An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Gaelscoil Loch Garman
Seoladh na scoile / School address	An Charraig Bhán Thuaidh Loch Garman
Uimhir rolla / Roll number	20008E

Dáta na cigireachta: 12-02-2020

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 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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

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.

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

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	12-02-2020
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 bunscoil chomhoideachais, lán-Ghaeilge í Gaelscoil Charman a fheidhmíonn faoi phátrúnacht an Fhorais Phátrúnachta. Tá príomhoide riaracháin, naonúr múinteoirí príomhshrutha agus triúr múinteoirí tacaíochta sa scoil. Ag am na meastóireachta, bhí 233 dalta cláraithe agus ar an iomlán, bhí a dtinreamh an-mhaith. Bhí méadú suntasach ar an uimhir daltaí a bhí as láthair ón scoil ar feadh fiche lá nó níos mó idir 2017/2018 agus 2018/2019. Moltar don bhord straitéisí cuí a chur i bhfeidhm chun an tinreamh iomlán a bhuanú.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama go maith ar an iomlán agus léiríonn na daltaí leibhéal arda spéise agus rannpháirtíochta san fhoghlaim; tá scóip ann a scileanna ardsmaointeoireachta a fheabhsú.
- Ar an iomlán, tá cáilíocht an teagaisc go maith, le roinnt eiseamláirí de chleachtas an-mhaith.
- Tá cáilíocht an mheasúnaithe ar chaighdeán sách maith le réimse straitéisí measúnaithe in úsáid tríd an scoil.
- Tá atmaisféar, fáilteach agus dearfach le sonrú sa scoil agus cabhraíonn sé seo go mór le folláine na ndaltaí; bhí comhmheas le sonrú idir pobal uile na scoile.
- Tá cáilíocht na bainistíochta ar ardchaighdeán agus cruthaítear comhoibriú i measc phearsanra iomlán na scoile; tá tuilleadh forbartha le déanamh ar úsáid a bhaint as samhlacha ceannaireachta dáilte.
- Tá caighdeán na féinmheastóireachta scoile (FMS) ar leibhéal oiriúnach.

MOLTAÍ

- Ar mhaithe le gnóthachtálacha na ndaltaí a fheabhsú a thuilleadh, moltar béim níos láidre a chur ar fhoghlaim scilbhunaithe agus ar a scileanna neamhspleácha foghlama trasna an churaclaim.
- Moltar torthaí an mheasúnaithe a úsáid go córasach chun cuspóirí foghlama a chruthú in oiriúint d'éagsúlacht chumais na ndaltaí.
- Ba chóir ceannaireacht churaclaim na foirne bainistíochta ionscoile (FBI) a threisiú agus aird a dhíriú ar dhul chun cinn céimniúil an teagaisc agus na foghlama i gcomhairle le foireann na scoile.
- Moltar tagarmharcanna d'fhoghlaim na ndaltaí a fhorbairt, go háirithe sa litearthacht, chun ionchais foghlama agus cur chuige comhtháite a chur i bhfeidhm tríd an scoil.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán. Léiríonn siad leibhéal arda spéise agus rannpháirtíochta san fhoghlaim. Éisteann siad go maith le linn an teagaisc agus téann siad i mbun oibre go fonnmhar. Sna ceistneoirí a dáileadh le linn na meastóireachta, thuairiscigh an chuid ba mhó de na daltaí go dtaitníonn a gceachtanna agus a bhfoghlaim leo.
- Spreagtar na daltaí chun foghlama agus tugtar deiseanna dóibh a bheith gníomhach mar fhoghlaimeoirí i bhformhór de na ranganna. Cuirtear iad ag obair i mbeirteanna agus i ngrúpaí ar bhealaí éifeachtacha, mar shampla le linn Dráma agus ceachtanna a bhaineann le *Aistear: Creatchuraclam na Luath-Óige.* Tá torthaí foghlama fiúntacha na ndaltaí le feiscint i dtimpeallachtaí na seomraí ranga agus na scoile.
- Léann tromlach na ndaltaí le cumas agus tuiscint i mBéarla agus i nGaeilge. Sna ceistneoirí a dáileadh, i mbeagnach gach cás thuairiscigh na daltaí go bhfuil ag éirí go maith leo sa léitheoireacht. Is léir go bhfuil an fhoireann tiomanta d'fhorbairt scileanna léitheoireachta na ndaltaí. Cuirtear go leor ábhar léitheoireachta ar fáil sa Bhéarla. Tá sé mar aidhm ag an bhfoireann breis acmhainní a sholáthar don léitheoireacht phearsanta sa Ghaeilge. Scríbhneoireacht fheidmiúil is mó a dhéantar agus tugtar deis do na daltaí a bheith ag scríobh i roinnt seánraí.
- Sa Mhatamaitic, léiríonn na daltaí inniúlacht mhaith i dtuiscint choincheapúil agus i ríomh na n-oibríochtaí uimhris. Cuirtear áiseanna tairbheacha ar fáil dóibh agus iad ag dul i ngleic le tascanna le linn na gceachtanna. Cuirfeadh sé le heispéireas foghlama na ndaltaí aird sa bhreis a dhíriú ar dhúshlán sna tascanna, go háirithe do na daltaí ar ard-chumas.
- Canann na daltaí go bríomhar beomhar agus faigheann siad deiseanna a scileanna cruthaitheacha a fhorbairt le linn a gcuid foghlama.
- Léiríonn na daltaí tuiscint mhaith agus tá siad ábalta a bhfoghlaim a phlé go ginearálta. Tá scóip ann anois, a scileanna ardsmaointeoireachta a fheabhsú, a scileanna sa teanga ó bhéal san áireamh. Ar mhaithe le gnóthachtálacha na ndaltaí a threisiú, moltar béim níos láidre a chur ar fhoghlaim scilbhunaithe agus ar a scileanna neamhspleácha foghlama trasna an churaclaim.
- Sonraítear dea-atmaisféar Gaelach sa scoil ina bhfuil meas agus bród ag na daltaí don Ghaeilge. Cuirtear clár lántumoideachas i bhfeidhm. Úsáidtear an Ghaeilge mar theanga bheo tríd an scoil agus tá straitéisí faoi leith deartha ag an bhfoireann é seo a chur i gcrích.

2. CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc go maith ar an iomlán, le roinnt eiseamláirí de chleachtas an-mhaith. Léirítear dea-struchtúr agus luas éifeachtach le linn beagnach gach ceacht. Chuir an chuid ba mhó de na daltaí in iúl sna ceistneoirí go míníonn múinteoirí nithe go soiléir.
- Braitear atmaisféar dearfach oibre le linn na gceachtanna. Sa chleachtas ab fhearr a breathnaíodh, bhain idirdhealú cuí leis an múinteoireacht agus cuireadh tascanna foghlama in oiriúint dá gcumais ar fáil do dhaltaí. Moltar an dea-chleachtas seo a leathnú go córasach ar bhonn scoile uile.
- Déanann na múinteoirí pleanáil oiriúnach dá gceachtanna. Tá creatlach chomónta don phleanáil gearrthéarmach in úsáid. Sna ranganna príomhshrutha agus sna suíomhanna tacaíochta, i líon beag de na cáipéisí pleanála, bhí soiléireacht iontu ó thaobh na cuspóirí foghlama, an sprioctheanga a bhí le múineadh, agus an difreálú do raon cumais na ndaltaí. Moltar go bhforbraítear cleachtas pleanála gach múinteoir sa bhealach seo.

- Tá caidreamh an-dearfach idir na hoidí tacaíochta agus na daltaí. Foghlaimíonn na daltaí i suíomhanna taitneamhacha. Tá na doiciméid pleanála a bhaineann leis an g*Contanam Tacaíochta* in úsáid sa scoil agus tá gá anois a chinntiú go mbainfí úsáid as an gcéad chéim den phróiséas i ngach rang agus go ndíreofaí ar thaifid dhul chun cinn na ndaltaí a thuilleadh.
- Tá cáilíocht an mheasúnaithe ar chaighdeán sách maith le réimse straitéisí measúnaithe in úsáid tríd an scoil. Léirigh roinnt mhaith daltaí go dtugtar dea-chomhairle dóibh maidir le feabhas a chur ar a gcuid oibre. Déantar monatóireacht rialta ar shaothar na ndaltaí i gcoitinne. Chonachtas líon bheag samplaí de fhorbairt scileanna na féinmheastóireachta i measc na ndaltaí. B'fhiú an dea-chleachtas seo a leathnú tríd an scoil. Ar mhaithe le tionchar na hoibre ar gnóthachtáil na ndaltaí a fhorbairt, moltar torthaí an mheasúnaithe a úsáid go córasach chun cuspóirí foghlama a chruthú in oiriúint d'éagsúlacht chumais na ndaltaí.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith. Tá atmaisféar fáilteach agus dearfach le sonrú sa scoil agus cabhraíonn sé seo go mór le folláine na ndaltaí; tá comhmheas le sonrú idir pobal uile na scoile. Cuirtear réimse leathan d'imeachtaí seach-churaclaim agus comhchuraclaim ar fáil. Is léir ó cheistneoirí na ndaltaí, go mothaíonn siad sábháilte agus sona sa scoil.
- Reáchtáiltear tionóil go rialta chun gnóthachtáil na ndaltaí a cheiliúradh. Glacann na daltaí páirt ghníomach in eispéiris foghlama fiúntacha ar nós an Brat Glas agus faoi láthair tá siad gafa le gníomhaíochtaí a bhaineann leis an mBrat Gníomhach.
- Tugann Coiste na dTuismitheoirí an-tacaíocht don scoil. I gceistneoirí a dáileadh roimh an mheastóireacht, thuairiscigh beagnach gach tuismitheoir go bhfuil atmaisféar maith sa scoil agus go mbraitheann siad go bhfuil fáilte rompu sa scoil.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Tá cáilíocht na bainistíochta ar ardchaighdeán. Tá an bord dianshaothrach maidir le forbairt na scoile agus tá suíomh foghlama tarraingteach agus sábháilte cruthaithe do dhaltaí. Tá fís shoiléir ag na baill ó thaobh cultúr na Gaeilge a chur chun cinn agus naisc láidre a dhaingniú le comhluadar an cheantair agus le Gaelscoileanna eile.
- Tá an príomhoide an-tiomanta d'fhorbairt na scoile agus cothaíonn sí dea-atmaisféar comhoibritheach. Tá ionchais arda aici maidir leis an Gaeilge a chur chun cinn mar phríomhtheanga chumarsáide na scoile.
- Oibríonn an fhoireann bainistíochta ionscoile (FBI) go dúthrachtach ag dearbhú go gcomhlíontar coinníollacha a bhfreagraíochtaí go cóir. Tá sé tráthúil anois go ndéanfaí treisiú ar cheannaireacht churaclaim. Ní mór don FBI aird a dhíriú ar dhul chun cinn céimniúil an teagaisc agus na foghlama i gcomhairle le foireann na scoile.
- Tugadh le fios go gcuireann an scoil socrúcháin ar fáil go rialta do mhúinteoirí faoi oiliúint. Tá rannpháirtíocht na scoile i gcláir atá mar chuid d'oiliúint tosaigh múinteoirí le moladh.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na FMS oiriúnach. Chuaigh an scoil i ngleic le gnéithe áirithe a fheabhsú agus tá roinnt tionchair ar theagasc agus foghlaim le braith sna suíomhanna foghlama dá réir. Níl dóthain fócais faoi láthair, áfach, ar thionchar an phróisis FMS ar cháilíocht torthaí foghlama na ndaltaí, ná ar straitéisí monatóireachta scoile uile.
- Tá sé aitheanta ag an scoil go bhfuil tuilleadh forbartha le déanamh ar phleananna litearthachta, cur i bhfeidhm an Churaclaim Teanga Nua ach go háirithe. Moltar

tagarmharcanna d'fhoghlaim na ndaltaí a fhorbairt, go mór mhór sa litearthacht, chun ionchais foghlama agus cur chuige comhtháite a chur i bhfeidhm tríd an scoil.

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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn foireann na scoile agus an Bord Bainistíochta an tuairisc ar an Meastóireacht Uile Scoile agus na moltaí leis. Tá áthas orainn gur roghnaíomar "Pleanáil Pearsanta an Mhúinteora a chur ar árdán digiteach" már ábhar féinmheastóireachta anuraidh mar go raibh na scíleanna agus taithí nua foghlamtha agus cleachtaithe ag tús na bliana thar a bheith úsáideach agus i ndáiríre riachtanach duinn agus foireann na scoile ag dul i ngleic leis na dushláin bainteach leis an dianghlasú agus múineadh ón mbaile.

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur I bhfeidhm

Tá comhairleoir ón tSeirbhís Um Fhorbairt Ghairmiúil do Mhúinteoirí ag teacht i gcabhair ar an bhfoireann le tacaíocht agus comhairle a thabhairt ar na céimeanna féinmheastóireachta. Mar chuid den phróiséas beimid ag glacadh le ceann de na molltaí a thug na cigirí duinn. Beimid ag díriú isteach ar "An measúnú a úsáid níos fearr chun chuspóirí foghlama a chruthu" mar ábhar féínmheastóireachta don bhliain 21/22.

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT ISSUED FOR SCHOOL RESPONSE

Ainm na scoile / School name	Gaelscoil Loch Garman
Seoladh na scoile / School address	Whiterock North Wexford
Uimhir rolla Roll number	20008E

Date of inspecton: 12-02-2020

Date of issue of the report: 25-09-2020

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

Tá an tuairisc seo scríofa i nGaeilge. Tá leagan Béarla den tuairisc le fáil anseo.

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:

6. The quality of pupils' learning
7. The quality of teaching
8. The quality of support for pupils' well-being
9. The quality of leadership and management
10. 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 of each area.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

During the evaluation, 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 met the requirements in relation to each of the checks above.

Whole School Evaluation
Management, Leadership and Learning

Dates of inspection	12-02-2020
Inspection activities undertaken • Meetings with principal and with 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 parents', pupils' and teachers' questionnaires • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal, deputy principal, and teachers, to the parents' representatives and to the representatives of the board of management.

SCHOOL CONTEXT

Gaelscoil Charman is an all-Irish, co-educational primary school operating under the patronage of an Foras Pátrúnachta. The school has an administrative principal, nine mainstream teachers and three support teachers. At the time of the evaluation, 233 pupils were enrolled and overall, their attendance was very good. There was a significant increase in the number of pupils absent from school for twenty days or more between 2017/2018 and 2018/2019. It is recommended that the board implement appropriate strategies to stabilise the overall attendance.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning is good overall and pupils show a high level of interest and participation in learning; there is scope to improve their higher order thinking skills.
- The overall quality of teaching is good, with some exemplars of very good practice.
- The quality of assessment is of a satisfactory standard with a range of assessment strategies in use throughout the school.
- A welcoming, positive atmosphere is evident in the school and this contributes greatly to pupils' well-being; it was evident that there was mutual respect between all members of the school community.
- The quality of management is of a high standard and co-operation is fostered among all school personnel; the use of distributed leadership models requires further development.
- The standard of school self-evaluation (SSE) is at an appropriate level.

RECOMMENDATIONS

- In order to further improve pupil attainment, it is recommended that further emphasis be placed on skill-based learning and on independent learning skills throughout the curriculum.
- The systematic use of assessment data to create learning objectives appropriate to the varied abilities of pupils, is recommended.

- The curricular leadership of the in-school management team (ISM) should be strengthened and attention should be focused on the phased progression of teaching and learning in co-operation with school staff.
- It is recommended that benchmarks be developed for pupils' learning, especially in literacy, in order to implement learning expectations and an integrated approach throughout the school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is good overall. They show a high level of interest and participation in learning. They listen attentively during teaching and undertake work with enthusiasm. In the questionnaires distributed during the evaluation, most pupils reported that they enjoy their lessons and their learning.
- In most classes, pupils are encouraged to learn and they are afforded opportunities to become active learners. They are tasked to work in pairs and in groups in effective ways, for example during Drama and lessons related to *Aistear: the Early Childhood Curriculum Framework.* Pupils' worthwhile learning outcomes can be seen in classroom and school environments.
- Most pupils read with competence and understanding in both English and Irish. In the questionnaires that were distributed, pupils reported in almost all cases that they were doing well in reading. It is evident that the staff are committed to developing pupils' reading skills. A lot of English reading material is provided. Staff aim to provide more resources for personal reading in Irish. Functional writing is practised for the most part and pupils are given opportunities to write in a number of genres.
- In Mathematics, pupils show good competence in conceptual understanding and in the calculation of number operations. They are provided with beneficial aids as they undertake tasks during lessons. Pupils' learning experiences would be enhanced if greater attention was placed on the level of challenge in tasks, particularly for pupils of high ability.
- Pupils sing in a lively, animated manner and they get opportunities to develop their creative skills during their learning.
- Pupils demonstrate good understanding and are able to discuss their learning in general terms. There is scope now to improve their higher order thinking skills, including their oral language. In order to strengthen pupil attainment, it is recommended that further emphasis be placed on skill-based learning and on independent learning skills throughout the curriculum.
- A positive, Gaelic atmosphere is evident in the school and pupils are respectful and proud of the Irish Language. A total immersion programme is being implemented. Irish is used as a living language throughout the school and staff have designed special strategies to bring this about.

2. THE QUALITY OF TEACHING

- The quality of teaching is good overall, with some exemplars of very good practice. Almost all lessons are well structured and are conducted at an effective pace. Most pupils indicated in questionnaires that teachers explain things clearly.
- A positive atmosphere is evident during lessons. In the best practice observed, teaching was appropriately differentiated and pupils were provided with learning tasks appropriate to their abilities. It is recommended that this good practice be extended systematically on a whole school basis.

- Teachers plan appropriately for their lessons. A common framework for short-term planning is in use. In both mainstream classes and in support settings a small number of the planning documents showed clarity regarding learning objectives, the target language to be taught, and differentiation for pupils' range of abilities. It is recommended that each teacher's planning practice be developed in this way.
- There is a very positive relationship between the support teachers and the pupils. Pupils learn in pleasant settings. Planning documents related to the *Continuum of Support* are being used in the school and there is now a need to ensure that the first stage of the process is used in all classes and that further emphasis is placed on records of pupils' progress.
- The quality of assessment is of a satisfactory standard with a range of assessment strategies in use throughout the school. Many pupils indicated that they are given good advice on improving their work. In general, pupils' work is monitored on a regular basis. A small number of examples of the development of self-assessment skills among pupils were observed. It would be worth extending this good practice throughout the school. In order to develop the impact of the work on pupil attainment, it is recommended that assessment data be used systematically to create learning objectives that are appropriate to the varied abilities of pupils.

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

- The quality of support for pupils' well-being is very good. A welcoming, positive atmosphere is evident in the school and this contributes greatly to pupils' well-being; it is evident that there is mutual respect between all members of the school community. A broad range of extra-curricular and co-curricular activities are provided. It is clear from pupil questionnaires that they feel safe and happy in the school.
- Assemblies are held regularly to celebrate pupils' achievements. Pupils actively participate in worthwhile learning experiences, such as the Green Flag and they are currently engaged in activities related to the Active Flag.
- The Parents' Committee gives great support to the school. In questionnaires distributed before the evaluation, almost all parents agreed that there is a good atmosphere in the school and that they feel they are made welcome in the school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of management is of a high standard. The board is hardworking regarding the school's development and an attractive and safe learning setting has been created for pupils. The board has a clear vision in relation to the promotion of Irish culture and the consolidation of strong links with the local community and with other Irish-medium schools.
- The principal is deeply committed to the development of the school and she fosters a positive, co-operative atmosphere. She has high expectations regarding the promotion of Irish as the school's main language of communication.
- The in-school management (ISM) team work diligently to ensure that their responsibilities are properly fulfilled. It would be an opportune time to strengthen curriculum leadership. The ISM team should focus attention on the phased progression of teaching and learning in consultation with school staff.
- It was reported that the school regularly provides placements for student teachers. The school's participation in programmes relating to initial teacher education is commendable.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of SSE is appropriate. The school has addressed the improvement of certain aspects and as a result some impact on teaching and learning is evident in learning settings. Currently, however, there is not enough focus on the impact of the SSE process on the quality of pupils' learning outcomes, or on whole-school monitoring strategies.
- The school has recognised that literacy plans require further development, especially the implementation of the *New Language Curriculum*. It is recommended that benchmarks be developed for pupil learning, especially in literacy, in order to implement learning expectations and an integrated approach throughout the school.

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 of quality the school's provision of 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. 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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Aistriúchán is ea seo ar fhreagra na scoile arna chur isteach ag an mBord Bainistíochta.

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

Part A Observations on the content of the inspection report

The Staff and Board of Management welcome the Whole School Evaluation Report and recommendations. We are more than satisfied with our decision to focus our self-evaluation in 19/20 on "Moving all curricular planning on to a digital platform". The skills learned and expertise practised as part of the process were essential and particularly beneficial when dealing with the challenges of the Lockdown and homeschooling.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The school is availing of the services of a facilitator from PDST in November 2020 to upskill the staff on the whole self-evaluation process. It is our intention then to focus on one of the report recommendations, and "the better use of assessment to create learning objectives" will be the focus of our self-evaluation for 21/22.

Published November 2020 / Foilsithe Samhain 2020