

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

**Meastóireacht Scoile Uile**  
**Bainistíocht, Ceannaireacht agus Foghlaim**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Coláiste Ghobnait
<b>Seoladh na scoile / School address</b>	Inis Oirr Oileáin Árann Contae na Gaillimhe
<b>Uimhir rolla / Roll number</b>	71370K

**Dáta na Meastóireachta: 09-10-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

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

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

## **Cad is meastóireacht scoile uile - 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 léi 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 ceanteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Cáilíocht na ceannaireachta agus na bainistíochts scoile
2. Cáilíocht an teagaisc agus na foghlama
3. Cur i bhfeidhm na moltaí ó mheastóireachtaí roimhe seo
4. Próiseas féinmheastóireachta na scoile agus an acmhainn d'fheabhsúchán 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.

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 taispeánt 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 Leanáí 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 Leanáí 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 phearsana uile na scoile ar na Nósanna Imeachta um Chosaint Leanáí 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, Folláine).
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.

## MEASTÓIREACTH SCOILE UILE – BAINISTÍOCHT, CEANNAIREACTH AGUS FOGHLAIM

<b>Dáta na cigireachta</b>	09-10-2019
<b>Gníomhaíochtaí cigireachta a rinneadh:</b> <ul style="list-style-type: none"><li>• Cruinniú leis an mbord bainistíochta</li><li>• Cruinnithe leis an bpríomhoide agus príomhoide tánaisteach</li><li>• Cruinnithe le príomhbhaill foirne</li><li>• Athbhreithniú ar cháipéisí ábhartha</li><li>• Agallamh le fócasghrúpa scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Cruinniú le tuismitheoirí</li><li>• Anailís ar cheistneoirí ó thuismitheoirí, scoláirí agus múinteoirí</li><li>• Breathnú ar theagasc agus foghlaim</li><li>• Scrúdú ar obair na scoláirí</li><li>• Aiseolas don fhoireann bhainistíochta sinsearaí, bord bainistíochta agus múinteoirí</li></ul>

### Comhthéacs na scoile

Is iar-bhunscoil chomhoideachais a fheidhmíonn trí mheán na Gaeilge é Coláiste Ghobnait. Bunaíodh an scoil i 1985 mar gheall ar éileamh ón bpobal agus tháinig sí faoi choimirce Bhord Oideachais agus Oilíúna na Gaillimhe agus Ros Comáin (BOOGR) ag tús na nóchaidí. Tá 24 scoláire rollaithe i mbliana agus is de bhunadh an oileáin 42% de na scoláirí sin agus is í an Ghaeilge an teanga teaghlaigh ag a bhformhór. Tagann scoláirí eile na scoile ón mórthír mar chuid de Scéim na bhFoghlaim Gaeilge (SFG) atá ar bun sa scoil ó 2003. Cé gur fhreastail formhór scoláirí SFG ar bhunscoileanna lán-Ghaeilge, tá scoláirí sa scoil ó bhunscoileanna a fheidhmíonn trí mheán an Bhéarla. Tá an scoil páirteach sa Scéim Aitheantais Scoileanna Gaeltachta (SASG) ó 2017. Soláthraíonn an scoil na cláir seo a leanas: an tSraith Shóisearach, an Idirbhliain; ar bhonn roghnach, agus an Ardeistiméireacht.

Tá an scoil ag feidhmiú in dhá ionad faoi láthair. Is sa phríomhfhoirgneamh atá oifig na scoile, na leithris, an seomra Eachnamaíocht Bhaile agus na seomraí ranga ginearálta eile. Tá an saotharlann eolaíochta agus an seomra adhmaadóireachta lonnaithe gar do phríomhfhoirgneamh na scoile i seomraí réamhdhéanta. Tógadh an dá sheomra seo i lár na n-ochtóidí ar thailte an chomharchumainn áitiúil.

### Achoimre ar na príomhchinntí agus moltaí:

#### Cinntí

- Leagann fíis threorach na scoile amach ionchais arda don scoil mar phobal foghlama agus forbartha a thugann tús áite do chaomhnú na Gaeilge mar theanga an phobail agus ina bhfuil nósanna imeachta éifeachtacha cumarsáide cothaithe idir na geallsealbhóirí difriúla.
- Tá bainistíocht agus ceannaireacht na scoile ar cháilíocht an-mhaith, agus tá forbairtí leanúnacha bainte amach ag an fhoireann bhainistíochta sinsearaí (FBS) thar réimse gnéithe de shaol na scoile le tamall de bhlianta ar bhealach straitéiseach; caithear roinnt cúraim cheannaireachta a tharmligean don fhoireann chun inmharthanacht na scoile sa todhchaí a chinntiú.
- Bhí cáilíocht fhoriomlán an teagaisc agus na foghlama go maith; bhí an cleachtas go han-mhaith nó go maith i mórán gach ceachta agus bhí an cleachtas lag nó sásúil i gcás an bheagáin.
- Tríd is tríd, tá dul chun cinn maith déanta i bhforfeidhmiú na moltaí a rinneadh sna tuairiscí cigireachta a eisíodh chuig an scoil go data; is réimse chun feabhais fós roinnt do na pleananna ábhair, cleachtas na múinteoirí i leith na difreála agus aiseolas foirmitheach a sholáthar ar obair scríofa na scoláirí.

- Bhain cáilíocht mhaith leis na pleananna féinmheastóireachta scoile (FMS) agus SASG ach tá gá an dá phróiseas a chomtháthú.
- Tá acmhainn agus tiomantas chun feabhais an-mhaith i measc na mball foirne.

## **Moltaí**

- Is den riachtanas é múnla na ceannaireachta dáilte a fhorbairt maidir le cur chun cinn an teagaisc agus na foghlama, comhtháthú na dtacaíochtaí do scoláirí, chomh maith le comhordú na FMS agus na SASG go háirithe chun todhchaí na scoile mar phobal foghlama le hionchais arda a chinntiú.
- Moltar deiseanna foirmiúla a sholáthar chun an saineolas oideolaíoch atá ann i measc na múinteoirí a roinnt.
- B'fhiú go mór cleachtas comhoibríoch agus comhchoiteann na múinteoirí a fhorbairt tuilleadh ó thaobh na pleanála ábhair de, cleachtas na difreála agus cuir chuige i leith soláthar aiseolais chun foghlama ar obair na scoláirí.
- Moltar bealaí a aimsiú chun guth na scoláirí a threisiú i gcúrsaí teagaisc agus foghlama agus i bhfeidhmniú na scoile.
- Is gá na pleananna FMS agus SASG a chomhtháthú in aon phlean feabhsúcháin scoile (PFS) amháin agus eolas bonnlíne a bhailiú sna réimsí fócais ar fad chun spriocanna forbartha fiúntacha agus intomhaiste a leagadh amach.

## **MIONCHINNTÍ AGUS MOLTAÍ**

### **1. CÁILÍOCHT NA CEANNAIREACHTA AGUS NA BAINISTÍOCHTA SCOILE**

#### **Ceannaireacht ar fhoghlaim agus ar theagasc**

Ar an iomlán, bhí cáilíocht na bainistíochta agus ceannaireachta ar an bhfoghlaim agus teagasc go han-mhaith.

Léiríonn an bord bainistíochta dílseacht don scoil. Tá réimse saineolais mhaith acu maraon le naisc thábhachtacha leis an oileán. Déanann an bord monatóireacht mhaith ar chúrsaí teagaisc trí thuairisc chuimsitheach an phríomhoide ar theagasc agus foghlaim ag gach cruinniú boird, trí phlé ar thorthaí an dá scrúdú stáit, trí scagadh a dhéanamh ar thuairiscí cigireachta agus bhí ról gníomhach ag an mbord i bhforbairt na bpleananna FMS agus SASG.

Tá cáilíocht na ceannaireachta ag leibhéal na FBS go han-mhaith. Oibríonn an bhainistíocht shinsearach ar bhealach fíor-éifeachtach agus tá siad tiomanta d'fhorbairt leanúnach na scoile agus cuirtear é seo i gcrích ar bhealach córasach. Coiméadtar an pobal scoile ar an eolas faoi fhobairtí oideachasúla agus tá ionchais arda leagtha amach acu don teagasc, don fhoghlaim agus don mheasúnú. Tá cultúr gairmiúil forbartha sa scoil a chuireann proifisúntacht na gairme chun tosaigh agus tugann múinteoirí tacaíocht mhaith don FBS. Léirigh ceistneoirí na múinteoirí dearcadh an-dearfach i leith na scoile.

Tá riail na Gaeilge chun tosaigh in imeachtaí uile na scoile. Tá ionchais arda ag an mbainistíocht shinsearach maidir le hiompar teanga na scoláirí ar láithreán na scoile. Bhí fianaise láidir ann go bhfuil an riail sin á cur i bhfeidhm go héifeachtach.

I gcomhthéacs mhéid na scoile, bhain cáilíocht an-mhaith leis an soláthar curaclaim agus déantar iarrachtaí leanúnacha an curaclaim a fheabhsú. Tá an clár um Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) á chur ar fáil de réir rialacha na Roinne. Tá polasaí oideachais chaidrimh agus gnéasachta (OCG) forbartha agus clár OCG á sholáthar mar is cuí sa tsraith shinsearach.

Bhí cáilíocht fhoriomlán na dtacaíochtaí do na scoláirí go maith. Tugtar tacaíocht an-mhaith d'fholláine agus do chúram na scoláirí agus tá córais éifeachtacha in-scoile forbartha. Ní raibh dóthain sóiléireachta afách ag baint leis an ról atá luaite leis na múinteoirí bliana ó thaobh cúraim de. Bheadh sé tairbheach an ról seo a thabhairt os comhair chruinniú foirne le saineú. Moltar freisin, coiste cúraim a bhunú de réir *Foirne Tacaíochta Scoláirí Iarbhunscoileanna (SNSO 2014)* agus cruinniú a thionól go rialta.

Tá próiseas aistrithe ón bhunscoileanna nó ó iar-bhunscoileanna ar an mórhír éifeachtach i bhfeidhm. Moltar tógaint ar an dea-obair seo agus clár comhordaithe don sealbhú teanga a fhorbairt do na scoláirí a thagann chun na scoile agus iad ar bheagán Gaeilge. Ba cheart freisin tacaíochtaí teanga a chur san áireamh sa scéim mheantóireachta atá sa scoil cheana féin agus oiliúint a chur ar scoláirí atá inniúil sa teanga chun cabhrú leis na scoláirí atá tosaithe ar thuras lánthumtha inti.

Bhain cáilíocht sásúil leis an soláthar Treorach. Tá polasaí treorach maith forbartha ag an treoirchomhairleoir i gcomhairle leis an bFBS ach níor léir go raibh an cleachtas sa scoil ag teacht go homlán leis an bpolasaí. Bhí, mar shampla, easpa soiléireachta ag baint leis an trasnú idir an tseirbhís Treorach agus an soláthar do riachtanais speisialta oideachais (RSO), idir Treoir agus OSPS, agus ní raibh nósanna imeachta faoi sholáthar na n-uaireanta treoirchomhairleachta pearsanta sách soiléir. Moltar ról an treoirchomhairleora i bhforfhedhmiú an pholasaí Treorach a shainiú sa pholasaí chun tuilleadh soiléireachta a thabhairt don phobal scoile faoin tseirbhís Treorach.

Bhí mionlach suntasach de na scoláirí i dteideal tacaíochtaí breise RSO agus bhain cáilíocht mhaith leis an soláthar sin. Bhí polasaí maith forbartha bunaithe ar phrionsabail an chontanaim tacaíochta. Moltar athbhreithniú a dhéanamh ar an soláthar do RSO agus tacaíochtaí comhtháite a dhíriú ar riachtanais bhreise aitheanta na scoláirí chomh maith le cabhair i n-ábhair ar leith. Bheadh sé tairbheach comhordaitheoir RSO a cheapadh agus an ról a fhorbairt chun na tacaíochtaí sna ranganna príomhshrutha a bhainistiú agus na múnlaí tacaíochta lena n-áirítear buíontegaisc a athbhreithniú agus a leasú mar is gá.

### **An eagraíocht a bhainistiú**

Bhí cáilíocht an rialachais ar an scoil go han-mhaith. Déantar riachtanais reachtúla agus polasaithe uile a shásamh ar bhealach córasach tráthúil. Bhí an próiseas d'fhorbairt pholasaithe inchuimsitheach agus bhí prionsabail an chóir na cothroime le léamh go soiléir orthu. Moltar an grúpa oibre ón bhfoireann a bhí ann chun polasaithe a athbhreithniú a athbhunú chun tacú le coinneáil chun dáta na bpolasaithe go léir.

Déantar acmhainní daonna a bhainistiú go seiftiúil d'fhonn na ndeiseanna foghlama is fearr agus is leithne a sholáthar do na scoláirí. Tá an-ord agus eagar ar an scoil agus déantar gach rud go críochnúil. Bíonn an FBS so-fheicthe timpeall na scoile agus aontaíonn na múinteoirí agus na tuismitheoirí go ritear an scoil go maith. Cruthaíonn FBS, i gcomhar leis an bhfoireann, timpeallacht foghlama ordúil, slán agus sábhailte agus tá príomh-fhoirgneamh na scoile coinnithe go caihdeán an-ard. Tá dúshlán go leor ag baint leis na seomraí réamhdhéanta agus moltar plean gníomhaíochta d'infreastrúchtúr na scoile a chinntiú i gcomhar leis an mBOOGR agus leis an gcomharchumann áitiúil.

Déantar soláthar agus cothabháil mhaith ar áiseanna agus ar threalamh teagaisc agus foghlama agus déantar athnuachan orthu siúd i mórán gach ábhar ar bhonn rialta. Tá dréacht-straitéis ditigeach maith ullmhaithe a chuirfidh le teagasc agus foghlaim ar bhonn forchéimnithe.

### **Ceannaireacht ar fhorbairt na scoile**

Leagann fíis threorach na scoile amach spriocanna arda don scoil mar phobal foghlama agus forbartha. Cuireann an príomhoide an fhíis in iúl ar bhonn rialta do na páirithe leasmhara agus tugann sí dea-shampla ina leith. Féachann an príomhoide chuige go bhfuil an smaointeoireacht chórasach seo leabaithe i gcleachtais laethúla na scoile.

Déanann an FBS bainistiú ar an athrú ar bhealach atá comhoibríoch, solúbtha agus íogair ag baint feidhme as próiseas sé chéim na FMS ar bhealach struchtúrtha. Is faoi stiúir na FBS a fheidhmíonn clár mheantóireachta na scoile agus tionóltar cruinnithe le múinteoirí atá faoi oiliúint agus múinteoirí nuacheaptha chun cúrsaí teagaisc agus foghlama trí mhéan na Gaeilge a phlé. Cuireadh lámhleabhar an mhúinteora le chéile mar threoir d'éagrú chruinnithe pleanála ábhair, chun cleachtais mhachnamacha na múinteoirí a spreagadh agus chun na rannóga ábhair a ghríosadh chun plean gníomhaíochta a fhorbairt go rialta. Bhí toradh foriomlán an lámhleabhair le léamh sna pleananna ábhair ab fhearr.

Bhí réimse bealaí maithe forbartha chun cumarsáid a eascú idir comhpháirtithe na scoile agus tá sé inmholta go raibh sé de nós athbhreithniú rialta a dhéanamh orthu seo chun cáilíocht na cumarsáide a fheabhsú tuilleadh. Bhí dea-theist le léamh sna ceistneoirí ar fad ar cháilíocht na cumarsáide i measc an phobail scoile. Moltar don bhord ráiteas comhaontaithe níos iomláine a chur ar fáil do na múinteoirí. Moltar leis, deis a sholáthar do choiste na scoláirí tuairisciú don bhord ar obair an chosite ag amanna ábhartha i gcaitheamh na scoilbhliana.

Tá coiste tuismitheoirí láidir agus tiomanta bunaithe a chuireann tacaíocht luachmhar ar fáil don scoil. Léirigh an coiste agus torthaí na gceistneoirí go raibh tuismitheoirí thar a bheith sásta ar an iomlán le caighdeán an oideachais agus an chúraim sa scoil.

### **Acmhainn na ceannaireachta a fhorbairt**

Oibríonn an FBS go héifeachtach chun an fhoireann agus na scoláirí a chumasú chun ról cheannaireachta a ghlacadh. Tá an FBS tiomanta a n-acmhainn cheannaireachta féin a fhorbairt. Is léir an fhoghlaim a dhéantar ag forbairt ghairmiúil leanúnach (FGL) ina gcuid cleachtais agus sna córais scoile dea-eagraithe atá forbartha acu. Cuirtear clár comhordaithe FGL le chéile mar gnáth-nós, bunaithe ar anailís ar riachtanais na foirne agus ar riachtanais chun déileáil le hathruithe sa timpeallacht oideachasúil. Tacaíonn an FBS le freastal an fhoireann teagaisc ar chúrsaí FGL seachtracha agus lena rannpháirtíocht i líonraí gairmiúla. Moltar cuir chuige foirmiúla FGL in-tí a fhorbairt chun saineolas oideolaíoch na foirne féin a phlé agus roinnt.

Cuireann na ról cheannaireachta thábhachtacha atá glactha ag baill foirne orthu féin le feidhmiú na scoile. É sin ráite, tá an iomarca freagrachtaí á nglacadh orthu féin fós ag an bFBS. Tá scóip ann chun tuilleadh freagrachtaí a dháileadh ar an bhfoireann. Rinneadh athbhreithniú ar riachtanais reatha agus forbartha na scoile anuraidh de réir na hImlitreach 0003/2018, tráth a raibh dhá phost fógartha. Níor chuir aon mhúinteoir isteach ar na poist agus dá bharr níl aon struchtúr bainistíochta ionscoile foirmiúil ann. Moltar go láidir an t-athbhreithniú seo a dhéanamh arís chun comhpháirtíocht leis an bFBS a chothú i measc na múinteoirí mar cheannairí scoile. Ba cheart cur chun cinn an teagaisc agus na foghlama, comhtháthú na dtacaíochtaí do scoláirí chomh maith le comhordú na FMS/SASG a bheith san áireamh sna freagrachtaí atá le dáileadh ar an bhfoireann. Moltar grúpaí oibre a bhunú le ceannas a ghlacadh ar fhorbairtí sna príomhréimsí seo. Cabróidh sé seo saineolas agus sainspéis na múinteoirí ar fad a fhorbairt agus a n-acmhainn cheannaireachta a chur chun cinn.

Léiríonn na múinteoirí an-dílseacht agus an-tiomantas don scoil agus do na scoláirí tríd an réimse maith imeachtaí seach-churaclaim agus comhchuraclaim a chuirtear ar fáil. Tacaíonn na himeachtaí le héispéiseas oideachasúil iomlánaíoch na scoláirí agus le neartú an ghaoil an-mhaith atá idir iad agus múinteoirí.

Bhí na scoláirí lenar chas na cigirí le linn na meastóireachta dea-bhéasach, oscailte agus measúil. Déanann an scoil cinnte de go nglacann na scoláirí ról gníomhach rannpháirteach i saol na scoile agus tugtar deiseanna go leor dóibh le ceannaireacht a fhorbairt a chuimsíonn coiste na scoláirí, an coiste Brat Glas, clubanna ag am Ióin, Eolaí Óg agus an scéim mheantóireachta 'Anam Cara'. Sa bhreis air sin, bhí na scoláirí páirteach i bhforbairt pholasaithe ábhartha agus dáileadh ceistneoirí orthu mar chuid den phróiseas FMS agus SASG. Cé gur tuairiscíodh san fhócsghrúpa scoláirí agus gur léirigh freagairt ar cheistneoirí na scoláirí go dtugtar éisteacht dóibh ar bhealaí go leor, mothaíonn siad nach bhfuil tionchar á n-imirt acu ar chúrsaí scoile. Moltar don bhainistíocht an scéal seo a iniúchadh leis na scoláirí, ar bhonn cáilíochtúil, chun glór na scoláirí a láidriú i bhforbairtí scoile laistigh agus lasmuigh den seomra ranga.

## **2. CÁILÍOCHT AN TEAGAISIC AGUS NA FOGHLAMA**

Bhí eispéireas na scoláirí ar an teagasc, foghlaim agus ar an measúnú trí Ghaeilge amháin i ngach ábhar agus tríd is tríd bhí cáilíocht an tsoláthair sna trí réimse go maith.

### **Torthaí agus Eispéiris na bhFoghlaimoirí**

Bhí cáilíocht fhoriomlán na foghlama go maith agus roinnt eiseamláirí d'fhoghlaim fíormhaith i gcás níos lú ná leath de na ceachtanna agus bhí scóip shuntasach chun feabhais i gcáilíocht na foghlama i gcás an bheagáin eile.

Tríd is tríd, bhí atmaisféar na foghlama sna ceachtanna an-dearfach agus bhí idirghníomhaíocht na scoláirí leis na múinteoirí beo bríomhar. Bhí na scoláirí spreagtha chun foghlama agus bhí fonn orthu páirt a ghlacadh sa phlé leis an múinteoir agus lena gcomhscoláirí i bhformhór na gceachtanna.

I mionlach na gceachtanna, níor baineadh dóthain úsáide as intinní foghlama ábhar-bhunaithe a bhí soiléir agus dírithe ar an bhfoghlaim. Ba bheag airde in aon chur a tugadh ar intinní foghlama teanga-bhunaithe agus bhí cleachtas na difreála go mór in easnamh. Chabhródh cothromaíocht níos fearr idir guth an mhúinteora agus gníomhaíocht an scoláire le deiseanna a sholáthar do na scoláirí chun dul i ngleic le hábhar agus teanga an ábhair ar bhealach níos fiúntaí agus níos tairbhí ó thaobh na foghlama de.

Bhí timpeallacht phrionta agus iomhá shaibhir, spreagúil agus ábhartha mar thaca don fhoghlaim agus d'fholláine na scoláirí cruthaithe i bhformhór na seomraí ranga agus ar na ballaí ar fud na scoile.

### **Cleachtas aonair agus comhchoiteann na múinteoirí**

Bhí cáilíocht fhoriomlán an teagaisic go maith; bhí an cleachtas go han-mhaith nó go maith i mórán gach ceachta agus bhí an cleachtas lag nó sásúil i gcás an bheagáin. Bhí an phleanáil ghearrthéarmach d'fhormhór na gceachtanna go maith. Ag teacht leis an straitéis FMS ag leibhéal na scoile uile, roinneadh intinní foghlama ábhar-bhunaithe leis na scoláirí ag tús fhorhómhór na gceachtanna. Bhí fianaise ar an gcleachtas ab fhéarr sna ceachtanna sin inar chomhchruthaigh an múinteoir na critéir ratha leis na scoláirí ag éirí as na hintinní foghlama agus nuair a úsáideadh na critéir chun dul chun cinn san fhoghlaim a mheas ag pointí ábhartha i gcaitheamh na gceachtanna. Moltar intinní foghlama teanga-bhunaithe a cheapadh do na ceachtanna chomh maith chun cabhrú le rochtain na scoláirí ar shainteanga an ábhair. I líon beag de na ceachtanna, baineadh úsáid mhaith as staitéisí chun dul siar leis na scoláirí ar an méid a bhí foghlamtha. B'fhiú straitéisí dá mhacasamhail a bheith in úsáid sna

ranganna ar fad chun dul chun cinn sa teagasc agus san fhoghlaim a mheas ó thaobh ábhair agus teanga de.

Sna ceachtanna ba bhisiúla, baineadh úsáid mhaith as straitéisí tobsmaointeoireachta chun réamheolas na scoláirí a mheas agus a threisiú. Moltar meabhairmhapáil a dhéanamh mar thaca leis an gcuid seo de na ceachtanna. Mar thoradh ar an réamh-mhachnamh a bhí déanta ag na múinteoirí seo cruthaíodh deiseanna luachmhara do rannpháirtíocht na scoláirí sa phróiseas foghlama. Bhí na scoláirí gafa san fhoghlaim, ag comhoibriú lena chéile agus ag baint taithnímh as a n-eispéireas foghlama. I mionlach ceachtanna, ní raibh na spriocanna a bhí leagtha amach don fhoghlaim sách soiléir, ní raibh naisc leis an bhfoghlaim a tharla cheana ná le taithí na scoláirí agus bhí cleachtas na difreála go mór in easnamh; ó thaobh ábhair agus teanga de. Mar shampla, ní raibh dóthain tacaí ar fáil i gcónaí do scoláirí agus iad i mbun gníomhaíochtaí ranga nó tascanna scríofa. Go minic ní raibh scoláirí ró-chinntea faoi threoracha an mhúinteora maidir le tasc ranga nó obair bhaile, ní raibh luas bríomhar leis an obair ranga agus ba bheag dul chun cinn a d'éirigh leis na scoláirí a dhéanamh ó thaobh tuisceana, eolais nó forbairt scile ná teanga de.

Léiríodh tacaíocht d'fhoghlaim scoláirí sa raon maith de straitéisí ceistiúcháin a bhí mar chuid de chleachtas chomhchoiteanna fhormhór na múinteoirí. Bhí fianaise den chleachtas ab éifeachtaí trí mheascán maith de cheistiúchán ardoird agus ísealoird, trí ghluaiseacht an mhúinteora le linn obair ghrúpa agus tugadh dótháin ama do scoláirí machnamh a dhéanamh ar cheistenna roimh sular éilíodh orthu freagraí a thabhairt. Chinntigh na straitéisí seo go raibh na scoláirí á misniú mar ghnáthnós chun a bheith rannpháiteach sna ceachtanna, go raibh a leibhéil tuisceana á meas ó thús deireadh na gceachtanna agus go raibh difreáil sa phróiseas foghlama.

Ba léir cleachtais éifeachtacha don mheasúnú a bheith in úsáid ag tromlach na múinteoirí. Téann na scoláirí faoi scrúduithe tí gach deich seachtaine le linn na scoilbhliana. Tá leathanach maith forbartha chun machnamh na scoláirí ar thorthaí na scrúduithe seo a éascú agus chun forbairtí sa teagasc agus san fhoghlaim a threorú. Tá sé le moladh go bhfuil an leathanach machnamhach in úsáid trasna na n-ábhar agus déanann na múinteoirí monatóireacht ar mhachnamh na scoláirí tríd an leathanach a shíniú. Ar mhaithe le scileanna féin-mhachnamhacha na scoláirí a fhorbairt tuilleadh, moltar do na múinteoirí aiseolas a thabhairt dóibh ar cháilíocht a gcuid breathnóireachtaí féin-mhachnamhacha. I measc na gcleachtas eile don mheasúnú a bhí le moladh bhí na deiseanna a cruthaíodh i rith roinnt ceachtanna chun na scoláirí a chumasú mar mheasúnóirí ar cháilíocht a guid oibre féin chomh maith le hobair a gcomhscoláirí. Léirigh na scoláirí acmhainn mhaith féinmheasúnaithe agus piarmheasúnaithe agus moltar go dtabharfaí deiseanna go minic dóibh chun a scileanna measúnuithe a chleachtadh sna hábhair ar fad. Tugtar obair bhaile go minic agus déantar monatóireacht rialta uirthi. Bhain cáilíocht an-mhaith leis an aiseolas foirmitheach a bhí á sholáthar ar obair na scoláirí sna ceachtanna. Is den riachtanas é an dea-chleachtas seo a leathnú i gcleachtas na foirne ar fad.

Bhain cáilíocht mhaith leis an sampla de phleananna curaclaim a hathbhreithníodh. Bhí teimpléad comónta in úsáid i bhformhór na n-ábhar ar bhain cáilíocht mhaith leis. B'fhiú an phleanáil do na measúnaithe rang-bhunaithe a bhreacadh sna pleananna freisin. I gcásanna áirithe, bhí na scéimeanna oibre i bhfad ró-ghinearálta agus dírithe ar na hábair a bhí le clúdach. Ní mór tuilleadh bealaí a aimsiú chun an scothchleachtas a bhí sna pleananna ab fhéarr a úsáid ar bhonn níos forleithne. Ba cheart miontuairiscí ar chruinnithe rannóga ábhair a choinneáil sa phlean ábhair mar thaifead ar ábhair a phléitear agus cinntí a ghlactar.

Go bliantúil, déantar anailís ar thorthaí scrúduithe i gcás na hArdteistiméireachta go príomha. B'annamh a bhí aon ghníomhphleanáil mar thoradh ar an anailís seo. Moltar do gach rannóg spriocanna feabhsúcháin a aontú agus anailís chriticiúil ar thorthaí scrúduithe suimitheacha eile chomh maith leis an Ardteistiméireacht a bheith mar bhonn eolais do phlean forbartha gach do rannóg ábhair.



### **3. CUR I BHFEIDHM NA MOLTAÍ Ó MHEASTÓIREACHTAÍ ROIMHE**

#### **Ceannaireacht agus Bainistíocht**

Ceithre cinn de thuiriscí ar chigireachtaí ábhair sa scoil atá foilsithe, mar atá Gaeilge, Eachnamaíocht Bhaile, Eolaíocht agus Matamatic. Tá an bhainistíocht shinsearach tar éis dul i ngleic leis na moltaí agus tá dul chun cinn maith déanta lena gcur i bhfeidhm.

#### **Teagasc agus Foghlaim**

Tá dul chun cinn maith le sonrú i bhforfheidhmiú na moltaí a rinneadh i leith an teagaisc agus na foghlama. Luadh freisin sna tuairiscí cigireachta ar fad a eisíodh chuig an scoil go mba chóir na pleananna ábhair a fhorbairt tuilleadh agus cé go moltar an obair a rinneadh orthu go dáta tá scóip chun forbartha ann go fóill sa réimse seo.

### **4. PRÓISEAS FÉINMHEASTÓIREACHTA NA SCOILE AGUS CUMAS D'FHEABHSÚCHÁN SCOILE**

#### **Próiseas Féinmheastóireachta na Scoile**

Tá dul chun cinn maith déanta an scoil maidir leis an bpróiseas FMS ó 2015 agus tugann an próiseas seo creat struchtúrtha d'fhorbairt leanúnach na scoile. Tá an scoil ag gabháil don phleanáil teanga mar chuid de SASG ón 2017 agus tá PFS trí bliaina á chur i bhfeidhm. Moltar an dá PFS a chomhtháthú mar aon PFS amháin. Ní mór eolas bonnlíne a bhailiú do gach réimse feabhsúcháin agus spriocanna sainiúla intomhaiste a leagadh amach do gach sainsprioc. Mar shampla, ní mór eolas bonnlíne faoi chumas labhartha agus scríofa na scoláirí sa Ghaeilge a bhailiú agus spriocanna chun feabhais ag trí leibhéal a aontú; do gach duine, do chuid de na scoláirí agus don bheagán.

#### **Cumas na Scoile d'Fheabhsúchán**

Ba léir le linn na meastóireachta acmhainn feabhsúcháin an-mhaith a bheith ag Coláiste Ghobnait.

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an mBord Bainistíochta**

## **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

Fáiltíonn Board Bainistíochta Choláiste Ghobnait roimh an tuairisc dhearfach seo. Aithnítear sa tuairisc an sár obair atá á dhéanamh ó thaobh teagaisc agus foghlama sa scoil. Tugtar aitheantas don chaidreamh an-mhaith atá idir múinteoirí agus scoláirí.

Tá an bord brodúil as na príomhchinntí dearfacha a léiríodh sa tuairisc.

- 'Tá cáilíocht na ceannaireachta ag leibhéal na FBS go han-mhaith'.
- 'Tá coiste tuismitheoirí láidir agus tiomanta bunaithe a chuireann tacaíocht luachmhar ar fáil don scoil'.
- 'Tugtar tacaíocht an-mhaith d'fholláine agus do chúram na scoláirí agus tá córais éifeachtacha in-scoile forbartha'.
- 'bhí atmaisféar na foghlama sna ceachtanna an-dearfach agus bhí idirghníomhaíocht na scoláirí leis na múinteoirí beo bríomhar. Bhí na scoláirí spreagtha chun foghlama...'
- 'Bhí timpeallacht phrionta agus iomhá shaibhir, spreagúil agus ábhartha mar thaca don fhoghlaim agus d'fholláine na scoláirí...'
- 'Bhí na scoláirí gafa san fhoghlaim, ag comhoibriú lena chéile agus ag baint taithnimh as a n-eispéireas foghlama'.

## **Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigreachta chun tátail agus moltaí na cigreachta a chur i bhfeidhm**

Glacann an Bord leis na moltaí chun feabhais a déanamh agus tá an Bord, Bainistíochta agus foireann na scoile lán tiománta na moltaí seo a chur i gcrích. Tá tús curtha ag Coláiste Ghobnait le roinnt de na moltaí:

Tá na coistí seo a leanas bunaithe ó Éanáir 2020:

- Coiste Teagaisc agus Foghlama
- Coiste Tréadchuraim

Tá freagrachtaí a bhaineann le comhordaitheoir na hIdirbhliana, comhordaitheoir Riachtanais Speisialta agus an FMS agus SASG dáilte amach ar an bhfoireann ó Eanáir 2020.

Cabhróidh sé seo go mór leis an bhfoireann a saineolas agus a sainspéis ar fad a fhorbairt agus a n-acmhainn ceannaireachta a chur chun cinn.

Tá tús curtha ó Eanáir 2020 leis na pleannanna FMS agus SASG a chomhtháthú in aon phlean feabhsúcháin scoile (PFS) amháin agus beidh eolas bonnlíne a bhailiú sna réimsí fócais ar fad chun spriocanna forbartha fiúntacha agus intomhaiste a leagan amach.

Tá ról lárnach agus gníomhach ag glór na scoláirí i saol na scoile ach déanfar chuile iarracht treisiú a dhéanamh ar an nglór seo i bhfeidhmiú na scoile agus i gcúrsaí Teagaisc agus Foghlaim.

## 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 <i>An-mhaith</i> 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 <i>thar cionn</i> 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 <i>Go maith</i> 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 <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <i>Sásúil</i> 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 <i>Measartha</i> 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 <i>Lag</i> 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**

**Whole School Evaluation**  
**Management, Leadership and Learning**

**REPORT**

<b>Ainm na scoile / School name</b>	Coláiste Ghobnait
<b>Seoladh na scoile / School address</b>	Inis Oirr Oileáin Árann County Galway
<b>Uimhir rolla / Roll number</b>	71370K

**Date of Evaluation: 09-10-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

Is aistriúchán Béarla é seo ar thuirisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

### **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. Implementation of recommendations from previous evaluations
4. The school's self-evaluation process and capacity for school improvement

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. 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, Wellbeing).
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

<b>Date of Inspection</b>	09-10-2019
<b>Inspection activities undertaken:</b> <ul style="list-style-type: none"><li>• Meeting with board of management</li><li>• Meetings with principal and deputy principal</li><li>• Meetings with key staff</li><li>• Review of relevant documents</li><li>• Student focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Meeting with parents</li><li>• Analysis of parent, student and teacher questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of students' work</li><li>• Feedback to senior management staff, board of management and teachers</li></ul>

### School context

Coláiste Ghobnait is a co-educational post-primary school operating through the medium of Irish. The school was founded in 1985 due to demand from the community and came under the patronage of the Galway and Roscommon Education and Training Board (GRETB) in the early nineties. There are 24 students enrolled in the school this year: 42% from the island itself and Irish is the language spoken at home by the majority of these students. The other students come from the mainland as part of the Scheme for Learners of Irish (SLI) which began in the school in 2003. While the majority of SLI students attended all-Irish primary schools, there are students in the school from English-medium primary schools. The school is participating in the Gaeltacht Schools Recognition Scheme (GSRS) since 2017. The school provides the following programmes: Junior Cycle, Transition Year on an optional basis and the Leaving Certificate.

The school is currently operating on two centres. The school office, toilets, Home Economics room and the other general classrooms are in the main building. The science laboratory and woodwork room are based in pre-fabricated classrooms near the main school building. These classrooms were built in the mid-eighties on land belonging to the local co-operative society.

### Summary of main findings and recommendations

#### Findings

- The guiding vision of the school sets high expectations for the school as a learning community committed to ongoing improvement, the school prioritises the preservation of Irish as the language and has developed effective procedures for communication the various stakeholders.
- The quality of school leadership and management is very good and, over a number of years, the senior management team (SMT) has effected ongoing improvements in many aspects of school life in a strategic manner; some leadership responsibilities should be devolved to staff to ensure the sustainable improvement of the school in the future.
- The overall standard of teaching and learning was good; practice was very good or good in almost all lessons and weak or satisfactory in the remaining few lessons.
- In general, good progress has been made in implementing the recommendations made in inspection reports to date; there remains scope to develop some subject plans, teachers' practice regarding differentiation and provision of formative feedback on students' written work.
- The quality of school engagement with school self-evaluation (SSE) and the GSRS planning process was very good; however, these two processes need to be integrated.

- The staff demonstrate very good capacity for and commitment to improvement.

## **Recommendations**

- In order to ensure the future development of the school as a learning community with high expectations, a distributed model of leadership should be established to lead improvements in the following key areas: teaching and learning, the provision of integrated supports for students and the co-ordination of the combined processes of SSE and GSRS.
- Formal opportunities should be provided for staff to share the pedagogical expertise which exists among the teachers.
- Teachers' collective practice requires further development regarding subject planning, differentiated practices and approaches to assessment for learning.
- Strategies to strengthen student voice in relation to teaching and learning and the operation of the school should be devised.
- The SSE and GSRS plans need to be integrated in one school improvement plan (SIP) and baseline data in each improvement area should be gathered in order to establish worthwhile and measurable targets for development.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT**

#### **Leadership of learning and teaching**

In general, the quality of management and leadership of learning and teaching was very good.

The board of management demonstrates loyalty to the school, members have a good range of expertise as well as important links with the island. The board maintains good overview of teaching and learning through a comprehensive report from the principal at each board meeting, discussion of the outcomes in state examinations, analysis of inspection reports and the board's active participation in the development of SIPs for the SSE and GSRS processes.

The quality of leadership at SMT level is very good. The work of senior management is very effective, they are dedicated to continuous school development which is achieved in a systematic manner. The school community is kept informed of educational developments regularly and high expectations are in place for teaching, learning and assessment. The school has developed a professional culture which focuses on improving the quality of teaching and learning and teachers strongly support the SMT. Teacher questionnaires showed a very positive attitude towards the school.

The rule regarding the use of Irish is observed in all school activities. Senior management has high expectations for students' language behaviour on the school premises. There was strong evidence that this rule is effectively enforced.

In the context of school size, curriculum provision was of very good quality and efforts to improve the curriculum are ongoing. Social, Personal and Health Education (SPHE) is provided in accordance with the Department's rules. The relationship and sexual education (RSE) policy has been developed and the RSE programme is provided as appropriate for senior cycle.



The overall quality of supports for students was good. There is very good support for the care and wellbeing of students and effective in-school systems have been developed. The roles and duties assigned to year head teachers were not sufficiently clear however in relation to the care students. It would be worthwhile to agree the role of the year head at a staff meeting. It is also recommended that a care committee be established in accordance with *Student Support Teams in Post-Primary Schools (NEPS, DES 2014)* and that regular meetings be convened.

An effective transition process, from primary and post-primary schools on the mainland, is being implemented. The further progression of this work is recommended through the development of a coordinated programme for language acquisition for students who come to the school with very little Irish. Language supports should also be included in the established mentoring scheme and students who are competent in the language should be trained to help those who are beginning a journey of total immersion in the school.

Provision for Guidance was of a satisfactory quality. The guidance counsellor has developed a good guidance policy in consultation with the SMT but it was not evident that school practice aligned fully with this policy. For example, there was a lack of clarity regarding the links between the guidance service and the provision for special educational needs (SEN) and between Guidance and SPHE, and the guidelines regarding the provision of time for personal guidance counselling were not sufficiently clear. To provide greater clarity to the school community about the guidance service, it is recommended that the role of the guidance counsellor in the implementation of the policy on Guidance be defined in the policy itself.

A significant minority of the students were entitled to extra SEN supports and this provision was of a high quality. A good policy has been developed based on the principles of the continuum of support. A review of SEN provision is recommended so that the additional identified needs are provided for through integrated supports as well as assistance in particular curricular areas. It would be beneficial to appoint an SEN coordinator and to manage supports in mainstream classes and to review the models of support so as to include team teaching, as required.

### **Managing the organisation**

The quality of school governance was very good. Statutory obligations and all policies are fulfilled in a systematic and timely manner. Overall, an inclusive process is in place for policy development and the principles of justice and equality guide this work. It is recommended that a staff working group for policy review be re-established to support all policies being kept up-to-date.

Human resources are managed successfully to afford students diverse and rich learning opportunities. Very good organisational procedures are in place and issues that arise are addressed systematically. The SMT is visible around the school. Both teachers and parents agreed that the school is well run. In co-operation with the teachers, the SMT creates an orderly, safe learning environment and the main school building is maintained to very good standard. The pre-fabricated classrooms provide a challenge in terms of maintenance. In co-operation with GRETB and the local co-operative society, an action plan is recommended to manage this aspect of the school's infrastructure.

The provision for and maintenance of facilities and teaching and learning equipment are good. These are updated frequently in almost all subjects. A good-quality draft digital learning strategy has been prepared which will enhance teaching and learning in an incremental manner.

### **Leadership of school development**

The guiding vision sets high expectations for the school as a learning community committed to improvement. The principal informs stakeholders of this vision on a regular basis and leads by example

regarding this vision. The principal ensures that this systematic thinking is embedded in the school's daily routine.

The SMT manages change in a collaborative, responsive and sensitive manner while making use of the six-step SSE process in a structured manner. The mentoring programme in the school operates under the SMT. Meetings are held with trainee and newly appointed teachers to discuss teaching and learning through the medium of Irish. A teachers' handbook was produced as a guide to subject planning meetings, to encourage reflective practices and to encourage the subject departments to formulate regular action plans. The best subject plans had included the approaches espoused in the teachers' handbook.

A range of effective processes facilitates communication between the the school community and relevant stakeholders. It is commendable that these processes are reviewed regularly to further enhance the quality of communication. All questionnaires reponses indicated good levels satisfaction with communication in the school community. Notwithstanding such positive reponses, the board should provide teachers with a more comprehensive agreed report on its work. It is also recommended that the students' council be given the opportunity to report to the board on the work of the council at agreed times during the school year.

There is an active and dedicated parents' association (PA) who give valuable support to the school. In an interview held with representatives of the PA and from the oucomes of responses to questionnaires, it was found that parents are very satisfied overall with the standard of education and care in the school.

### **Developing leadership potential**

The SMT works effectively to empower both staff and students to assume leadership roles. The SMT is committed to developing its own leadership capacity. Learning from continuous professional development (CPD) is evident in its practice and in the well-organised school systems which have been developed. Co-ordinated CPD programmes are customary, based on an analysis of staff needs and to assist staff to deal with changes in the educational environment. The SMT supports the attendance of teaching staff at external CPD courses and their participation in professional networks. A formal in-house approach to CPD is recommended to help discussion and sharing of the staff's pedagogical expertise.

The important leadership roles assumed by staff members enhance the functioning of the school. However, the SMT has assumed an excessive amount of responsibility. There is scope to assign additional responsibilities to staff. The current and developmental needs of the school were reviewed last year in accordance with Circular 0003/2018, when two posts were advertised. No teacher applied for the posts and, as a result, there is no formal in-school management structure. It is strongly recommended that this review be initiated again to cultivate teacher collaboration as school leaders with the SMT. The promotion of teaching and learning, the integration of student supports as well as coordination of SSE/GSRS should be among the responsibilities distributed to the staff. Working groups who will take charge of developments in these main areas are recommended. This will assist in developing expertise and special interests among teachers as well as developing their leadership capacity.

Teachers demonstrate strong loyalty and dedication to both the school and the students through the wide range of extra-curricular and joint curricular activities provided. The activities support the students' overall educational experience and strengthen the very good relationship that exist between teachers and students.

The students who met with the inspectors during the evaluation were well mannered, open minded and respectful. The school ensures that students take an active part in school life and that they are given many opportunities for leadership development such as the students' council, the Green Flag committee, lunchtime clubs, the Young Scientist and through participation in the student mentoring scheme '*Anam Cara*'. In addition, the students took part in relevant policy development and they received questionnaires as part of the SSE and GSRs process. While the student focus group reported, and responses to questionnaires indicated, that there are many ways in which students' opinions are heard in the school, they feel that they do not have an influence on school affairs. It is recommended that management address this issue with students and explore, using qualitative methods, ways to strengthen the student voice in school developments both inside and outside the classroom.

## **2. QUALITY OF TEACHING AND LEARNING**

The students' experience of teaching, learning and assessment in every subject was through the medium of Irish and in general the quality of provision in these three areas was good.

### **Learner outcomes and experiences**

The overall quality of learning was good with examples of excellent practice noted in less than half of the lessons. There was significant scope for improvement in the quality of learning in a small number of other lessons.

In general, the learning atmosphere was very positive and there was good engagement between students and teachers. The students were motivated to learn and in most lessons they were willing to engage in discussion with teachers and fellow students.

In a minority of lessons, there was insufficient use of clear and relevant subject-based learning intentions. Very little attention was paid to language-based learning intentions and there was insufficient use of differentiated approaches in these lessons. Greater balance between the teacher's voice and student activity would assist in providing students with the opportunities to engage with subject matter and with subject-specific terminology in a more worthwhile and beneficial way.

Print and visually rich environments, which supported student learning and wellbeing were created in the majority of classrooms and on walls throughout the school.

### **Teachers' individual and collective practice**

The overall quality of teaching was good; practice was very good or good in almost all lessons and weak or satisfactory in a few lessons. In the majority of lessons, short-term planning was good. In line with the SSE strategy at a whole-school level, subject-based learning intentions were shared with students at the start of most lessons. Best practice was evident in lessons where both teacher and students collaborated in deciding the criteria for success arising from the learning intentions and when these criteria were used to assess progress in learning at relevant stages of the lesson. It is recommended that language-based learning intentions be also devised for all lessons, so as to aid students' access to subject specific vocabulary. In a small number of lessons, worthwhile strategies were used to revise what had been learned with students. It would be of benefit to use recapitulation strategies of this nature in all classes so as to assess progress in teaching and learning from a subject and language perspective.

In the most productive lessons, good use was made of brainstorming strategies to assess and consolidate students' prior knowledge. Mind mapping is recommended as a support to this part of lessons. As a result of teachers' prior reflection, valuable opportunities were created for students' participation in the learning process. Students were engaged in learning, co-operated with each other and enjoyed the learning experience. In a minority of lessons, the learning objectives were not sufficiently clear. They were not connected to either previous learning or student experience and differentiation from both a subject and language perspective was not adequate. For example, in some cases, not enough supports were available to students when they were completing classroom activities and written tasks. Students were often unsure of teachers' instructions regarding classroom tasks or homework, the pace of class work was slow, and students did not make adequate progress in terms of understanding, knowledge or skill development.

Support for students' learning was evident in the good range of questioning strategies which was a feature of most teachers' collective practice. The most effective practice was evidenced in the blend of higher-order and lower-order questioning employed by teachers and in the movement of teachers among students during group work. Students were afforded ample time to reflect on questions before they were expected to answer. These strategies encouraged students to be active participants in lessons, assessed students' level of understanding throughout lessons, and provided for differentiation in the learning process.

It was clear that a majority of teachers used effective methods of assessment. Students undergo house exams at ten-week intervals during the school year. A very good student reflection tool has been developed to encourage students to engage in a more meaningful way with the outcomes of these house examinations and to guide teaching and learning. It is very good that the reflective page is being used across all subjects and teachers monitor the students' reflection by signing the page. To further develop students' self-reflective skills, teachers are advised to give feedback on the quality of the students' self-reflective observations. Among other praiseworthy practices were the opportunities given during some lessons to empower students as assessors of their own work as well as that of their fellow students. Students displayed a high level of competence in self-assessment and peer assessment and it is recommended that they are given regular opportunities to practise their assessment skills in all subjects. Homework assignments are frequent and monitored regularly. Formative feedback on students' work during lessons was of a very good quality. The use of very good-quality formative feedback approaches is encouraged among all teachers.

Overall, the sample of curricular plans reviewed were of a good quality. The common template in use for most subjects was of a high standard. It would be worthwhile to record planning for class-based assessments (CBAs) in the plans also. In some cases, schemes of work were too general and were directed on the content to be covered; in this regard, methods to share the excellent practices that were observed in the best plans should be explored. Minutes of the subject meetings including items discussed and the decisions taken should be maintained in all subject areas.

An analysis of examination results, principally Leaving Certificate outcomes, is carried out annually. Evidence of action planning resulting from this analysis was not a feature of the work of departments. It is recommended that each department agree objectives for improvement and that the critical analysis of other summative examination results, in addition to Leaving Certificate outcomes, are used to inform the development plan in each subject department.

### **3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS**

#### **Leadership and Management**

Reports on four subject areas have issued to the school; Irish, Home Economics, Science and Mathematics have subsequently been published. Senior management has addressed the recommendations and good progress has been made in their implementation.

### **Teaching and Learning**

Good progress has been noted in the implementation of teaching and learning recommendations. In all inspection reports issued to the school, it was indicated that subject plans needed further development. While the work completed to date is commendable, there remains scope for development in this area.

## **4. THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT**

### **The School's Self-Evaluation Process**

The school has made good progress regarding the SSE process since 2015 and this process is used on an ongoing basis to support sustained school development. The school is engaging in language planning as part of GSRS since 2017 and a three-year SIP is being implemented. It is recommended that the improvement plan for SSE and the plan developed for GSRS be integrated into one improvement plan. Baseline information should be gathered for each area of improvement and specific measurable targets outlined to each improvement area. For example, baseline data should be gathered on students' written and spoken competence in Irish and improvement targets agreed at three levels: for all, for some students and for a few students.

### **The School's Capacity for Improvement**

It was clear during the evaluation that Coláiste Ghobnait has a very good capacity for improvement.

# **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 Coláiste Ghobnait welcomes this positive report. The report acknowledges the excellent work being carried out in terms of teaching and learning and the very good rapport that exists between teachers and students.

The board is proud of the positive main findings endorsed throughout the report:

- 'The quality of school leadership and management is very good.'
- 'There is an active and dedicated parents' association who provide valuable support to the school'.
- 'There is very good support for the care and wellbeing of students and effective in-school systems have been developed.'
- 'The learning atmosphere was very positive and there was good engagement between students and teachers. The students were motivated to learn.'
- 'Print and visually rich environments, which supported student learning and wellbeing..'
- 'Students were engaged in learning, co-operated with each other and enjoyed the learning experience.'

### **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 accepts the recommendations for improvement and the board, management and staff are committed to their implementation. Coláiste Ghobnait has initiated work in relation to some of the recommendations:

Since January 2020, core teams have been established in the areas of teaching and learning and pastoral care.

The responsibilities associated with the co-ordination of transition year, special educational needs and school self-evaluation (SSE)/ Gaeltacht schools recognition scheme (GSRS) have been devolved to staff since January 2020. This devolution will assist staff to share knowledge and expertise and to build their leadership capacity.

Since January 2020, work has commenced to integrate SSE and GSRS into one school improvement plan. Baseline data in each improvement area will be gathered to inform the setting of meaningful and measurable targets.

The student voice and student participation is central to school life and every effort will be made to strengthen the student voice in the operation of the school and in teaching and learning.

*[This is a translation of the response provided by the school.]*

## 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	Example of descriptive terms
Very good	<i>Very good</i> 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 <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of high standard. Excellent; outstanding; exceptionally high standard; with very significant strengths; exemplary
Good	<i>Good</i> 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 <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> 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	<i>Fair</i> 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	<i>Weak</i> 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;