An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Gaelscoil Pheig Sayers
Seoladh na scoile	Campas Oideachais Fearann Phiarais Bóthar Rí na hAoine Contae Chorcaí
Uimhir rolla	19909M

Dáta na cigireachta: 11-05-2017

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.

CAD IS MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN?

Déanann Meastóireachtaí Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaíonn siad dea-chleachtas agus déanann siad 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 rinne siad tuairisciú faoi na ceannteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Teagasc agus Foghlaim
2. Tacaíocht d'fholláine na ndaltaí
3. Ceannaireacht agus bainistíocht na 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.

Meastóireacht Scoile-Uile Bainistíocht, Ceannaireacht agus Foghlaim

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	11-05-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Cruinniú leis an bpríomhoide agus leis an leas-phríomhoide • 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 fhoireann bhainistíochta sinsearaí agus do na múinteoirí agus d'ionadaithe na dtuismitheoirí agus an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Is bunscoil lán-Ghaelge chomhoideachasúil í Gaelscoil Pheig Sayers a fheidhmíonn faoi phátrúnacht an Easpaig Chaitlicigh, Corcaigh agus Ros. Tá 203 dalta cláraithe sa scoil agus tinreamh maith ag a bhformhór. Cuirtear straitéisí oiriúnacha i bhfeidhm chun tinreamh agus poncúlacht mhionlach na ndaltaí a fheabhsú. Tá an scoil rannpháirteach sa chlár tacaíochta náisiúnta: Comhionnannas Deiseanna sna Scoileanna a Sheachadadh (DEIS).

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Tá an cultúr Gaelach agus an tumoideachas á gcur chun cinn go díograiseach sa scoil cé go bhfuil gnéithe den teagasc agus den fhoghlaim sa Ghaeilge fós le forbairt.
- Tá cáilíocht na foghlama go maith ar an iomlán agus baineann líon beag daltaí gnóthachtáil an-ard amach san fhoghlaim; chuirfeadh breis gníomhaíochtaí feidhmiula comhoibritheacha agus dúshlánacha le forbairt a gcuid scileanna.
- Bhí cáilíocht an teagaisc, a breathnaíodh, sa réimse idir sásúil agus go maith; níl dóthain éagsúlacht sna modhanna múinte agus ní bhaintear feidhm sheasmhach as straitéisí difreálaithe chun freastal ar éagsúlacht cumais na ndaltaí.
- Ar an iomlán, tá daltaí le riachtanais speisialta oideachais (RSO) ag déanamh dul chun cinn de réir a gcumais ach is gá an soláthar a athbhreithniú ar bhonn scoile-uile.
- Baineann dea-chaighdeán leis an tacaíocht d'fholláine na ndaltaí.
- Tá cleachtas éifeachtach ag baint le ceannaireacht agus bainistíocht na scoile; tá dul chun cinn an-mhaith déanta ag an scoil faoi stiúir an bhoird bhainistíochta agus faoi cheannaireacht an phríomhoide; d'fhéadfaí an ceannasaíocht churaclaim a láidriú, áfach.

MOLTAÍ

- Moltar labhairt na Gaeilge a threisiú sa scoil agus plean do scileanna fhollasacha na léitheoireachta agus na scríbhneoireachta a fhorbairt agus a chur i bhfeidhm go céimniúil ar bhonn scoile-uile.

  Ba chóir do na múinteoirí ionchais níos airde a bheith acu do ghnóthachtáil na ndaltaí agus feidhm a bhaint as éagsúlacht modhanna múinte, gníomhaíochtaí foghlama comhoibritheacha agus straitéisí idirdhealaithe chun freastal ar na cumais éagsúla.
- Moltar athbhreithniú a dhéanamh ar an soláthar scoile-uile don tacaíocht bhreise do dhaltaí le RSO.
- Chun cur leis an obair mhaith atá déanta go nuige seo i bhforbairt scoile, moltar féachaint ar shlite a d'fhéadfaí an cheannaireacht churaclaim a láidriú.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht na foghlama go maith ar an iomlán agus baineann mionlach daltaí gnóthachtáil an-ard amach san fhoghlaim. Glacann na daltaí páirt fhonnmhar in eispéiris éagsúla tairbheacha foghlama, taithí comh-churaclaim agus breis-churaclaim san áireamh. Chuirfeadh breis den chomhfhoghlaim fheidhmiúil agus den ghníomhaíocht dúshlánach neamhspléach lena bhforbairt scileanna.
- Tá cáilíocht na foghlama i nGaeilge idir sásúil agus go maith. Sonraítear atmaisféar Gaelach sa scoil agus úsáidtear an Ghaeilge mar theanga chumarsáide. Léiríonn na daltaí tuiscint ar an nGaeilge agus tá fonn orthu í a labhairt. Ní bhíonn struchtúr cruinn na teanga ar na habairtí, áfach. Mar shampla, cuireann an raon teoranta briathra atá ar a gcumas a úsáid, isteach ar a bhforbairt teanga. Is gá do na múinteoirí an clár Séideán Sí a chur i bhfeidhm go córasach, mar atá aontaithe mar pholasaí scoile, agus tuilleadh cleachtaidh a dhéanamh ar labhairt na teanga chun a gcumas labhartha agus a gcruinneas teanga a fhorbairt. Cé go ndéantar gach iarracht na daltaí a thumadh sa sprioc theanga ní mór an tumoideachas a chur i bhfeidhm go hiomlan sna ranganna sóisir ar mhaithe le máistreacht a fháil ar an teanga go luath. Moltar an teanga chognaíoch a mhúineadh níos follasaí chun cur ar chumas na ndaltaí ábhair eile an churaclaim a fhoghlaim trí mheán na Gaeilge.
- Forbraítear scileanna litearthachta na ndaltaí go díograiseach agus léann cuid mhaith díbh le brí agus le líofacht sa Ghaeilge. Chun cumas léitheoireachta na ndaltaí uile a threisiú is gá clár idirdhealaithe a chur i bhfeidhm i ngach rang agus scileanna discréideacha na léitheoireachta a mhúineadh ar bhonn chéimniúil scoile-uile.
- Cé go scríobhann na daltaí sleachta simplí i réimse teoranta seánraí, tá gá lena gcumas scríbhneoireachta a fheabhsú. Chuige sin, moltar plean cuimsitheach céimnitheach de phróiseas na scríbhneoireachta a chur i bhfeidhm sa scoil.
- Tá cáilíocht na foghlama sa Bhéarla go maith. Forbraítear scileanna labhartha na ndaltaí go héifeachtach i bhformhór na ranganna. Tá ábhar labhartha leagtha amach sa phlean scoile do na ranganna sóisearacha. Is fiú an clár seo a leathnú ar bhonn scoile-uile agus an t-ábhar cainte a shainaithint agus a nascadh le cuspóirí an churaclaim do gach rangleibhéal chun scileanna labhartha na ndaltaí a fhorbairt go hincriminteach. Cuireann an cleachtadh léitheoireachta rialta agus na gníomhaíochtaí oiriúnacha a eagraítear i gcuid de na ranganna go mór le cumas léitheoireachta na ndaltaí i mBéarla. Ag eascairt as próiseas na féinmheastóireachta, tá sé aitheanta ag an scoil gur gá cumas scríbhneoireachta na ndaltaí a fheabhsú agus tá scéim á chur i bhfeidhm chuige sin. B'fhiú monatóireacht rialta a dhéanamh ar éifeacht na hidirghabhála seo.
- Tá cáilíocht na foghlama sa Mhatamaitc go maith ar an iomlán. Léiríonn formhór na ndaltaí inniúlacht i dtuiscint choincheapúil, i réasúnaíocht agus i ríomh na n-oibríochtaí uimhris.

  Moltar deiseanna breise a thabhairt dóibh coincheapa a inmheánú. Ní mór idirdhealú a dhéanamh sa teagasc do na daltaí le héagsúlacht chumais agus nasc idir an mhatamaitic agus a gnáth shaol a threisiú. Faoi láthair, agus an plean feabhsúcháin scoile á chur i bhfeidhm, tá straitéisí á bpleanáil chun cumas na ndaltaí i réiteach fadhbanna agus i dteanga na matamaitice a fheabhsú. Tá sé den riachtanas go múintear teanga na matamaitice go follasach agus aistriúchán na dtéarmaí a sheachaint.
- I gcuid de na ceachtanna a breathnaíodh le linn na cigireachta in achair eile an churaclaim, bhí forbairt fhorásach na ndaltaí le sonrú ina gcuid eolais agus a ndearcthaí. Tá gá, áfach, a gcuid

scileanna imscrúdaithe agus taighde a fhorbairt ar bhonn níos córasaí agus a bhfeasacht ar an stair áitiúil a leathnú.

2. CÁILÍOCHT AN TEAGAISC

- Bhí cáilíocht an teagaisc, a breathnaíodh le linn na cigireachta, sa réimse idir sásúil agus go maith. Sa chleachtas ab fhearr a breathnaíodh, bhí na cuspóirí foghlama soiléir, struchtúr maith ar na ceachtanna agus idirdhealú cuí déanta do dhaltaí le héagsúlacht chumais. Ní mór na dea-chleachtais seo a leathnú ar bhonn scoile-uile. Moltar do na múinteoirí go léir cuspóirí foghlama dúshlánacha a dhearadh don teagasc, díriú ar chéimniú san fhoghlaim, breis úsáide a bhaint as grúptheagasc, agus as foghlaim comhoibritheach agus ionchais níos airde a bheith acu i leith ghnóthachtáil na ndaltaí.
- Cruthaítear suímh fhoghlama spreagúla i gcuid mhaith de na seomraí ranga agus tá timpeallacht sheachtrach na scoile dea-chóirithe. Chuirfeadh sé go mór leis an atmaisféar foghlama dá mbeadh timpeallacht ordúil tharraingteach i ngach rang. Baintear feidhm éifeachtach as na háiseanna atá ar fáil; ba chóir breis úsáide a bhaint as teicneolaíocht na faisnéise agus na cumarsáide mar áis fhoghlama.
- Le linn na meastóireachta, cuireadh pleanáil ranga ar fáil, lenar bhain caighdeán éagsúil. Is gá cur chuige comhsheasmhach scoile-uile don phleanáil ranga a fhorbairt ina n-áirítear sainchuspóirí foghlama, modhanna múinte, agus straitéisí difreála agus measúnaithe. Ní mór tuilleadh úsáide a bhaint as na cuntais mhíosúla chun monatóireacht a dhéanamh ar chur i bhfeidhm an churaclaim agus ar dhul chun cinn na Féinmheastóireachta Scoile (FMS).
- Baintear feidhm as straitéisí éifeachtacha don mheasúnú foirmitheach agus suimitheach. B'fhiú tuilleadh úsáide a bhaint as torthaí an mheasúnaithe chun cuspóirí teagaisc idirdhealaithe a rianú agus tascanna comhoibritheacha a eagrú.
- Tá cáilíocht an tsoláthair do dhaltaí le riachtanais speisialta oideachais (RSO) go maith, ar an iomlán. I gcuid de na próifíl agus na pleananna foghlama aonair, tá na spriocanna foghlama bunaithe ar riachtanais na ndaltaí agus insroichte taobh istigh de thréimhse ama áirithe. B'fhiú an dea-chleachtas seo a leathnú agus a thuilleadh leasa a bhaint as réimse de thrialacha diagnóiseacha chun riachtanais fhoghlama na ndaltaí a shainaithint. Cé go ndéantar cumarsáid rialta leis na hoidí príomhshrutha agus na tuismitheoirí, b'fhiú a bpáirt i ndeilbhiú an chláir fhoghlama, ina fheidhmiú agus ina athbhreithniú a eascú.
- Sonraítear caidreamh comhbhách idir na hoidí tacaíochta agus na daltaí. Baintear feidhm thairbheach as raon modhanna múinte, agus as straitéisí ar nós *Reading Recovery* agus *Maths Recovery* chun scileanna na ndaltaí a fhorbairt. Cabhraíonn na cúntóirí riachtanais speisialta le rochtain an churaclaim a éascú do dhaltaí le RSO.
- Moltar athbhreithniú a dhéanamh ar an soláthar scoile-uile don tacaíocht bhreise le cinntiú go bhfuil an tacaíocht bunaithe ar an gcur chuige céimniúil agus go ndéantar an chéad chéim den phróiseas a chlárú go soiléir. Ba chóir cinntí a dhéanamh, freisin, maidir leis na múnlaí éagsúla tacaíochta a úsáidtear, tacaíocht don Ghaeilge, luath idir-ghabháil agus tacaíocht inranga san áireamh.

3. TACAÍOCHT D'FHOLLÁINE NA NDALTAÍ

- Tá tacaíocht d'fholláine na ndaltaí ar dhea-chaighdeán. Tá atmaisféar dearfach sa scoil ina gcothaítear meas ar gach éinne. Léiríonn na daltaí féinmhuinín ard agus mórtas as an scoil agus as an nGaeilge. Cothaítear a bhfeasacht chultúir sna hiliomad gníomhaíochtaí éagsúla a chuirtear ar fáil, eachtraí seach-churaclaim san áireamh. Chuir na daltaí ar fad in iúl, a líon

ceistneoirí na Cigireachta, go réitíonn siad go maith le páistí eile sa scoil. D'aontaigh a bhformhór gur scoil mhaith í Gaelscoil Pheig Sayers.

- Tacaíonn an comhordaitheoir páirt-aimseartha teagmhála baile, scoile agus pobail ar bhealaí éifeachtacha le straitéisí tinrimh a chur i bhfeidhm agus le comhpháirtíocht na dtuismitheoirí a chothú i bhfoghlaim a gcuid páistí.

4. CEANNAIREACHT AGUS BAINISTÍOCHT NA SCOILE

- Tá cáilíocht na ceannaireachta agus na bainistíochta éifeachtach. Feidhmíonn an bord bainistíochta go díograiseach chun leasa na scoile agus tá na baill an-bhródúil as a bhfuil bainte amach ag pobal na scoile. Tugtar tuairisc airgeadais ag gach cruinniú boird agus tuairiscítear go ndeimhnítear na cuntais ag iniúchóir neamhspleách. Coinnítear taifead ar na cruinnithe ach moltar tuairisc níos cuimsithí a ullmhú. B'inmhianaithe go mbeadh miontuairiscí an bhoird cláraithe i nGaeilge. Cé go ndéantar faomhadh ar na polasaithe éagsúla, b'fhiú don bhord, i gcomhpháirt leis na páirtithe leasmhara, ról níos gníomhaí a ghlacadh i bhforbairt polasaí.
- Riarann an príomhoide, i gcomhar leis an bpríomhoide ionaid, an scoil go héifeachtúil. Cothaítear dea-chumarsáid agus comhghaol comhoibritheach i measc na foirne agus spreagtar na múinteoirí chun rannpháirtíochta i ngnéithe éagsúla de shaol na scoile. Chun cur leis an obair mhaith atá déanta go nuige seo i bhforbairt na scoile, moltar féachaint ar shlite a d'fhéadfaí an cheannaireacht churaclaim a láidriú faoi stiúir na bainistíochta in-scoile agus i measc na mball foirne.
- Tugann an fhoireann faoi fhorbairt ghairmiúil leanúnach ar bhonn rialta, rud a théann chun tairbhe na foghlama sa scoil. Is inmholta mar a ghlacann na múinteoirí dualgais bhreise orthu féin go fonnmhar chun leasa na scoile.
- Baintear feidhm as straitéisí éagsúla éifeachtacha chun caidreamh baile scoile a chothú agus coinnítear na tuismitheoirí ar an eolas maidir le dul chun cinn a bpáistí féin ar bhonn rialta. Léirigh torthaí na gceistneoirí, a riaradh, le linn na meastóireachta, agus ionadaí choiste na dtuismitheoirí go bhfuil formhór na dtuismitheoirí sásta le soláthar oideachais na scoile. Tugann coiste na dtuismitheoirí tacaíocht don scoil ar bhealaí éagsúla.
- Thug údaráis na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile,* 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 i Scoileanna Iarbhunscoile.*

5. FÉINMHEASTÓIREACHT SCOILE

- Tuairiscíodh go bhfuil próiseas na Féinmheastóireachta Scoile (FMS) ag dul i bhfeidhm go dearfach ar thorthaí foghlama na ndaltaí. Soláthraíodh tuairisc féinmheastóireachta agus plean feabhsúcháin scoile do ghnéithe den litearthacht sa Ghaeilge agus sa Bhéarla agus don Mhatamaitic. Le go mbeidh feidhm rathúil leis an obair, is gá na spriocanna feabhsúcháin a shainaithint do gach rang leibhéal agus monatóireacht rialta a dhéanamh ar an dul chun cinn.

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 mbaineann cigirí feidhm aisti 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 bíonn an cháilíocht ar a ndearnadh meastóireacht ***thar cionn*** agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	***An-mhaith;*** ar cháilíocht an-ard; anéifeachtach; 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-suntasach; thar barr
Go maith	Úsáidtear ***Go maith*** áit ina bhfuil níos mó láidreachtai sna réimsí a ndéantar meastóireacht orthu 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 leis an gcaighdeán *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 díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic 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 chomh sásúil sin; deacrachtaí ann; níor 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 atá suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

School Name	Gaelscoil Pheig Sayers
School Address	Campas Oideachais Farranferris Bóthar Rí na hAoine County Cork
Roll No.	19909M

Date of Inspection: 11-05-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

WHAT IS A WHOLE-SCHOOL EVALUATION: MANAGEMENT, LEADERSHIP AND LEARNING?

Whole-School Evaluations – Management, Leadership and Learning report on the quality of teaching and learning and on the quality of management and leadership in a school.

They affirm good practice and make recommendations, where appropriate, to aid the further development of the provision of education in the school.

HOW TO READ THIS REPORT

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

1. Teaching and Learning
2. Support for the pupils' wellbeing
3. School leadership and management

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.

Whole-School Evaluation - Management, Leadership and Learning

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of Inspection	11-05-2017
Inspection activities undertaken • Meeting with principal and deputy principal • Meeting with representatives of the board of management • Meeting with parent 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 senior management team and teachers, and to parent and board of management representatives

SCHOOL CONTEXT

Gaelscoil Pheig Sayers is an All Irish co-educational primary school operating under the patronage of the Catholic Bishop of Cork and Ross. There are 203 pupils enrolled in the school and most of them have good attendance. Appropriate strategies are employed to improve the attendance and punctuality of a minority of pupils. The school participates in the national support programme: Delivering Equality of Opportunity in Schools (DEIS).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- The Irish culture and immersion education are diligently promoted in the school; nothwithstanding this, there are aspects of teaching and learning in Irish that require further development.
- The quality of pupils' learning is good overall and a minority of pupils has very high attainment levels in learning; further purposeful, collaborative and more challenging learning activities would enhance their skill development.
- The quality of teaching observed ranged from satisfactory to good; methodologies are not sufficiently varied and differentiation strategies are not consistently employed to respond to the varying levels of pupils' abilities.
- Overall, pupils with special educational needs (SEN) are progressing commensurate with their abilities but it is necessary to review provision on a whole-school basis.
- Support for pupils' wellbeing is of a good standard.
- The leadership and management of the school is effective; the school has made very good progress under the direction of the board of management and under the leadership of the principal; however, curricular leadership could be strengthened.

RECOMMENDATIONS

- Oral Irish should be strengthened in the school and a plan for the explicit development of reading and writing skills should be devised and implemented on a whole-school basis.
- Teachers should have higher expectations for pupil achievement and employ various methodologies, collaborative learning activities and differentiated strategies to cater for the various abilities.
- The whole-school provision for the additional support for pupils with SEN should be reviewed.
- In order to enhance the good work done up to now in school development, it is recommended that ways of strengthening curricular leadership be explored.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of learning is good and and a minority of pupils have very high attainment levels in learning; pupils partake enthusiastically in various beneficial learning experiences, including co-curricular and extra-curricular activities. Further purposeful collaborative learning and more challenging independent activities would enhance their skills.
- The quality of learning in Irish ranges from satisfactory to good. A Gaelic atmosphere is evident and Irish is used as the language of communication in the school. Pupils demonstrate an understanding of Irish and they are keen to speak it. However, their sentences are not structurally accurate. For example, the limited range of verbs they are capable of using, inhibits their language development. Teachers should implement the *Séideán Sí* programme systematically, as agreed as school policy, and afford pupils further practice in speaking the language to develop their oral capacity and language accuracy. While every effort is made to immerse pupils in the target language, total immersion needs to be fully implemented in the junior classes to achieve early mastery of the language. Cognitive language should be taught more explicitly in all classes to enable pupils learn other curriculum subjects through the medium of Irish.
- Pupils' literary skills are being developed assiduously and many pupils read with understanding and fluency in Irish. In order to strengthen all pupils' literacy capacities, a differentiated programme should be implemented in each class and discrete reading skills taught systematically on a whole-school basis.
- While pupils write simple extracts in a limited range of genres, there is need to improve their writing abilities. To this end, a comprehensive progressive plan for the writing process should be implemented in the school.
- The quality of learning in English is good. Pupils' speaking skills are developed effectively in most classes. Oral content has been devised in the school plan for the junior classes. It would be worthwhile to extend this programme on a whole-school basis and to identify language content, linked to curriculum objectives, for each class level in order to develop pupils' speaking skills incrementally. In some classes, pupils' reading abilities in English are significantly enhanced through regular reading practice and suitable literacy activities. Through the self-evaluation process, the school has identified the need to improve pupils' writing ability and a programme is being implemented to this end. It would be worthwhile to regularly monitor the effectiveness of this intervention.
- The quality of learning in Mathematics is good, overall. The majority of pupils display competence in conceptual understanding, in reasoning and in number operations. Further opportunities should be afforded pupils to internalise concepts. Teaching should be differentiated for pupils of different abilities and a greater link created between mathematics and pupils' everyday life. At present, while the school improvement plan is being implemented, strategies are being planned to improve pupils' mathematical language and their problem solving capacity. It is necessary to teach the language of mathematics discretely and avoid translation of mathematical terms.
- In some lessons observed during the inspection in other curriculum areas, the progressive development of pupils' knowledge and attitudes was evident. It is necessary, however, to develop their investigation and research skills in a more systematic way and to broaden their awareness of local history.

2. QUALITY OF TEACHING

- The quality of teaching observed during the inspection ranged from satisfactory to good. In the best practice observed, learning objectives were clear, lessons were well-structured and there was appropriate differentiation for pupils of differing abilities. This good practice should be extended on a whole-school basis. It is recommended that all teachers devise challenging learning objectives for teaching, focus on progression in learning, make greater use of group teaching and of cooperative learning, and have higher expectations for pupil achievement.
- Attractive learning settings are created in many classrooms and the external school environment is well-maintained. It would greatly enhance the learning atmosphere if every class had an orderly attractive environment. The resources available are used effectively; further use should be made of information and communication technology (ICT) as a learning resource.
- The classroom planning, provided during the evaluation, varied in standard. A consistent whole-school approach to classroom planning should be developed to include specific learning objectives, teaching methodologies, and differentiation and assessment strategies. More use should be made of the monthly progress records to monitor the implementation of the curriculum and the progress of school self-evaluation (SSE).
- Effective strategies are used for formative and summative assessment. Greater use should be made of assessment results to devise differentiated teaching objectives and to organise cooperative learning tasks.
- The quality of provision for pupils with special educational needs (SEN) is good overall. In some of the individual learning profiles and plans, the learning objectives are based on pupils' needs and attainable within a set time. This good practice should be extended and further use made of a range of diagnostic tests to identify pupils' learning needs. While there is regular communication with mainstream teachers and with parents, they should be facilitated to take a more active part in the design of the learning programme in its implementation and in its review.
- A caring relationship between the support teachers and pupils is evident. Beneficial use is made of a range of teaching methods and strategies such as *Reading Recovery* and *Maths Recovery* to develop pupils' skills. The special needs assistants help to facilitate access to the curriculum for pupils with SEN.
- Whole-school provision for additional support should be reviewed in order to ensure that the support is based on the staged approach and that the first stage of the process is clearly documented. Decisions should also be made regarding the various support models used, including support for Irish, early intervention and in-class support.

3. SUPPORT WELLBEING OF PUPILS

- Support for pupils' wellbeing is of a good standard. There is a positive atmosphere in the school in which respect for everyone is fostered. Pupils show a high degree of self-confidence and pride in the school and for the Irish language. Their cultural awareness is nourished in the many different activities provided, including extra-curricular events. All the pupils who completed the inspection questionnaires indicated that they get on well with other children in the school. The majority agreed that Gaelscoil Pheig Sayers is a good school.
- The part-time home, school and community liaison co-ordinator effectively supports the school in the implementation of attendance strategies and in fostering parental involvement in their childrens' learning.

4. SCHOOL LEADERSHIP AND MANAGEMENT

- The quality of school leadership and management is effective. The board of management functions diligently for the benefit of the school and members are very proud of what the school community has achieved. A financial report is provided at every board meeting and it was reported that accounts are certified by an independent auditor. Records of meetings are maintained but a more comprehensive report should be prepared. It would be desirable to have the minutes of the board recorded in Irish. While the board ratifies various policies, it should take a more active role in policy development, in collaboration with the other interested parties.
- The principal, together with the deputy principal, manages the school efficiently. Good communication and collaborative relationships are fostered amongst the staff and teachers are encouraged to participate in various aspects of school life. In order to enhance the good work done up to now in school development, additional ways should be explored to strengthen curricular leadership under the direction of the in-school management and among the staff members.
- The staff regularly engages in continuous professional development which benefits learning in the school. It is commendable that teachers willingly undertake additional responsibilities for the benefit of the school.
- Various effective strategies are used to strengthen home-school relationships and parents are regularly informed regarding their children's progress. The results of questionnaires, which were administered during the evaluation and the parent committee representative, indicated that the majority of parents is satisfied with the education provision in the school. The parents' committee supports the school in various ways.
- 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.*

5. SCHOOL SELF EVALUATION

- It was reported that the school self-evaluation (SSE) process is impacting positively on pupils' learning outcomes. A self-evaluation report and school improvement plan for aspects of Irish and English literacy and for Mathematics have been provided. To ensure success, improvement targets should be identified for each class level, and progress monitored.

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 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. 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
Poor	***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