

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Scoile Uile
Bainistíocht, Ceannaireacht agus Foghlaim

Tuairisc

Ainm na scoile	Gaelscoil Na Camóige
Seoladh na scoile	Bothar An Úlloird, Cluain Dolcáin, Baile Átha Cliath 22.
Uimhir rolla	19991A

Dáta na cigreachta: 03-10-2016



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 Meastóireachtaí Scoile Uile - Bainistíocht, Ceannaireacht agus Foghlaim tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil. Dearbhaíonn siad dea-chleachtas agus déanann siad 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 rinne siad tuairisciú faoi na ceannteidil nó faoi na réimsí fiosrúcháin seo a leanas:

1. Teagasc agus Foghlaim
2. Tacaíocht d'fholláine na ndaltaí
3. Ceannaireacht agus bainistíocht na 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.

Meastóireacht Scoile-UileBainistíocht, Ceannaireacht agus Foghlaim

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	03-10-2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">• Cruinniú leis an bpríomhoide• Cruinniú le cathaoirleach an bhoird bhainistíochta• Cruinniú le hionadaithe tuismitheoirí• Cruinniú le múinteoirí• Athbhreithniú ar cháipéisí ábhartha	<ul style="list-style-type: none">• Anailís ar cheistneoirí tuismitheoirí agus daltaí• Breathnóireacht ar theagasc agus ar fhoghlaim• Scrúdú ar obair na ndaltaí• Caidreamh le daltaí• Aiseolas don fhoireann bhainistíochta sinsearaí agus do na múinteoirí agus d'ionadaithe na dtuismitheoirí agus an bhoird bhainistíochta

COMHTHÉACS NA SCOILE

Rinneadh Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim (MSU – BCF) i nGaelscoil na Camóige i Mí Dheireadh Fómhair 2016. Tá an tuairisc seo bunaithe ar shampla de cheachtanna a breathnaíodh i raon de shuíomhanna foghlama sa scoil, caidreamh le daltaí agus athbhreithniú ar a gcuid oibre, cruinnithe leis an bpríomhoide agus le hionadaithe an bhoird agus na dtuismitheoirí, ceistneoirí a líon tuismitheoirí agus daltaí, agus raon de dhoiciméid scoile.

Is bunscoil chomhoideachais, lán-Ghaeilge í Gaelscoil na Camóige atá faoi phatrúnacht Ard Easpag Bhaile Átha Cliath. Bunaíodh an scoil i 1993, agus faoi láthair, tá 260 dalta cláraithe ar na rollaí. Tá tinreamh na ndaltaí an-mhaith i gcoitinne.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Tá dea-atmaisféar comhoibritheach cruthaithe i measc rannpháirtithe phobail na scoile ar mhaithe le forbairt foghlama iomlánaíoch na ndaltaí.
- Tá cáilíocht na foghlama agus ghnóthachtáil na ndaltaí go maith ar an iomlán, le caighdeán an-ard sroichte ag roinnt dóibh thar réimse achair an churaclaim.
- Tá cáilíocht an teagaisc go maith ar an iomlán, le sár-chleachtas léirithe i roinnt ranganna ach b'fhiú idirdhealú a threisiú sa mhúinteoireacht.
- Tá tacaíocht d'fholláine na ndaltaí ar fheabhas.
- Tá cáilíocht an teagaisc do dhaltaí le riachtanais speisialta sách maith cé go bhfuil féidearthachtaí ann chun gnéithe áirithe den soláthar a fheabhsú.

MOLTAÍ

- Moltar don scoil tuilleadh úsáide a bhaint as na straitéisí measúnaithe chun cuspóirí foghlama difreálaithe a chruthú agus a chur i bhfeidhm sa mhúinteoireacht in oiriúint d'éagsúlacht cumais na ndaltaí.
- Chun tacaíocht chuí a thabhairt do dhaltaí le riachtanais speisialta, ba chóir go ndéanfaí pleanáil sheachtainiúil de réir *Treoirlínte Tacaíocht Foghlama 2000* agus go mbunófar na spriocanna foghlama sa pleanáil ar na moltaí sna tuairiscí profisiúnta.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

CÁILÍOCHT FOGHLAMA NA NDALTAÍ

- Tá cáilíocht na foghlama agus ghnóthachtáil na ndaltaí, daltaí le riachtanais speisialta san áireamh, go maith ar an iomlán. Sroicheadh roinnt mhaith de na daltaí caighdeán an-ard san uimhearthacht agus sa litríocht. Tá torthaí foghlama fiúntacha na ndaltaí san Ealaín le feiceáil ins na taispeántais atá curtha ar fáil ins na seomraí ranga. Canann siad agus seineann siad uirlisí ceoil le muinín.
- Tá cáilíocht mhaith bainte amach ag na daltaí sa Ghaeilge. Cloiseann siad togha na Gaeilge ó na múinteoirí agus déantar cinnte gurb í an Ghaeilge gnáththeanga cumarsáide na ndaltaí. Moltar do na hoidí raon straitéisí a úsáid chun cumas labhartha na ndaltaí a mheas agus a fhorbairt a thuilleadh sa Ghaeilge agus sa Bhéarla le linn na gceachtanna. Léann na daltaí le muinín agus le cumas, agus tugtar go leor deiseanna dóibh a scileanna scríbhneoireachta chruthaitheacha a fheabhsú sa dá theanga.
- Múintear scileanna na luathléitheoireachta go han-mhaith, agus cuirtear go leor achmhainní léitheoireachta ar fáil do na daltaí i ngach rang agus iad ag bogadh ar aghaidh tríd an scoil.
- Is léir go bhfuil na daltaí sóisearacha ag foghlaim teanga trí úsáid a bhaint as an gclár *Aistear*. B'fhiú amach anseo béim a chur ar dhaingniú na foghlama ag deireadh gach seisiún, áfach.
- Tá cáilíocht inmholta ag baint le foghlaim na ndaltaí sa Mhatamaitic. Úsáideann siad straitéisí uimhríochtúla go héifeachtach agus tá tuiscint mhaith acu ar choincheapa na matamaitice. Moltar do na hoidí nasc rialta a chothú idir na coincheapa matamaitice agus gnáthshaol na ndaltaí.
- Tá cáilíocht mhaith d'fhoghlaim bainte amach ag na daltaí sa Stair agus san Eolaíocht agus feictear na torthaí foghlama sin ina gcuid tionscadal.
- Tá go leor samplaí de scríbhneoireacht na ndaltaí ar fáil agus tá sár-chaighdeán ag baint le roinnt den obair sin. B'fhiú do na hoidí a chinntiú go gcloítear le pé córas peannaireachta atá roghnaithe ag an scoil do na daltaí.

CÁILÍOCHT AN TEAGAISC

- Tá cáilíocht an teagaisc go maith, le sár-chleachtas léirithe i gcuid de na ranganna. Tá féith na cumarsáide ag na múinteoirí agus baintear dea-úsáid aisti le linn na gceachtanna chun aird na ndaltaí a dhíriú ar an bhfoghlaim. Sna súimh ina léiríodh an chleachtas ab fhearr bhí an mhúinteoireacht agus an fhoghlaim idirdhealaithe agus in oiriúint do réimse inniúlachtaí na ndaltaí. B'fhiú an dea-chleachtas sin a scaipeadh ar fud na scoile.
- Soláthraíonn na hoidí pleanáil fhiúntach dá gcuid oibre agus tugann sé seo treoir leanúnach don teagasc. Is úsáideach an chaoi ina bhfuil teanga do cheachtanna faoi leith cláraithe sa phleanáil seo. Moltar do na hoidí cuspóirí foghlama idirdhealaithe atá bunaithe ar an raon measúnaithe a chothú sa phleanáil ghearrthéarmach.
- Tá cáilíocht mhaith ag baint leis an teagasc sa Mhatamaitic. Úsáidtear áiseanna concreideach ar bhealach éifeachtach le linn na gceachtanna. Moltar go bhforbraítear cumas agus muinín na ndaltaí ionas go mbeidh said in ann labhairt go soiléir faoin a gcuid foghlama.
- Tá sé de nós ag an scoil rianú a dhéanamh ar an ábhar léitheoireachta a chuirtear ar fáil do na daltaí. Caithfear a chinntiú go bhfuil an ábhar léitheoireachta oiriúnach dá gcumas léitheoireachta.
- Tá cáilíocht an teagaisc do dhaltaí le riachtanais speisialta sách maith cé go bhfuil féidearthachtaí ann chun gnéithe áirithe den soláthar a fheabhsú. Tugtar tacaíocht agus teagasc do na daltaí ar bhealach an-dearfach, ach tá scóip chun forbartha maidir le cáilíocht pleanála. Ba chóir go ndéanfar pleanáil sheachtainiúil chun tacaíocht a thabhairt d'fhorbairt foghlama na ndaltaí de réir *Treoirlínte Tacaíocht Foghlama 2000*, agus go mbeadh na spríoceanna sa phleanáil sin bunaithe ar na moltaí sna tuairiscí proifisiúnta. Cinnteoidh sé seo go bhfuil an mhúinteoireacht dírithe níos soiléire ar riachtanais áirithe na ndaltaí.
- Tá go leor straitéisí in úsáid chun dul chun cinn na ndaltaí a mheas. Ba chóir go n-úsáidfí torthaí an mheasúnaithe sin a thuilleadh chun cuspóirí foghlama idirdhealaithe a dhearadh do dhaltaí. Dá mbeadh níos mó deiseanna ag na daltaí dul i mbun grúpobair le linn na gceachtanna, bheadh deis ag na múinteoirí a gcumas cainte a mheas agus a fhorbairt.

2. TACAÍOCHT D'FHOLLÁINE NA NDALTAÍ

- Tá tacaíocht d'fholláine na ndaltaí ar fheabhas. Cruthaítear atmaisféar an-dearfach sa scoil agus déantar bainistíocht an-mhaith ar na daltaí. Léiríonn freagraí na ndaltaí ó na ceistneoirí a dáileadh le linn na meastóireachta go dtaitníonn an scoil leo.
- Tá atmaisféar comhoibritheach láidir i measc na múinteoirí agus tá go leor forbairt phroifisiúnta leanúnach déanta acu mar fhoireann ar mhaithe le foghlaim na ndaltaí.
- Tá raon leathan d'imeachtaí seach-churaclaim agus comh-churaclaim curtha ar fáil ag an scoil do na daltaí chun a scileanna spóirt agus a scileanna chruthaitheacha a fhorbairt.

- Tá córais cumarsáide an-éifeachtach deartha ag an scoil. Chuir formhór na dtuismitheoirí in iúl trí cheistneoirí go bhfuil siad sásta leis an scoil agus go bhfuil dea-atmaisféar inti.
- Tugann an fhoireann cúnta tacaíocht an-fhiúntach d’obair na scoile.

3. CEANNAIREACHT AGUS BAINISTÍOCHT NA SCOILE

- Tá an bord bainistíochta ag feidhmiú ar bhealach an-éifeachtach. Tá fianaise ann ins na miontuairiscí go nglacann an bord páirt i bhforbairt pholasaithe na scoile. Tá córas cumarsáide an-mhaith idir an bord agus rannpháirtithe na scoile.
- Tugann an príomhoide ceannaireacht an-mhaith don scoil. Tá fíis shoiléir aici maidir le feabhsú na Gaeilge, agus is léir go bhfuil sí tiomanta d’fhorbairt iomlánaíoch na ndaltaí. Úsáideann sí bua na cumarsáide chun a fíis a chur chun cinn i measc phobal na scoile.
- Faigheann an príomhoide an-tacaíocht ón bhfoireann bainistíochta inscoile. Tá na baill ag tabhairt ceannasaíocht an-mhaith do theagasc agus d’fhoghlaim sa scoil.
- Oibríonn coiste na dtuismitheoirí go cumasach i gcomhpháirt leis an mbord chun achmhainní a chur ar fáil don scoil.
- Thug údarás na scoile deimhniú go bhfuil glactha go foirmiúil ag an mbord bainistíochta leis na *Nósanna Imeachta Maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbunscoile*, gan athrú ná leasú.

FÉINMHEASTÓIREACHT SCOILE

- Tá an scoil gafa go gníomhach leis an bhféinmeastóireacht scoile agus tá cáilíocht mhaith ag baint leis an obair sin. Tá spriocanna feabhsaithe sonraithe sa phlean feabhsúcháin scoile, agus tá réimse gníomhaíochtaí a bhaineann leo léirithe i gcleachtas na múinteoirí.

Críoch

Tá cumas an-mhaith ag an scoil chun tuilleadh forbartha a dhéanamh ós rud é go bhfuil an fhoireann teagaisc dúthrachtach agus go dtéann siad i mbun oibre ar bhealach comhoibritheach.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Gabhann Bord Bainistíochta Ghaelscoil na Camóige, ar son phobal na scoile, buíochas le Cigireacht na Roinne Oideachais agus Scileanna. Bhraitheamar go raibh an próisiséas dearfach agus gur ábhar misnigh ab ea é. Táimid tiomnaithe do chur i bhfeidhm na moltaí atá sa tuairisc agus iad a chur i gcríoch.

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

1. Tá ár bhfoireann agus ár gCoiste Litearthachta ag déanamh athbhreithniú ar ár stráitéisí measúnaithe chun idirhealú a dhéanamh ar chuspóirí foghlama agus chun soláthar difreáilte a thabhairt le chéile do pháistí a bhfuil cumais éagsúla iontu. Tá taighde déanta ar chóras rianaithe leictreonach leabhar/leabharlainne agus tá córas roghnaithe. Cuirfear i bhfeidhm é chun clár léitheoireachta céimnithe a eagrú. Tá leas bainte amach ag an bhfoireann scoile as traenáil inseirbhíse a chur an tSeirbhís Tacaíochta don Oideachas Speisialta ar fáil maidir leis an múineadh stáisiúin agus an measúnú.
2. Tá athrú déanta ar an bplanáil – planáil sheachtainiúil ann in áit planáil choicisiúil anois – ag an bhfoireann oideachais speisialta, faoi threoir an chigire agus na Seirbhíse Tacaíochta don Oideachas Speisialta. Tá na cuspóirí foghlama a moladh ins na tuairiscí síceolaíochta profisiúnta le chéile ann.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

Ainm na scoile / School name	Gaelscoil Na Camóige
Seoladh na scoile / School address	Orchard Road, Clondalkin, Dublin 22.
Uimhir rolla / Roll number	19991A

Date of Evaluation: 03-10-2016



WHAT IS A WHOLE-SCHOOL EVALUATION: MANAGEMENT, LEADERSHIP AND LEARNING?

Whole-School Evaluations – Management, Leadership and Learning report on the quality of teaching and learning and on the quality of management and leadership in 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(s) evaluated and reported under the following headings or areas of enquiry:

4. Teaching and learning
5. Support for pupils' wellbeing
6. School leadership and management

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

Whole-School Evaluation – Management, Leadership and Learning Report

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	03-10-2016
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with principal• Meeting with the chairperson of the board of management• Meeting with parent representatives• Meeting with teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent and pupil questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to senior management team and teachers, and to parent and board of management representatives

SCHOOL CONTEXT

A Whole-School Evaluation – Management, Leadership and Learning (WSE – MLL) was undertaken in Gaelscoil na Camóige in October 2016. This report is based on a selection of lessons observed in a range of learning settings in the school, interaction with pupils and a review of their work, meetings with the principal and with board and parent representatives, completed parent and pupil questionnaires, and a selection of school documents.

Gaelscoil na Camóige is a co-educational, all-Irish primary school under the patronage of the Roman Catholic Archbishop of Dublin. The school was established in 1993, and it has a current enrolment of 260 pupils. Pupils' attendance generally is very good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- A positive, collaborative atmosphere has been created amongst the school community which supports the development of pupils' holistic learning.
- The quality of the pupils' learning achievements is good overall, with some pupils reaching very high standards across a range of curriculum areas.
- The quality of teaching is good overall, with excellent practice evident in some settings, but it would be worthwhile to further emphasise differentiated teaching approaches.
- The support for pupils' wellbeing is excellent.
- The quality of teaching for pupils with special needs is appropriate, with scope for improvement in some elements of provision.

RECOMMENDATIONS

- The school is advised to make greater use of assessment strategies to create learning outcomes that are suited to the range of pupil abilities and to implement them in the teaching.
- In order to provide appropriate supports to pupils with special needs, weekly planning should be undertaken in accordance with the *Learning Support Guidelines 2000*, and the learning targets in the planning should be based on the recommendations contained in the professional reports.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

THE LEARNING ACHIEVEMENTS OF PUPILS

- The overall quality of learning and pupil achievement, including pupils with special needs, is good. Many pupils achieve very high standards in numeracy and literacy. The pupils' worthwhile learning achievements in Art are evident in classroom displays. They sing and play musical instruments confidently.
- Pupils have achieved good standards in Irish. They hear excellent Irish from the teachers and it is ensured that Irish is the pupils' language of communication. Teachers are advised to use a range of strategies in order to assess and further develop pupils' oral language abilities in Irish and in English during lessons. The pupils read confidently and capably, and they are given plenty of opportunities to improve their creative writing skills in both languages.
- Early reading skills are taught very well and a range of reading resources is made available to pupils in all classes as they progress through the school.
- It is evident that pupils in infant classes are learning language through the implementation of the *Aistear* programme. It would be worthwhile, however, to emphasise the consolidation of learning at the end of each session.
- The quality of pupils' learning in Mathematics is commendable. They use number strategies effectively and they have a good understanding of mathematical concepts. Teachers are advised to make regular links between mathematical concepts and the pupils' daily lives.
- The pupils have achieved a good standard of learning in History and in Science. Learning outcomes in relation to these subject areas are evident in their projects.
- Plenty of samples of the pupils' writing are available and the standard of some of that work is excellent. It would be worthwhile for teachers to ensure pupils' adherence to the school's handwriting scheme.

QUALITY OF TEACHING

- The quality of teaching is good, with excellent practice evident in some classes. Teachers demonstrate excellent communication skills and these are well-used during lessons to focus pupils' attention on learning. In the settings where best practice was demonstrated, teaching

and learning was differentiated in line with the range of pupils' abilities. This very good practice should be extended throughout the school.

- Teachers provide effective planning for their work and this provides consistent guidance for teaching. The documenting of subject specific language in the planning for particular lessons is useful. It is advised that teachers create differentiated learning objectives in short-term planning based on the range of assessment.
- The quality of teaching in Mathematics is good. Concrete resources are used effectively during lessons. Further development of the pupils' oral competence and confidence is recommended so that they can talk clearly about their learning.
- The school monitors the reading material made available to pupils. It should be ensured that any reading material provided is suitable to pupils' reading abilities.
- The quality of teaching for pupils with special needs is appropriate, with scope for improvement in some elements of provision. Support and teaching is provided to the pupils in a very positive manner, but there is scope for development in relation to the quality of planning. Weekly planning should be undertaken to support the development of the pupils' learning in accordance with the *Learning Support Guidelines 2000*, and the targets in that planning should be based on the recommendations in the professional reports. This will ensure that teaching is more clearly tailored to the specific needs of the pupils.
- A range of strategies is utilised to assess pupils' progress. The results of that assessment should be further used in designing differentiated learning objectives for pupils. By providing pupils with more opportunities for group work during lessons, teachers would have additional scope to assess and develop pupils' oral language skills.

2. SUPPORT FOR PUPILS' WELLBEING

- The support for pupils' wellbeing is excellent. A very positive atmosphere prevails in the school and the pupils are managed very effectively. The pupils' responses from the questionnaires distributed during the evaluation indicate that they like school.
- There is a strong, collaborative atmosphere evident amongst the teachers and they have undertaken continuous professional development as a staff for the benefit of pupils' learning.
- The school provides a wide selection of extra-curricular and co-curricular activities to support the development of the pupils' sporting and creative skills.
- Very effective systems of communication have been designed by the school. A majority of parents indicated through questionnaires that they are satisfied with the school and that there is a good atmosphere in it.
- The ancillary staff give very worthwhile support to the work of the school.

3. THE SCHOOL'S LEADERSHIP AND MANAGEMENT

- The board of management operates in a very effective manner. There is evidence in the minutes that the board participates in the development of school policies. There is very good communication between the board and the school community.
- The principal provides very good leadership for the school. She has a clear vision with regard to the improvement of Irish, and it is evident that she is committed to the pupils' holistic development. She uses her good communication skills to promote her vision amongst the school community.
- The principal receives very good support from the in-school management team. The members provide very good leadership for teaching and learning in the school.
- The parents' committee works effectively in conjunction with the board to provide resources for the school.
- Confirmation was provided that the board of management has formally adopted the Child Protection Procedures for Primary and Post-Primary Schools without modification and that the school is compliant with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools.

SCHOOL SELF-EVALUATION

- The school is actively involved in school self-evaluation and the quality of this work is good. Improvement targets have been articulated in the school improvement plan, and a range of activities relating to them is evident in teachers' practice.

CONCLUSION

The school's capacity for further development is very good as the teaching staff is diligent and they undertake their work in a collaborative manner.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1: Observations on the content of the inspection report

The Board of Management of Gaelscoil na Camóige on behalf of the school community would like to express its gratitude to the inspectorate of the DES. We found the process to be positive and encouraging. We are committed to implementing the recommendations outlined in the report.

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

1. Our Literacy Committee and staff are reviewing our assessment strategies to differentiate learning objectives and to incorporate differentiated provision for pupils with various abilities. An electronic book/library tracking system has been researched and selected and will be installed to help oversee and co-ordinate a graded reading programme. Staff have availed of in-service provided by the Special Education Support Service in relation to station teaching and assessment.
2. The special education team have altered their planning from a fortnight plan to a weekly plan, under the guidance of the inspector and the Special Education Support Service, incorporating the learning objectives recommended in professional psychological reports.

THE INSPECTORATE'S QUALITY CONTINUUM

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

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a very good standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. 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;

EOLAS TEAGMHÁLA NA SCOILE/ SCHOOL CONTACT INFORMATION

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POF an BOO (más cuí) / CE of ETB (if relevant)		R-phost/ Email	
Pátrún nó Iontaobhaithe na scoile / School patron or trustee	Oifig an Ard Easpaig	R-phost/ Email	nryan@abhouse.org
Cathaoirleach Chumann na dTuismitheoirí / Chairperson of parents' association	Amanda Rogers	R-phost/ Email	avarogers@gmail.com
Cathaoirleach Chomhairle na Mac Léinn (iar-bhunscoil amháin) / Chairperson of student council (post-primary only)		R-phost/ Email	