An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Ábhair sa Treoir

TUAIRISC

Ainm na scoile	Laurel Hill Coláiste FCJ
Seoladh na scoile	Cnoc na Labhras Luimneach
Uimhir rolla	64270P

Dáta na Cigireachta: 10-03-2020

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.

CAD IS MEASTÓIREACHT ÁBHAIR ANN?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc sa Treoir faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

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

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

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 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.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

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

CIGIREACHT ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dátaí na cigireachta	09-03-2020 agus 10-03-2020
Gníomhaíochtaí na cigireachta • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide gníomhach, leis an gcomhairleoir treorach agus le príomhbhaill foirne • Caidreamh le scoláirí	• Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga • Scrúdú ar obair na scoláirí • Aiseolas don phríomhoide gníomhach, don phríomhoide tánaisteach gníomhach agus don chomhairleoir treorach.

Comhthéacs na scoile

Iarbhunscoil dheonach Chaitliceach lán-Ghaeilge faoi iontaobhas Le Chéile is ea Laurel Hill Coláiste FCJ. Cuireann an scoil an tSraith Shóisearach, an Ardteistiméireacht agus Idirbhliain éigeantach ar fáil. Tá 405 cailín ar an rolla faoi láthair.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go maith sna ceachtanna a breathnaíodh, ach uaireanta níor caitheadh go leor ama ar phlé tairbheach oscailte a dhéanamh ar ábhar an cheachta.
- Bhí cleachtas éifeachtach measúnaithe chun foghlama (McF) le sonrú i ngach ceacht a breathnaíodh.
- Tá soláthar agus tacaíocht na scoile uile don Treoir agus don tréadchúram go han-mhaith i gcoitinne, ach d’fhéadfaí cur leis an tseirbhís ghairmthreorach a chuirtear ar fáil do na scoláirí sóisearacha.
- Cuirtear cleachtais éifeachtacha i bhfeidhm chun tacú le folláine oideachais, shóisialta agus phearsanta na scoláirí, ach níor cuireadh bonn foirmiúil le foireann tacaíochta scoláirí sa scoil go fóill.
- Tá cáilíocht an ullmhúcháin agus na pleanála sa roinn go maith, ach tá cuid de na polasaithe a bhaineann le Treoir as dáta.
- Léiríonn taifid na scoile go ngnóthaíonn líon ard iar-scoláirí deiseanna ranpháirtíochta san oideachas ag an tríú leibhéal.

Moltaí

- Ba chóir do na múinteoirí níos mó ama a thabhairt do na scoláirí plé níos doimhne a dhéanamh sa rang ar an aiseolas ó obair ghrúpa chun an fhoghlaim a chomhlánú.
- Ba cheart foireann tacaíochta scoláirí a bhunú ar bhonn foirmiúil sa scoil, de réir na dtreoirlínte a d’fhoilsigh an tSeirbhís Náisiúnta Síceolaíochta Oideachais (NEPS).
- B’fhiú coiste a bhunú chun Seachtain Feasachta Coláistí Tríú Leibhéal a eagrú go bliantúil do na scoláirí sóisearacha.
- Ba chóir na polasaithe scoile a bhaineann le frithbhulaíocht agus le hOideachas Caidrimh agus Gnéasachta a athbhreithniú.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc agus na foghlama go maith sna ceachtanna a breathnaíodh. Rinneadh ullmhúchán an-mhaith roimh ré don teagasc. Baineadh úsáid thairbheach as acmhainní breise ar nós bileoga oibre, gearrthóga físe, ábhar agus áiseanna theicneolaíocht faisnéise agus cumarsáide (TFC) chun tacú leis an bhfoghlaim.
- Cuireadh na hintinní foghlama i láthair na scoláirí go soiléir sna ceachtanna ar fad. Filleadh orthu arís, mar ba chuí, ag deireadh an cheachta chun an fhoghlaim a dhaingniú. Bhí cleachtas éifeachtach measúnaithe chun foghlama (McF) le sonrú i ngach ceacht.
- Bhain na topaicí a bhí faoi chaibidil le heispéireas na scoláirí agus léirigh na scoláirí an-suim iontu.
- Bhí rath níos fearr ar an bhfoghlaim sna ceachtanna ina raibh ar na scoláirí taighde dá gcuid féin a dhéanamh ar an idirlíon agus freagracht a ghlacadh ar a bhfoghlaim féin. Tá an comhairleoir treorach le moladh as ceacht a bhunú ar fhíseáin bunaithe ar an straitéis *Déanann Teangacha Nasc – Straitéis do Theangacha Iasachta san Oideachas in Éirinn 2017-2026.* Spreag sé seo na scoláirí chun taighde a dhéanamh ar ghairmeacha éagsúla ina mbeadh inniúlacht teanga ina buntáiste.
- Sna ceachtanna uile, baineadh úsáid éifeachtach as obair ghníomhach chomhoibríoch i mbeirteanna agus i ngrúpaí ina raibh gach scoláire rannphháirteach. Tugadh deis do na grúpaí aiseolas teoranta a thabhairt, ach uaireanta níor caitheadh go leor ama ar phlé tairbheach oscailte a dhéanamh ar an aiseolas ina dhiaidh sin. Moltar níos mó ama a thabhairt do na scoláirí plé níos doimhne a dhéanamh sa rang ar an aiseolas ó obair ghrúpa chun an fhoghlaim a chomhlánú.
- Ba léir go raibh caidreamh an-dearfach idir an múinteoir agus na scoláirí sna ceachtanna agus cruthaíodh timpeallacht dhearfach foghlama dá bharr.
- Bhí cáilíocht an mheasúnaithe agus an cheistiúcháin go maith ar an iomlán. Breathnaíodh samplaí maithe d'fhéinmheasúnú agus d'fhéinmhachnamh na scoláirí ar a gcuid foghlama. Thapaigh an múinteoir an deis go minic chun siúl timpeall an ranga chun measúnú a dhéanamh ar obair na scoláirí agus chun tacaíocht a thabhairt do scoláirí aonair; is dea-chleachtas é seo.
- Is go dátheangach—Béarla agus Gaeilge—a reáchtáladh na ranganna, rud a spreag na scoláirí níos mó Béarla a labhairt le linn na gceachtanna ná mar a mbeifí ag súil leis. Moltar Gaeilge a úsáid mar theanga bhainistíochta agus chumarsáide sa rang. Ba chóir deiseanna a thapú san fhorbairt ghairmiúil leanúnach mar thaca leis an sprioc seo a bhaint amach.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar agus tacaíocht na scoile uile don Treoir go han-mhaith i gcoitinne, ach d'fhéadfaí cur leis an tseirbhís ghairmthreorach a chuirtear ar fáil do na scoláirí sóisearacha. Cuirtear cleachtais éifeachtacha i bhfeidhm chun tacú le folláine oideachais, shóisialta agus phearsanta na scoláirí.
- Tá comhairleoir treorach lánchálithe ag obair sa scoil. Post roinnte atá i gceist agus thuariscigh foireann bainistíochta sinsearaí na scoile go raibh ag éirí go rí-mhaith leis an socrú go dtí lár na bliana acadúla seo, nuair a d'éirigh an dara ball foirne as an bpost. Cuireadh in iúl go raibh an scoil ag déanamh a seacht ndícheall chun an folúntas sa roinn treorach a líonadh.
- Tugann beirt shéiplíneach páirt-aimseartha tacaíocht bhreise agus cluas le héisteacht do scoláirí sa tríú agus sa séú bliain. Baineann an comhairleoir treorach úsáid éifeachtach dhíograiseach as na huaireanta atá ar fáil chun treoirchomhairleoireacht a chur ar fáil do scoláirí ina n-aonar nó i ngrúpaí beaga, mar is cuí.
- Cuirtear Treoir ar fáil go cuí ar an amchlár sa chúigiú agus sa séú bliain.

- Tá an-ord agus eagar ar an taithí oibre a dhéanann na scoláirí ar feadh ceithre seachtaine éagsula i rith na hIdirbhliana. Déanann siad obair dheonach san iarnóin gach Máirt. Tuairiscíonn na scoláirí go mbaineann siad an-tairbhe as na socrúcháin seo. B'fhiú taighde ar ghairmeacha a chur leis an scéim oibre don Treoir san Idirbhliain chun nasc níos fearr a chruthú idir an ghairmthreoir agus na socrúcháin oibre.
- Cuirtear rogha leathan ábhar ar fáil do na scoláirí sna ranganna sóisearacha agus sinsearacha, agus bíonn deis ag lucht na hIdirbhliana ábhair roghnacha a thástáil sula ndéanann siad cinneadh orthu don Ardteistiméireacht. Mar sin féin, luaigh roinnt scoláirí gurbh fhearr leo dá mbeadh cúpla ábhar praiticúil breise ar fáil freisin, dá m'fhéidir é.
- Mar chuid d'ionduchtú na scoláirí sa chéad bhliain eagraítear a lán imeachtaí ar a son lena n-áirítear *Mion-Champa*, *Cairde Cainte* agus *Córas Compánachais*. Tá na scoláirí sinsearacha le moladh as an tacaíocht a thugann siad dá gcomhghuaillithe óga. Chomh maith leis sin, buaileann oide le mionghrúpaí scoláirí sa chéad bhliain chun a chinntiú go socraíonn siad síos go maith ina scoil nua.
- Eagraítear a lán imeachtaí gairmthreorach ar leas na scoláirí sinsearacha, lena n-áirítear aonach gairmeacha in Ollscoil Luimnigh, aoichainteoirí agus cuairteanna ar laethanta oscailte sna coláistí. Chun cur leis an bhfreastal a dhéantar ar na scoláirí sóisearacha, moltar coiste a bhunú chun Seachtain Feasachta Coláistí Tríú Leibhéal a eagrú go bliantúil sa scoil.
- Tá comhoibriú an-éifeachtach idir roinn na treorach agus foireann na scoile, an roinn tacaíochta foghlama agus an coiste folláine. Is ar chúrsaí folláine atá an próiseas féinmheastóireacht scoile (FMS) ag díriú faoi láthair. Cuirtear an-bhéim ar athléimneacht agus compánachas sa scoil. Tá an scoil le moladh as dialann athléimneachta a chur ar fáil do gach scoláire sa chéad bhliain. Déantar go leor iarrachtaí chun guth na scoláirí a chur chun cinn. Eagraítear a lán imeachtaí tairbheacha ar leas na scoláirí lena n-áirítear *Seachtain na Folláine*, *Luan Lagbhríoch*, agus go leor eile. B'fhiú don scoil smaoineamh ar Lá Leispiach, Aerach, Déghnéasach agus Trasinscneach (LADT+) a eagrú freisin.
- Tá naisc luachmhara cruthaithe ag an scoil leis na háisíneachtaí tacaíochta cuí sa cheantar, ach níor cuireadh bonn foirmiúil le foireann tacaíochta scoláirí sa scoil go fóill. Moltar foireann tacaíochta scoláirí a bhunú go foirmiúil, de reír na dtreoirlínte a d'fhoilsigh an tSeirbhís Náisiúnta Síceolaíochta Oideachais (NEPS).
- Freastalaíonn an comhairleoir treorach go rialta ar mhaoirseacht chomhairleoireachta agus ar chúrsaí ábhartha a bhaineann le forbairt ghairmiúil leanúnach, mar is cóir**.**

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá cáilíocht na pleanála agus an ullmhúcháin sa roinn go maith, ach tá cuid de na polasaithe a bhaineann le Treoir as dáta.
- Tá an polasaí a bhaineann le Teagmhas Criticiúil cothrom le dáta. Dréachtadh an polasaí um Oideachas Caidrimh agus Gnéasachta sa bhliain 2010 agus an polasaí frithbhulaíochta in 2014. Moltar don scoil an dá pholasaí sin a athbhreithniú.
- Tá cáilíocht choimeád taifead i roinn na treorach go han-mhaith.
- Tá plean treorach éifeachtach ar fáil, ach ní mór breis sonraí a chur ann faoi na tacaíochtaí eile atá ar fáil do scoláirí ar bhonn scoile uile. Tá scéim oibre chuimsitheach leagtha amach do gach bliain sinsearach, ach d'fhéadfaí cur leis na scéimeanna oibre do lucht na Sraithe Sóisearaí.
- Léiríonn taifid na scoile go ngnóthaíonn líon ard iar-scoláirí deiseanna ranpháirtíochta san oideachas ag an tríú leibhéal.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide gníomhach, leis an bpríomhoide tánaisteach gníomhach agus leis an gcomhairleoir treorach.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

(Folamh)

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

Cuireann an Bord Bainistíochta fáilte roimh an tuairisc. Déanfaidh an Bord breithniú ar mholtaí na tuairísce d'fhonn iad a chur i bhfeidhm, i gcomhthéacs riachtanais na scoile agus i gcomhairle leis na páirtnéiri go léir.

Tá roinnt gníomhartha i bhfeidhm tar éis féinmheastóireacht scoile a dhéanamh agus comhairle labhartha ón gcigire a fháil i mí Márta.

I mbliana, ó mhí Meán Fómhair ar aghaidh, buaileann an fhoireann cúram tréadach sinsearacha agus sóisearacha uair sa tseachtain. Is iad na ceann bliana, na múinteoiri Gairm Threoir, séiplinigh chomh maith le banistíocht na scoile atá mar bhall den fhoireann seo. Tá coiste bunaithe sa Choláiste chun athbhreithniú a threorú ar an bPolasai Frithbhulaíochta agus an Polasaí um Oideachas Caidrimh agus Gnéasachta. Tá comhoibriú i bhfeidhm chun athbhreithniú a dhéanamh. Mar chroilár na hoibre seo tá comhairle na nDaltaí agus Guth an Scoláire.

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 shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas*:* thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtai 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 easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith 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 easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Subject Inspection in Guidance

REPORT

Ainm na scoile / School name	Laurel Hill Coláiste FCJ
Seoladh na scoile / School address	Laurel Hill Limerick
Uimhir rolla / Roll number	64270P

Date of Inspection: 10-03-2020

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Tá an tuairisc bhunaidh scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil anseo.

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

SUBJECT INSPECTION

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in Guidance the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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.

CHILD PROTECTION

During the inspection visit, 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 / in the reception area.
2. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

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

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	09-03-2020 and 10-03-2020
Inspection activities undertaken • Review of relevant documentation • Discussion with the acting principal, guidance counsellor and key members of staff • Interaction with students	• Review of teaching and learning during three class periods • Examination of students' work • Feedback to the acting principal, acting deputy principal and guidance counsellor

School context

Laurel Hill Coláiste FCJ is an all-Irish Catholic voluntary secondary school which is under the trusteeship of Le Chéile Schools Trust. The school provides the Junior Cycle, the Leaving Certificate and a compulsory Transition Year. There are 405 girls on the roll at present.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning in the lessons observed was good; occasionally, not enough time was spent on productive open discussion of the lesson content.
- Effective assessment for learning (AfL) practices were evident in every lesson observed.
- The whole-school provision and support for Guidance and for pastoral care are very good in general; the career guidance service provided for junior-cycle students has some scope for development.
- Effective practices are implemented to support students' educational, social and personal wellbeing, but a student support team has not yet been established on a formal basis in the school.
- The quality of preparation and planning in the department is good; some of the policies relating to Guidance are out of date.
- School records indicate that there are high participation rates of past-pupils in third-level education.

Recommendations

- Teachers should provide more time for students to have deeper discussion in class on the feedback from group work to consolidate learning.
- A student support team should be established formally in the school, in accordance with the guidelines issued by the National Educational Psychological Service.
- A committee should be established to organise a Third Level Colleges Awareness Week for junior-cycle students.
- The policies relating to anti-bullying and Relationships and Sexuality Education should be reviewed.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching and learning observed in lessons was good. There was very good advance preparation for teaching. Effective use was made of additional resources such as worksheets, video clips, information and communication technology (ICT) material and resources to support learning.
- Learning intentions were shared clearly with students in all lessons. They were returned to, as appropriate, at the end of the lessons to consolidate learning. Effective assessment for learning (AfL) practices were evident in every lesson.
- The topics discussed related to the students' own experiences and were of great interest to them.
- Learning was more successful in lessons where the students had to do their own research on the internet and take responsibility for their own learning. The guidance counsellor is commended for designing a lesson using videos associated with *Languages Connect – Ireland's Strategy for Foreign Languages in Education 2017-2026.* This encouraged the students to research various careers in which linguistic competence would be an advantage.
- In all lessons, effective use was made of active cooperative work in pairs and in groups and in which every student participated. The groups were given the opportunity to provide limited feedback, but on occasion not enough time was spent on open productive discussion in a plenary session. It is recommended that more time be given to the students to have a deeper discussion in class on the feedback from group work so as to consolidate learning.
- There was a very positive relationship between the teacher and the students in the lessons and a positive learning environment was created as a result.
- The quality of assessment and questioning was good overall. Some good examples were observed of students' self-assessment and reflection on their own learning. The teacher availed frequently of the opportunity to walk around the room to assess students' work and to support individual students; this is good practice.
- Classes were run bilingually—through English and Irish—which encouraged the students to speak more English than expected during the lessons. It is recommended that Irish be used as the language of management and communication in the class. Opportunities should be followed up in continuous professional development to support the achievement of this aim.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole-school provision and support for Guidance are very good in general, but the career guidance service provided for junior-cycle students could be enhanced. Effective practices are implemented to support students' educational, social and personal wellbeing.
- A fully-qualified guidance counsellor is working in the school. This is a shared position and the school's senior management team reported that the arrangement was working extremely well until the middle of this academic year, when the second staff member left the post. The school reported that it was doing its very best to fill the vacancy in the guidance department.
- Two part-time chaplains provide additional support and a listening ear to students in third and sixth year. The guidance counsellor makes effective and diligent use of the hours available to provide guidance counselling for students individually or in small groups, as appropriate.
- Guidance is provided appropriately on the timetable in fifth and sixth year.
- The work experience is undertaken by students for four separate weeks during Transition Year and is very well organised. TY students also do voluntary work every Tuesday afternoon. Students reported that they gain great benefit from these arrangements. Consideration

should be given to adding career investigations to the TY scheme of work for Guidance, in order to create a better link between career guidance and the work placements.

- A wide range of subjects is provided for students in junior and senior classes. TY students have the opportunity to sample optional subjects before deciding on them for the Leaving Certificate. However, some students said that they would prefer if a few additional practical subjects were also available, if possible.
- As part of students' induction in first year, many activities are organised such as a mini-camp, chat pals *as Gaeilge* and a buddy system. The senior students are commended for the support they give to their younger peers. In addition, a tutor meets with small groups of students in first year to ensure that they settle in well in their new school.
- Many career guidance activities are organised for the benefit of the senior students, including careers fairs in the University of Limerick, guest speakers and visits to college open days. To enhance guidance provision for junior cycle students, it is recommended that a committee be established to organise an annual Third Level Colleges Awareness Week in the school.
- There is very effective cooperation between the guidance department and the school staff, the special education department and the wellbeing team. The school self-evaluation (SSE) process is currently focussed on wellbeing. Resilience and companionship are strongly promoted in the school. The school is commended for providing a resilience diary for each student in first year. Good efforts are made to promote the student voice. Many productive activities are organised for the students' benefit including a Wellness Week, *Raising your spirits on Monday* and many others. Consideration should also be given by the school to organising a Lesbian, Gay, Bisexual and Transgender (LGBT+) day.
- The school has created valuable links with the appropriate support agencies in the area, but a student support team has not yet been established on a formal basis in the school. It is recommended that a student support team be formally established, in accordance with the guidelines issued by the National Educational Psychological Service.
- The guidance counsellor regularly attends counselling supervision and relevant courses dealing with continuous professional development, as appropriate.

3. PLANNING AND PREPARATION

- The quality of planning and preparation in the department is good, but some of the policies relating to Guidance are out of date.
- The Critical Incident policy is up to date. The Relationships and Sexuality Education policy was drafted in 2010 and the anti-bullying policy in 2014. It is recommended that the school review those two policies.
- The quality of record-keeping in the guidance department is very good.
- An effective guidance plan is available, but it should contain more data on the other supports available for students on a whole-school basis. A comprehensive work scheme has been set out for each senior year, but the work schemes for Junior Cycle could be enhanced.
- School records indicate high levels of participation by its past-pupils in third-level education.

The draft findings and recommendations arising out of this evaluation were discussed with the acting principal, acting deputy principal and guidance counsellor at the conclusion of the evaluation.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

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

The board of management welcomes this report. The board will consider the report's recommendations with a view to implementing them, in the context of the school's needs and in consultation with all the stakeholders.

Several actions have already been undertaken as part of the school's self-evaluation process and following the verbal advice given by the inspector in March.

Since September of this year, the pastoral care team for junior and senior year groups has been meeting once a week. The membership of this team comprises the year heads, guidance counsellors, chaplains and school management. A committee has been established in the school to lead the review of the policies on anti-bullying and on Relationships and Sexuality Education. There is a high level of collaboration involved in this review process. Central to this work are the Student Council and the Student Voice.

[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 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;

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