



An Roinn Oideachais
Department of Education

Meastóireacht Scoile Uile: Bainistíocht, Ceannaireacht agus Foghlaim Tuairisc

REPORT

Ainm na scoile	Gaelscoil Lir
Seoladh na scoile	Lána Bhaile Uí Fhoirtcheirn Teach Sagard
Uimhir rolla/ Uimhir rolla	20531T
Dáta na cigireachta/ Dáta na Meastóireachta	14-02-2023
Dáta eisiúna na tuairisce	02/10/2023

Meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim?

Déantar tuairisciú ar cháilíocht an teagaisc agus na foghlama agus ar cháilíocht na bainistíochta agus na ceannaireachta i scoil le linn Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim. Déantar dea-chleachtas a dhearbhu ann agus déantar moltaí, nuair is cuí, chun cabhrú le tuilleadh forbartha a dhéanamh ar sholáthar oideachais sa scoil.

Conas an tuairisc seo a léamh

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

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

Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

Déanann cigirí cur síos ar cháilíocht gach ceann de na réimsí seo ag baint úsáid as contanam cáilíochta na Cigireachta a thaispeántar ar an leathanach deiridh den tuairisc seo. Soláthraigh an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag meastóireacht agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Gníomhartha na scoile chun leanaí a chosaint agus bulaíocht a chosc agus dul i ngleic léi

Le linn na cuairte cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta cosanta leanaí agus frithbhulaíochta na scoile:	
<i>Cosaint Leanaí</i>	<i>Frithbhulaíocht</i>
<ol style="list-style-type: none">1. Bhí ainm an DIA agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar dophríomhdhoras na scoile.2. Bhí an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú ar riosca.3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go bhfuil siad ar an eolas faoina bhfreagrachtaí mar dhaoine faoi shainordú.4. Bhí an Ráiteas um Chumhdach Leanaí ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus d'Iar-Bhunscoileanna 20175. Bhí tuairisc i dtaifid na dtrí chruinniú den bhord bainistíochta deiridh maidir le maoirseacht ar chosaint leanaí a chomhlíonann riachtanais na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus	<ol style="list-style-type: none">1. Bhí polasaí frithbhulaíochta forbartha ag an scoil ashásaigh na <i>Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile (2013)</i>, agus athbhreithnítear an polasaí seo go bliantúil.2. Bhí taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide tuairisc ar fáil don bhord ar a laghad uair sa téarma ar líon iomlán na gcásanna bulaíochta a tuairiscíodh (tríd an teimpléad taifeadta bulaíochta aBhí ar fáil sna <i>Gnásanna</i>) ó cuireadh an tuairisc roimhe sin ar fáil don bhord.3. Bhí polasaí frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó Bhí fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do dhaltaí/scoláirí.4. Bhí tionscnaimh chuí i bhfeidhm ag an scoil chun cultúr agus timpeallacht scoile dearfach agus uilechuimsitheach a chothú.

<p>d'Iar-bhunscoileanna 2017.</p> <p>6. Bhí sé deimhnithe ag an mbord bainistíochta go bhfuil socruithe i bhfeidhm chun eolas a chur ar fáil do phearsanra uile na scoile maidir leis na Nósanna Imeachta um Chosaint Leanaí i mBunscoileanna agus in Iar-Bhunscoileanna, 2017</p> <p>7. Bhí sé léirithe i ndoiciméid phleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG).</p> <p>8. Bhí na taifid maidir le cosaint leanaí á gcoinneáil in áit shlán, dhaingean.</p>	<p>5. Tuairiscigh na múinteoirí ar fad ar tugadh cuairt orthu go bhfuil polasaí frithbhulaíochta na scoile léite acu agus go bhfuil siad feasach ar a ról agus a bhfreagrachtaí maidir le bulaíocht a chosc agus dul i ngleic léi.</p>
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Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim

Dáta na cigireachta	14-02-2023
Gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta ionscoileCruinniú le hionadaithe ón mbord bainistíochtaCruinniú le múinteoiríAthbhreithniú ar dhoiciméid ábhartha	<ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíIdirghníomhaíocht le daltaíAiseolas don phríomhoide agus do na múinteoirí, agus d'ionadaithe an bhoird bainistíochta

Comhthéacs na Scoile

Is bunscoil chomhoideachais, ilchreidmheach í Gaelscoil Lir a fheidhmíonn faoi phátrúnacht an Fhorais Phátrúnachta. Bunaíodh an scoil i Méan Fómhair 2021. Tá an scoil lonnaithe i bhfoirgneamh sealadach i dTeach Sagard i gContae Bhaile Átha Cliath. Bhí beirt mhúinteoirí phríomhshrutha agus múinteoir amháin do rang speisialta do pháistí a raibh huathachas orthu ar fhoireann na scoile ag am na meastóireachta. Bhí múinteoir amháin do dhaltaí a raibh le riachtanais speisialta oideachais (RSO) acu lonnaithe i scoil eile sa cheantar. Bhí seisear dalta is fiche cláraithe ar rolla na scoile idir naíonáin shóisearacha agus naíonáin shinsearach. Bhí triúr chúntóirí riachtanais speisialta ar an bhfoireann.

Achoimre ar na príomhchinntí agus ar na príomh-mholtaí:

Cinntí

- Bhí cáilíocht na foghlama an-mhaith ar an iomlán; bhí na daltaí spreagtha chun foghlama agus bhí a muintín ag forbairt go ceimniúil in úsáid na Gaeilge.
- Bhí cáilíocht an teagaisc an-rathúil ar an iomlán; chruthaigh na múinteoirí timpeallacht ionchuimsitheach foghlama agus dalta-láraithe.
- Bhí cáilíocht na tacaíochta d'fholláine na ndaltaí an-éifeachtach; d'eagraigh na múinteoirí a lán gníomhaíochtaí tairbhiúla do an daltaí.
- Bhí bainistíocht agus ceannaireacht na scoile le moladh go hard; d'éirigh leis an bpríomhoide an teanga agus an cultúr Gaelach a chothú agus a cur chun cinn sa scoil.
- Bhí cáilíocht na féinmheastóireachta scoile (FMS) an-mhaith ar an iomlán; bhí obair fhiúntach déanta ag an scoil ar thacaíocht d'fholláine na ndaltaí agus ar fhorbairt na litearthachta agus na huimhearthachta.

Moltaí

- Moltar an dea-chleachtas a bhreathnaíodh ar mheasúnú agus ar dhifreáil a athbhreithniú agus a thaifeadadh d'fhonn tacú le ceannaireacht ar theagasc agus ar fhoghlaim agus chun treoir níos soiléire a thabhairt do mhúinteoirí i dtaca le pleanáil, measúnú agus monatóireacht ar dhul chun cinn na foghlama sa scoil.

Cinntí agus moltaí mionsonraithe

1. Cáilíocht fhoghlaim na ndaltaí

- Bhí cáilíocht fhoghlaim na ndaltaí go han-mhaith ar an iomlán. Spreagadh iad chun foghlama trí réimse leathan de ghníomhaíochtaí tarraingteacha foghlama. Breathnaíodh na daltaí ag obair go fiúntach ina n-aonar agus i ngrúpaí beaga i suíomhanna taitneamhacha foghlama le linn na meastóireachta.
- Sonraíodh béim láidir ar an nGaeilge a chur chun cinn go laethúil sa scoil trí úsáid éifeachtach a bhaint as an bhfilíocht, amhránaíocht agus úsáid na Gaeilge go sóisialta. Bhain na daltaí leas as eispéiris shaibhre sa teanga le linn a gcuid foghlama agus léirigh siad inniúlacht in úsáid eocharfhocail in ábhair éagsúla. Labhair cuid mhaith de na daltaí le muinín i nGaeilge.
- Bhí sé soiléir gur bhain na daltaí taitneamh as an bhfoghlaim agus d'eascraigh sé sin as mothú go raibh dul chun cinn á dhéanamh acu. I dteagmháil leis na daltaí le linn na meastóireachta, léirigh siad gur thaitin an scoil leo. Bhain na daltaí leas éifeachtach as teicneolaíochtaí digiteacha sna seomraí ranga.
- Bhain siad leas tairbhiúil as gníomhaíochtaí foghlama bunaithe ar chlár *Aistear: Creachuraclam na Luathóige*. Bhí deiseanna acu spéis agus comhaird a léiriú agus éisteacht go gníomhach le Gaeilge á labhairt i réimse comhthéacsanna ar mhaithe le spraoi.
- Bhí scileanna litearthachta na ndaltaí á bhforbairt ar bhonn comhtháite. Bhí a scileanna éisteachta agus tuisceana ag forbairt go han-mhaith. D'fhoghlaim siad fónaic go córasach agus bhí a scileanna léitheoireachta agus scríbhneoireachta ag forbairt de réir a chéile. Bhí samplaí maithe scríbhneoireachta sna seomraí éagsúla. Sa Mhatamaitic, léirigh na daltaí inniúlacht fhiúntach ar an méid a bhí foghlamtha acu san uimhearthacht. Léirigh na daltaí cumas maith chun a bheith ag obair go comhoibritheach sa Mhatamaitic le linn na meastóireachta.
- Bhí eispéireas saibhir foghlama ag na daltaí san Oideachas Sóisialta Imshaoil agus Eolaíochta (OSIE) agus bhí siad ag foghlaim scileanna ar feadh an tsaoil.

2. Cáilíocht an teagaisc

- Bhí cáilíocht an teagaisc go han-mhaith ar an iomlán. Bhí atmaisféar dearfach, tarraingteach le braith sa scoil agus chruthaigh na múinteoirí atmaisféar taitneamhach foghlama sna seomraí ranga. Bhí idirghníomhaíocht idir na múinteoirí agus na daltaí fabhrach don fhoghlaim agus rinne na múinteoirí ceiliúradh ar obair na ndaltaí timpeall na scoile.
- Chuir an scoil lántumoideachas i bhfeidhm go héifeachtach ar mhaithe le sealbhú na Gaeilge agus chothaigh foireann na scoile atmaisféar fíor Ghaelach sa scoil. D'úsáid an foireann an Ghaeilge mar theanga bheo agus b'innmholta ionchur agus cruinneas na teanga a bhí in úsáid acu le linn na gceachtanna.
- Bhí ullmhúchán éifeachtach taifeadta ag an bhfoireann chun tacú le teagasc agus le foghlaim. D'éirigh leis na múinteoirí fócas foghlama na gceachtanna a roinnt leis na daltaí ag tús na gceachtanna. Bhí straitéisí an-éifeachtacha teagaisc á gcur i bhfeidhm acu chun chomhtháthú a dhéanamh idir na hábhair éagsúla churaclaim. Bhí na modhanna múinte in úsáid acu dalta-láraithe agus spreagúil. Mhúin an foireann an Ghaeilge go téamach chun foclóir agus frásaí nua a chur i gcomhthéacs. Bhí na ceachtanna matamaitice gníomhach agus bunaithe ar mhatamaitic an tsaoil mhór.
- D'aithin na múinteoirí go raibh foghlaim ghairmiúil agus comhoibriú mar ghné bhunúsach dá gcuid oibre agus roinn na múinteoirí smaointe agus cleachtais nua leis an bhfoireann go rialta.

- Bhí cleachtais éifeachtacha ionchuimsitheacha á gcur i bhfeidhm i dtaca le freastal ar dhaltaí a raibh riachtanais speisialta oideachais (RSO) acu agus bhí cáilíocht an tsoláthair do na daltaí seo le moladh go hard. D'úsáid an múinteoir an contanam tacaíochta go héifeachtach chun riachtanais speisialta na ndaltaí a aithint. Chuire sí straitéisí idirghabhálacha i bhfeidhm chun freastal ar riachtanais éagsúla na ndaltaí. Bhí córas measúnaithe i bhfeidhm sa scoil chun dul chun cinn na ndaltaí a mheas. Ba chóir don scoil an dea-chleachtas seo a thaifeadadh sna polasaithe scoile uile ar mheasúnú agus ar RSO. Bhain na múinteoirí úsáid as teicneolaíochtaí digiteacha chun gníomhaíochtaí difreálte a sholáthar agus chun rochtain a fháil ar fhoghlaim na ndaltaí.
- D'aontaigh na tuismitheoirí uile go raibh atmaisféar an-mhaith sa scoil agus gur mhothaigh siad go raibh fáilte rompu ann i gceistneoirí na cigreachta. D'aontaigh siad go raibh an teagasc go maith agus go raibh ag éirí go maith lena bpáiste sa scoil.

3. Cáilíocht na tacaíochta d'fholláine na ndaltaí

- Bhí cáilíocht na tacaíochta d'fholláine na ndaltaí an-ard sa scoil agus leag an fhoireann béim ar fhorbairt an dalta ina iomláine ar bhonn scoile uile. Bhí na h-idirghníomhaíochtaí idir múinteoirí agus daltaí an-mheasúil.
- Cuireadh raon leathan d'imeachtaí tairbheacha comhchuraclaim agus seach-churaclaim ar fáil do na daltaí agus ghlac siad páirt i gceachtanna gníomhacha, cruthaitheacha agus dalta láraithe.
- Bhí naisc an-mhaith á bhforbairt ag an scoil leis na seirbhísí seachtracha chun folláine dearfach na ndaltaí a chothú.

4. Cáilíocht na ceannaireachta agus na bainistíochta

- Bhí cáilíocht na ceannaireachta agus na bainistíochta sa scoil go han-mhaith. Bhí an bord bainistíochta tiomanta d'fhorbairt na scoile agus do chothú na Gaeilge. Thacaigh an bord le forbairt leanúnach na foirne chun dul i ngleic le sainriachtanais na scoile. Bhí acmhainní na scoile á mbainistiú go héifeachtach.
- D'oibrigh an bord agus an príomhoide go dúthrachtach lena chéile chun folláine na ndaltaí a chinntiú agus a chur chun cinn. Rinne foireann na scoile bainistíocht an-mhaith ar na daltaí agus chaith siad go deas cneasta leis na daltaí faoina gcúram.
- Chuidigh iompar dearfach na ndaltaí leis an atmaisféar comhoibríoch a bhí le sonrú tríd an scoil. Thionóil an fhoireann ceannaireachta ionscoile cruinnithe go rialta chun obair na scoile a stiúradh agus chun freagairt ar riachtanais na scoile. Bhí na dualgais bhainistíochta agus eagrúcháin á gcomhlíonadh ag an bhfoireann go han-éifeachtach.
- Roinn an príomhoide fíis láidir don Ghaelscolaíocht leis an bhfoireann agus le pobal na scoile. Spreag sí comhoibriú i measc na múinteoirí agus chothaigh sí atmaisféar oscailte mórthimpeall na scoile. D'oibrigh foireann na scoile go comhoibritheach, machnamhach i gcompháirt leis an bpríomhoide dá bharr chun a bhfís d'fhorbairt na scoile a chur i gcrích.
- Chothaigh foireann na scoile caidreamh den scoth leis na tuismitheoirí. Chuir an fhoireann tacaíochtaí praiticiúla ar fáil do thuismitheoirí.

5. Cáilíocht na féinmheastóireachta scoile

- Bhí cáilíocht an phróisis pleanála scoile agus na féinmheastóireachta scoile (FMS) go han-mhaith. Bhí córas éifeachtach i bhfeidhm chun polasaithe a dhearadh, a fheabhsú agus a fhaomhadh le cabhair ó bhord na scoile. Thug an scoil tús áite do pholasaithe riachtanacha. Moltar d'fhoireann na scoile an próiseas FMS a úsáid chun a gclár oibre feabhsúcháin a mhúnlú trí réimsí tosaíochta forbartha a aithint agus trí phleanáil le haghaidh feabhsúcháin ar bhealach a chuireann a gcomhthéacs uathúil scoile féin san áireamh.

- Bhí na polasaithe riaracháin agus curaclaim ag díriú imeachtaí na scoile go cuí. Bhí obair fhiúntach ar siúl ag an scoil ar fholláine leis an bpróiseas féinmheastóireachta scoile. Bhí cultúr den chleachtas machnamhach á chothú sa scoil. Chruthaigh na múinteoirí deiseanna rialta chun pleanáil lena chéile, chomh maith le smaointe a roinnt agus plé a dhéanamh ar na bealaí inar féidir leo a gcuid cleachtais a fheabhsú.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa suíomh ag baint úsáid as contanam cáilíochta mar a léirítear thíos. Soláthraigh an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag meastóireacht agus ag cur síos ar cháilíocht sholáthar an tsuímh i ngach réimse.

Leibhéal	Cur Síos	Sampla de théarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhígh tionchar rómhór ag an líon beag réimsí aBhí le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo, bhígh cáilíocht na réimsí a ndéantar meastóireacht orthu thar cionn agus is sampla iad 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-suntasach; thar barr
Go maith	Úsáidtear Go maith áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bigh 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 aBhí 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. Bhí díreach níos mó láidreachtaí ag na réimsí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbígh drochthionchar suntasach ag na laigí, cuireann siad srian leis na heispéiris 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 ná láidreachtaí. Beidh ar an scoil dul i ngleic leheasnaimh áirithe gan mhoill lena chinntiú go mbígh 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 mhór 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 aBhí 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 aBhí suntasach ag teasBhíil; deacrachtaí suntasacha ann



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile	Gaelscoil Lir
Seoladh na scoile	Fortunestown Lane Saggart
Uimhir rolla/ Uimhir rolla	20531T
Dáta na cigireachta/ Dáta na Meastóireachta	14-02-2023
Dáta eisiúna na tuairisce	Date of issue of report:

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 inspector evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' wellbeing
4. The quality of leadership and management
5. The quality of school self-evaluation

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

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.

Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<p>9. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</p> <p>10. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</p> <p>11. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</p> <p>12. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.</p> <p>13. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.</p> <p>14. The board of management has ensured that arrangements are in place to provide information to all school personnel on the</p>	<p>1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> and this policy is reviewed annually.</p> <p>2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the <i>Procedures</i>) since the previous report to the board.</p> <p>3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.</p> <p>4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.</p> <p>5. All teachers visited report that they have read the school's policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.</p>

<p>Child Protection Procedures for Primary and Post-Primary Schools, 2017.</p> <p>15. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).</p> <p>16. Child protection records are maintained in a secure location.</p>	
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The school met the requirements in relation to each of the checks above.

Whole-school evaluation – management, leadership and learning

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

School context

Gaelscoil Lir is a co-educational, multid denominational primary school that operates under the patronage of An Foras Pátrúnachta. The school was established in September 2021. The school is situated in a temporary building in Saggart in County Dublin. At the time of the evaluation, there were two mainstream teachers and one special class teacher for children with autism on the staff of the school. A teacher for pupils with special educational needs (SEN) was based in another school in the area. Twenty-six pupils, between junior and senior infants, were enrolled in the school. There were three special needs assistants on the staff.

Summary of main findings and recommendations:

Findings

- The quality of learning was very good overall; pupils were motivated to learn and their confidence in the use of Irish was developing incrementally.
- The quality of teaching was very successful overall; the teachers created an inclusive and pupil-centred learning environment.
- The quality of support for pupils' wellbeing was very effective; the teachers organised many worthwhile activities for the pupils.
- The management and leadership of the school was to be highly commended; the principal succeeded in fostering and progressing Irish language and culture in the school.
- The quality of school self-evaluation (SSE) was very good overall; worthwhile work had been completed by the school on supporting pupil wellbeing and on the development of literacy and numeracy.

Recommendations

- To support leadership in teaching and learning and to provide clearer guidance for teachers on planning, assessment and monitoring the progress of learning in school, it is recommended that the good practice observed in assessment and differentiation be reviewed and recorded.

Detailed findings and recommendations

1. The quality of pupils' learning

- The quality of pupils' learning was very good overall. Pupils were motivated to learn through a broad range of engaging learning activities. During the evaluation, pupils were observed working constructively on their own and in small groups in enjoyable learning settings.
- It was noted that there was a strong emphasis on the daily promotion of Irish in the school through the effective use of poetry, singing and the use of Irish socially. The pupils availed of rich language experiences while learning and they demonstrated competence in the use of key words in different subjects. Many of the pupils spoke Irish with confidence.
- It was evident that the pupils enjoyed learning, and this emerged from a sense that they were making progress. The pupils indicated during the evaluation that they enjoyed school. The pupils used digital technologies to good effect in the classrooms.
- Pupils benefitted from using learning activities based on *Aistear: The Early Childhood Curriculum Framework*. They had opportunities to show interest and attention and to actively listen to Irish being spoken in a variety of play contexts.
- The pupils' literacy skills were being developed on an integrated basis. Their listening and comprehension skills were developing very well. They learned phonics methodically and their reading and writing skills were developing incrementally. There were good examples of writing in the different rooms. In Mathematics, pupils demonstrated good competence in what they had learned in numeracy. During the evaluation, pupils demonstrated a good ability to work cooperatively in Mathematics.
- The pupils had a rich learning experience in Social Environmental and Scientific Education (SESE) and they were learning life-long skills.

2. The quality of teaching

- The quality of teaching was very good overall. A positive, engaging atmosphere was discernible in the school and the teachers created a pleasant learning atmosphere in the classrooms. Interaction between teachers and pupils was conducive to learning and the teachers celebrated the pupils' work around the school.
- The school effectively implemented full immersion in terms of Irish language acquisition and the school staff fostered a truly Irish atmosphere in the school. The staff used Irish as a living language and the input and accuracy of the language they used during lessons was commendable.
- The staff had effective preparation documented to support teaching and learning. The teachers succeeded in sharing the learning focus of the lessons with the pupils at the beginning of lessons. Very effective teaching strategies were implemented to integrate the different curriculum subjects. The teaching methods being used were pupil-centred and encouraging. The staff taught Irish thematically to provide a context for new vocabulary and phrases. The mathematics lessons were active and based on real life mathematics.
- The teachers recognised that professional learning and collaboration were a fundamental aspect of their work and teachers regularly shared new ideas and practices with the staff.
- Effective inclusive practices were being implemented in terms of meeting the needs of pupils with special educational needs (SEN) and the quality of provision for these pupils was highly commendable. The teacher used the continuum of support effectively to identify pupils' learning needs. She implemented intervention strategies to meet the different needs of pupils. An assessment system was in place in the school to assess pupil progress. The school should record this good practice in the whole-school policies

on assessment and SEN. The teachers used digital technologies to provide differentiated activities and to access pupils' learning.

- In inspection questionnaires, all parents agreed that there was a very good atmosphere in the school and that they felt they were welcome there. They agreed that the teaching was good and that their child was doing well in school.

3. The quality of support for pupils' wellbeing

- The quality of support for pupil wellbeing was very high in the school and the staff emphasised the overall development of the pupil on a whole-school basis. Interactions between teachers and pupils were very respectful.
- Pupils were provided with a broad range of worthwhile co-curricular and extra-curricular events, and they participated in active, creative and pupil-centred lessons.
- The school had developed very good links with external services to foster positive pupil wellbeing.

4. The quality of leadership and management

- The quality of leadership and management in the school was very good. The board of management was committed to the development of the school and to fostering the Irish language. The board supported the ongoing development of the staff to address the school's specific needs. The school's resources were being managed effectively.
- The board and the principal worked together diligently to ensure and promote the wellbeing of pupils. The school staff managed the pupils very well and the staff were pleasant and gentle in their treatment of pupils in their care.
- The pupils' positive behaviour contributed to the collaborative atmosphere that was apparent throughout the school. The in-school leadership team regularly convened meetings to direct the work of the school and to respond to the needs of the school. The staff was fulfilling its management and organisational duties very effectively.
- The principal shared a strong vision for Irish-medium education with the staff and the school community. She encouraged collaboration among the teachers and fostered an open atmosphere around the school. Consequently, the school staff worked cooperatively and reflectively in partnership with the principal to achieve their vision for the development of the school.
- The school staff fostered an excellent relationship with the parents. The staff provided practical supports for parents.

5. The quality of school self-evaluation

- The quality of the school planning process and school self-evaluation (SSE) was very good. There was an effective system in place to design, improve and approve policies with the help of the school board. The school prioritised mandatory policies. The school staff are advised to use the SSE process to shape their improvement agenda by identifying priority areas for development and planning for improvement in a manner that considers the unique context of their own school.
- The administrative and curriculum policies were guiding school proceedings appropriately. The school was engaged in productive work on wellbeing through the school self-evaluation process. A culture of reflective practice was being fostered in the school. The teachers regularly created opportunities to plan together, and to also share ideas and discuss ways in which they can improve their practice.

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 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	<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;