessment was not included in the Child Safeguarding Statement on display and the annual review was not recorded on the mandatory templates. However, by the end of the inspection, the school furnished evidence of compliance with these requirements.

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	19-09-2019
Inspection activities undertaken • Meetings with the principal and in-school leadership team • Meeting with representatives of the board of management • Meeting with parents' representatives • Meeting with teachers • Review of relevant documents	• Analysis of parent, pupil and teacher questionnaires • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to the principal, deputy principal and teachers and to parents' representatives and representatives of the board of management

SCHOOL CONTEXT

Gaelscoil Cholmcille is a co-educational Irish-medium school under the patronage of An Foras Pátrúnachta. The teaching staff includes an administrative principal, eleven mainstream class teachers and three teachers for pupils with special educational needs (SEN), one of whom is shared with another Irish-medium school. Overall, the pupils' attendance is very good. At the time of the evaluation, 274 pupils were enrolled in the school and distributed across nine mainstream classes. As a result, the number of pupils in the majority of mainstream classes was significantly greater than the current general average for pupil numbers in mainstream classes in primary schools.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- This Irish-medium school truly functions for the good of Irish-language learning and has a well-established and loyally-maintained Irish atmosphere; the pupils have a high-standard of Irish and the language is fostered with accurate and comprehensive Irish-language input from the principal and staff.
- The standard of learning and teaching was very good in the school across the wide range of curricular subjects observed.
- The pupils' leadership role is fostered with commitment in the school.
- Posts allocated to primary schools based on the staffing schedule are for mainstream classes only; the provisions and directions of Departmental circular 19/2019 are not being properly implemented in the school.
- Although there is good provision in place for identifying pupils with special educational needs (SEN) in accordance with the *Continuum of Support*, other aspects of provision now require improvement.

RECOMMENDATIONS

- School management should allocate mainstream posts in the school in accordance with the staffing schedule, provision and direction of circular 19/2019.
- It is recommended, that aspects of practice in relation to the provision for SEN are reviewed, regarding co-ordination time, the maintenance of a whole-school register of support provision and the creation of a leadership role for SEN formally.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is very good in the school. Very good learning outcomes are evident across the curriculum and good experiences are provided in the school overall, many of which relate to co-operative teaching. Learning of a high standard was to be observed in the wide range of curricular subjects evaluated.
- Overall, a truly Gaelic atmosphere is evident throughout the school and the pupils display high levels of accuracy, fluency and confidence in their use of Irish.
- The pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes. The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a very good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum. The pupils achieve, and at times surpass, the intended learning objectives for the lessons.
- The pupils display very high levels of interest and participation in learning. The school environment is of a high standard and supportive of the implementation of the curriculum. Pupils are extremely active in learning and broad learning opportunities are provided for them in class, in the school environment and in co-curricular learning activities.
- The pupils have a clear ability to work both independently and collaboratively in a very purposeful and productive manner. The pupils make meaningful connections between learning in different subjects and areas of the curriculum.
- Almost all parents who completed a questionnaire as part of the evaluation agreed that their child is performing well at school and making appropriate progress in reading and Mathematics.

2. THE QUALITY OF TEACHING

- The quality of teaching in the school is at a very good level with excellent practice displayed in numerous areas and in a wide range of subjects, including the teaching of Irish. Overall, in-class support enhanced the effectiveness of teaching. The teachers – both mainstream teachers and support teachers – demonstrate competence and proficiency in the pedagogical skills required for the subjects of the Primary School Curriculum and required for developing pupils' learning across and beyond the curriculum.
- Excellent work is being done in relation to the Irish language in the school. Immersion education is implemented skillfully, the teachers collaborate with one another and, as a result, they use whole-school approaches in Irish in order to aid the learning of the language. The co-operative teaching strategies that are in place to develop reading and mathematical skills, among others, are of a very good standard. The teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses and facilitating deeper engagement with lesson content.
- Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning objectives of lessons. The lesson design is flexible to allow for emerging learning opportunities. The teachers deliver highly effective teaching which is directed at eliciting deep pupil engagement. Teachers skilfully manage their own input to optimise pupil participation and response.
- The teachers' plans identify learning objectives that are clear and relevant. However, the inclusion of additional details regarding the differentiation of teaching for individual pupils would be worthwhile; currently, the approach to differentiated planning is not consistent at a whole-school level.

- A range of assessment practices is used in the school to support pupils' learning and evaluate their attainment. The majority of teachers use tools that are relevant to the curriculum and their pupils. These practices usually include summative and observational assessment. Assessment practices are not as consistent as they could be, and it is recommended that consistency is promoted in the use of assessment tools. Emphasis needs to be placed on practising formative assessment in a more formal manner during a greater number of lessons.
- Pupils have been identified in accordance with the *Continuum of Support* and teachers' plans contain profiles of pupils' needs. There is a consistent process in place in order to identify pupils' difficulties, and to record their stage of support on the Continuum clearly. Presently, there is not a whole-school support register in place in the school; a whole-school record of the provision for special education needs to be maintained. Too much time was spent this year on co-ordination. In accordance with the provisions of circular 13/2017, it is recommended that co-ordination time be kept to a minimum in order to ensure that as much teaching time as possible is provided to the pupils. At present, there is no school management post with formal responsibility for the organisation of provision. It would be to the school's benefit if this was promoted.
- All parents, who completed a questionnaire as part of the evaluation, agreed that teaching is good in the school.

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

- The support for pupils' well-being is very good. The school fosters the pupils' holistic development by providing a very wide range of curricular, co-curricular and extra-curricular opportunities. The school is committed to the promotion of pupils' leadership roles and pupil voice is advanced with the partners through pupils' participation in various committees. Questionnaires completed by pupils showed that a high number agreed that they are given an opportunity to give their opinions on how things are done in the school.
- A compassionate, familial atmosphere is particularly evident in the school. It is noted in the classes containing a high number of pupils that it is challenging for the teacher to give comprehensive attention to individual pupils without a second teacher being present in a team-teaching context. With the exception of this, pupils' enjoyment in learning is evident and it is clear it arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.
- In teacher questionnaires, all teachers agreed that each pupil is treated fairly and respectfully. Almost all parents who completed questionnaires agreed that the school is assisting in the social and personal development of their child and that their child feels safe at school.
- The principal and other leaders in the school respect and support the partnership with parents in a way that supports pupil learning and well-being.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management is good overall, but the provisions and directions of Departmental circular 19/2019 have not been implemented in relation to the use of human resources in the school at present.
- The principal and other leaders in the school sustain a culture in which Irish-language learning is flourishing. The leadership and hard work of the principal in relation to the promotion of Irish is very praiseworthy. The principal works very effectively with school partners to create a learning organisation that delivers high-quality Irish-language learning experiences for the entire school and she manages the day-to-day organisational structures in the school very effectively.

- The principal, along with those in charge of the process, use School Self-Evaluation (SSE) to encourage teaching that is engaging and challenging and to increase the pupils' interest in learning.
- There is a systemic and systematic process in place for reviewing the school's administrative and curricular policies. Representatives of the parents' association told the inspection team that they would welcome the association having a more formal role in the process of policy review.
- The school leadership understands the school's responsibilities in relation to child protection, health and safety issues and SSE. However, at the time of this evaluation, the school community was not made aware of some of these processes, as required. Efforts must be made to ensure that this is done every year.
- Posts allocated to primary schools based on the staffing schedule are for use in mainstream classes only. The provision and directions of circular 19/2019 are not being properly implemented in relation to two mainstream posts. As a result, the number of pupils in the majority of mainstream classes is significantly greater than the current general average for pupil numbers in primary school mainstream classes. Capital funding to provide classrooms was approved by the Department some time ago, but no progress has been made on the provision of this accommodation. The board of management must now use these posts for the reason allocated and ensure that alternative arrangements are made regarding accommodation.
- Teaching facilities and equipment are provided and maintained to a very high standard to ensure that the greatest possible use is made of them. A very positive school environment is maintained.
- The school accepts applications from providers of Initial Teacher Education (ITE). Placements are provided to subject teachers on ITE programmes and they are supported in gaining experience of Irish-medium education.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation (SSE) is very good in the school and the collaborative work being carried out in the school has had great results. The implementation of actions emerging from priorities identified by the school through SSE has considerably improved the learning experiences and learning outcomes of pupils in relation to writing and digital learning most recently. The school will benefit from further communication with parents in relation to these priorities.

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 in each area.

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

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