An Roinn Oideachais
Department of Education

Meastóireacht Scoile Uile: Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile	Gaelcholáiste Phort Láirge
Seoladh na scoile	Cúirt an Easpaig Baile Gunnair Port Láirge
Uimhir rolla/ Uimhir rolla	68078U
Dáta na cigireachta/ Dáta na Meastóireachta	27/02/2025
Dáta eisiúna na tuairisce	25/09/2025

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 i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

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 dophríomhdhoras 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 Bhunscoileanna agus d'lar-bhunscoileanna (athbhreithnithe	1. Tá polasaí frithbhulaíochta forbartha ag an scoil, a shásaíonn na *Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013)* nó *Bí Cineálta (2024)* agus athbhreithnítear an polasaí seo go bliantúil. 2. Tá polasaí reatha 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. 3. Tá tionscnaimh chuí i bhfeidhm ag an scoil chun cultúr agus timpeallacht scoile dearfach agus uilechuimsitheach a chothú ag teacht lena bpolasaí reatha. 4. Tuairiscíonn na múinteoirí ar fad ar tugadh cuairt orthu go bhfuil polasaí reatha 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.

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.	

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim

Dátaí na cigireachta	25, 26 agus 27 Feabhra 2025
Gníomhaíochtaí cigireachta ar tugadh fúthu • Cruinniú leis an mbord bainistíochta • Cruinniú leis an bhfoireann ardbhainistíochta • Cruinnithe le croífhoirne • Athbhreithniú ar dhoiciméid ábhartha • Grúpa fócais scoláirí	• Cruinniú le tuismitheoirí • Anailísiú 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 iarbhunscoil chomhoideachais a fheidhmíonn faoi choimirce an Fhorais Phátrúnachta é Gaelcholáiste Phort Láirge. Bunaíodh an scoil in 2007 chun freastal ar éileamh a bhí mórthimpeall ar chathair Phort Láirge d'oideachas iar-bhunleibhéil trí mheán na Gaeilge. Bhí an scoil fós lonnaithe i gcóiríocht shealadach ach bhí foirgneamh buan, a lonnófar ar shuíomh reatha na scoile, ar na bacáin. Is trí cinn de Ghaelscoileanna is mó atá mar bhunscoileanna friothálacha. Ba é 157 an rollachán aimsir na cigireachta. Tá an tSraith Shóisearach, an Idirbhliain (roghnach) agus an Ardteistiméireacht (bhunaithe) á soláthar mar chláir churaclaim sa scoil.

Achoimre ar na príomhchinntí agus ar na príomh-moltaí:

Cinntí

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith ar an iomlán. Breathnaíodh cleachtas a bhí sa raon idir measartha agus an-rathúil.
- Ba mhinic a sonraíodh eispéiris foghlama a bhí taitneamhach don scoláire agus ina raibh an comhoibriú lárnach.
- Cé gur breathnaíodh cleachtais fhónta mheasúnaithe le linn ceachtanna áirithe, réimse chun feabhais ab ea an measúnú ar obair scríofa, aiseolas foirmitheach san áireamh**.**
- Bhí cáilíocht na ceannaireachta agus na bainistíochta go maith. Údar suntais ab ea a fhorleithne is a bhí úsáid teicneolaíochtaí digiteacha agus an obair i gcomhar le linn ceachtanna.
- Bhí iarrachtaí inmholta déanta ag bainistíocht na scoile chun leithne an churaclaim a dheimhniú; bhí moladh ag dul don bhfoireann teagaisc as a gcuid toilteanais dul i ngleic le réimsí nua foghlama mar thaca leis seo.
- In ainneoin na bhforbairtí luachmhara a bhí déanta le tamall agus a rachaidh chun sochair scoláirí amach anseo, ba ghá gnéithe den soláthar mar a bhain le tacaíocht d'fholláine scoláirí a fheabhsú.

Moltaí

- Ionas go mbeadh an tionchar is gá ag moltaí na tuairisce seo i réimse an teagaisc, na foghlama agus an mheasúnaithe, ba cheart do mhúinteoirí tabhairt faoin bpleanáil ábhair go córasach comhoibritheach agus ar shlí a spreagann machnamh ar chuir chuige atá éifeachtach agus oiriúnach dá bhfoghlaimeoirí uile.
- Is gá freagrachtaí ceannaireachta agus bainistíochta na scoile, maille lena réimsí gnímh, a dháileadh ar bhonn níos cothroime thar na baill éagsúla d'fhoirne ardbhainistíochta agus meánbhainistíochta na scoile. Chuige seo, moltar go stiúródh an bord bainistíochta próiseas

athbhreithnithe d’fhonn réimsí freagrachta na meánbhainistíochta a ailíniú níos fearr le mórthosaíochtaí forbartha na scoile.
- Chun díriú ar na réimsí feabhais a aithníodh i dtaca le tacaíochtaí d’fholláine scoláirí, ba chóir go mbainfeadh na ceannairí scoile atá freagach as an ngné seo den soláthar leas as an bpróiseas féinmheastóireachta scoile (FMS) chun gníomhartha, a bheidh le haithint sa ghnátheispéireas ranga, a bheartú agus a chur i ngníomh ar bhonn scoile uile.

Cinntí agus moltaí mionsonraithe

1. Cáilíocht an teagaisc agus na foghlama

Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith ar an iomlán.

Torthaí agus eispéiris na bhfoghlaimeoirí

Bhain cáilíocht mhaith leis na torthaí agus eispéiris foghlama sa chuid ba mhó de na ceachtanna. Breathnaíodh cleachtas a bhí an-rathúil i líon beag ceachtanna agus cleachtas ar ghá a fheabhsú i líon íseal eile.

Formhór an ama, b’eispéiris thaitneamhacha a bhí sna gníomhaíochtaí ranga sa mhéid is go raibh deiseanna rialta ag scoláirí comhoibriú lena chéile. Sna cásanna seo, bhí scoláirí lánchumasaithe chun tabhairt faoin gcomhfhoghlaim agus bhí teanga na hidirghníomhaíochta sealbhaithe acu. Thug scoláirí le fios sa bhfócasghrúpa, agus ina bhfreagairt ar an suirbhé, gur minic a d’oibrigh siad le chéile le linn ceachtanna. Tá moladh ag dul do na múinteoirí as a gcuid scoláirí a chumasú chun comhoibriú go héifeachtach lena chéile.

Ba mhinic teicneolaíochtaí digiteacha in úsáid chun an comhoibriú idir scoláirí a éascú. Bhí na scoláirí an-chompordach le comhtháthú na dteicneolaíochtaí digiteacha san eispéireas ranga agus bhí a gcórais féin forbartha ag cuid acu chun eagar a choimeád ar an ábhar digiteach a bhí cnuasaithe acu. Ba léir, áfach, go raibh gá ag scoláirí áirithe, scoláirí sóisir go speisialta, le breis cúnaimh sa réimse seo.

Tugadh suntas d’ullmhacht na scoláirí chun foghlama i gcoitinne. Chabhraigh rangsheomraí prionta-shaibhre le timpeallacht foghlama chuí a chruthú. Sna cásanna ba rathúla, baineadh leas as na noda foghlama, agus an léargas ar réamhfhoghlaim a bhí ar taispeáint sa rangsheomra, chun rannpháirtíocht bhríoch scoláirí a spreagadh agus a choimeád.

Labhair scoláirí go dearfach faoin gcaoi ar spreag dúshlán sa bhfoghlaim iad chun rannpháirtíochta. Bhí comhthuiscint idir na scoláirí agus a gcuid múinteoirí ar an luach a ghabh le gníomhaíochtaí foghlama téagartha. Sna cásanna inarbh léir go raibh scoláirí cumasaithe le freagracht a ghlacadh as a gcuid foghlama, thug siad faoin obair as a stuaim féin agus ag leibhéal a d’oir dá gcumas. Breathnaíodh na scoláirí seo ag tagairt dá réamhfhoghlaim, ag soiléiriú dá chéile nó ag lorg comhairle ón múinteoir nuair ba ghá. B’fhiú an fhéinmhuinín seo a chothú trasna na gceachtanna uile. Chuige seo ba chóir scafláil chuí a dhéanamh ar an eolas a chuirtear faoi bhráid scoláirí agus ar shreabhadh na ngníomhaíochtaí.

Sna ceachtanna ab éifeachtaí, bhí torthaí na foghlama do scoláirí ag teacht lena gcumas i gcoitinne. Sna cásanna seo, bhí an chaoi ar cuireadh eolas faoi bhráid scoláirí, agus ar iarradh orthu a gcuid foghlama a léiriú, ailínithe lena n-inniúlachtaí aonair agus lena réimsí spéise. Ba mhinic go raibh údar ag múinteoirí moladh a thabhairt do scoláirí as a gcuid iarrachtaí agus as toradh a gcuid rannpháirtíochta i ngníomhaíochtaí. B’éifeachtaí an cleachtas seo nuair a bhí sé fréamhaithe i gcritéir ratha a sonraíodh sular thug scoláirí faoin obair ranga.

Cleachtas aonair agus comhchoiteann na múinteoirí

Bhí cáilíocht mhaith ag baint le cleachtas aonair na múinteoirí sa chuid ba mhó de na ceachtanna. Cé gur breathnaíodh cleachtas a bhí an-rathúil i líon beag ceachtanna, aithníodh an measúnú foirmitheach ar obair scríofa scoláirí agus an phleanáil ábhair mar réimsí chun feabhais a bhí forleathan go leor.

Bhí cleachtas an cheachtna an-éifeachtach nuair ba léir ó thús go raibh ionchais arda á léiriú ag múinteoirí i dtaca le rannpháirtíocht agus gnóthachtáil na scoláirí uile. Ba mhinic a roinneadh intinní foghlama le scoláirí ag tús an cheachta. Sna cásanna ba rathúla, cuireadh na hintinní foghlama faoi bhráid scoláirí ar shlí a shoiléirigh an dul chun cinn a bhí beartaithe agus an fheidhm a ghabh leis an bhfoghlaim inmhianaithe. B'fhearr fós an cleachtas nuair a d'fhill múinteoirí ar na hintinní foghlama ag amanna trátha le linn an cheachta. Thacaigh sé seo le gafacht scoláirí san obair mar gur mheabhraigh sé dóibh cá raibh a dtriall san fhoghlaim. I roinnt bheag cásanna, níor glacadh dóthain ama ag tús ceachta le deimhniú go raibh scoláirí soiléir faoin bhfoghlaim a bhí beartaithe rud a chruthaigh deacrachtaí níos déanaí agus scoláirí ag iarraidh naisc a dhéanamh le réamhfhoghlaim nó eolas nua a thuiscint.

Den chuid ba mhó, bhí cáilíocht na Gaeilge a bhí mar eiseamláir ag scoláirí go maith nó ós a chionn sin. I bhformhór na gceachtanna, bhí an inniúlacht ba ghá ag na múinteoirí chun idirghníomhú go héifeachtach agus go leanúnach le scoláirí trí mheán na Gaeilge. Bhí teanga acadúil an ábhair ar a dtoil ag an chuid ba mhó de na múinteoirí agus rinne cuid díobh cúram cuí d'fhorbairt scileanna litearthachta Gaeilge scoláirí trí aird a dhíriú ar eochairfhocail agus ar shaintéarmaíocht. Bhí ardmholadh ag dul don chleachtas nuair a rinneadh cúram cuí d'fhorbairt chomhuaineach ar eolas, nó scileanna, a bhain leis an ábhar agus ar theanga an ábhair. I gcás líon beag ceachtanna, de bharr easpa inniúlachta an mhúinteora sa Ghaeilge, ní fhéadfaí eispéiris lántumtha a dheimhniú do na scoláirí.

Bhí cuir chuige scoláire-lárnacha in úsáid go forleathan. Chuir éagsúlacht na scileanna a bhí á gcleachtadh ag scoláirí le linn gníomhaíochtaí foghlama le dearfacht na n-eispéireas, go háirithe nuair a bhí cothromaíocht idir obair aonair agus obair i gcomhar, idir obair scríofa agus obair ó bhéal, idir tascanna taighde agus tascanna cruthaitheacha. Bhain scoláirí taitneamh as tabhairt faoi ghníomhaíochtaí go fisiciúil nó le teicneolaíochtaí digiteacha.

Cé go raibh na gníomhaíochtaí foghlama an-éifeachtach i roinnt cásanna, aithníodh gá amanna len iad a dhearadh ar chaoi a gcuirfeadh an fhoghlaim chun cinn in áit scoláirí a choimeád gníomhach amháin. I gcásanna áirithe, léiríodh do scoláirí an chuma a bheadh ar obair a dhéanfaí go críochnúil, sular thug siad faoi thascanna áirithe: ba chóir an dea-chleachtas seo a leathnú agus d'fhéadfaí leas níos forleithne a bhaint as critéir ratha chuige.

Ní i gcónaí a d'oir na cuir chuige teagaisc do riachtanais scoláirí áirithe. Maidir le scoláirí ag a raibh riachtanais aitheanta, ba cheart do mhúinteoirí tuiscint níos iomláine a fháil ar na nithe a thugann misneach dóibh chun tabhairt faoi dhúshlán foghlama agus ar na nithe a mhaolaíonn ar a bhfonn rannpháirtíochta. Moltar don fhoireann teagaisc leas a bhaint as an bpleanáil ábhair chun na cuir chuige is éifeachtaí a fhiosrú agus na heispéiris teagaisc, foghlama nó measúnaithe is fónta a dhearadh lena chéile.

Cé go ndearna múinteoirí monatóireacht ar scoláirí agus iad ag tabhairt faoi ghníomhaíochtaí, bhí scóip ann in go leor cásanna chun aiseolas ní ba shonraithe a thabhairt ar cháilíocht na hoibre. Thug na scoláirí le fios, sa ghrúpa fócais, go gcabhródh sé leo dá ndéanfadh cuid dá múinteoirí breis measúnaithe ar a gcuid obair scríofa. Aithníodh féidearthachtaí freisin i dtaca le níos mó spáis a chruthú le linn ceachtanna do mhachnamh ar éifeachtacht na foghlama, bíodh sé ag leibhéal an scoláire nó ag leibhéal an mhúinteora.

2. Cáilíocht na ceannaireachta agus na bainistíochta scoile

Bhí cáilíocht na ceannaireachta agus na bainistíochta go maith, le gnéithe áirithe den bhfeidhmiú a bhí go han-mhaith.

Ceannaireacht ar fhoghlaim agus ar theagasc

Bhí fís láidir ag ceannairí na scoile oideachas trí Ghaeilge, ina bhforbraítear an scoláire go hiomlánaíoch, a sholáthar. Léirigh ardbhainistíocht na scoile tuiscint ar na toscaí praiticiúla a thacódh le fíorú na físe seo chomh maith le tiomantacht lena baint amach. Ba mhór ag pobal na scoile leithne na físe seo, go háirithe an aird a díríodh ar an gcóir shóisialta agus ar an ionchuimsitheacht.

Soláthraíodh curaclam réasúnta leathan ina raibh rogha maith ábhar, in ainneoin rollachán íseal na scoile. Bhí moladh faoi leith ag dul don fhoireann teagaisc as a bheith sásta agus ábalta dul i ngleic le raon ábhar a theagasc. Labhair scoláirí agus tuismitheoirí go han-dearfach faoi chlár na hIdirbhliana, go háirithe faoi fhiúntas agus éagsúlacht na n-eispéireas. Thaitin an blaiseadh de chuid de na hábhair Ardteistiméireachta go mór leo. Ba cheart an deis seo a chur ar fáil ar bhonn níos córasaí. Tugadh suntas freisin don chothromaíocht sa rogha ábhar ar chlár na hArdteistiméireachta. Chaith an príomhoide agus an bord bainistíochta (an bord) dua nach beag le hearcú múinteoirí agus le baill foirne a spreagadh chun cur lena scileanna gairmiúla, bídís ag cur lena n-inniúlacht sa Ghaeilge nó ag tabhairt faoi oiliúint i sainréimse eile a rachadh chun sochair na scoláirí.

Ba mhaith an ní é go raibh cíoradh ar ghné éigin den gcleachtas ranga mar mhír sheasta ar chlár na gcruinnithe foirne agus go raibh an teagasc agus an fhoghlaim á bplé ag cruinnithe an bhoird . Bhí ciall agus luach ag baint leis na cleachtais a bhí á gcur chun cinn, mar a breathnaíodh i gcuid de na ceachtanna. Mar sin féin, bhí teora lena gcur i bhfeidhm agus le cumas cheannairí na scoile ar iad a fhorleathnú toisc na hathruithe leanúnacha ar an bhfoireann teagaisc. Cé go raibh léargas ar go leor de na straitéisí a d'eascair as an gcomhphlé seo i lámhleabhar an mhúinteora, ba dheacair a gcur i bhfeidhm a neadú nó monatóireacht a dhéanamh ar a n-éifeachtúlacht. Ábhar frustrachais ab ea é seo do phobal na scoile, go mór mhór do scoláirí de bharr an easpa comhsheasmhachta a bhain lena n-eispéiris foghlama ó bhliain go bliain, ó thaobh cur chuige teagaisc de.

Mar iarracht ar an dúshlán áirithe seo a cheansú, ba chóir tógáil ar na naisc atá cruthaithe le múinteoirí i scoileanna eile a fheidhmíonn trí Ghaeilge. B'fhiú do cheannairí, ag gach leibhéal d'fheidhmniú na scoile, féidearthachtaí a fhiosrú i dtaca le buíonta múinteoirí (agus scoláirí) a thabhairt le chéile. Meastar go n-ardódh seo spiorad na foirne sa ghearrthréimhse agus go gcuirfeadh sé breis múinteoirí ag machnamh ar éifeacht a gcleachtas mar a bhaineann sé le rannpháirtíocht rathúil a gcuid scoláirí uile sa bhfoghlaim. Ina theannta seo, d'fhéadfadh go spreagfadh sé an t-athbhreithniú is gá a dhéanamh ar an ndearadh d'eispéiris teagaisc, foghlama agus mheasúnaithe mar chuid den phleanáil ábhair.

An eagraíocht a bhainistiú

Thuig an bord na freagrachtaí a ghabh lena réimsí cúraim féin agus ghlac siad leo go dáiríre. Léirigh an bord tiomantas an-láidir do thodhchaí na scoile agus bhí fonn ar na baill cumas na scoile chun freagairt d'athruithe a neartú. Thuig siad freisin a leithne is a bhí réimsí cúraim na hardbhainistíochta, thacaigh siad go praiticiúil le gnéithe den obair seo agus bhí siad sásta rudaí nua cruthaitheacha a thriail.

Reáchtáladh cruinnithe an bhoird go córasach. Chabhródh nasc níos treise idir baill an bhoird agus na scoláirí le forbairt na scoile agus ba chóir an mheicníocht d'fhorbairt polasaithe a leathnú le go mbeadh guth níos láidre ag scoláirí i gcinntí a bhaineann leo.

Bhí an-chomhoibriú idir an príomhoide agus an príomhoide tánaisteach. Chuir a gcuid scileanna aonair go mór lena n-éifeachtúlacht mar fhoireann ardbhainistíochta agus rinne siad an-chúram d'fheidhmiú laethúil na scoile. Bhí an-eagar ar chúrsaí riaracháin agus bhí deas-ghnátha cumarsáide forbartha chun múinteoirí agus tuismitheoirí a choimeád ar an eolas. Bhí an-taithí ag an bpríomhoide ar an ról agus é mar rún daingean aici agus ag an bpríomhoide tánaisteach leas na scoláirí a chaomhnú.

Ag leibhéal na meánbhainistíochta, bhí dualgais na bpostshealbhóirí ag freagairt do riachtanais aitheanta. Mar sin féin, ba léir nach raibh an tionchar ba ghá ag cuid den obair seo, go háirithe i réimse na folláine. Is gá féachaint in athuair ar na dualgais atá luaite leis na róil agus iad a ailíniú le mórthosaíochtaí forbartha na scoile. Ba cheart na dualgais a shimpliú le go mbeadh scóip ag na postsealbhóirí tabhairt faoina bhfreagrachtaí gairmiúla ar shlí a fhreagródh dá sainscileanna féin.

In ainneoin na srianta suntasacha a bhain le bheith ag feidhmiú as cóiríocht shealadach, tugadh an-aird do chúrsaí sábháilteachta. Ba i dtimpeallacht ordúil agus muinteartha a bhí pobal na scoile ag idirghníomhú lena chéile. Chabhraigh na sosanna scaoilte le bainistiú na scoláirí agus spreag na múinteoirí a bhí ag feitheoireacht iad chun a gcuid Gaeilge a úsáid. Bhí iarracht inmholta déanta ar na spásanna sóisialta a choimeád tarraingteach.

Forbairt scoile a threorú

Údar mórtais ag an scoil ab ea an fhís a bhí acu do chomhtháthú teicneolaíochtaí digiteacha i ngach gné de shaol na scoile agus go háirithe san eispéireas foghlama. Bhí leas éifeachtach bainte as an bpróiseas FMS chun forbairtí suntasacha a dhéanamh. Ba phróiseas feabhsúcháin rathúil é seo sa mhéid is go ndearnadh an cúram cuí do riachtanais ghairmiúla na múinteoirí a bheadh freagrach as cur i bhfeidhm na n-athruithe.

Bhí caomhnú ar úsáid na Gaeilge mar theanga na scoile mar thosaíocht leanúnach. Cé go ndearnadh gach iarracht múinteoirí le Gaeilge a earcú, bhí múinteoirí ar an bhfoireann arbh éigean dóibh tógáil ar a leibhéal inniúlachta sa Ghaeilge nuair a ceapadh iad. Bhí dul chun cinn maith déanta ag go leor de na múinteoirí seo agus ba chabhair é go raibh deiseanna rialta acu ar an nGaeilge a úsáid le comhghleacaithe a raibh an teanga ar a dtoil acu.

Tuigeadh an luach a ghabh leis an gcomhpháirtíocht le heagraíochtaí eile chun gnéithe den soláthar a shaibhriú. Chuir na naisc seo go mór le cáilíocht na n-eispéireas foghlama san Idirbhliain. Aithníodh, go háirithe, ról na scoile i gcruthú agus i gcaomhnú pobal labhartha Gaeilge i gceantar Phort Láirge.

Bhí oscailteacht ar an bhfoireann maidir le rudaí nua a thriail. Glacadh le meastóireachtaí cigireachta mar dheis chun foghlama agus comhphlé agus bhí céimeanna glactha chun moltaí ó chigireachtaí roimhe a chur i bhfeidhm.

Acmhainn na ceannaireachta a fhorbairt

Cé go raibh múinteoirí mar bhaill de choistí éagsúla inscoile, ní raibh ag éirí leis an gcur chuige seo an t-athrú ba ghá a chur i bhfeidhm. D'fhéadfadh gurbh é an líon mór de choistí, nó na síorathruithe ar an bhfoireann teagaisc ó bhliain go bliain, ba chúis leis seo. Moltar go n-éascófaí comhrá scoile uile ar mhórthosaíochtaí forbartha na scoile agus go mbainfí leas as an bpróiseas FMS chun na réimsí gnímh is práinní a aithint. Is den tábhacht é go nglacfadh an fhoireann meánbhainistíochta seilbh ar dhearadh agus ar chur i bhfeidhm na mbeart ar a gcinnfear agus go n-oibreoidís go dlúth leis an ardbhainistíocht sa mhonatóireacht ar a gcur i bhfeidhm. Dá soiléire na réimsí gnímh, is fusa a bheidh sé do mhúinteoirí nua luí isteach le nósanna imeachta na scoile. Ba eiseamláir an-mhaith ar an gcur chuige seo, agus ar acmhainn na scoile athruithe a bhainistiú go córasach, an dul chun cinn a rinneadh i réimse na dteicneolaíochtaí digiteacha.

D'aithin an fhoireann an tionchar a d'imir a bpiaraí ar iompar agus ar smaointeoireacht na scoláirí. Rinneadh tréaniarracht ar chroíluachanna na scoile i dtaca leis an gcóir shóisialta, leis an gcineáltas agus leis an nGaeilge a chothú iontu agus bhí a rian le haithint sna dea-chaidrimh a bhí le sonrú i dtimpeallacht na scoile. Thug ionadaíocht ar chomhairle na scoláirí deis do na scoláirí a toghadh a bheith gníomhach in imeachtaí scoile éagsúla. É seo ráite, bhí scóip ann chun ról ceannaireachta a thabhairt do scoláirí i bhforbairt na scoile. Chabhródh sé leo tuiscint níos fearr a fháil ar an gcód iompair agus ar an bpolasaí nua éide scoile dá mbeidís níos rannpháirtí sa chomhphlé a bhí laistiar de na cinntí a glacadh. Aithníodh féidearthachtaí freisin i dtaca le comhairle na scoláirí a bheith mar shiocair athraithe.

Bhí comhairle na dtuismitheoirí dílis don scoil agus tiomanta dá todhchaí. Thuig baill na comhairle na dúshláin a bhain le bainistiú na scoile i gcóiríocht shealadach le rollachán íseal agus tugadh suntas don chaoi ar thacaigh siad go gníomhach le nithe praiticiúla. Léirigh freagairt na dtuismitheoirí ar an suirbhé go raibh siad tógtha leis an gcaoi ar chabhraigh an scoil le forbairt a bpáistí i gcoitinne.

3. Cáilíocht na tacaíochta d'fholláine na scoláirí

Bhí gá le feabhas chun caighdeán maith a bhaint amach i dtaca leis an tacaíocht d'fholláine na scoláirí. Cé gur thuig an fhoireann teagaisc na toscaí riosca, ní raibh an éifeacht ba ghá ag baint le córais ná gníomhaíochtaí sa réimse seo. Mar thoradh air seo, agus mar a thug scoláirí le fios sa suirbhé agus le linn an ghrúpa fócais, bhí líon nach beag scoláirí doiléir faoin gcúnamh a d'fhéadfadh an scoil a thabhairt dóibh.

Sa tsraith shóisearach, anuas ar ranganna sa Chorpoideachas, san Oideachas Sóisialta, Pearsanta agus Sláinte agus san Oideachas Saoránach, Sóisialta agus Polaitiúil, bhí leas á

bhaint as an 400 uair a chloig don bhFolláine do rang Ríomhairí sa chéad bhliain, do ranganna i gCultúr na Gaeilge sa chéad agus sa dara bliain, agus do thréimhse tionóil uair sa tseachtain. Le go mbeadh breis éifeachta ag na hionchuir éagsúla seo, is gá go mbeidís ar fad ag eascairt as fís scoile uile i dtaca le bláthú scoláirí, fís ina mbeidh féiniúlacht na scoláirí mar úsáideoirí Gaeilge mar shaintréith. Moltar go n-úsáidfí an próiseas FMS le guth phobal na scoile uile i gcomhchruthú na físe seo a dheimhniú. Is den tábhacht é go nglacfadh gach ball de phobal na scoile seilbh ar an bpróiseas feabhsúcháin seo.

Bhí obair fhónta ar siúl chun cur le cumas na foirne freastal ar scoláirí ag a raibh riachtanais speisialta oideachais trí cheardlanna le haoi-chainteoirí agus trí phlé ghairmiúil ag cruinnithe foirne. Bhí srian, áfach, le héifeacht na hoibre seo. D'fhéadfadh líon na n-athruithe ar an bhfoireann teagaisc a bheith ag imirt tionchair ar éifeachtacht na gcur chuige.

Bhí níos mó ná leath de na múinteoirí ag soláthar gné éigin den tacaíocht foghlama i suíomh aistharraic. Go hiondúil, ba thacaíocht sa Mhatamaitic nó sa Bhéarla le grúpa beag scoláirí a bhí i gceist. I bhfianaise na ndúshlán a chruthaíonn go leor dá riachtanais do scoláirí trasna an churaclaim, b'fhiú leas níos leithne a bhaint as na múnlaí éagsúla buíonteagaisc.

Bhí cáilíocht i riachtanais bhreise oideachais bainte amach ag ball den bhfoireann teagaisc le déanaí. B'fhiú anois an deis a thapú chun an múnla soláthair reatha a athbhreithniú agus na huaireanta tacaíochta a dhíriú ar na riachtanais is mó a chuireann bac le foghlaim éifeachtach na scoláirí atá ar phlean soláthair na scoile. Tá gá freisin le próiseas níos iontaofa chun eolas ar riachtanais scoláirí, agus na straitéisí is éifeachtaí chun tacú leo sa rang, a roinnt le múinteoirí tacaíochta agus leis na múinteoirí príomhshrutha. Ba cheart monatóireacht a dhéanamh ar dhul chun cinn na scoláirí seo agus a gcuid tacaíochtaí a leasú bunaithe ar dhul chun cinn i dtaca le spriocanna a beartaíodh.

Eagraíodh go leor imeachtaí a raibh sé mar aidhm leo folláine na scoláirí a chaomhnú. B'iomaí seachtain i rith na scoilbhliana a raibh téama faoi leith luaite léi. Eagraíodh rogha leathan imeachtaí, go minic i gcomhpháirt le heagraíochtaí nó scoileanna eile chun dea-chaidrimh a chothú. Aithníodh go forleathan an chaoi a ndeachaigh club iarscoile na chéad bhliana, agus an bhéim le linn na hidirbhliana ar an gcóir shóisialta, go mór chun leasa na scoláirí.

Forbairt a rachaidh chun sochair na scoile is ea é go bhfuil treoirchomhairleoir ar an bhfoireann anois. Leis an saineolas breise seo sa scoil, bheadh sé tráthúil athbhreithniú a dhéanamh ar an bpleanáil don Treoir Scoile Uile agus na rólanna atá ag daoine agus grúpaí éagsúla sa réimse freagrachta seo a shainaithint. Is den tábhacht é go mbeadh gach scoláire ar an eolas faoin gcaoi a bhfeidhmíonn córas cúraim na scoile agus go mbeadh muinín acu as iontaofacht an chórais seo, maille le cód iompair na scoile. Ina theannta seo, bheifí ag súil leis go mbeadh comhthuiscint idir bhaill fhoirne ar na nithe is mó a ghoilleann ar scoláirí, ar na cúiseanna a ghabhann leo agus ar na slite ar féidir leo na nithe seo a chúiteamh ag leibhéal an tseomra ranga.

Tuigeadh go forleathan an tionchar a bhí ag folláine na foirne ar fheidhmniú éifeachtach na scoile. Mar thaca leis seo, reáchtáladh eispéiris foghlama gairmiúla a dhírigh ar réimsí spéise agus ar riachtanais ghairmiúla na foirne. Ba mhinic, le tacaíocht an bhoird, a eagraíodh imeachtaí sóisialta mórthimpeall ar na hócáidí seo. Bhí sé mar ghnáthchleachtas ag cruinnithe boird buíochas a ghabháil leis an bhfoireann teagaisc as gach a rinne siad ar son na scoile.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Té an tuairisc chigireachta pléite ag an bhfoireann agus ag an mBord Bainistíochta. Glacann an Bord leis na moltaí a tugadh sa chigireacht agus tá an fhoireann agus an Bord ag tabhairt aghaidh ar na moltaí sin a chur i gcrích anois.

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

(Folamh)

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	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	**Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá** eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeáin rí-ard é do scoileanna agus do shuíomhanna eile.	Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis
An-mhaith	**Is é atá i gceist le soláthar an-mhaith** ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach.	An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil
Go maith	**Is é atá i gceist le soláthar atá go maith** ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach.	Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fónta; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann
Teastaíonn feabhas chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach** sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr.	Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaim; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth
Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach** ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní.	Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach

An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning

Report

REPORT

School name	Gaelcholáiste Phort Láirge
School address	Bishopscourt Ballygunner Waterford
Roll number	68078U
Date of evaluation	27/02/2025
Date of issue of report	25/09/2025

What is a 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 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.

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 child 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 (revised 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 (revised 2023).
14. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools (revised 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.</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) or Bí Cineálta (2024) and this policy is reviewed annually.
2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.
3. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment in line with their current policy.
4. All teachers visited report that they have read the school's current policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.</td></tr>
</table>

The school met the requirements in relation to each of the above checks.

Whole-school evaluation – management, leadership and learning

Date of inspection	25, 26 and 27 February 2025
Inspection activities undertaken • Meeting with Board of Management • Meetings with the senior management team • 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

Gaelcholáiste Phort Láirge is a co-educational, post-primary school operating under the auspices of An Foras Pátrúnachta. The school was established in 2007 to meet a demand in the Waterford city area for post-primary education through the medium of Irish. The school is in temporary accommodation but there are plans for a permanent building, which will be situated on the current school site. Three Irish-medium primary schools are the main feeder schools. The curricular programmes provided by the school are the Junior Cycle, Transition Year (optional) and the Leaving Certificate (established). Student enrolment at the time of the evaluation was 157.

Summary of main findings and recommendations:

Findings

- The quality of teaching, learning and assessment was good overall. Practice observed ranged from fair to very successful.
- Learning experiences which were enjoyable for students, and in which collaboration was central, were often noted.
- While worthwhile assessment practices were observed during some lessons, an area for improvement was assessment of written work, including provision of formative feedback.
- The quality of leadership and management was good. The extent to which digital technologies and collaborative work featured in lessons was noteworthy.
- School management went to commendable lengths to ensure a broad curriculum; the teaching staff was commended for its willingness to engage with new areas of learning to support this provision.
- Notwithstanding recent worthy developments which will benefit students in the future, certain supports for students' wellbeing required improvement.

Recommendations

- For the recommendations of this report to impact the required areas of teaching, learning and assessment, teachers should engage systematically and collaboratively with subject planning, in a way that encourages reflection on the effectiveness and suitability of approaches as they apply to all learners.
- The leadership and management responsibilities of the school, and related action areas, should be distributed more equitably across various members of the school's senior and middle management teams. To this end, it is recommended that the board of management lead a review process with the purpose of aligning areas of responsibility at middle management level more closely with the school's main development priorities.
- To support a focus on the aspects of support for students' wellbeing which have been identified as requiring improvement, those school leaders responsible for this area of provision should use the school self-evaluation process (SSE) to plan and implement a set of school-wide actions, seeking to impact everyday classroom experiences.

Detailed findings and recommendations

1. The quality of teaching and learning

The quality of teaching, learning and assessment was good overall.

Learner outcomes and experiences

The quality of learning outcomes and experiences was good in most lessons. High quality practice was observed in a small number of lessons: practice which required improvement was also observed in a few cases.

For the most part, students' experience of classroom activities was enjoyable in so far as they had regular opportunities to work collaboratively with one another. In these cases, students had been fully enabled to engage in collaborative learning and had acquired the language of interaction. Students in the focus group, and in their survey responses, indicated that they often worked cooperatively during lessons. Teachers are commended for having enabled their students to collaborate effectively with each other.

Digital technologies were often used to facilitate collaboration between students. Students were very much at ease with the integration of digital technologies in classroom experiences and some had developed their own systems to organise the digital material they had gathered. However, it was clear that certain students, especially at junior cycle, needed more help in this regard.

Students' readiness to learn generally was noteworthy. Print-rich classrooms helped to create an appropriate learning environment. In the most effective cases, learning tips and displays of prior learning in the classroom were used to encourage and maintain meaningful student participation.

Students commented positively on how they were motivated to participate when learning was challenging. Students and their teachers had a shared understanding of the value of robust learning activities. In cases where students were clearly enabled to assume responsibility for their learning, they worked on their own initiative and at a level that was in keeping with their abilities. These students were observed referencing prior learning, clarifying with each other or seeking advice from the teacher when necessary. Fostering this self-confidence across all lessons would be worthwhile. To this end, information presented to students and the flow of activities should be scaffolded appropriately.

In the most effective lessons, learning outcomes for students were generally in line with their general ability. In these cases, the manner in which information was presented to students, and the way in which they were asked to demonstrate their learning, was aligned with their individual aptitudes and interests. Teachers often had good reason to praise students for their efforts and for the outcome of their participation in activities. This practice was more effective when it was embedded in success criteria that had been specified before students engaged in class work.

Teachers' individual and collective practice

The quality of teachers' individual practice was good in most lessons. While very successful practice was observed in a small number of lessons, formative assessment of students' written work and subject planning were identified widely as areas for improvement.

Practice was very effective in lessons when it was clear from the outset that teachers had high expectations for student participation and achievement. Learning intentions were often shared with students at the beginning of the lesson. In the most successful cases, the learning intentions were presented to students in a way that clarified the intended progress and the purpose of the desired learning. Practice was better again when teachers returned to the learning intentions periodically during the lesson. This supported student engagement in the work as it served as a reminder of what their learning would lead to. In a small number of cases, there was not enough time taken at the beginning of a lesson to ensure that students were clear about intended learning and this created difficulties later when students were trying to connect with prior learning or understand new information.

For the most part, the quality of Irish that served as an exemplar for students was good or above that. In the majority of lessons, teachers had the required competence to interact effectively and consistently with students through the medium of Irish. Most teachers were fluent in the academic language of the subject and, through their attention to key words and specific terminology, some were appropriately attentive to the development of students' Irish literacy skills. Practice was highly commendable when the development of knowledge, or skills, related to the subject and the language of the subject was attended to simultaneously. In a small number of lessons, owing to the teacher's inadequate proficiency in Irish, it was not possible to ensure full immersion experiences for students.

Student-centred approaches were used extensively. The variety across the skills that students practised during learning activities contributed to the positivity of the experiences, especially when there was a balance between individual and collaborative work, between written and oral work and between research tasks and creative tasks. Students enjoyed undertaking physical activities or those involving digital technologies.

While, the learning activities were very effective in some cases, a need to design them in a way that would promote learning rather than simply keep students active was identified at times. In some cases, prior to undertaking certain tasks, students were shown what work completed thoroughly would look like: this good practice should be extended with more extensive use of success criteria to support it.

Teaching approaches did not always suit the needs of certain students. For students with identified needs, teachers should develop a greater understanding of what gives these students confidence to take on a learning challenge and what diminishes their eagerness to participate. It is recommended that teachers use subject planning to explore the most effective approaches and design the most worthwhile teaching, learning or assessment experiences collaboratively.

While teachers monitored students as they completed activities, there was scope in many cases to provide more detailed feedback on the quality of the work. In the focus group, students indicated that it would help them if some of their teachers assessed their written work more. Scope was also identified for creating more space for reflection on the effectiveness of learning during lessons, whether at student or teacher level.

2. Quality of school leadership and management

The quality of leadership and management was good, with certain aspects of practice that were very good.

Leadership in learning and teaching

School leaders had a strong vision for providing a holistic education for students through the medium of Irish. Senior management demonstrated an understanding of the practical factors that would support the realisation of this vision as well as a commitment to achieving it. The school community appreciated the breadth of this vision, in particular the focus on social justice and inclusion.

The school provided a reasonably broad curriculum with a good subject choice, despite low enrolment. Teachers were to be particularly commended for their willingness and ability to teach a range of subjects. Students and parents spoke very positively about the Transition Year (TY) programme, particularly the value and variety of experiences. They really enjoyed the taste given of some Leaving Certificate subjects. This opportunity should be provided on a more systematic basis. The balance in Leaving Certificate subject choice was also noted. The principal and board of management paid a lot of attention to teacher recruitment and encouraged staff to develop their professional skills, either by improving their proficiency in Irish or by training in another specialist area that would benefit students.

It was good that exploration of some aspect of classroom practice features as a standing item on the agenda of staff meetings and that teaching and learning was discussed at board meetings. The practices being promoted, were observed in some lessons, and were found to be meaningful and valuable. Nevertheless, their implementation and the ability of school leaders to extend them was limited owing to turnover in the teaching staff. Although many of the strategies that emerged from these discussions were outlined in the teacher's handbook, embedding them

or monitoring their effectiveness was difficult. The inconsistency in learning experiences emanating from the differing teaching approaches from year to year was a source of frustration for the school community, particularly for students.

As a means of addressing this particular challenge, links created with teachers in other schools operating through the medium Irish should be developed. It would be worthwhile for leaders, at all levels of the school's operation, to explore possibilities in relation to bringing together groups of teachers (and students). It is envisaged that this would raise staff morale in the short term and would have more teachers reflecting on the effectiveness of their practice as it relates to having all their students participating successfully in learning. Furthermore, it might encourage the necessary review of the design of teaching, learning and assessment experiences as part of subject planning.

Managing the organisation

The board understood the duties pertaining to their own areas of responsibility and attended to them assiduously. The board demonstrated a very strong commitment to the future of the school and members were keen to strengthen the school's capacity to respond to change. They also understood the breadth of responsibility that fell on senior management and they supported aspects of this work in practical ways and sought to be creative and innovative.

Approaches to convening board meetings were methodical. A stronger link between board members and students would help the development of the school and, the approaches to policy development should be built upon so that students have a stronger voice in decisions that affect them.

There was very good cooperation between the principal and deputy principal. Their individual skills greatly enhanced their effectiveness as a senior management team and they were very attentive to the day-to-day running of the school. Administrative matters were highly organised and good communication practices had been developed to keep teachers and parents informed. The principal was very experienced in the role and she, along with the deputy principal, was committed to safeguarding the welfare of the students.

At middle management level, post holder duties addressed identified needs. However, it was clear that some of this work, particularly in the area of wellbeing, was not having the desired effect. Duties attached to these roles require review and need to be aligned with the school's main development priorities. The duties should be simplified so that post holders have scope to undertake their professional responsibilities in a way that enables them to draw on their own specific skills.

Despite the significant constraints of operating in temporary accommodation, attention was paid to safety matters. The school community interacted with one another in an orderly and collegial environment. The split breaks helped with the management of students and teachers on supervision encouraged them to use their Irish. A commendable effort was made to maintain attractive social spaces.

Leading school development

The school was particularly proud of its vision for the integration of digital technologies into all aspects of school life and particularly into the learning experience. SSE had been used effectively to make significant developments. This was a successful improvement process in so far as the professional needs of teachers, who would be responsible for implementing the changes, were attended to appropriately.

Fostering the use of Irish as the language of the school was an ongoing priority. While every effort was made to recruit teachers with Irish, some teachers on the staff needed to build on their competency level when appointed. Many of these teachers had made good progress and it was helpful that they had regular opportunities to use Irish with colleagues who were fluent in the language.

The value of partnership with other organisations to enrich aspects of provision was recognised. These links contributed greatly to the quality of the learning experiences in TY. In particular, the school's role in creating and preserving an Irish-speaking community in the Waterford region was acknowledged.

The staff were open to trying new things. Inspection evaluations were seen as an opportunity for learning with discussions and steps taken to implement recommendations from previous inspections.

Developing leadership capacity

Although teachers are members of various in-school committees, this approach was not very effective in terms of implementing necessary change. This could be attributed to to the large number of committees, or the turnover in teaching staff from year to year. A whole-school discussion on the school's main development priorities should be facilitated and the SSE process should be used to identify the most pressing areas for action. It is important that the middle management team assumes responsibility for the design and implementation of agreed actions and that they work closely with senior management in monitoring their implementation. The clearer the areas for action, the easier it will be for new teachers to adhere to the school's ways of working. The progress made in the area of digital technologies was a very good example of this approach, and of the school's capacity to manage change systematically.

The staff is very aware of the how students' behaviour and thinking is influenced by their peers. A considerable effort was made to instil in students the core values of the school in relation to social justice, kindness and the Irish language and this was reflected in the good relationships that were evident throughout the school. Representation on the student council gave elected students the opportunity to be involved in various school events. Nevertheless, there was scope to give students a leadership role in school development more generally. Affording students a meaningful opportunity to be involved in discussions that led to decisions would help them to have a better understanding of the code of conduct and the new school uniform policy. There was also scope for the student council to become genuine agents of change.

The parents' council was loyal to the school and committed to its future. Council members were aware of the challenges of managing the school in temporary accommodation with a low enrolment and their active and practical support was significant. Parents' responses to the survey indicated that they were impressed with how the school helped their children's overall development.

3. Quality of support for students' wellbeing

Improvement was required for the quality of support for students' wellbeing to achieve a good standard. Although teachers were aware of the risk factors, systems or activities in this area did not always have the required effect. Consequently, and as indicated by students in the survey and during the focus group, a large number of students were unclear about the help available to them from the school.

At junior cycle, in addition to Physical Education, Social, Personal and Health Education and Civic, Social and Political Education classes, the 400 hours for Wellbeing were used for a Computer class in first year, for classes in Irish Culture in first and second year, and for a weekly assembly period. Optimising the effectiveness of these various inputs necessitates a whole-school vision for students' flourishing; a vision in which students' identity as Irish-language users features as a defining characteristic. It is recommended that the SSE process be used to ensure the voice of the whole-school community in the co-creation of this vision. It is important that all members of the school community assume ownership of this improvement process.

Good work was taking place to enhance the capacity within the staff to cater for students with special education needs through workshops with guest speakers and through professional discussions at staff meetings. However, the impact of this work was limited, with the level of change to the teaching staff possibly impacting on the effectiveness of the approaches.

More than half of the teachers were providing some aspect of learning support in a withdrawal setting. Usually, this support took the form of helping a small group of students with Mathematics or English. In view of the challenges that many of their needs present for students across the curriculum, more extensive deployment of the various models of team teaching would be worthwhile.

A member of the teaching staff had recently attained a qualification in additional educational needs. It would now be worth availing of the opportunity to review the current model of provision with a view to prioritising the resources available to support the needs which most impede learning for those students on the school's provision plan. A more reliable process is also needed for sharing information about students' needs, and the most effective strategies to support them in class, with both the teachers delivering support and with mainstream teachers. The progress of these students should be monitored and their supports adjusted based on progress in relation to set targets.

Numerous events were organised with the aim of fostering student wellbeing. Many of the weeks during the school year had a specific theme. A wide range of activities which sought to build good relationships was organised, often in partnership with other organisations or schools. The many ways in which students benefitted from the first year after-school club, and the emphasis during TY on social justice, was widely recognised.

A beneficial development is the availability now of a Guidance Counsellor amongst the teaching staff. With this additional expertise in the school, it would be timely to review the planning for Whole-School Guidance and identify the roles of different individuals and groups with responsibility in this area. It is important that all students are aware of how the school's care system operates and that they have confidence in it and in the school's code of conduct. Furthermore, all staff members should have a shared understanding of the issues that most affect students, the reasons for these and the ways in which they can seek to offset these issues at classroom level.

There was a wide appreciation of the impact staff wellbeing had on the effective functioning of the school. In recognition of this, professional learning experiences which focused on areas of interest and professional needs of staff were arranged. Social activities were often organised around these occasions, with the support of the board. It was common practice at board meetings to thank the teaching staff for all they did for the school.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The inspection report has been discussed by the staff and the Board of Management. The Board accepts the recommendations made in the inspection and the staff and the Board are now working to implement those recommendations.

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

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(*This is a translation of the school response submitted by the board of management.*)

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective