An Roinn Oideachais
Department of Education

Meastóireacht na Scoile Uile: Bainistíocht, Ceannaireacht agus Foghlaim

Tuairisc

Ainm na scoile	Laurel Hill Coláiste FCJ
Seoladh na scoile	Cnoc na Labhras Luimneach
Uimhir rolla/ Uimhir rolla	64270P
Dáta na cigireachta/ Dáta na Meastóireachta	18-10-2023
Dáta eisiúna na tuairisce	07/05/2024

Cad is meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim?

Déantar tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil le linn Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim. Déantar dea-chleachtas a dhearbhú ann agus déantar moltaí, nuair is cuí, chun cabhrú le tuilleadh forbartha a dhéanamh ar sholáthar oideachais sa scoil.

Conas an tuarascáil seo a léamh

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

1. Cáilíocht na ceannaireachta agus na bainistíochta scoile

2. Cáilíocht an teagaisc agus na foghlama

3. Cáilíocht na tacaíochta d'fholláine na scoláirí

Déanann cigirí cur síos ar cháilíocht gach ceann de na réimsí seo ag baint úsáid as contanam cáilíochta na Cigireachta a thaispeántar ar an leathanach deiridh den tuairisc seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireacht 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; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

Gníomhartha na scoile chun leanaí a chosaint agus bulaíocht a chosc agus dul i ngleic léi

Le linn na cuairte cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta cosanta leanaí agus frithbhulaíochta na scoile:	
Cosaint Leanaí	*Frithbhulaíocht*
1. Tá ainm an DIA agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. 2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú ar riosca. 3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go bhfuil siad ar an eolas faoina bhfreagrachtaí mar dhaoine faoi shainordú. 4. Tá an Ráiteas um Chumhdach Leanaí ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus d'lar- Bhunscoileanna (athbhreithnithe 2023). 5. Tá tuairisc i dtaifid na dtrí chruinniú den bhord bainistíochta deiridh maidir le maoirseacht ar chosaint leanaí a chomhlíonann riachtanais na Nósanna Imeachta um Chosaint Leanaí do	1. Tá polasaí frithbhulaíochta forbartha ag an scoil ashásaíonn na *Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile (2013)*, agus athbhreithnítear an polasaí seo go bliantúil. 2. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide tuairisc ar fáil don bhord ar a laghad uair sa téarma ar líon iomlán na gcásanna bulaíochta a tuairiscíodh (tríd an teimpléad taifeadta bulaíochta atá ar fáil sna Gnásanna) ó cuireadh an tuairisc roimhe sin ar fáil don bhord. 3. Tá polasaí frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do dhaltaí/scoláirí. 4. Tá tionscnaimh chuí i bhfeidhm ag an scoil chun cultúr agus timpeallacht scoile dearfach agus uilechuimsitheach a chothú.

Bhunscoileanna agus d'Iar-bhunscoileanna (athbhreithnithe 2023). 6. Tá sé deimhnithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm chun eolas a chur ar fáil do phearsanra uile na scoile maidir leis na Nósanna Imeachta um Chosaint Leanaí i mBunscoileanna agus in Iar-Bhunscoileanna (athbhreithnithe 2023). 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). 8. Tá na taifid maidir le cosaint leanaí á gcoinneáil in áit shlán, dhaingean.	5. Tuairiscíonn na múinteoirí ar fad ar tugadh cuairt orthu go bhfuil polasaí frithbhulaíochta na scoile léite acu agus go bhfuil siad feasach ar a róil agus a bhfreagrachtaí maidir le bulaíocht a chosc agus dul i ngleic léi.

Chomhlíon an scoil na riachtanais ar fad maidir le seiceálacha ar chosaint leanaí.

Chomhlíon an scoil na riachtanais maidir le seiceálacha 1,3,4,5 de na seiceálacha frithbhulaíochta thuas. Níor chomhlíon an scoil na riachtanais maidir le seiceáil 2 de na seiceálacha frithbhulaíochta.

Is ar an mbord bainistíochta atá an fhreagracht a dheimhniú go bhfuil an scoil iomlán comhlíontach leis an seiceáil seo. Déanfaidh an Chigireacht monatóireacht ar dhul chun cinn an bhoird i dtaca le comhlíontacht iomlán a bhaint amach.

Meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim

Dátaí na cigireachta	16,17, 18 Deireadh Fómhair 2023
Gníomhaíochtaí cigireachta ar tugadh fúthu • Cruinniú leis an mbord bainistíochta • Cruinniú aiseolais leis an bpríomhoide agus leis an bpríomhoide tánaisteach (gníomhach) • Cruinnithe le príomhfhoirne • Athbhreithniú ar dhoiciméid ábhartha • Grúpa fócais scoláirí	• Cruinniú le tuismitheoirí • Anailís ar cheistneoirí tuismitheoirí, scoláirí agus múinteoirí • Breathnóireacht ar theagasc agus ar fhoghlaim • Athbhreithniú ar obair na scoláirí • Idirghníomhaíocht le scoláirí • Aiseolas don fhoireann ardbhainistíochta, don bhord bainistíochta agus do mhúinteoirí

Comhthéacs na Scoile

Is iar-bhunscoil do chailíní amháin í Laurel Hill Coláiste FCJ a fheidhmíonn faoi iontaobhas Le Chéile. 380 scoláire a bhí rollaithe sa scoil aimsir na cigireachta. Bunaithe sa bhliain 1935, agus ag soláthar oideachais trí mheán na Gaeilge ó shin, tá an scoil lonnaithe i gcathair Luimnigh ar aon champas amháin le scoil a fheidhmíonn trí mheán an Bhéarla agus atá faoi choimirce na n-iontaobhaithe céanna. Tá an scoil páirteach i gCóras Coiteann Iontrála Iar-bhunscoileanna Cheantar Luimnigh. Tagann scoláirí chun na scoile ó cheantair éagsúla sa chathair chomh maith le ceantair mórthimpeall ar an gcathair, contaetha eile san áireamh. Freastalaíonn na scoláirí seo ar bhunscoileanna a fheidhmíonn trí mheán an Bhéarla (scoileanna T2) agus ar Ghaelscoileanna (scoileanna T1). Le roinnt blianta, tá méadú tagtha ar chéatadán na scoláirí a thagann ó bhunscoileanna T2. Soláthraíonn an scoil na cláir churaclaim seo a leanas: an tSraith Shóisearach, Idirbhliain (éigeantach) agus an Ardteistiméireacht (bhunaithe).

Achoimre ar na príomhchinntí agus ar na príomh-mholtaí:

Cinntí

- Bhí cáilíocht fhoriomlán an teagaisc agus na foghlama go maith; breathnaíodh samplaí de chleachtas a bhí ar ardcháilíocht.
- Bhí cáilíocht na ceannaireachta ar an bhfoghlaim agus ar an teagasc go maith; tugadh suntas faoi leith d'fhéinspreagthacht mórán ball foirne i dtaca lena bhfoghlaim ghairmiúil féin agus don chaoi a raibh an fhoghlaim seo ag dul chun leasa scoláirí.
- Bhí feabhsuithe suntasacha curtha i gcrích i dtaca le bainistiú na heagraíochta rud a d'fhág an cháilíocht ag leibhéal an-mhaith.
- Bhain ardcháilíocht leis an obair a bhí déanta I dtaca le ceannaireacht ar fhorbairt na scoile a threorú; tugadh suntas do leithne na bhforbairtí a bhí curtha i gcrích agus don chur chuige athmhachnamhach a threoraigh próisis chinnteoireachta.
- Bhí an cháilíocht i gcás acmhainn na ceannaireachta le moladh go hard; bhí córais chumarsáide forbartha a chuirfidh ar chumas na scoile lánacmhainn na comhpháirtíochta a bhaint amach.
- Bhain cáilíocht mhaith leis na tacaíochtaí d'fholláine na scoláirí agus bhí leas á bhaint as próiseas téagartha féinmheastóireachta scoile (FMS) chun cur le héifeachtúlacht na dtacaíochtaí a bhí ar fáil; thacaigh rannpháirtíocht scoláirí i rogha cuí tograí agus imeachtaí comhchuraclaim agus seach-churaclaim go héifeachtach le hobair a bhí ar siúl I dtaca le cothú a gcuid folláine.

Moltaí

- Is ar mhaithe le breis freagrachta a thabhairt do scoláirí as a gcuid foghlama féin a stiúradh a mholtar do mhúinteoirí go leathnófaí agus go ndoimhneofaí na scothchleachtais scoláire-lárnacha, inar tugadh ról follasach do scoláirí i gcinntí a bhain lena gcuid foghlama féin, a breathnaíodh le linn ceachtanna áirithe.
- Ionas go mbainfeadh an scoil lánacmhainn amach ó thaobh eispéireas tumoideachais ar ardcháilíocht a sholáthar, is gá gníomhú go sonrach ag leibhéal an ranga chun forbairt scileanna litearthachta Gaeilge na scoláirí uile a chomhtháthú lena bhfoglaim acadúil san ábhar.
- Chun a chinntiú go bhfuil obair an bhoird bainistíochta ag teacht go hiomlán lena ndualgais rialachais, géilliúlacht i dtaca le *Gnásanna Frithbhulaíochta Bunscoile agus ar-bhunscoile (2013)* san áireamh, moltar go gcuirfí bonn níos foirmeálta faoi nósanna imeachta ag leibhéal an bhoird: ba cheart a dheimhniú go bhfuil na míreanna cuí ar fad (faomhadh miontuairiscí agus tuairisciú ar líon iomlán na gcásanna bulaíochta a tuairiscíodh ón gcruinniú deiridh san áireamh) sa chlár chomh maith le ráiteas aontaithe ar an méid a pléadh ag cruinnithe á réiteach i gcónaí agus is gá córas a bhunú, ag leibhéal an bhoird, i dtaca le forbairt agus athbhreithniú polasaithe.
- San obair atá ar siúl chun an múnla tacaíochta foghlama a leasú, ba chóir don bhainistíocht shinseareach féachaint i dtreo múnla tacaíochta ina bhfuil breis solúbthachta a dhearadh mar thaca lena n-iarrachtaí ar fhreagairt mar is cuí do riachtanais leantacha agus do riachtanais a thagann chun cinn i rith na scoilbhliana.
- Faoi mar a moladh sa chigireacht ábhair a rinneadh ar an Treoir sa bhliain 2020, is gá polasaí na scoile um Oideachas Caidrimh agus Gnéasachta (OCG) a thabhairt cothrom le dáta.

Cinntí agus moltaí mionsonraithe

1. Cáilíocht an teagaisc agus na foghlama

Bhí cáilíocht fhoriomlán an teagaisc agus na foghlama go maith: bhí cáilíocht an teagaisc agus na foghlama go han-mhaith i mionlach suntasach ceachtanna agus go maith i dtromlach na gcásanna. Is sásúil a bhí an cháilíocht i roinnt bheag ceachtanna.

Torthaí agus eispéiris na bhfoghlaimeoirí

Bhí torthaí na foghlama agus eispéiris na foghlama do scoláirí go maith ar an iomlán. Bhí forbairt chéimneach le scafláil chuí agus ionchais arda don fhoghlaim mar shaintréithe i mbeagnach gach ceacht. Seiceáladh an obair bhaile nó an réamhfhoghlaim ag tús na gceachtanna ar fad agus bhí an t-athmheabhrúchán, nó seiceáil ar an réamhfhoghlaim, treoraithe go han-éifeachtach. Bhí sé mar ghnáthchleachtas intinní foghlama a roinnt leis na scoláirí ag tús na gceachtanna: bhain ardcháilíocht leis an gcleachtas seo nuair a bhí gnéithe den ábhar agus den teanga san áireamh, nuair a tagraíodh do na hintinní foghlama le linn agus/nó ag deireadh an cheachta agus nuair a cuireadh critéir i dtaca le foghlaim nó hobair rathúil faoi bhráid scoláirí. Ba i gcúpla cás a cruthaíodh deiseanna do na scoláirí chun a dtuiscint ar na hintinní foghlama a chíoradh nó a chur in iúl ag tús ceachta, cleachtas a mholtar a leathnú.

Aithníodh scóip, i dtromlach na gceachtanna, chun scileanna litearthachta na scoláirí a fhorbairt: ba cheart deiseanna a chruthú do na scoláirí chun an teanga acadúil a bhíonn de dhíth orthu – eochairfhocail nó saintéarmaíocht an ábhair agus na struchtúir teanga ábhartha – a chleachtadh ó bhéal le linn ceachta. I roinnt cásanna rinneadh cúram go han-seiftiúil d'fhorbairt chruinneas foghraíochta agus feasachta teanga scoláirí.

Go ginearálta, léirigh na scoláirí iad a bheith féinspreagtha chun foghlama. Cruthaíodh deiseanna dóibh i ngach ceacht chun comhoibriú lena bpiaraí san fhoghlaim. Breathnaíodh samplaí d'obair ghrúpa a bhí eagraithe go han-éifeachtach le róil chinnte ag baill. Go ginearálta,

léirigh scoláirí taithí ar chomhoibriú san fhoghlaim. I roinnt cásanna áfach, bheadh sé tairbheach eagar na ndeasca a athrú chun an chumarsáid idir na scoláirí a éascú níos fearr.

Bhí atmaisféar an-tacúil agus comh-mheasúil le sonrú sna ceachtanna ar fad. Tugadh an-mholadh do na scoláirí as a n-iarrachtaí. Léirigh na scoláirí i roinnt mhaith ceachtanna iad a bheith ar a gcompord ag cur ceisteanna ar ábhar an cheachta. Ghlac na scoláirí páirt ghníomhach i dtascanna bríocha a bhí deartha nó dea-roghnaithe chun an fhoghlaim a dhoimhniú agus a chur chun cinn. Maidir le tascanna áirithe, b'fhiú machnamh a dhéanamh ar an méid a d'fhéadfadh na scoláirí a dhéanamh go neamhspléach lasmuigh d'am teagmhála ranga.

I gcás roinnt de na ceachtanna, bhí caint an mhúinteora ró-mhór sa treis agus bhí an claonadh in go leor cásanna glacadh le focail aonair mar fhreagra ó scoláirí. Moltar na deiseanna a thagann chun cinn le linn ceachta a úsáid chun muinín agus cumas na scoláirí in úsáid na teanga mar theanga acadúil a chur chun cinn. I gcúpla cás, bhí an claonadh ag múinteoirí abairtí leath i nGaeilge agus i mBéarla nó leaganacha Béarla de théacsanna a úsáid chun cabhrú leis na scoláirí. Ar mhaithe le sealbhú na sprioctheanga, áfach, mar theanga trína ndéanann agus a gcuireann scoláirí a gcuid foghlama in iúl, is den riachtanas é go n-úsáidfí sprioctheanga an ábhair nó na scoile sa teagasc mar is cuí.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí cáilíocht na pleanála agus an ullmhúcháin do cheachtanna go han-mhaith. Bhí struchtúr shoiléir ar na ceachtanna ar fad agus, den chuid ba mhó, luas oiriúnach leis an obair. I roinnt cásanna ní mór an t-am a dháiltear ar thascanna a bhainistiú ionas go mbeidh deis ag na scoláirí luí isteach i gceart agus go héifeachtach lena bhfuil le déanamh.

Go ginearálta, baineadh úsáid an-éifeachtach as acmhainní digiteacha. Rinneadh é seo ar shlí a shaibhrigh agus a dhoimhnigh an t-eispéireas teagaisc agus foghlama agus a chabhraigh le cothú scileanna na scoláirí mar fhoghlaimeoirí neamhspleácha.

Ba trí mhonatóireacht an mhúinteora ar rannpháirtíocht scoláirí i dtascanna, trí ghluaiseacht timpeall an tseomra ranga, is mó a rinneadh cúram de dhifreáil na foghlama. I gcás an mhionlaigh, breathnaíodh cuir chuige difreála an-éifeachtacha eile i ndearadh tascanna ceachta agus obair bhaile freisin. Tá an-mholadh ag dul don chleachtas inar tugadh tascanna difreáilte don obair bhaile lena n-áiríodh tascanna struchtúrtha ach roghnacha. Tugadh moladh don chleachtas freisin sna cásanna inar baineadh úsáid an-éifeachtach as ceistiúchán ó bhéal chun dúshláin chuí agus scafal a chruthú do scoláirí, chun cabhrú le scoláirí cur lena bhfreagraí agus iad a spreagadh chun saintéarmaíocht agus struchtúir níos casta teanga a úsáid. Ba cheart na cleachtais seo a leathnú.

Léirigh athbhreithniú ar dhialanna scoláirí nach raibh obair bhaile á thaifeadadh i scríbhinn i roinnt cásanna. Leis na forbairtí ar fad atá déanta ar chomhtháthú teicneolaíochtaí digiteacha in eispéireas foghlama scoláirí, bheadh sé tráthúil fiosrú a dhéanamh ar an gcaoi is éifeachtaí le cúram a dhéanamh den tslí ina n-eagraíonn scoláirí a gcuid oibre.

I roinnt cásanna, tugadh suntas don scothchleachtas san aiseolas foirmitheach sa sampla d'obair scríofa scoláirí a athbhreithníodh. Sna cásanna seo, bhí na critéir ratha agus an treoir chun feabhais soiléir. I gcás eile bhí obair an-mhaith ar bun chun scoláirí a chumasú chun aiseolas foirmitheach a thabhairt ar obair a bpiaraí. Moltar na cleachtais seo a fhorbairt tuilleadh agus a leathnú.

Bhí éagsúlacht sa cháilíocht a bhain le pleananna ábhair na rannóg a athbhreithníodh. Ag leibhéal na sraithe sóisearaí, ba mhinic a bhí aonaid foghlama cruthaithe agus comhtháthú déanta sna haonaid ar thorthaí foghlama ó shnáitheanna éagsúla na sonraíochtaí. Bhain an cleachtas ab fhearr leis na cásanna inar sonraíodh an chaoi a léireodh scoláirí torthaí a gcuid foghlama ag deireadh an aonaid agus inar sonraíodh an cúram a dhéanfaí don difreáil, d'fhorbairt scileanna litearthachta agus uimhearthachta, d'fholláine scoláirí trína gcuid rannpháirtíocha i ngníomhaíochtaí foghlama éagsúla. Tugadh suntas faoi leith don mbéim a leagadh ar mhachnaimh aonair agus machnamh roinne i gcuid de na pleananna mar gur léirigh sé gur doiciméid bheo, a d'fhreagair do riachtanais foghlama scoláirí de réir mar a tháinig siad chun solais, a bhí iontu.

2. Cáilíocht na ceannaireachta agus na bainistíochta scoile

Bhain cáilíocht an-mhaith le ceannaireacht agus bainistíocht na scoile.

Ceannaireacht ar fhoghlaim agus ar theagasc

Ba phobal foghlama é pobal na scoile. Thuig ceannairí na scoile an luach a bhain leis an bhfoghlaim ar feadh an tsaoil agus tugadh suntas don dúil a léirigh go leor ball foirne i bhforbairt a gcuid scileanna gairmiúla féin. Roghnaigh múinteoirí ábhair staidéir, taighde feidhmneach san áireamh, a bhain go dlúth le gnéithe faoi leith d'obair na scoile. B'inmholta leis é go raibh na scileanna agus tuiscintí nua a raibh múinteoirí aonair ag teacht orthu á roinnt acu le comhghleacaithe, bíodh sé mar chuid de mhír ag cruinniú foirne, mar ábhar plé ag cruinniú na ranna ábhair nó mar réimse fócais ag meitheal oibre. Bhí múinteoirí áirithe gafa i bpobail chleachtais freisin, taithí a thug deis dóibh cíoradh sa bhreis a dhéanamh ar thuiscintí agus ar eolas gairmiúil. Bhí tionchar na foghlama seo le haithint sna suíomhanna foghlama úd inar breathnaíodh cleachtas a bhí ar ardcháilíocht agus, dá bhrí sin, moltar go ndéanfaí breis forbartha ar an ngréasánú intí agus seachtrach seo. Bhainfeadh fiúntas faoi leith le breis líonraí tras-churaclaim.

Bhí próiseas na féinmheastóireachta scoile (FMS) in úsáid go han-éifeachtach chun cur leis an eispéireas foghlama agus teagaisc. Bailíodh fianaise ar shlite éagsúla agus bhí córais forbartha le go mbeadh guth an scoláire lárnach sa phróiseas seo. Tugadh ardmholadh don chaoi ina raibh, i gcásanna áirithe, an fhianaise roinnte i dtéamaí a bhí ag freagairt do réimsí cleachtais in *Ag Breathnú ar an Scoil Againne 2022*. Ba léir gur chabhraigh an cur chuige seo leis an scoil na réimsí den soláthar ina raibh gá le gníomhú a aithint. Tugadh suntas freisin don chaoi ar athmhúnlaíodh na poist freagrachta ag leibhéal na meánbhainistíochta ionas go bhféadfaí tosaíocht a thabhairt do na réimsí feabhais ba mhó. Baineadh leas as cuir chuige an-éifeachtacha sa chinnteoireacht ar rannphairtíocht i dtograí a dhíreodh ar riachtanais aitheanta. Ba mhaith an ní leis é go raibh sé de mhisneach ag an scoil éirí as gníomhaíocht nó togra nuair a braitheadh nach raibh an leas inmhianaithe le baint as.

Mar thoradh ar an anailísiú critiúil a rinneadh ar fhianaise agus an comhphlé ag leibhéal foirne a d'éirigh as, bhí an fhoghlaim neamhspleách aitheanta mar fhócas don FMS. D'eascair an téama seo as obair a bhí déanta, le linn timthriallta eile den FMS, i gcomhpháirt le scoláirí agus le tuismitheoirí i dtaca leis an measúnú. I bhfianaise ábhar na moltaí atá déanta sa tuairisc seo i réimse an teagaisc agus na foghlama, moltar go ndéanfaí féinfheasacht na scoláirí mar fhoghlaimeoirí teanga a chomhtháthú leis an bhfís a leagfar amach don bhfoghlaim neamhspleách: bhí na cigirí den tuairim go bhféadfaí ionchais i bhfad níos airde a léiriú do scoláirí i dtaca leis an úsáid a bhain siad as sprioctheanga na scoile go hacadúil agus go sóisialta, cuir i gcás.

An eagraíocht a bhainistiú

Tugadh faoi bhainistiú laethúil na scoile go han-éifeachtach. Bhí róil soiléire ag baill na hardbhainistíochta, ag gach ball den fhoireann mheánbhainistíochta agus ag baill foirne eile a ghlac ceannaireacht ar réimsí éagsúla den soláthar. Ba thosaíocht don ardbhainistíocht é go gcothófaí cultúr dearfach na scoile agus ghníomhaigh siad go praiticiúil agus go tacúil chun fadhbanna a réiteach agus comhfhreagracht scoile uile a chur chun cinn. De bharr gur úsáideadh cur chuige comhpháirtíoch chun mór-riachtanais bhainistíochta na scoile a aithint, thuig an fhoireann uile conas mar a thacaigh obair na bpostsealbhóirí agus ceannairí eile sa scoil le bainistiú na scoile ó lá go lá agus le sárú aon deacrachtaí a tháinig chun cinn. Chabhraigh trédhearcacht na struchtúr cumarsáide intí, cruinnithe seachtainiúla ag príomhoidí cúnta áirithe agus ag an bhfoireann tréadchúraim san áireamh, le feasacht na foirne uile i leith na hoibre a bhí ar bun chun cáilíocht an tsoláthair a fheabhsú. Bhí comhoibriú an-éifeachtach á chothú trasna agus idir na leibhéil bhainistíochta éagsúla i mbaint amach spriocanna feabhsúcháin dá bharr seo.

Aithníodh gá, áfach, le gnéithe den bhfeidhmníocht ag leibhéal an bhoird bhainistíochta a fheabhsú. Moltar go gcuirfí bonn níos foirmeálta agus níos córasaí faoi nósanna imeachta an bhoird. Ba cheart na míreanna cuí a bheith sonraithe sa chlár agus ráiteas aontaithe ar an méid

a pléadh ag cruinnithe a réiteach i gcónaí. Ba cheart go mbeadh faomhadh miontuairiscí agus tuairisciú ar líon iomlán na gcásanna bulaíochta a tuairiscíodh ón gcruinniú deiridh i measc na míreanna seasta ar an gclár. Is gá córas a bhunú i dtaca le forbairt agus athbhreithniú polasaithe agus, faoi mar a moladh le linn cigireachta ar an Treoir in 2020, is gá tosaíocht a thabhairt d'athbhreithniú ar an bpolasaí don Oideachas Caidrimh agus Gnéasachta (OCG). Bheifí ag súil leis freisin go mbeadh an feabhsúchán scoile mar ábhar plé rialta ag cruinnithe: gheobhadh an plé a bheith dírithe ar chur i bhfeidhm moltaí ag éirí as cuairteanna cigireachta, gnóthachtáil scoláirí, cúrsaí folláine, cáilíocht an tsoláthar tumoideachais chomh maith leis na cúrsaí foirgníochta a bhí go mór faoi chaibidil aimsir na cigireachta mar go raibh tionscadal mór tógála beartaithe don champas. Rachadh sé go mór chun leasa na scoile fís an-soiléir a fhorbairt i dtaca le fairsingtheacht an tumoideachais sa scoil agus polasaí a fhorbairt a léireodh mar a chuirfí an fhís sin i bhfeidhm i saol laethúil na scoile. B'fhearr go mór dá stiúrfadh an bord, nó fo-choiste de chuid an bhoird, an cíoradh is gá sa réimse seo.

Léargas eile ar an gcaoi a thacaigh an chomhpháirtíocht le bainistiú na scoile ná socrú a rinneadh go roinnfí an teicneolaí saotharlainne agus an teicneolaí digiteach idir an trí scoil a bhí buailte ar a chéile. Ina theannta seo, bhí cuid mhaith comhoibrithe idir an dá scoil lánchailíní ar an gcampas mar go raibh gá le háiseanna agus spásanna foghlama a roinnt. Chruthaigh easpa spáis go leor dúshlán, go háirithe mar a bhain leis an halla gleacaíochta a roinnt. É sin ráite bhí moladh ag dul do bhainistíocht na scoile, an bord san áireamh, as an infheistiú leanúnach a rinneadh i gcóiríocht na scoile: bhí gach iarracht déanta ar na seomraí ranga a choimeád geal agus tarraingteach, bhí na córais chuí ann chun úsáid teicneolaíochtaí digiteacha a chomhtháthú san eispéireas foghlama agus bhí athchóiriú déanta ar an leabharlann. Bhí dlúthnasc idir an scoil agus an coláiste oideachas múinteoirí a bhí suite i ngiorracht dóibh agus rinneadh socrúcháin scoile na múinteoirí faoi oiliúint a bhainistiú go córasach.

Tosaíocht don scoil ab ea é go mbeadh tuismitheoirí gníomhach, mar is cuí, i saol na scoile agus in oideachas a bpáistí. Leagadh an-bhéim ar eolas a sholáthar do thuismitheoirí agus chabhraigh aip a tugadh isteach in 2022/2023 go mór leis seo agus leis an gcumarsáid déthreoch i gcoitinne. Ina theannta seo, fuair tuismitheoirí áirithe deis ar a bheith páirteach, i dteannta scoláirí agus múinteoirí, i dtogra a dhírigh ar chúrsaí meabhairshláinte. Bhí an cumann tuismitheoirí céanna ag an dá scoil lánchailíní agus nósanna imeachta fréamhaithe le deimhniú go raibh ionadaithe ón dá scoil ar chomhstádas.

Forbairt scoile a threorú

Bhí an-obair déanta ag ceannairí na scoile, laistigh de thréimhse ghairid ama, chun gnéithe lárnacha d'fheidhmniú agus de sholáthar na scoile a thabhairt chun cinn. Tugadh suntas faoi leith d'fhairsingeacht na réimsí a bhí feabhsaithe agus don chaoi ar gríosadh pobal na scoile chun gníomhú i gcomhpháirt ar mhaithe leis na scoláirí. Sa bhreis ar fheabhsuithe eile atá luaite i míreanna eile sa tuairisc seo, rinneadh leathnú ar an soláthar curaclaim ag leibhéal na sraithe sinsearaí agus rinneadh iarracht mhacánta ar chluas a thabhairt do na geallshealbhóirí ábhartha nuair a bhí cinntí leochaileacha le glacadh. Tuigeadh freisin an gá a bhí le monatóireacht a dhéanamh ar chur i bhfeidhm gníomhaíochtaí chun feabhais agus athbhreithniú a dhéanamh ar an éifeacht a bhain leo.

Ba léir lánacmhainn a bheith ag ceannaireacht na scoile chun dul i ngleic leis na forbairtí atá á moladh sa tuairisc seo chomh maith le haon fhorbairtí eile a thagann aníos mar chuid den bhféinmheastóireacht scoile. I bhfianaise ard-acmhainn na scoile chun forbairt scoile a threorú, moltar go mbeadh sé mar mhórsprioc gníomhú i dtreo eispéireas tumoideachais eiseamláireach a sholáthar.

Acmhainn na ceannaireachta a fhorbairt

Bhí bunchloch láidir ann i bhfoirm struchtúir chumarsáide téagartha, smaointeoireacht oscailte, próisis athmhachnamhacha, ceannaireacht dáilte agus dearcadh dearfach i leith na comhpháirtíochta chun gníomhú i dtreo breis feabhais fós a chur le gnéithe den soláthar. Léirigh an obair a bhí déanta, faoi cheannasaíocht fíor-éifeachtach an phríomhoide, gur aithníodh an fiúntas a bhain le rannpháirtíocht scoláirí, tuismitheoirí agus geallshealbhóirí eile i bpróisis chinnteoireachta. Nuair a bhí cinntí nó roghanna le déanamh, tugadh aird do luachanna bhunaitheoirí na scoile ach le súil i gcónaí ar an gcomhthéacs comhaimseartha freisin agus ar riachtanais foghlama ar feadh an tsaoil na scoláirí.

Bhí deiseanna ar an gceannaireacht dháilte tapaithe ag go leor ball foirne agus labhair siad le misneach agus le bród as an dea-thionchar a bhí ag a gcuid oibre ar eispéireas oideasúil na scoláirí. Chlúdaigh an obair seo go leor réimsí soláthair, bíodh cúram mar chuid de phost freagrachta, togra a rinneadh i gcomhpháirt le heagraíocht eile nó imeachtaí comh-churaclaim na scoile i gceist. Tá sé tráthúil, mar sin, go dtógfaí ar an dea-obair seo ar fad agus go ngníomhófaí go córasach agus go diongbháilte i dtreo eispéireas lánthumtha eiseamláireach a sholáthar do na scoláirí uile.

3. Cáilíocht na tacaíochta d'fholláine na scoláirí

Bhí cáilíocht mhaith ag baint leis an dtacaíocht d'fholláine na scoláirí.

Croí-luach sa scoil ab ea cothú an chompánachais: féachadh ar an gcomhpháirtíocht mar bhealach chun tacú le gach ball de phobal na scoile barr a n-acmhainne a bhaint amach. Bhí na dea-chaidrimh le haithint sa tslí inar chaith daoine lena chéile agus mheabhraigh na saothair chruthaitheacha a bhí ar taispeáint mórthimpeall na scoile an luach a bhí ar chomh-mheas ar dhaoine. Measadh freisin go raibh an compánachas idir an príomhoide agus an príomhoide tánaisteach gníomhach eiseamláireach agus go ndeachaigh sé seo chun tairbhe meithleacha oibre eile sa scoil.

Bhí coiste folláine agus foireann tréadchúraim na scoile an-ghníomhach agus rinne na baill stiúradh an-éifeachtach ar go leor den obair chomhpháirtíoch a bhí ar siúl chun folláine scoláirí, tuismitheoirí agus múinteoirí a chothú. Bhí réimsí freagrachta soiléire ag na baill uile agus iad lánpháirteach i dtograí a bhí roghnaithe nó deartha mar gur oir siad do shainriachtanais ghrúpaí de scoláirí nó scoláirí aonair. Tuairiscíodh go dearfach faoin bhfeabhas a tháinig ar chúrsaí frithbhulaíochta agus gnéithe de mheabhairshláinte na scoláirí, a dtuismitheoirí agus a múinteoirí mar thoradh ar rannpháirtíocht na scoile i dtograí faoi leith. I ngrúpa fócais le scoláirí, tagraíodh don chaoi ar tháinig brú ó phiaraí, maidir le hullmhúchán agus gnóthachtáil i scrúduithe salach ar na dea-chaidrimh ar fad a cothaíodh níos luaithe ina gcuid scolaíochta. B'fhiú féidearthachtaí a fhiosrú d'fhonn an feinimeán seo a mhaolú.

Bhí soláthar cuí á dhéanamh ar thráthchlár na scoile d'fholláine scoláirí na sraithe sóisearaí, lena n-áiríodh ranganna san Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS), Oideachas Saoránach, Sóisialta agus Polaitiúil (OSSP) agus Corpoideachas. Lena chois seo, sa chéad bhliain, bhí ceacht reiligiúin sa tseachtain á chaitheamh le dialann athléimneachta agus bhí gach scoláire páirteach i modúl scoildheartha ar ar tugadh Gaelfholláine. B'é ba mhian leis an scoil ná bunchloch láidir a leagadh síos sa chéad bhliain le go mbeadh na scileanna agus dearcthaí cuí ag scoláirí le breis freagrachta a ghlacadh as a gcuid foghlama féin de réir mar a ghabh siad trína n-oideachas iarbhunleibhéil agus ina dhiaidh sin. Bhí an uaillmhian seo le moladh mar a bhí an obair a bhí i mbéal forbartha ar mhaithe le ró-spleáchas scoláirí ar a gcuid múinteoirí, i dtaca le stiúradh a ndul chun cinn, a laghdú.

Ag éirí as athbhreithniú ar an soláthar don Fholláine, beartaíodh ar an modúl Gaelfholláine a chur ar fáil in áit rang sna teicneolaíochtaí digiteacha mar a bhí ann le linn 2022/2023. Cé go léiríonn an fhianaise go raibh deacrachtaí leis an nGaeilge ag cruthú strus áirithe do scoláirí, meastar gur fearr tacú leis an sainghné seo de sholáthar na scoile ar bhonn leanúnach agus thar na bliainghrúpaí ar fad mar chuid de straitéis litearthachta Gaeilge scoile uile ar mhaithe leis na na scoláirí a chumasú chun dul i ngleic go muiníneach leis an bhfoghlaim trí mheán na Gaeilge. Mar chuid de seo, is gá cuimhneamh ar na riachtanais teanga éagsúla a thagann i gceist, ag staideanna difirúla le linn na scoilbhliana i gcás na mbliainghrúpaí ar fad, agus clár tacaíochta teanga cuimsitheach a fhéachann le freagairt do na riachtanais seo a dhearadh.

Bhí OCG á sholáthar mar chuid de chlár OSPS na sraithe sóisearaí agus mar chuid den chlár reiligúin sna bliainghrúpaí sinsearacha. Ba iad na múinteoirí OSPS agus Reiligúin a mhúin OCG dá rang-ghrúpaí féin, socrú a tháinig leis an dea-chleachtas. Tugadh cuireadh d'aoichainteoirí cur leis an ionchur a soláthraíodh le linn ceachtanna príomhshrutha nuair ba ghá. Cur chuige athmhachnamhach a threoraigh na cinntí seo sa mhéid is gur beartaíodh ar an idirghabháil chuí ag brath ar riachtanais a aithníodh mar chuid de phróiseas FMS. In ainneoinn na ndea-chleachtas seo, tugadh faoi deara le linn na meastóireachta go raibh bearnaí i bhfeasacht scoláirí agus tuismitheoirí ar sholáthar OCG na scoile. D'fhéadfadh gur bhain seo leis an bpolasaí OCG a bheith as dáta agus gan a bheith ar fáil ar shuíomh idirlín na scoile. Is gá

polasaí OCG na scoile a thabhairt cothrom le dáta gan mhoill agus bheadh fiúntas le breis eolais a chur ar fáil do thuismitheoirí. D'fhéadfaí é seo a dhéanamh, cuir i gcás, san acmhainn folláine fíortharraingteach agus fíorphraiticiúil atá ar an suíomh agus a forbraíodh do thuismitheoirí.

Bunaíodh foireann tréadchúraim sa scoil ag éirí as moladh a rinneadh mar chuid de mheastóireacht ar an dTreoir sa bhliain 2020. Tugadh le fios go raibh feabhas mór tagtha ar an gcumarsáid sa réimse cúraim scoláirí le cruthú na foirne seo agus úsáid aip na scoile in éascú na cumarsáide. Mar thaca don obair seo, b'fhiú míreanna ar leith ar shuíomh idirlín na scoile a thabhairt cothrom le dáta freisin le deimhniú go bhfuil teacht ag cuairteoirí seachtracha ar an eolas is déanaí faoi sholáthar na scoile.

Ceapadh comhairleoir Treorach nua le linn na tréimhse meastóireachta tar éis don scoil a bheith gan comhairleoir ó Eanáir 2022. Cé go ndearna an fhoireann tréadchúraim iarracht inmholta ar an gcúnamh cuí a chur ar fáil le linn don scoil a bheith ag feidhmiú gan comhairleoir Treorach, aithníodh le linn na meastóireachta go raibh gá le feasacht scoláirí i leith na dtacaíochtaí a bhí ar fáil ón gcomhairleoir Treorach a fheabhsú, go háirithe mar a bhain le conas a d'fhéadfadh scoláirí sóisearacha cúnamh a lorg dá mba ghá.

Tá tús curtha le cuíchóiriú a dhéanamh ar an múnla do sholáthar na tacaíochta foghlama. Faoi láthair is córas aistharraingthe atá in úsáid chun an tacaíocht ar fad a chur ar fáil. Is maith an ní é go bhfuil spás fisiciúil níos oiriúnaí agus níos tarraingtí cruthaithe don tacaíocht foghlama. Céim chun tosaigh is ea é go bhfuiltear ag obair i dtreo croí-fhoireann a aithint. Le croí-fhoireann teann i bhfeidhm, d'fhéadfaí cur le saineolas na scoile i réimsí éagsúla an oideachais speisialta, buntáistí an tumoideachais do phaistí le riachtanais speisialta oideachais san áireamh. Chabhródh sé seo leis an scoil breis solúbthachta a chur sa chlár tacaíochta ionas go bhféadfaí na tacaíochtaí a chur i dtreo na riachtanas is mó ag amanna éagsúla. B'fhiú, freisin, cuimhneamh ar an gcaoi a d'fhéadfadh socruithe cómhúinteoireachta dul chun leasa scoláirí le riachtanais aitheanta.

Gné den soláthar ar thagair scoláirí agus tuismitheoirí go dearfach do arís agus arís eile ná an spreagadh a tugadh do scoláirí chun a bheith rannpháirteach in imeachtaí seach-churaclaim. Thug siad le fios gur chruthaigh sé spioraid teaghlaigh sa scoil agus gur chuir sé leis an gcompánachas. Ba léir gur mór ag foireann na scoile an chaoi a ndeachaigh rannpháirtíocht i réimse gníomhaíochtaí chun leasa scoláirí agus tá moladh ag dul d' fhoireann na scoile as an bhfuinneamh agus am ar fad a chaitear leis seo.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa suíomh ag baint úsáid as contanam cáilíochta mar a léirítear thíos. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag meastóireacht agus ag cur síos ar cháilíocht sholáthar an tsuímh i ngach réimse.

Leibhéal	Cur Síos	Sampla de théarmaí 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 cáilíocht na réimsí a ndéantar meastóireacht orthu thar cionn agus is sampla iad 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-suntasach; thar barr
Go maith	Úsáidtear Go maith áit ina bhfuil níos mó láidreachtaí 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 ag na réimsí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí, cuireann siad srian leis na heispéiris 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 ná láidreachtaí. Beidh ar an scoil dul i ngleic leheasnaimh 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 mhór 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
Department of Education

Whole-School Evaluation: Management, Leadership and Learning

Report

REPORT

School name	Laurel Hill Coláiste FCJ
School address	Laurel Hill Limerick
Uimhir rolla/ Roll number	64270P
Dáta na cigireachta/ Date of Evaluation	18-10-2023

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

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

How to read this report

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

1. Quality of school leadership and management

2. Quality of teaching and learning

3. Quality of support for students' wellbeing

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 setting's provision in each area.

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

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>9. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
10. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
11. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
12. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (reviewed in 2023).
13. 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 (reviewed in 2023).
14. The board of management has ensured that arrangements are in place to provide</td><td>6. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.
7. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported to him/her (by means of the bullying recording template which is available in the Procedures) since the previous report was made available to the board.
8. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.
9. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.</td></tr>
</table>

information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools (reviewed in 2023). 15. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE). 16. Child protection records are maintained in a secure location.	10. All teachers visited report that they have read the school's policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

The school fulfilled all the requirements in relation to child protection checks.

The school fulfilled the requirements in relation to checks 1, 3, 4, 5 of the anti-bullying checks above. The school did not fulfil the requirements in relation to check 2 of the anti-bullying checks.

It is the responsibility of the board of management to verify that the school is fully compliant with this check. The Inspectorate will monitor the board's progress in relation to achieving total compliance.

Whole school evaluation - management, leadership and learning

Dates of inspection	16,17 & 18 October, 2023
Inspection activities undertaken: • Meeting with the board of management • Feedback meeting with the principal and deputy principal (acting) • Meetings with key staff • Review of relevant documents • Student focus group	• Meeting with parents • Analysis of parent, student and teacher questionnaires • Observation of teaching and learning • Examination of students' work • Interaction with students • Feedback to senior management team, board of management and teachers

School Context

Laurel Hill College FCJ is an all-girls post-primary school which operates under the trusteeship of Le Chéile. Enrolment at the time of the inspection was 380 students. Founded in 1935, and providing education through the medium of Irish ever since, the school is co-located, on a campus in Limerick city, with an English-medium school which operates under the auspices of the same trustee. The school participates in the Limerick Area Post-Primary Schools Common Application System. Students are drawn to the school from various areas in the city as well as from areas surrounding the city, including other counties. These students attend English-medium (T2) and Irish-medium (T1) primary schools. In recent years, there has been an increase in the number of students coming from T2 primary schools. The school offers the following curricular programmes: the Junior Cycle, Transition Year (compulsory), and the Leaving Certificate (established).

Summary of main findings and recommendations:

Findings

- The quality of teaching and learning was good overall; examples of practice that was of a very high quality were observed.
- Leadership of learning and teaching was of a good quality; of particular note was the self-motivation exhibited by many staff members with regard to their own professional learning and how the student experience was benefitting from this learning.
- Approaches to managing the school had improved significantly reflecting its very high quality.
- Work in the area of leading school development was of a very high quality; the scope of development areas was noted as was the reflective approach that guided decision-making processes.
- The quality of provision as it related to developing leadership capacity was highly commendable; communication systems had been developed which will enable the school to harness the full potential of partnership approaches.
- Supports for students' wellbeing were of a good quality and a robust system of school self-evaluation (SSE) was used to enhance the effectiveness of available supports; students' participation in a suitable range of co-curricular and extra-curricular initiatives and activities was a very effective means of supporting work being done to foster their sense of wellbeing.

Recommendations

- In order that students can be given greater responsibility for directing their own learning, it is recommended that teachers extend and strengthen those excellent student-centred practices, observed during certain lessons, which afforded students a clear role in decisions relating to their own learning.
- Optimising the school's capacity for providing an immersion education experience of the highest quality requires deliberate action at classroom level to integrate the development of all students' literacy skills in Irish with their academic learning in the subject.
- With a view to ensuring that the board of management's work meets its governance requirements, including compliance with *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*, it is recommended that a greater level of formality underpin procedures at board level: it should be ensured that an agenda with the relevant items (including the approval of minutes and reporting on the total number of bullying cases reported since the last meeting) as well as an agreed statement on items discussed at meetings be prepared and the establishment of a system, at board level, to support policy development and review is required.
- In its work to modify the model of learning support, senior management should seek to design a more flexible model which supports its efforts to respond appropriately to ongoing needs as well as needs that emerge during the school year.
- As recommended in the subject inspection of Guidance carried out in 2020, there is a need to update the school's policy on Relationships and Sexuality Education (RSE).

Detailed findings and recommendations

1. Quality of teaching and learning

The quality of teaching and learning was good overall: the quality of teaching and learning was very good in a significant minority of lessons and good in most cases. Quality was satisfactory in small number of lessons.

Learner outcomes and experiences

Learning outcomes and learning experiences for students were good overall. Almost all lessons were characterised by sequential approaches with scaffolding as appropriate and high expectations for learning. Homework or prior learning was checked at the beginning of all lessons and this review, or checking of prior learning, was directed very effectively. It was customary for teachers to share learning intentions with students at the beginning of lessons: this practice was of a very high quality when aspects of both the subject and the language were incorporated, when learning intentions were referred to during and/or at the end of the lesson and when criteria for successful learning or work were presented to students. In a few cases, opportunities were created for students to discuss or express their understanding of the learning intentions at the beginning of a lesson and it is recommended that this practice be extended.

In most lessons, scope to develop students' literacy skills was identified: opportunities should be created for students to practise orally the academic language required – keywords or subject specific terminology as well as the relevant language structures – during a lesson. In some cases, the development of students' phonetic accuracy and language awareness was attended to very effectively.

In general, students demonstrated that they were self-motivated to learn. Opportunities were created in all lessons for students to collaborate with their peers in learning. Examples of group work which had been organised very effectively, with members having definite roles, were observed. In general, students demonstrated that they were accustomed to learning in collaborative ways. In some cases, however, a change to the layout of the desks would better facilitate communication between students.

A very supportive and mutually respectful atmosphere was evident in all lessons. Students' efforts received great praise. In many lessons, students demonstrated an ease with asking questions about lesson content. Students took an active part in meaningful tasks that had been designed or well-chosen to deepen and progress learning. In the case of some tasks, consideration of what students could complete independently, outside of class contact time, would be worthwhile.

In the case of some lessons, the teacher's talk predominated and, in many cases, there was an inclination to accept single word answers from students. It is recommended that opportunities, which arise during lessons, to promote students' confidence and competence in using academic language are availed of. In a few cases, teachers were inclined to use sentences that were partly Irish and partly in English or to use the English versions of texts as a means of helping students. However, acquisition of the target language, as a language through which students undertake and express their learning, is dependent on the language of the subject or the school being used in teaching appropriately.

Teachers individual and collective practice

The quality of planning and preparation for lessons was very good. All lessons had a clear structure and, for the most part, work was at an appropriate pace. In some cases, time allocated to tasks needs to be managed in a way that allows students to undertake properly and effectively that which has been set out to do.

In general, very effective use was made of digital resources. This was done in a manner which enriched and deepened the teaching and learning experience and helped the nurturing of students' skills as independent learners.

Differentiation of learning was catered for mostly through the teacher's monitoring of students' participation in tasks as they moved around the classroom. In a minority of cases, other very effective differentiation approaches were observed in the design of lesson tasks and in homework. The practice of giving differentiated tasks for homework, including structured but optional tasks, is highly commended. Practice was also commended in cases where very effective use was made of oral questioning to create appropriate challenge and scaffolding for students, to help students expand their answers and to encourage them to use terminology and more complex language structures. These practices should be extended.

A review of students' journals indicated that, in some cases, homework was not being recorded in writing. Considering all the developments in relation to the integration of digital technologies in students' learning experience, an exploration of how best for students to organise their work would be opportune.

In some cases, excellent practice with regard to the provision of formative feedback was noted in the sample of students' written work that was reviewed. In these cases, the success criteria and guidance on how to improve were clear. In another case, very good work was being done in empowering students to give formative feedback on the work of their peers. It is recommended that these practices be further developed and extended.

The quality of subject plans reviewed varied across the departments. At junior cycle level, learning units had often been created and learning outcomes from the various strands of the specifications had been integrated into the units. Best practice was evident in cases when the way in which students would demonstrate the outcomes of their learning at the end of the unit was specified and when detail was given on the way in which differentiation, development of literacy and numeracy skills and wellbeing of students would be addressed through their participation in various learning activities. Of particular note was the emphasis placed on individual and departmental reflection in some plans as it indicated that they were live documents, responding to the learning needs of students as they emerged.

2. Quality of school leadership and management

The quality of school leadership and management was very good.

Leading learning and teaching

The school community was a learning community. School leaders understood the importance of life-long learning and the keen interest many staff members had in developing their own professional skills was particularly striking. Teachers chosen areas of study, which included applied research, were closely related to specific aspects of the school's work. It was also commendable that individual teachers were sharing new skills and insights with colleagues, whether as part of an item at a staff meeting, a subject for discussion at a subject department meeting or as an area of focus in a working group. Certain teachers were also members of communities of practice and this experience provided opportunities to further interogate professional understandings and knowledge. The influence of this learning was evident in those learning settings where very high-quality practice was observed and, for this reason, it is recommended that this inhouse and external networking be developed further. More cross-curricular networks would be particularly beneficial.

The process of school self-evaluation (SSE) was being used very effectively to enhance the learning and teaching experience. Evidence was gathered in various ways and systems had been developed to ensure that the student voice was central to this process. The way in which, in certain cases, evidence was divided into themes that corresponded to areas of practice in *Looking at our school 2022* was highly commended. It was evident that this approach helped the school to identify areas of provision in which there was a need for action. Also noted was the way in which posts of responsibility were reconfigured at middle management level so that action in the areas most in need of improvement could be prioritised. There were very effective approaches to decision making around participation in those projects which would best focus on identified needs. It was good also that the school was courageous enough to abandon an activity or a project when it was felt that it was not yielding the desired benefit.

Arising from critical analysis of evidence and the ensuing dialogue at staff level, independent learning had been identified as a focus for SSE. This theme stemmed from work that had been done in relation to assessment, during other cycles of SSE, in collaboration with students and parents. In light of the recommendations made in this report in the area of teaching and learning, it is recommended that students' self-awareness as language learners be integrated with what is envisaged in the area of independent learning: inspectors were of the view that there could be far higher expectations of students in relation to their use of the school's target language both academically and socially, for example.

Managing the organisation

The day-to-day management of the school was carried out very effectively. Members of the senior management team, all members of the middle management team and other staff members who led various areas of provision had clear roles. Fostering the school's positive culture was a priority for senior management and they acted practically and supportively to solve problems and to promote a sense of collective whole school responsibility. The use of a partnership approach to identifying the school's most pressing management needs ensured that all staff understood how the work of postholders and other leaders in the school supported the day-to-day management of the school and the overcoming of any difficulties that might arise. The transparency of the in-house communications structure and the convening of weekly meetings, including those attended by certain assistant principal and those convened by the pastoral care team, helped to make all staff members aware of work being done to improve the quality of provision. As a result of this, very effective cooperation was being fostered between the various management levels with respect to the achievement of improvement targets.

A need was identified, however, to improve aspects of functioning at board of management level. It is recommended that the board's proceedings be more formal and systematic. A detailed agenda for meetings, including the relevant items and the preparation of an agreed statement of the matters discussed at meetings, should always be prepared. The approval of minutes and reporting on the total number of bullying cases reported since the last meeting should be among the standing items on the agenda. There is a need to establish a system to support the development and review of policies and, as was recommended in an inspection on Guidance in 2020, a review of the Relationships and Sexuality Education (RSE) policy must be prioritised. It would also be expected that school improvement would be a regular item for discussion at meetings: discussion could focus on the implementation of recommendations arising from inspection visits, student achievement, matters relating to wellbeing, the quality of immersion education provision as well as building matters which were the subject of much

discussion at the time of the inspection as a major building project was being planned for the campus. The school would benefit greatly from the development of a very clear vision in relation to the extent of immersion education in the school and the development of a policy that would indicate how that vision would be implemented in the day-to-day life of the school. It would be most preferable if the board or a subcommittee of the board were to direct the necessary deliberation in this area.

Another illustration of how partnership supported the management of the school was the arrangement whereby both the laboratory technician and the digital technician weres shared between three adjacent schools. In addition to that, there was a good deal of cooperation between the two all-girls schools on the campus as there was a need to share facilities and learning spaces. Lack of space created many problems, especially as it related to sharing the gymnasium. However, school management, including the board, are to be commended on the continuous investment made in school accommodation: every effort had been made to keep the classrooms bright and attractive, an appropriate system was in place to integrate digital technologies into the learning experience and the library had been refurbished. There was a close link between the school and the nearby teacher education college and the school placements for trainee teachers were managed in a systematic way.

Having parents actively involved, as appropriate, in the life of the school and in their children's education was a priority for the school. There was a great emphasis on providing information to parents and general two-way communication was greatly facilitated by an app which was introduced in 2022/2023. Certain parents were also given an opportunity to take part, together with students and teachers, in a project that focused on mental health matters. Both all-girl schools had the same parents' association and established procedures ensured that representatives from both schools had equal status.

Leading school development

School leaders had done great work, within a short timeframe, to progress key aspects of the school's operation and provision. Particularly noteworthy was the breadth of areas which had been improved and how the school community had been encouraged to act in partnership in the interests of the students. In addition to other improvements mentioned in other sections of this report, curriculum provision at senior cycle level had been extended and a genuine effort made to take the views of relevant stakeholders into account when sensitive decisions had to be made. The necessity for monitoring the implementation of activities for improvement and reviewing their effectiveness was also understood.

The strong capacity of the school's leadership to address developments recommended in this report, as well as any other developments that arise as part of school self-evaluation, was clearly evident. Given the high capability within the school for directing school development, it is recommended that working towards the provision of an optimalimmersion education experience should be a key goal for the school.

Developing leadership capacity

A strong foundation was in place - in the form of strong communication structures, open thinking, reflective processes, distributed leadership and a positive attitude to partnership - to further improve aspects of provision. Work done under the very effective leadership of the principal, indicated that the value of participation by students, parents and other stakeholders in decision making processes was recognised. When decisions or choices had to be made, the values of the school's founders were recognised but always with an eye to the contemporary context also and the lifelong learning needs of students.

Many staff members availed of opportunities for distributed leadership and they spoke confidently and proudly of how their work had benefitted students' educational experience. This work covered many areas of provision, whether duties were part of a post of responsibility, a project carried out in partnership with another organisation or a co-curricular activity. It is now opportune to build upon all this good work, systematically and purposefully, so that an exemplary full-immersion experience can be provided to all students.

3. Quality of support for students' wellbeing

The quality of support for students' wellbeing was good.

A core value in the school was the fostering of collegiality: partnership was regarded as a way to support each member of the school community to achieve their full potential. Good relationships were evident in the way in which people treated each other and, the creative works on display around the school were a reminder of the value placed on mutual respect for people. The collegiality between the principal and the acting deputy principal was considered exemplary and that this was of benefit to other working groups in the school.

The school's wellbeing committee and pastoral care team were very active and members focussed much of their collaborative work on fostering the wellbeing of students, parents and teachers in a very effective manner. All members had clear areas of responsibility and were fully engaged in initiatives that had been chosen or designed because they suited the specific requirements of groups of students or individual students. Improvements in the area of antibullying were reported as was improvement in aspects of the mental health of students, their parents and their teachers as a result of the school's participation in particular projects. In student focus groups, reference was made to how peer pressure, as it related to preparation for examinations and achievement in examinations, conflicted with much of the work that had been done to foster good relationships earlier in their schooling. It would be worthwhile to explore possibilities for mitigating this phenomenon.

Adequate provision was made on the school timetable for the attending to the wellbeing of junior cycle students, including classes in Social, Personal and Health Education (SPHE), Civic Social and Political Education (CSPE) and Physical Education. Also, in first year, one Religion class per week was dedicated to a resilience diary and all students took part in a school designed module called *Gaelfholláine*. The school wished to lay down a strong foundation in first year so that students would have the appropriate skills and attitudes to accept greater responsibility for their own learning as they progressed through their post-primary education and afterwards. This aspiration was commendable as was the work being initiated to lessen students' dependence on their teachers as it related to directing their progress.

Arising from a review of provision for Wellbeing, it was decided to provide the *Gaelfholláine* module instead of a digital technologies class which had been in place in 2022/2023. Even though evidence indicates that difficulties with Irish were creating a certain amount of stress for students, it is considered that this specific aspect of the school's provision should be supported on a continuous basis in all year groups so as to empower students to deal confidently with learning through the medium of Irish. As part of this, the various language needs which arise at different stages throughout the school year for all year groups must be considered and a comprehensive language support system that seeks to meet these needs provided.

RSE was being provided as part of the junior cycle SPHE programme and as part of the Religion programme in the senior year groups. SPHE and Religion teachers taught RSE to their own class groups, an arrangement which was in line with best practice. When necessary, guest speakers were invited to supplement the input provided during mainstream classes. These decisions were guided by a reflective approach in that the appropriate intervention was decided upon depending on needs identified as part of the SSE process. Despite these good practices, gaps in students' and parents' awareness of the school's RSE provision were evident during the evaluation. This could be related to the RSE policy being out of date and not available on the school's website. There is a need to update the school's RSE policy without delay and it would be worth providing parents with more information. This could be done, for example, using the very attractive and very practical wellbeing resource which had been developed for parents on the school's website.

A pastoral care team was established in the school arising from a recommendation made in an evaluation of Guidance in 2020. It was reported that there had been a great improvement in the area of care for students as a result of the creation of this team and the use of the school app in facilitating communication. As a support for this work, it would also be worth updating particular items on the school's website to ensure that external visitors have access to the latest information on the school's provision.

A new Guidance counsellor was appointed during the evaluation period after the school had been without a counsellor since January 2022. Even though the pastoral care team made a commendable effort to provide appropriate help while the school was without a Guidance counsellor, during the evaluation a need to improve students' awareness of the supports available from the Guidance counsellor was identified, especially in relation to how junior–cycle students could seek help if necessary.

Work had begun on streamlining the model for providing learning support. At the time of the evalaution, all support was provided by way of a withdrawal system. It was good that a more suitable and attractive physical space had been created for learning support. The fact that work was being done to identify a core team was a step forward. With a strong core team in place, the school's expertise in various areas of special education could be enhanced, including the advantages of immersion education for children with special educational needs. This would help the school to make the support programme more flexible so that supports could be directed towards the greatest needs at various times. It would also be worth considering the way in which team-teaching arrangements could benefit students with identified needs.

The encouragement given to students to participate in extra-curricular events was an aspect of provision to which students and parents repeatedly made positive reference. They indicated that it created a family spirit in the school and enhanced collegiality. It was evident that school staff attached great importance to the way in which participation in a range of activities benefitted students and school staff deserve commendation for all the energy and time devoted to this.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the setting using a 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 setting'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. 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