

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

TUAIRISC

Ainm na scoile / School name	Scoil Cholmcille
Seoladh na scoile / School address	An Tearmann Contae Dhún na nGall
Uimhir rolla / Roll number	14194S

Dáta na cigireachta: 06-10-2020



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

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

MEASTÓIREACHT SCOILE UILE: BAINISTÍOCHT, CEANNAIREACHT AGUS FOGHLAIM ANN

Déanann Meastóireacht Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaítear dea-chleachtas agus déantar moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an soláthar oideachais sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

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

1. Cáilíocht fhoghlaim na ndaltaí
2. Cáilíocht an teagaisc
3. Cáilíocht na tacaíochta d'fholláine na ndaltaí
4. Cáilíocht na ceannaireachta agus na bainistíochta
5. Cáilíocht na féinmheastóireachta scoile

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

Cuireadh an mheastóireacht ar sos de bharr dúnadh na scoileanna ag eascairt as an bpaindéim Covid-19. Cé gur reáchtáladh tromlach na ngníomhaíochtaí meastóireachta i Mí an Mhárta 2020, níor tionóladh an chruinniú aiseolais go dtí Mí Dheireadh Fómhar 2020.

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

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
4. Tá ráiteas slánchumhdaithe leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
5. Ar na taifid de na trí chruinniú bainistíochta is déanaí tá taifead de thuairisc mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
6. Tá sé cinntithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm le heolas a chur ar fáil do phearsanra uile na scoile ar na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-Bhunscoileanna 2017.
7. Tá sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG).
8. Tá na taifid maidir le cosaint leanaí a gcoinneáil in áit slán, daingean.

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

Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim

Dátaí na cigireachta	13-03-2020
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta inscoile• Cruinniú le hionadaithe an bhoird bhainistíochta• Cruinniú le hionadaithe tuismitheoirí• Cruinniú le múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí agus daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don phríomhoide, príomhoide tánaisteach agus na múinteoirí

COMHTHÉACS NA SCOILE

Is scoil chomhoideachais atá faoi phátrúnacht Easpag Chaitliceach Ráth Bhotha í Scoil Cholmcille. Tá 126 dalta ar na rollaí dailte trasna sé rang príomhshrutha. Tá ceathrar múinteoirí riachtanais speisialta oideachais (RSO) sa scoil, múinteoir amháin acu lonnaithe i scoil eile sa cheantar. Tá múinteoir tacaíochta teanga do thacaíocht na Gaeilge ag obair sa scoil chomh maith le cúntóir teanga atá maoinithe faoin Roinn Cultúir Oidhreacht agus Gaeltachta (RCOG). Tá an scoil páirteach i bplean gnímh na Roinne do chuimsiú oideachais Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS) agus i Scéim Aitheantais na Scoileanna Gaeltachta (SASG).

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht na foghlama ar chaighdeán maith ar an iomlán; tugann na daltaí faoina gcuid oibre go díograiseach i ngach rang agus tá muinín na ndaltaí ag forbairt go céimniúil in úsáid na Gaeilge.
- Tá cáilíocht an teagaisc go maith; tá úsáid theoranta a bhaint as sonraí measúnaithe na ndaltaí ar bhonn córasach chun tacú leis an bpróiseas pleanála ar bhonn scoile uile, monatóireacht ar dhul chun cinn na ndaltaí agus cleachtas dhifreáilte na múinteoirí.
- Tá cáilíocht na ceannaireachta agus na bainistíochta an-éifeachtach ar an iomlán; éiríonn leis an bpríomhoide an teanga agus an cultúr Gaelach a chothú agus a chur chun cinn sa scoil chun tacú le cur i bhfeidhm céimnithe na spriocanna a bhaineann le Scéim Aitheantais na Scoileanna Gaeltachta.
- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith ar an iomlán; eagraíonn na múinteoirí a lán gníomhaíochtaí tairbhiúla comh agus seach churaclaim do na daltaí.
- Ar an iomlán, tá caighdeán an tsoláthar do dhaltai le riachtanais speisialta go maith le cur chuige comh theagaisc i bhfeidhm trasna na scoile i ngnéithe áirithe den churaclaim.
- Tá cáilíocht na féinmheastóireachta scoile (FMS) go han-mhaith ar an iomlán; tá obair an-fhiúntach déanta ag an bhfoireann ó thaobh fianaise a bhailiú agus fócas chuí chun sain spriocanna a aithint chun an Ghaeilge agus scileanna tuisceanna sa léitheoireacht a neartú.

MOLTAÍ

- Is gá úsáid níos éifeachtúla a bhaint as sonraí measúnaithe chun tacú le pleanáil agus cleachtas dhifreáilte na múinteoirí.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht foghlama na ndaltaí go maith ar an iomlán. Tugann siad faoina gcuid oibre go díograiseach i ngach rang agus baineann siad taitneamh as na gníomhaíochtaí foghlama. Cuirtear raon leathan de dheiseanna fiúntacha curaclaim agus chomhchuraclaim ar fáil dóibh. Is féidir leis na daltaí cur síos a dhéanamh go cumasach ar a gcuid saothar atá curtha i gcrích agus ar taispeáint sna h-Amharcealaíona, sa Tíreolaíocht agus sa scríbhneoireacht ach go h-áirithe. Tá obair na ndaltaí sna cóipleabhair i ngnéithe éagsúla den churaclam go maith ar an iomlán.
- Tá tuiscint mhaith ag na daltaí ar choincheapa foghlama in ábhair éagsúla an curaclaim agus tá siad in ann iad a chur in iúl go muiníneach. Tá tuiscint an-mhaith acu ar théarmaíocht na matamaitice trí mheán na Gaeilge agus baineann siad úsáid fhiúntach as an téarmaíocht chruinn le linn na foghlama. D'aontaigh beagnach gach tuismitheoir i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa Mhatamaitic agus d'aontaigh tromlach na ndaltaí go raibh ag éirí go maith leo sa Mhatamaitic.
- Tá an tumoideachas a chur i bhfeidhm go céimniúil agus tá muinín na ndaltaí ag forbairt go maith sa teanga. Faoi láthair, tá na ranganna sóisearacha á dtumadh go h-iomlán sa Ghaeilge agus is inmholtá mar a bhíonn siad rannpháirteach ina gcuid foghlama. Tá na meán agus na hard ranganna á dtumadh in ábhair atá aontaithe ar bhonn scoile uile agus dul chun cinn maith á ndéanamh acu.
- Tá raon leathan dánta, rainn agus amhráin ar eolas ag na daltaí agus baineann siad sult as na gníomhaíochtaí foghlama seo. Breathnaíodh sárchleachtas i suíomh amháin ina raibh na daltaí ag déanamh anailís mhaith ar théacsanna filíochta a bhí sách dúshlánach agus d'éirigh leo a dtuairimí a roinnt le héifeacht ar leith.
- Breathnaíodh le linn na cigireachta obair chomhoibríoch éifeachtach idir daltaí le linn na foghlama. Is inmholtá na deiseanna atá curtha ar fáil dóibh chun obair thionscadail ar chaighdeán mhaith a chur i gcrích trasna an curaclaim.
- Úsáideann na daltaí ríomhairí go han-mhaith le linn na foghlama.
- Sna ceistneoirí a dailíodh le linn na cigireachta léirigh tromlach na ndaltaí go míníonn na múinteoirí gnéithe go soiléir dóibh agus léirigh fórmhór acu gur scoil mhaith í seo.

2. CÁILÍOCHT AN TEAGAISIC

- Tá cáilíocht an teagaisic go maith ar an iomlán, le samplaí de shárchleachtas breathnaithe i roinnt ceachtanna. Tá cur chuige na múinteoirí sa teagasc éifeachtach don chuid ba mhó. Sa chleachtas sár-mhaith a breathnaíodh, bhí na hintinní foghlama roinnte leis na daltaí ag tús na gceachtanna. Bhí struchtúr, luas agus dúshlán an-éifeachtach ag baint leis na ceachtanna is rathúla agus cleachtas dialóige mar phrionsabail lárnach iontu.
- Úsáideann na múinteoirí an Ghaeilge go maith mar theanga cumarsáide na scoile agus tá ionchais éifeachtacha léirithe acu chun an Ghaeilge a bheith curtha chun tosaigh in idirghníomhaíochtaí neamhfhoirmiúla leis na daltaí agus le linn an teagaisic.
- Tá caighdeán na pleanála do mhórchuid na n-ábhar go maith ar an iomlán, tá gá do mhúinteoirí treoir níos soiléire a ghlacadh ó na pleananna scoile uile trasna an curaclaim don phleanáil gearr agus fád thréimhseach ó thaobh ábhar, scileanna, difrealú agus measúnú i líon beag ranganna. Tá timpeallachtaí foghlama spreagúla i ngach seomra ranga agus baineann na múinteoirí úsáid thairbhíúil as ábhair choincréideach chun tuiscint na ndaltaí a fhorbairt.
- Tá cur chuige scoile uile i bhfeidhm chun gnóthachtáil agus éispéiris na ndaltaí a threisiú sa léitheoireacht i nGaeilge agus i mBéarla. Tá cuir chuige rathúla agus céimnithe in úsáid i leith

teagasc na straitéisí tuisceana sa léitheoireacht agus tá ag éirí go maith leo. D'aontaigh tromlach na dtuismitheoirí agus na ndaltaí i gceistneoirí na Cigireachta go dtacaíonn an scoil le dul chun cinn na ndaltaí sa léitheoireacht.

- Tá cáilíocht an mheasúnaithe go maith le fianaise de dhul chun cinn an-mhaith á dhéanamh ag na daltaí. I gcleachtas sár-mhaith a breathnaíodh, bhí measúnú chun foghlama ann agus bhí taifid coinnithe de shamplaí oibre na ndaltaí i gcomhaid aonarach. Coiníonn mórchuid na múinteoirí taifid de dhul chun cinn na ndaltaí bunaithe ar chuspóirí foghlama i roinnt ábhar. B'fhiú é seo a leathnú go gach rang agus na sonraí measúnaithe a úsáid ar bhonn níos éifeachtúla chun tacú le pleanáil agus monatóireacht ar dhul chun cinn na ndaltaí trasna na scoile.
- Tá cáilíocht an tsoláthair do dhaltaí le riachtanais speisialta maith ar an iomlán. Tá *an Chontanam Tacaíochta* i bhfeidhm chun cabhrú le daltaí a bhfuil riachtanais speisialta oideachais (RSO) acu agus tá pleananna oiriúnacha ullmhaithe ag na múinteoirí do dhaltaí. Tá cur chuige comhtheagaisc i bhfeidhm trasna na scoile i ngnéithe áirithe den churaclam agus tá ag éirí go maith leis sa léitheoireacht threoraithe mar pháirt de leabú *Curaclam Teanga na Bunscoile* (CTB).
- D'aontaigh mórchuid na dtuismitheoirí i gceistneoirí na Cigireachta go bhfuil an teagasc go maith sa scoil agus go bhfuil ag éirí go maith lena bpáiste sa scoil.

3. CÁILÍOCHT NA TACAÍOCHTA D'FHOLLÁINE NA NDALTAÍ

- Tá cáilíocht na tacaíochta d'fholláine na ndaltaí an-mhaith ar an iomlán. Bíonn na h-idirghníomhaíochtaí idir múinteoirí agus daltaí an-mheasúil. Eagraíonn na múinteoirí a lán gníomhaíochtaí tairbhiúla comhchuraclaim agus seach-churaclaim do na daltaí agus tugann siad an-aire dóibh ar bhonn laethúil. I measc na n-imeachtaí ina nglacann na daltaí páirt iontu, tá drámaí, ceolchoirmeacha, comórtais spóirt, feiseanna agus tráth na gceisteanna trí mheán na Gaeilge le scoileanna eile sa cheantar.
- Tá nasc an-mhaith ag an scoil leis na seirbhísí seachtracha chun folláine dearfach na ndaltaí a chothú.
- I gceistneoirí na cigireachta, d'aontaigh beagnach gach tuismitheoir go bhfuil atmaisféar maith sa scoil agus thuairiscigh an chuid is mó de na ndaltaí go n-éisteann an múinteoir leo agus go bhfuil aird léirithe ar an méid atá le rá acu.
- Glacann roinnt de na daltaí páirt ghníomhach i gcomhairle na ndaltaí agus glacann siad rólanna ceannaireachta sa scoil chun guth na ndaltaí a threisiú.

4. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA

- Baineann láidreachtaí suntasacha le cáilíocht na ceannaireachta agus na bainistíochta sa scoil. Cothaíonn an príomhoide agus an bord comhghaol comhoibritheach agus an-rathúil leis an bhfoireann agus tá ionchais arda do gach dalta sa scoil mar sprioc acu. Déanann an príomhoide caidreamh agus cumarsáid dearfach a chothú le tuismitheoirí, le scoileanna eile, agus leis an bpobal níos leithne. Treoraíonn sé, in éineacht le tacaíocht an-éifeachtach ón fhoireann bainistíochta inscoile róil cheannaireachta a chur i bhfeidhm atá bunaithe ar thosaíochtaí aitheanta na scoile.
- Cuireann an bord agus an príomhoide an fhís atá ag an scoil in iúl do phobal na dtuismitheoirí agus tá ag éirí go maith leo an teanga agus an cultúr Gaelach a chothú agus a chur chun cinn sa scoil chun tacú le cur i bhfeidhm céimnithe na spriocanna a bhaineann le Scéim Aitheantais na Scoileanna Gaeltachta.
- Cuireann an cheannaireacht deiseanna forbartha gairmiúla leanúnaí agus deiseanna do mhúinteoirí a gcuid saineolais a roinnt i ngnéithe áirithe an churaclaim ar fáil.

- Tá cumarsáid an-mhaith idir an scoil agus an baile le córas téacsanna chuig tuismitheoirí agus nuachtlitreacha rialta. Tá suíomh gréasáin scoile ann chun polasaithe na scoile a roinnt agus chun tacú leis an gcóras cumarsáide idir an scoil agus pobal na scoile.
- Tugann coiste na dtuismitheoirí an-tacaíocht don scoil trí imeachtaí éagsúla a eagrú. Is fiú dóibh clarú le Comhairle na dTuismitheoirí Náisiúnta (NPC).
- Cuirtear socrúcháin ar fáil d'ábhar oidí agus tugtar tacaíocht dóibh chun taithí a fháil i dtimpeallacht teagaisc agus foghlama trí mhéan na Gaeilge.

5. CÁILÍOCHT NA FÉINMHEASTÓIREACHTA SCOILE

- Tá cáilíocht na féinmheastóireachta scoile (FMS) go han-mhaith ar an iomlán. Tá plean gnímh feabhsúcháin scoile deartha chun an tumoideachas a chur chun tosaigh sa scoil.
- Tá plean straitéiseach trí bliana forbartha chun dul chun cinn a bhaint amach sna tosaíochtaí scoile atá aitheanta agus baineann cáilíocht an-ard leis an bplean. Is inmholtá an cúram agus an díogras ar bhonn scoile uile atá le feiceáil go sonrach i gcur i bhfeidhm gníomhaíochtaí an phlean seo.
- Coinníonn na múinteoirí aonar taifid leanúnacha ina gcuntais mhíosúla ar na spriocanna FMS atá bainte amach acu.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

The Board of Management of Scoil Cholmcille An Tearmann welcomes the very positive report that we have received following our recent WSE MLL Inspection.

We are pleased that the report highlights the excellent quality of support for pupils' well-being as well as the "*good atmosphere*" that exists in the school.

In relation to Teaching and Learning, the Board welcomes the inspectorate's recognition of the "*successful whole school approach*" to English and Irish reading and reading comprehension, as well as the "*very good understanding*" achieved by the pupils in mathematical terminology.

We are particularly delighted to be commended on how the immersion education in Irish is progressing as well as the recognition throughout the report of the work, dedication and careful planning that has gone into this process to help ensure its success.

The school welcomes the affirmation of the "*very effective*" leadership and management of the school.

Finally the school is proud of the excellent level of SSE and long term strategic planning the school has been commended on in this report.

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

We accept the single recommendation of the report and are committed to implementing it.

The recommendation highlighted in this report is already part of our four-year strategic plan 2019-23. As stated in the inspection report "*very good progress has been made*" in some aspects of this area. We as a school will collaboratively review the recommendation and plan for its further implementation in order to further enhance teaching and learning for the benefit of all of our pupils.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnamh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnamh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

**Department of Education and Skills,
Department of Education and Skills**

Whole School Evaluation

Management, Leadership and Learning

Ainm na scoile / School name	Scoil Cholmcille
Seoladh na scoile / School address	An Tearmann Contae Dhún na nGall
Uimhir rolla Roll number	14194S



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

WHOLE SCHOOL EVALUATION: MANAGEMENT, LEADERSHIP AND LEARNING

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

HOW TO READ THIS REPORT

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

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

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

The evaluation was paused as a result of the closure of schools arising out of the Covid-19 pandemic. Though most of the evaluation activities had been carried out in March 2020, the feedback meeting was not held until October 2020.

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

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.

5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).
8. Child protection records are maintained in a secure location.

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

Whole School Evaluation – Management, Leadership and Learning

Dates of inspection	13-03-2020
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and with in-school leadership team• Meeting with representatives of the board of management• Meeting with parents' representatives• Meeting with teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent and pupil questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal, deputy principal and teachers

SCHOOL CONTEXT

Scoil Cholmcille is a co-educational school under the patronage of the Catholic Bishop of Raphoe. 126 pupils are enrolled, distributed across six mainstream classes. The school has four special educational needs (SEN) teachers, one of whom is based in another school in the area. A language support teacher to support Irish is working in the school as well as a language assistant funded by the Department of Culture, Heritage and the Gaeltacht (DCHG). The school participates in Delivering Equality of Opportunity in Schools (DEIS), the Department's action plan for inclusion in education, and in the Gaeltacht Schools Recognition Scheme (GSRS).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning is good overall; pupils undertake their work with enthusiasm in each class and pupils' confidence in using Irish is developing incrementally.
- The quality of teaching is good; limited use is made of pupils' assessment data in a systematic manner to support the whole-school planning process, the monitoring of pupils' progress and teachers' differentiated practice.
- The quality of leadership and management is very effective overall; the principal succeeds in fostering and promoting the Irish language and culture in the school to support the phased implementation of the targets of the Gaeltacht Schools Recognition Scheme.
- The quality of support for pupils' well-being is very good overall; teachers organise many beneficial activities, both co-curricular and extra-curricular, for pupils.
- Overall, the quality of provision for pupils with special educational needs is good, with a team teaching approach being adopted throughout the school in relation to certain aspects of the curriculum.
- The quality of school self-evaluation (SSE) is very good overall; the staff has undertaken very worthwhile work in relation to gathering evidence and giving appropriate attention to the identification of specific targets to strengthen the Irish language and reading comprehension skills.

RECOMMENDATIONS

- There is a need for teachers to make more effective use of assessment data in supporting differentiated planning and provision.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- The quality of pupils' learning is good overall. Pupils undertake their work with enthusiasm in every class and enjoy their learning activities. They are provided with a wide range of worthwhile opportunities, both curricular and co-curricular. Pupils can competently describe the work they have carried out and that is on display in the Visual Arts, Geography and writing in particular. Pupils' work in copy books in the various areas of the curriculum is good overall.
- Pupils have a good understanding of learning concepts in the various curricular subjects and can communicate them with confidence. They have a very good understanding of mathematical terminology in Irish and they make good use of accurate terminology during learning. Almost all parents agreed in the Inspection questionnaires that the school supports pupils' progress in Mathematics and most pupils agreed that they were getting on well in Mathematics.
- Immersion education is being implemented in a phased basis and pupils' confidence in the language is developing well. At present, the junior classes are being fully immersed in Irish and the way in which they participate in their learning is commendable. The middle and senior classes are being immersed in subjects that have been agreed on a whole-school basis and are making good progress.
- Pupils know a wide range of poems, rhymes and songs and they enjoy these learning activities. Excellent practice was observed in one setting in which pupils were engaged in a good analysis of adequately challenging poetry texts and they succeeded in sharing their opinions in a particularly effective manner.
- During the inspection, effective co-operative work between pupils was observed during learning. The opportunities provided to them to complete good quality project work across the curriculum are commendable.
- Pupils use computers very well during learning.
- In the questionnaires distributed during the inspection, most pupils indicated that teachers explain matters clearly to them and that this was a good school.

2. THE QUALITY OF TEACHING

- The quality of teaching is good overall, with examples of excellent practice observed in some lessons. Teachers utilise an effective approach to their teaching for the most part. Where excellent practice was observed, learning intentions were shared with pupils at the beginning of lessons. The most successful lessons were very effectively structured, paced and were challenging, they also employed dialogic practice as a central principle.
- Teachers make good use of Irish as the school's language of communication and they have demonstrated effective expectations in relation to promoting Irish in informal interactions with pupils and during teaching.
- The quality of planning for most subjects is good overall; there is a need for teachers to take clearer direction from the whole-school plans across the curriculum in both short and long-term planning regarding content, skills, differentiation and assessment, in a small number of classrooms. All classrooms have stimulating learning environments and teachers make beneficial use of concrete materials to develop pupils' understanding.
- A whole-school approach is in place to strengthen pupils' attainment and experiences in Irish and English reading. Successful and graduated approaches are used to teach comprehension strategies in reading and they are working well. Most parents and pupils agreed in the Inspection questionnaires that the school supports pupils' progress in reading.

- The quality of assessment is good and there is evidence of very good progress being made by pupils. In an example of excellent practice observed, there was assessment for learning and records of examples of pupils' work were kept in individual files. Most teachers keep records of pupils' progress based on learning objectives in a number of subjects. It would be worth extending this to all classes and using assessment data in a more efficient way to support planning and the monitoring of pupils' progress throughout the school.
- The quality of provision for pupils with special educational needs is good overall. The *Continuum of Support* is in place to help pupils with special educational needs (SEN) and teachers have prepared appropriate plans for pupils. A team teaching approach is in place throughout the school in certain aspects of the curriculum and is utilised successfully as part of embedding the *Primary Language Curriculum* (PLC) adopting a guided reading approach.
- Most parents agreed in the inspection questionnaires that teaching in the school is good and that their child was doing well in school.

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

- The quality of support for pupils' well-being is very good overall. Interactions between teachers and pupils are very respectful. Teachers organise many beneficial activities for pupils, both co-curricular and extra-curricular, and look after them very well on a daily basis. Among the activities in which pupils participate are plays, concerts, sports competitions, music festivals and quizzes through Irish with other schools in the area.
- The school has a very good link with external services to foster pupils' well-being in a positive manner.
- In the inspection questionnaires, almost all parents agreed that there is a good atmosphere in the school and most pupils reported that teachers listen to them and pay attention to what they have to say.
- Some pupils take an active part in the pupils' council and adopt leadership roles in the school in strengthening the pupils' voice in the school.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management in the school has significant strengths. The principal and board of management foster an inter-relationship of co-operation with the staff which is very successful and have high expectations for all pupils in the school as an objective. The principal fosters positive communication and relationships with parents, other schools and with the wider community. He guides, with very effective support from the in-school management team, the implementation of leadership roles that are based on the identified priorities of the school.
- The board and principal communicate the school's vision to the parent community and are successful in fostering and promoting the Irish language and culture in the school which supports the phased implementation of the targets that relate to the Gaeltacht Schools Recognition Scheme.
- The leadership provides opportunities for continuous professional development and teachers are given opportunities to share their expertise in certain aspects of the curriculum.
- There is very good communication between school and home through a system of texts to parents and regular newsletters. There is a school website to share the school's policies and to support the communication system between the school and the school community.
- The parents' association gives the school very good support by organising various activities. Registering with the National Parents' Council (NPC) would be beneficial to them.

- Placements are provided for student teachers and they are supported in gaining experience in a teaching and learning environment through the medium of Irish.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation (SSE) is very good overall. A school improvement action plan has been designed to promote immersion education in the school.
- A three year strategic plan, which is of very high quality, has been developed to achieve progress in identified school priorities. The care and dedication on a whole school basis that is clearly evident in the implementation of this plan's activities are commendable.
- Individual teachers keep ongoing records in their monthly accounts of the SSE targets they have achieved.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management of Scoil Cholmcille An Tearmann welcomes the very positive report that we have received following our recent WSE MLL Inspection.

We are pleased that the report highlights the excellent quality of support for pupils' well-being as well as the "*good atmosphere*" that exists in the school.

In relation to Teaching and Learning, the Board welcomes the inspectorate's recognition of the "*successful whole school approach*" to English and Irish reading and reading comprehension, as well as the "*very good understanding*" achieved by the pupils in mathematical terminology.

We are particularly delighted to be commended on how the immersion education in Irish is progressing as well as the recognition throughout the report of the work, dedication and careful planning that has gone into this process to help ensure its success.

The school welcomes the affirmation of the "*very effective*" leadership and management of the school.

Finally the school is proud of the excellent level of SSE and long term strategic planning the school has been commended on in this report.

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

We accept the single recommendation of the report and are committed to implementing it.

The recommendation highlighted in this report is already part of our four-year strategic plan 2019-23. As stated in the inspection report "*very good progress has been made*" in some aspects of this area. We as a school will collaboratively review the recommendation and plan for its further implementation in order to further enhance teaching and learning for the benefit of all of our pupils.

THE INSPECTORATE'S QUALITY CONTINUUM

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

Level	Description	Example of descriptive terms
Very good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent: outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a very good standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties