An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht Scoile Uile

TUARASCÁIL

Ainm na scoile	Scoil Chrónáin
Seoladh na scoile	An tSráid Mhór Ráth Cúil Co. Átha Cliath
Uimhir rolla	19503H

Dáta na cigireachta: 02-02-2017

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 ANN?

Baintear feidhm as samhail na Meastóireachta Scoile Uile chun eolas meastóireachta scoile uile, comhairle agus tacaíocht a chur ar fáil don scoil. Dearbhaíonn na cigireachtaí seo dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil. Chomh maith le meastóireacht a dhéanamh ar bhainistíocht agus ar cheannaireacht sa scoil, is iondúil go scrúdaíonn na cigirí cáilíocht an teagaisc, na foghlama agus gnóthachtáil na ndaltaí i gceithre ábhar, lena n-áirítear Béarla, Gaeilge, Matamaitic agus ábhar amháin eile.

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. Cáilíocht na ceannaireachta agus na bainistíochta
2. Cáilíocht na pleanála scoile agus na féinmheastóireachta scoile
3. Cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí
4. Cáilíocht na tacaíochta do dhaltaí

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

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

Meastóireacht Scoile Uile

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta 2 Feabhra 2017	
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Cruinniú leis an bpríomhoide • Cruinniú leis an bhfoireann bhainistíochta sinsearaí • Cruinniú leis an bhfoireann riachtanais speisialta oideachais • Cruinniú leis an mBord Bainistíochta • Cruinniú le hionadaithe tuismitheoirí • 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 • Aiseolas don bhord bainistíochta

COMHTHÉACS NA SCOILE

Is bunscoil chomhoideachais lán-Ghaeilge í Scoil Chrónáin a bunaíodh i 1975 agus atá ag feidhmniú faoi phátrúnacht Ard Easpag Caitliceach Bhaile Átha Cliath. Tá an scoil lonnaithe i ndá shuíomh ar phríomhshráid bhaile Ráth Cúil. Ag am na meastóireachta, bhí 347 dalta ag freastal ar an scoil. Dhírigh an Mheastóireacht Scoile Uile (MSU) ar cháilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Ghaeilge, sa Bhéarla, sa Mhatamaitic agus sa Drámaíocht. Breathnaíodh ar cheachtanna i sampla de shuíomhanna foghlama sa scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Oibríonn an bord, an príomhoide, na múinteoirí agus pobal na scoile le chéile chun an Ghaeilge agus an chultúr gaelach a chur chun cinn i measc na ndaltaí.
- Ta cáilíocht na múinteoireachta sa scoil ar chaighdean ard. Is fiú anois tuilleadh deiseanna labhartha agus obair ghrúpa a sholathar do na daltaí.
- Ta cáilíocht na tacaíochta do dhaltaí an-mhaith. Tá na nósanna imeachta atá forbartha le conas aistrithe a éascú ar bhealach íogair idir an scoil agus na hiar-bhunscoileanna áitiúla, le moladh.
- Tá caighdean an-mhaith sa Ghaeilge ag formhór na ndaltaí.
- Tá foireann na scoile fuinniúil, coinsiasach agus le linn na meastóireachta bhí caidreamh dearfach le feiceáil idir na múinteoirí agus na daltaí.
- Cé go bhfuil cáilíocht na pleanála scoile go maith ar an iomlán, tá feabhas le déanamh i gcodanna áirithe den phlean scoile don churaclam

MOLTAÍ

- Chun forbairt a dhéanamh ar inniúlacht foghlama na ndaltaí agus chun tacú leis an bhfoghlaim ghníomhach, moltar do na múinteoirí breis deiseanna labhartha a chur ar fáil do dhaltaí le linn na gceachtanna agus níos mó deiseanna a thabhairt dóibh foghlaim go neamhspleách.
- Chun a chinntiú go dtugann gach plean curaclaim tacaíocht agus treoir cuimsitheach do chleachtas na múinteoirí i ngach ábhar**,** moltar don scoil athbhreithniú comhoibritheach córasach, a dhéanamh ar an bpleanáil curaclaim.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Oibríonn an bord bainistíochta go han-mhaith. Solathraíonn an bord rialachas an-éifeachtach don scoil. Úsáideannn na baill a scileanna chun feabhas agus forbairt na Gaeilge agus na foghlama a chur chun cinn. Tá an bord le moladh don tacaíocht an-mhaith a thugann sé d'fhorbairt leanúnach ghairmiúil sa scoil. Tá réimse leathan de pholasaithe riaracháin éigeanta faomhaithe ag an mbord. Is fiú anois a chinntiú go bhfuil córás cuí i bhfeidhm chun athbhreithniú a dhéanamh ar na polasaithe curaclaim agus iad a fhaomhnú.

- Is léir go bhfuil fís soiléir ag an bpríomhoide d'fhorbairt na scoile. Ta sí tiomanta don Ghaeilge agus don chultúr gaelach a chur chun cinn i measc na ndaltaí. Faigheann sí cúnamh mhaith ón bhfoireann bainistíocht inscoile. Téann siadsan i ngleic le raon leathan de dhualgaisí ar bhealach éifeachtach agus is inmholta go dtugann múinteoirí eile faoi fhreagrachtaí go deonach ar mhaithe na scoile. Le tógáil ar obair na foirne bainistíochta inscoile, moltar dóibh plean gonta a chur ar fáil don bhord agus d'fhoireann na scoile ag tús na bliana maidir lena ndualgaisí, chomh maith le tuairisc ghearr ag deireadh na bliana ar a gcuid gnothachtála.

- Déantar bainistíocht an-éifeachtach ar acmhainní na scoile agus tá na timpeallachtaí foghlamtha eagraithe agus slachtmhar. Tá atmaisféar dearfach le sonrú tríd an scoil agus tá an bhainistíocht ranga an-mhaith. Le linn na meastóireachta d'oibrigh tromlach mhór de na daltaí go muiníneach, díograsach. De réir torthaí ceistneoirí daltaí, mheas tromlach acu gur scoil mhaith í seo agus thuairisc an chuid is mó de na daltaí go raibh ag eirí go maith leo sa léitheoireacht agus sa Mhatamaitic.

- Tá cumann na dtuismitheoirí gníomhach i ngnéithe éagsúla de saol na scoile. Chuir beagnach gach tuismitheoir in iúl, ina bhfreagraí ar na ceistneoirí a dáilíodh mar chuid den MSU, go bhfuil ag éirí go maith lena páistí ar scoil, go bhfuil an teagasc go maith sa scoil, go bhfuil atmaisféar deas inti agus go bhfuil siad sásta leis an scoil ar an iomlán.

- 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.*

2. CÁILÍOCHT NA PLEANÁLA SCOILE AGUS NA FÉINMHEASTÓIREACHTA SCOILE

- Ar an iomlán, tá cáilíocht an phróisis pleanála scoile agus na féinmheastóireachta scoile ar chaighdéan maith. Tá raon leathan de pholasaithe riaracháin curtha ar fáil a thugann treoir soiléir don fhoireann maidir le nósanna imeachta na scoile ó lá go lá. Leagtar béim chuí ar an nGaeilge agus ar atmaisféar Gaelach a chruthú sa scoil agus déantar cumarsáid freisin le teaghlaigh nach bhfuil Gaeilge ar a dtoil acu, trí pholasaithe riaracháin dhá-theangacha a chur ar fáil.

- Cuirtear plean curaclam uile-scoile ar fáil do gach ábhar curaclam agus tá cáilíocht na pleanála seo sásúil ar an iomlán. Chun an plean scoile a fheabhsú, moltar don scoil athbhreithniú comhoibritheach, córasach a dhéanamh chun a chinntiú go dtugann gach plean tacaíocht agus treoir cuimsitheach do chleachtas na múinteoirí i ngach ábhar.

- Soláthraíonn gach múinteoir pleanáil dá gcuid cleachtais. Moltar do na múinteoirí a chinntiú go bhfuil nasc níos soiléire idir na ceachtanna agus na cuspóirí foghlama luaite sa phleanáil ghearrthéarmach.

- Tá cáilíocht an mheasúnaithe go maith agus is iomaí cur chuige a úsaidtear chun gnóthachtáil na ndaltaí a mheas. Déantar measúnú éifeachtach ar an luathidirghabháil agus b'fhiú anois an réimse leathan de stratéisí measúnú atá á h-úsáid sa scoil a chlárú i bpolasaí measúnú na scoile.

3. CÁILÍOCHT AN TEAGAISC, NA FOGHLAMA AGUS GHNÓTHACHTÁIL NA NDALTAÍ

- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí go maith. Cothaítear atmaisféar séimh, dearfach sna seomraí ranga. Úsáidtear an Ghaeilge mar theanga bheo ar fud na scoile agus cuirtear clár lántumoideachais i bhfeidhm ar bhealach an-éifeachtach sna ranganna naíonán. Tugtar faoi raon leathan dánta agus amhráin tríd an scoil. Tá na straitéisí tacaithe atá in úsáid sa scoil don Ghaeilge, le moladh go h-ard. Chun cur leis an dea-chleachtas seo agus chun scileanna cumarsáide agus ceistiúcháin na ndaltaí a shíneadh, moltar níos mó deiseanna labhartha agus deiseanna foghlama comhoibreach a sholáthar do na daltaí le linn na gceachtanna.

- Tá an cleachtas sa Ghaeilge le moladh go hard. Tugtar ionchur teanga saibhir do na daltaí agus dírítear a n-aire ar phointí gramadaí agus teanga. Sroicheann formhór na ndaltaí caighdeán ard sa léitheoireacht. Léann formhór acu le tuiscint agus le cruinneas agus le linn na gceachtanna, ba léir gur thuig na daltaí córas fuaimeanna na Gaeilge. Faigheannn na daltaí go leor deiseanna a gcuid scribhneoireachta a fheabhsú agus faoin am a shroicheann siad na hard-ranganna bíonn formhór na ndaltaí in ann a gcuid smaointí a léiriú go soiléir trína gcuid scribhneoireachta. Chun gnóthachtáil na ndaltaí a fheabhsú agus chun a chinntiú go scríobhann siad i réimse leathan seánraí, moltar don scoil plean scríbhneoireachta soiléir a chur i bhfeidhm.

- Ar an iomlán, tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Mhatamaitic go maith. Múintear teanga agus coincheapanna na Matamatice go córásach le linn na gceachtanna agus úsáideann múinteoirí réimse ceisteanna éifeachtacha chun na daltaí a chur i ngleic leis an bhfoghlaim. Le linn na meastóireachta, léirigh formhór na ndaltaí tuiscint mhaith ar fhíricí uimhreacha agus scileanna mheastacháin. I roinnt suíomh cuireadh áiseanna coincréideacha ar fáil le linn na gceachtanna agus agus bhí béim chuí dírithe ar obair i ngrúpaí. Sna suíomhanna seo bhí na daltaí an-ghníomhach san fhoghlaim agus tugadh go leor deiseanna dóibh léiriú neamhspleách agus comhoibreach a dhéanamh ar a gcuid foghlama. Moltar an dea-chleachtas seo a scaipeadh ar fud na scoile.

- Tá cáilíocht an teagaisc, na foghlama agus ghnóthachtáil na ndaltaí sa Bhéarla go maith. Tá caighdeán an-mhaith bainte amach ag an gcuid is mó de na daltaí sa léitheoireacht. Mar chuid de pholasaí lántumoideachais na scoile tosaítear ar theagasc an Bhéarla go foirmiúil le linn an dara théarma sna naíonáin shinsearacha. Sna seisiún luathidirghabhail sna bunranganna, múintear na scileanna luathlitearthachta go héifeachtach le béim ar fhonaic, stór focal súil-aithne agus leabhair mhóra. Ar an iomlán, tá go leor deiseanna scríbhneoireachta tugtha do na daltaí ach ní mhór níos mó áird a dhíriú ar mhúineadh na seánraí go sonrach. Léiríonn na múinteoirí teanga labhartha atá ar chaighdeán an-ard agus éisteann na daltaí leo go héifeachtach. Chun tacú le h-eispearas foghlama na ndaltaí agus chun tacú leo labhairt go

heolach, muiníneach, ba chóir béim a chur ar scileanna theanga ó bhéal a fhorbairt go córasach.

- *Teaching, learning and pupil achievement in English is good. A majority of the pupils have achieved a very good level of reading. The formal teaching of English begins during the second term of senior infants as part of the immersion policy of the school. Early literacy skills, which place an emphasis on phonics, sight vocabulary wordbanks and big books, are very effectively taught during early intervention sessions. Overall, pupils are given many writing opportunities, more focus on the specific teaching of genres is required. Teachers display a very high level of oral language and the pupils listen to them effectively. In order to support pupils' learning experiences and to support them to speak competentely and confidently, the systematic development of pupils' oral language skills should be emphasised.*

- Tá caighdeán an teagaisc agus na foghlama sa Drámaíocht sásúil. Ins na ceachtanna a breathnaíodh, cruthaíodh spás sabháilte do na daltaí agus baineadh úsaid as cluichí, mím, scéalta agus scripteanna chun suim na ndaltaí a mhuscailt. I roinnt ceachtanna léirigh na daltaí léibhéil ard spéise agus i mionlach dóibh baineadh úsáid mhaith as iniúcadh na mothúchán mar straitéis foghlama agus díríodh áird na ndaltaí go héifeachtach ar eilimintí ar nós teannais, ról agus carachtar. Chun tacú le h-eispéiris na ndaltaí uile mar fhoghlaimeoirí, moltar anois do na múinteoirí tuilleadh machnaimh a dhéanamh ar na réamhriachtanais don Drámaíocht chun cabhrú leo gníomhaíochtaí foghlama tairbheacha agus dúshlánacha a phleanáil agus a fhorbairt i gcomhair gach snáithe de churaclam na Drámaíochta. Chun an t-eispéireas is saibhre agus is féidir a thabhairt do na daltaí, moltar freisin scileanna agus eilimintí na drámaíochta a mhúineadh go córasach.

4. CÁILÍOCHT NA TACAÍOCHTA DO DHALTAÍ

- Tá cáilíocht na tacaíochta do dhaltaí an-mhaith. Tá múinteoireacht d'ard-chaighdeán ar siúl, atá in oiriúnt do réimse riachtanais speisialta oideachasiúil na ndaltaí, trí mheascán de sholáthar inranga agus trí dhaltaí a tharraingt siar. Úsáidtear trí léibhéal an Contanam Tacaíochta ar bhealach éifeachtach tríd an scoil chun cothromaíocht an tsoláthair a chinntiú. Ar an iomlán, tá struchtúr ceart, cuí ag baint leis an bpleanáil atá ar fáil agus cuirtear pleananna oideachais aonair, próifílí aonair agus cláir fhoghlama i bhfeidhm sa scoil. Chun tacú níos mó le foghlaim na ndaltaí, moltar na spriocanna foghlama sa phleanáil a shoiléiriú. Moltar feisin na timpeallachtaí foghlama sna seomraí tacaíochta a leagadh amach chun eolas agus éispéireas foghlama na ndaltaí a dhaingniú agus a shíneadh.

- Tugtar tacaíocht an-éifeachtach do dhea-bhail agus folláin na ndaltaí. Léiríonn ceistneoirí na ndaltaí go mothaíonn beagnach gach dalta sábhailte sa rang agus aontaíonn siad go bhfuil rialacha soiléara i gcoinne daoine eile a ghortú.

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; an-éifeachtach; 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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Scoil Chrónáin roimh an Tuairisc Chigireachta dhearfach seo. Aithníodh gur scoil mhaith í Scoil Chrónáin; go gcuirtear an Ghaeilge agus an cultúr Gaelach chun cinn go héifeachtach, taitneamhach sa scoil agus go mbaineann na daltaí ardchaighdéan amach inti; go bhfuil an mhúinteoireacht an-mhaith sa scoil; go bhfuil ag éirí go maith le daltaí na scoile agus go dtugtar tacaíocht bhreise an-mhaith do na daltaí a bhfuil riachtanais speisialta acu; go bhfuil bainistíocht na scoile an-mhaith agus go dtugann na tuismitheoirí tacaíocht agus comhoibriú don scoil. Ba chúis áthais dúinn gur aithníodh sa tuairisc an ról lárnach a ghlacann na rannpháirtithe go léir inár scoil. "*I dteannta a chéile sea is treise sinn*!"

Réimse 2: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur I bhfeidhm

Glacann an Bord Bainistíochta leis na moltaí atá sa tuairisc agus táimid tosnaithe ar chuid acu a chur i bhfeidhm cheana féin. Go luath tar éis an MSU d'fhreastal na múinteoirí ar fad ar an Lá Inseirbhíse "*Teanga".* Tá plean "*Aistear*" scríofa ag na múinteoirí Naíonán, ag clárú go foirmiúil ann na háiseanna agus heiseamláirí a úsáidtear, d'fhonn deiseanna labhartha breise a chur ar fáil do na daltaí. Cabhróidh seo le leanúnachas ó Naíonáin Bheaga go dtí Naíonáin Mhóra agus beidh sé mar chabhair freisin do mhúinteoirí nua/ionadaithe a bheidh sna ranganna Naíonán.

Tá sé i gceist againn anois tabhairt faoi athbhreithniú comhoibritheach, córasach a dhéanamh ar na Polasaithe Curaclaim. Tá tús curtha leis an bplé maidir leis seo agus cuirfear plean oibre 3 bliana le chéile, chun freastal ar an tréimhse 2017-2020. Ó thaobh an churaclaim '*Teanga*' de, beidh tosaíocht á thabhairt do '*Theanga ó Bhéal*' sa scoilbhliain 2017-18. Díreofar ar phlean scríbhneoireachta scoile a fhorbairt freisin, a fhreastalóidh ar na seánraí éagsúla agus tabharfar breis deiseanna do na daltaí foghlaim go neamhspleách. Nuair a dhéanfar athbhreithniú ar an bPolasaí Meastóireachta clárófar ann an dea-chleachtas maidir le measúnú an pháiste ar a fhoghlaim féin. Táimid tiomanta na moltaí sa tuairisc a chur i bhfeidhm, maraon le spriocanna eile atá aitheanta ag foireann na scoile.

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Whole School Evaluation

REPORT

School name	Scoil Chrónáin
School Address	An tSráid Mhór Ráth Cúil Co. Átha Cliath
Roll number	19503H

Date of Evaluation: 02-02-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

WHAT IS A WHOLE-SCHOOL EVALUATION?

The Whole-School Evaluation model is used to provide whole-school evaluative information, advice and support to the school. These inspections affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school. In addition to evaluating management and leadership in the school, the inspectors typically examine the quality of teaching, learning and pupil achievement in four subjects, including English, Gaeilge, Mathematics and one other subject.

HOW TO READ THIS REPORT

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

1. Quality of leadership and management
2. Quality of school planning and school self-evaluation
3. Quality of teaching, learning and pupil achievement
4. Quality of support for pupils

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

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

Whole-School Evaluation

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection 2nd February 2017	
Inspection activities undertaken • Meeting with principal • Meeting with the senior management team • Meeting with the special educational needs team • Meeting with the board of management • Meeting with parent representatives • 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 • Feedback to board of management

SCHOOL CONTEXT

Scoil Chrónáin is a co-educational, all-Irish primary school that was established in 1975 and is operating under the patronage of the Catholic Archbishop of Dublin. The school is situated on two sites on the main street of Rathcoole. At the time of the evaluation 347 pupils were attending the school. The Whole School Evaluation (WSE) focused on the quality of teaching, learning and achievement of pupils in Irish, English, Mathematics and Drama. Lessons were observed in a sample of learning situations in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The board, the principal, the teachers and the school community work cooperatively to promote Irish and the Irish culture amongst the pupils.
- The quality of teaching in the school is of a high standard. It would be worthwhile now if pupils had more opportunities for oral work and for group work.
- The quality of support for pupils is very good. The procedures that have been developed in terms of sensitively facilitating the transition from this school to local post-primary schools is commendable.
- Most pupils have a very good standard of Irish.
- The school staff is energetic and conscientious and, during the evaluation, positive interaction between teachers and pupils was evident.
- Although the quality of planning in the school is good in general, some aspects of the school curriculum plan need to be improved.

RECOMMENDATIONS

- To develop pupils learning competence, and to support active learning, it is recommended that teachers provide further opportunities for oral language for pupils during lessons and that they be given more opportunities for independent learning.
- To ensure that every curriculum plan provides comprehensive support and guidance for teachers' practice in every subject**,** it is recommended that the school conducts a cooperative, systematic review of its curriculum planning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

- The board of management works very well. The board provides very effective governance for the school. Members use their skills to promote the improvement and development of Irish and learning. The board is to be commended for the very good support it provides for continuous professional development in school. The board has improved a wide range of obligatory administrative policies. It is now worth ensuring that there is an appropriate system in place to review and ratify curricular policies.

- The principal has a clear vision for the development of the school. She is committed to promoting the Irish language and culture amongst students. She receives good support from the in-school management team. They engage in a wide range of responsibilities effectively and it is commendable that other teachers undertake duties voluntarily for the school. To develop the work of the in-school development team, it is recommended that they present the board and the school staff with a short plan at the beginning of the year regarding their duties, and that they also present a short report of their achievements at the end of the year.

- The school resources are very well managed and learning environments are organised. A positive atmosphere is observed throughout the school and classroom management is very good. During the evaluation, almost all pupils worked confidently and diligently. Outcomes from pupil questionnaires indicate that the majority felt that the school was a good school and most pupils said they were doing well in reading and in Mathematics.

- The parents' association is active in different areas of school life. Almost all parents indicated, in their answers to questionnaires administered as part of the WSE, that their children are doing well at school, that the teaching in the school is good, that there is a pleasant atmosphere and that they are happy in general with the school.

- Confirmation was provided that the board of management has formally adopted *the Child Protection Procedures for Primary and Post-Primary Schools* without modification and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools.*

2. QUALITY OF SCHOOL PLANNING AND SCHOOL SELF-EVALUATION

- In general, the quality of the school planning process and school self-evaluation is of a good standard. A wide range of administrative policies have been presented and these provide clear direction for the staff in terms of day to day school practice. There is an appropriate emphasis on the Irish language and on creating an Irish atmosphere in the school. Bilingual administrative policies are used to communicate with families who are not fluent in Irish.

- There is a whole-school curriculum plan for every curriculum subject and the quality of this planning is satisfactory overall. To improve the school plan, it is recommended that the school undertakes a co-operative, systematic review to ensure that every plan provides comprehensive support and guidance for teachers' practice in every subject.

- All teachers provide planning for their work. It is recommended that teachers ensure that there is a clearer link between lessons and the learning objectives mentioned in short-term planning.

- The quality of assessment is good and several approaches are used to assess pupil achievement. Early intervention is effectively assessed and it would now be worth recording the wide range of assessment strategies that are used, in the school's assessment policy.

3. QUALITY OF TEACHING, LEARNING AND PUPIL ACHIEVEMENT

- The quality of teaching, learning and pupil achievement is good. A positive atmosphere is created in classrooms. Irish is used as a vibrant language throughout the school and a full immersion programme is implemented in a very effective way in infant classes. A wide repertoire of poems and songs are covered throughout the school. The support strategies for Irish in the school are highly commended. To extend this good practice and to extend pupils' communication and questioning skills, it is recommended that pupils be provided with more oral language and co-operative learning opportunities during lessons.

- The practice in Irish is highly commendable. Pupils are given a rich language input and their attention is focused on grammar points and language. Most pupils achieve a high standard in reading. Most read with understanding and accuracy and, it was evident during lessons that pupils understood the Irish phonetic system. Pupils are given many opportunities to improve their writing and by the time they reach the senior classes most pupils can present their thoughts clearly in writing. To improve pupil achievement and to ensure they write in a wide range of genres, it is recommended that the school implements a clear plan for writing.

- Overall, the quality of teaching, learning and pupil achievement in Mathematics is good. The language and concepts of Mathematics are taught systematically in lessons and teachers use a wide range of effective questions to engage pupils in learning. During the evaluation, most pupils displayed a good understanding of number facts and estimation skills. In some situations, concrete resources were provided during lessons and an appropriate emphasis was focused on group work. In these situations, pupils were very actively engaged in learning and they were provided with many opportunities to present what they had learned independently and cooperatively. It is recommended that such good practice be extended throughout the school.

- Teaching, learning and pupil achievement in English is good. A majority of the pupils have achieved a very good level of reading. The formal teaching of English begins during the second term of senior infants as part of the immersion policy of the school. Early literacy skills, which place an emphasis on phonics, sight vocabulary wordbanks and big books, are very effectively taught during early intervention sessions. Overall, pupils are given many writing opportunities, more focus on the specific teaching of genres is required. Teachers display a very high level of oral language and the pupils listen to them effectively. In order to support pupils' learning experiences and to support them to speak competently and confidently, the systematic development of pupils' oral language skills should be emphasised.

- The quality of teaching and learning in Drama is satisfactory. In the lessons observed, a safe space was created for pupils. Games, mime, stories and scripts were used to motivate pupils.

In some lessons pupils displayed a great deal of interest and, in a minority of lessons, exploration of feelings was used as a learning strategy to effectively focus pupils' attention on elements such as tension, role and character. To further support pupils' experiences as learners, it is now recommended that teachers reflect more on the prerequesites for Drama to assist them in planning and developing worthwhile and challenging learning activities for each strand of the Drama curriculum. It is also recommended that the skills and elements of drama be taught systematically so as to provide pupils' with as enriching an experience as possible.

4. QUALITY OF SUPPORT FOR PUPILS

- The quality of support for pupils is very good. High quality teaching takes place, appropriate to the range of needs of pupils with special educational needs, through a blend of in-class provision and withdrawal of pupils. The three levels of the Continuum of Support are used effectively throughout the school to ensure a balanced provision. Overall the available planning is structured correctly and appropriately and individual education plans, individual profiles and learning programmes are implemented in the school. To further support pupils' learning, it is recommended that the learning objectives in the plans be clarified. It is also recommended that the learning environments in the support classrooms be arranged to reinforce and extend pupils' knowledge and learning experience.

- There is very effective support for pupils' wellbeing and health. Student questionnaires indicate that almost every pupil feels safe in class and they agree that there are clear rules to prevent harm to others.

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
Weak	***Weak*** applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1: Observations on the content of the inspection report

The Board of Management of Scoil Chrónáin welcomes this positive Inspection Report. It was acknowledged that Scoil Chrónáin is a good school; that Irish and the Irish culture is promoted in an effective and enjoyable manner in the school and that the pupils achieve a high standard in Irish; that the teaching is very good in the school; that pupils are progressing well and that very good additional support is provided for pupils who have special needs; that school management is very good and that parents provide support and cooperation to the school. We were pleased that the central role of all stakeholders in the school was acknowledged. "*Together we are stronger*!"

Area 2: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the activity

The Board of Management accepts the recommendations in the report and we have already started to implement some of them. Shortly after the WSE all teachers attended the Inservice Day "*Language".* Infant teachers have a written plan for "*Aistear*", in which the resources and exemplars used to provide additional oral language opportunities for pupils, are formally recorded. This will support the continuity from Junior Infants to Senior Infants and it will also be helpful for new/substitute teachers in the Infant classes.

We now intend undertaking a cooperative, comprehensive review of Curriculum Policies. Discussion on this area has begun and a 3-year plan will be created, to cater for the period 2017-2020. Regarding the '*Language'* curriculum, priority will be given to '*Oral Language'* in the school year 2017-18. There will also be a focus on developing a school plan for writing, catering for the various genres and providing additional opportunities for pupils to learn independently. When the Evaluation Policy is reviewed good practice regarding pupils' own assessment of their learning will be recorded. We are committed to implementing the recommendations in the report, as well as other objectives that the staff of the school has identified.