



An Roinn Oideachais
agus Óige
Department of Education
and Youth

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

Ainm na scoile

Gaelscoil Mhic Easmainn

Seoladh na scoile

Ráth Rónáin
Trá Lí
Co. Chiarraí
19631Q

Uimhir rolla/ Uimhir rolla

13/11/2025

Dáta na cigireachta/

Dáta na Meastóireachta

Dáta eisiúna na tuairisce

23/02/2026

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

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

Cad is meastóireacht 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.

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.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne na cigirí 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

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. Soláthraítear leis an gcontanam 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>Bí Cineálta</i>
1. Tá ainm an Duine Idirchaidrimh Ainmnithe (DIA) agus an ráiteas um chumhdach leanaí ar taispeáint go feiceálach in aice le príomhdhoras na scoile / sa limistéar fáiltithe. I ndiaidh don scoil nósanna imeachta nuashonraithe 2025 a ghlacadh, ní mór freisin leagan atá oiriúnach do scoláirí, ina dtugtar ainm an DIA chur ar taispeáint le hais an Ráitis um Chumhdach Leanaí.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil ag úsáid Aguisín A de <i>Bí Cineálta</i> , déantar é a athbhreithniú gach bliain (nó níos minice más gá) agus san áireamh ann tá leagan atá oiriúnach do scoláirí/dhaltaí atá ar taispeáint in áit ar féidir le scoláirí/daltaí agus pobal na scoile é a fheiceáil.
2. Tá Ráiteas um Chumhdach Leanaí na scoile faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas.	2. Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do bhaill foirne, do thuismitheoirí agus do dhaltaí/scoláirí.
3. Bhí a fhios ag na múinteoirí go léir ar tugadh cuairt orthu cén duine ar cheart dul chuige/chuici dá mbeadh ábhar imní maidir le cosaint leanaí acu.	3. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide uasdátú ar fáil don bhord ag gach gnáthchruinniú den bhord a shásaíonn riachtanais <i>Bí Cineálta</i> .
4. Tá ráiteas um chumhdach leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí i	4. Tá tionscnaimh chuí i bhfeidhm ag an scoil chun cultúr agus timpeallacht scoile

mBunscoileanna agus in lar-bhunscoileanna 2023 nó na nósanna imeachta nuashonraithe 2025. 5. Sna miontuairiscí de na trí chruinniú is déanaí den bhord bainistíochta tá tuairisce mhaoirseachta um chosaint leanaí i gcomhréir le riachtanais na Nósanna Imeachta um Chosaint Leanaí i mBunscoileanna agus in lar-bhunscoileanna 2025 nó na nósanna imeachta nuashonraithe 2025. 6. Tá 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 lar-bhunscoileanna 2023 nó na nósanna imeachta nuashonraithe 2025. 7. Tá sé léirithe i ndoiciméid pleanála scoile go bhfuil soláthar iomlán á dhéanamh ag an scoil do ghnéithe ábhartha an churaclaim (OSPS, Bí Sábháilte, OCG) 8. Tá na taifid maidir le cosaint leanaí á gcoinneáil in áit shlán.	atá dearfach agus ionchuimsitheach a chur chun cinn. 5. Tuairiscíonn na baill foirne ar fad ar tugadh cuairt orthu go bhfuil polasaí Bí Cineálta na scoile léite acu agus go bhfuil siad feasach ar a ról agus a bhfreagrachtaí maidir le hiompraíocht bhulaíochta a chosc agus dul i ngleic léi.
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Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim

Dátaí na cigireachta	10-13 Samhain 2025
Gníomhaíochtaí cigireachta ar tugadh fúthu - Cruinnithe leis an bpríomhoide agus leis an bhfoireann ceannaireachta ionscoile - Cruinniú le hionadaithe ón mbord bainistíochta - Cruinniú le hionadaithe na dtuismitheoirí - Cruinnithe le múinteoirí - Athbhreithniú ar dhoiciméid ábhartha - Grúpa fócais daltaí	- Anailís ar cheistneoirí tuismitheoirí, daltaí agus múinteoirí - Breathnóireacht ar theagasc agus ar fhoghlaim - Scrúdú ar obair na ndaltaí - Idirghníomhaíocht le daltaí - Aiseolas don phríomhoide, don leas-phríomhoide agus do na múinteoirí, agus d'ionadaithe na dtuismitheoirí agus an bhoird bainistíochta

Comhthéacs na Scoile

Ba ghaelscoil chomhoideachais uirbeach faoi phátrúnacht Easpag Caitliceach Chiarraí í Gaelscoil Mhic Easmainn tráth na meastóireachta. Bhí príomhoide riaracháin agus seacht múinteoir déag príomhshrutha ag an scoil. Sannadh múinteoir amháin acu siúd don scoil anuraidh. Baineadh leas as an bpost seo chun freastal ar riachtanais tosaíochta na ndaltaí de réir *Ciorclán 0011/2025* de bharr nach raibh seomra ranga sa scoil don mhúinteoir. Bhí seisear múinteoirí eile ar an bhfoireann oideachais speisialta, duine amháin acu ar bhonn páirt aimseartha. Bhí múinteoir teanga don Ghaeilge ag an scoil ar feadh deich n-uair an chloig in aghaidh na seachtaine. Bhí 413 dalta cláraithe sa scoil. Rinneadh sampláil ar os cionn de leath na suíomhanna foghlama mar chuid den mheastóireacht.

Achoimre ar na príomhchinntí agus ar na príomh-mholtaí: Cinntí

- Bhí an-suim ag na daltaí san fhoghlaim agus bhain cáilíocht an-mhaith lena gcuid foghlama ar fud na n-ábhar a breathnaíodh.
- B'inmholta mar a cuireadh an luath-thumoideachas i bhfeidhm sa scoil agus bhain ardchaighdeán le cáilíocht na litearthachta idir Ghaeilge agus Bhéarla.
- Bhain cáilíocht an-ard leis an teagasc agus chothaigh na múinteoirí timpeallachtaí foghlama an-dearfach.
- Ba réimse le hardmholadh an tacaíocht a tugadh d'fholláine na ndaltaí sa scoil.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith; bhí fíс láidir ag an bpríomhoide don scoil mar áit ina gcuirtear forbairt iomlánaíoch gach dalta chun cinn.
- Baineadh leas an-éifeachtach as próisis féinmheastóireachta scoile (FMS) chun cúrsaí teagaisc agus foghlama a fheabhsú go leanúnach.

Moltaí

- D'fhonn cur tuilleadh le scileanna teanga na ndaltaí moltar do na múinteoirí cur chuige níos córasaí a chur i bhfeidhm i leith na seánraí scríbhneoireachta sa dá theanga.
- Ní mór do mhúinteoirí tuilleadh béime a chur ar inniúlacht disciplín ar fud ábhair an churaclaim agus foclóir agus struchtúir theanga a mhúineadh go follasach do na daltaí.
- Ba chóir don cheannaireacht na ceithre cholún den *Polasaí Folláine agus Creat Cleachtais (athbhreithnithe 2019)* mar aon leis na réimsí agus caighdeáin in *Ag Breathnú ar an Scoil Seo Againne 2022*, a úsáid mar bhonn eolais faoin bplean FMS don fholláine.

Cinntí agus moltaí mionsonraithe 1. Cáilíocht fhoghlaím na ndaltaí

- Breathnaíodh ceachtanna i réimse ábhar curaclaim le linn na meastóireachta lenar airíodh uimhearthacht, litearthacht, Folláine, Oideachas Ealaíon agus Oideachas Sóisialta, Imshaoil agus Eolaíochta. Bhí cáilíocht na foghlama ar fud na n-ábhar seo an-mhaith ar an iomlán. Bhí an-suim ag na daltaí san fhoghlaím agus ba léir gur bhain siad taitneamh as a gcuid foghlama.
- Bhí cáilíocht na foghlama sa litearthacht ar ardchaighdeán. B'inmholta mar a cuireadh an luath-thumoideachas i bhfeidhm. Múineadh fóineolaíocht na Gaeilge go follasach i ranganna na naíonán. Cuireadh béim ar leith ar rainn, amhráin agus samhaltú teanga d'fhonn scileanna gabhchumais agus ginchumais teanga na ndaltaí a fhorbairt ar bhealach stuama eolach. Tógadh ar a scileanna teanga agus cur chuige scoile uile i bhfeidhm i leith mhúineadh na Gaeilge áit a raibh an ghramadach agus saibhreas teanga lárnach.
- Tosaíodh ar mhúineadh an Bhéarla sa dara téarma i naíonáin sinsir. Rinneadh foghlaim na ndaltaí sa Bhéarla a éascú go cumasach agus béim ar leith ar thraschur scileanna teanga. Bhí sé de chumas ag na daltaí iad féin a chur in iúl go soiléir sa dá theanga. Léigh siad le hardleibhéal líofachta agus tuisceana go ginearálta. B'inmholta go raibh sé de thaithí acu réimse ábhar léitheoireachta leathan agus saibhir a léamh i nGaeilge agus i mBéarla. Bhí deiseanna acu scríobh go cruthaitheach agus i roinnt seánraí. Chuirfeadh sé tuilleadh le scileanna teanga na ndaltaí idir theanga ó bhéal, léitheoireacht agus scríbhneoireacht dá gcuirfeadh na múinteoirí cur chuige níos córasaí i bhfeidhm i leith na seánraí scríbhneoireachta sa dá theanga. B'fhiú béim ar leith a chur ar scileanna éisteachta na ndaltaí mar chuid den teanga ó bhéal sa chur chuige aontaithe seo.
- Bhain cáilíocht an-mhaith le foghlaim na ndaltaí sa Mhatamaitic. Rinneadh an Mhatamaitic a nascadh le comhthéacsanna fíorshaoil chun an tábhacht a bhaineann léi a bhéimniú. Léirigh na daltaí an-tuiscint ar choincheapa matamaiticiúla agus bhí sé de chumas acu nasc a dhéanamh idir eolas a bhí acu cheana agus ábhar nua-fhoghlamtha. Bhí siad in ann réimse oibríochtaí, gnásanna agus léirithe a úsáid chun fadhbanna uimhriúla agus i bhfocail a réiteach. Baineadh leas éifeachtach as ábhair nithiúla agus an teicneolaíocht ar aon chun foghlaim na ndaltaí sa Mhatamaitic a dhaingniú agus a shíneadh. B'obair aonair neamhspléach a bhí ar bun ag daltaí sna ceachtanna matamaitice a breathnaíodh den chuid ba mhó. Moltar béim rialta a chur ar obair i mbeirteanna agus i ngrúpaí sa Mhatamaitic chun próisis agus smaointeoireacht mhatamaiticiúil a leabú tuilleadh.
- Léirigh na daltaí na luachanna, meonta foghlama agus dearchaí cuí ag éascú as a rannpháirtíocht leis na hábhair churaclaim eile a breathnaíodh. Rinneadh saintearmaíocht na n-ábhar seo a fhorbairt go hindíreach le linn na gceachtanna. Ní mór do mhúinteoirí tuilleadh béime a chur ar inniúlacht disciplín ar fud ábhair an churaclaim agus foclóir agus struchtúir theanga a mhúineadh go follasach do na daltaí.

2. Cáilíocht an teagaisc

- Bhain cáilíocht an-ard leis an teagasc.
- Bhí líofacht agus saibhreas teanga ag idir mhúinteoirí agus chúntóirí ranga araon, a chuir go mór le heispéiris tumtha na ndaltaí. Threisigh obair an mhúinteora teanga tuilleadh le cáilíocht na n-eispéireas seo.
- Chothaigh na múinteoirí timpeallachtaí foghlama an-dearfach inar léiríodh meas ar chách. Bhí scileanna bainistíochta ranga an-éifeachtach acu. Rinne siad ullmhúchán cuimsitheach dá gceachtanna. Bhain luas agus struchtúr an-mhaith leis na ceachtanna a breathnaíodh dá bharr. Rinne siad comhthathú cumasach idir ábhair an churaclaim.
- Ba léir go raibh an-aithne ag na múinteoirí ar na daltaí faoina gcúram agus go raibh ionchais arda acu dóibh. Rinneadh difreálú de réir ionchais agus gníomhaíochtaí foghlama sna ceachtanna inar breathnaíodh an cleachtas ab fhearr, chun a chinntiú go raibh an dúshlán

cuí tugtha do na daltaí uile. Rinne na múinteoirí cinnte de go raibh na daltaí gníomhach ina gcuid foghlama sna ceachtanna seo agus obair fhiúntach i mbeirteanna agus i ngrúpaí ar bun acu. Tugadh deis dóibh úinéireacht a ghlacadh ar an bpróiseas foghlama agus a gcuid foghlama a léiriú i gcomhthéacsanna nua. Moltar na tréithe an-éifeachtach seo den teagasc a dhaingniú mar chuir chuige scoile uile ar fud ábhair an churaclaim.

- Cuireadh an *Leanúntas Tacaíochta* i bhfeidhm sa scoil ar bhealach an-éifeachtach chun riachtanais na ndaltaí a bhí ag teacht chun cinn a aithint agus freastal orthu. Rinneadh comhordú an-éifeachtach ar an tacaíocht a tugadh dóibh. Thug na múinteoirí ranga, i ndlúth chomhairle leis na múinteoirí oideachais speisialta, tacaíocht do na daltaí aitheanta ar bhealaí éagsúla. Áiríodh leis seo luath-idirghabháil, comhtheagasc, tacaíocht ionranga agus tacaíocht ar bhonn aistarraingthe mar b'iomchuí i dtaca le riachtanais na ndaltaí.
- Bhí spriocanna sonracha i sampla de na comhaid tacaíochta a athbhreithníodh agus rinneadh measúnú rialta ar a gcur i bhfeidhm. D'fhoill an dea-chleachtas seo a bhreisiú tuilleadh, moltar ról níos foirmiúla a thabhairt do na tuismitheoirí agus na daltaí féin i spriocanna a aithint agus a bhaint amach. B'fhiú freisin athbhreithniú rialta a dhéanamh ar cleachtais tacaíochta comhthreomhar leis an seomra ranga lena chinntiú go mbíonn an leibhéal is mó tacaíocht tugtha do na daltaí is mó riachtanais i gcónaí.
- Bhí cáilíocht an mheasúnaithe an-mhaith. Baineadh leas as raon straitéisí measúnaithe chun dul chun cinn na ndaltaí a rianú agus a mheas. Ina measc bhí dírbhreathnú an mhúinteora, seicliostaí ar réimsí curaclaim, tástálacha múinteoir-dheartha mar aon le scagadh ar thástálacha caighdeánaithe. Ba léir gur bhain na múinteoirí úsáid as an tátal seo chun cuir chuige ranga a oiriúnú d'fhoill freastal ar riachtanais foghlama na ndaltaí. Breathnaíodh straitéisí éifeachtacha chun féinmheastóireacht na ndaltaí a éascú i roinnt ceachtanna.

3. Cáilíocht na tacaíochta d'fholláine na ndaltaí

- Ba réimse le hardmholadh an tacaíocht a tugadh d'fholláine na ndaltaí.
- Ba é misean na scoile '*daoine atá stuama, cumasach, carthanach a chothú, a bhfuil tuiscint acu ar Dhia agus meas acu ar an éagsúlacht.*' Ba léir tiomantas phobal na scoile uile don mhisean seo agus d'fhorbairt iomlánaíoch na ndaltaí.
- Cuireadh cuir chuige scoile uile i bhfeidhm go han-éifeachtach i dtaca le hOideachas Sóisialta Pearsanta agus Sláinte, Oideachas Caidrimh agus Gnéasachta (OCG) agus straitéisí chun folláine a chothú i measc an phobail scoile. Rinneadh athbhreithniú rialta ar thionchar na gcur chuige seo.
- Thuairiscigh an chuid ba mhó de na tuismitheoirí a chomhlíon ceistneoir go mbíonn ceacht corpoideachais ag a bpáiste gach seachtain. Cinntíodh cothromaíocht idir snáitheanna an churaclaim sa phlean scoile uile don Chorpoidéachas agus bhí acmhainní an-mhaith sa scoil chun tacú leis an ábhar. Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna Corpoideachais a breathnaíodh an-mhaith ar an iomlán. D'fhoill cur leis an gcleachtas seo, moltar torthaí foghlama na gceachtanna a roinnt leis na daltaí agus ról gníomhach a thabhairt dóibh ina mbaint amach a mheas.
- Ba láidreacht ar leith sa scoil cúrsaí cumarsáide, idir chumarsáid inmheánach i measc na foirne, chumarsáid leis na daltaí, chumarsáid leis na tuismitheoirí agus le pobal níos leithne na scoile. Thacaigh comhairle na dtuismitheoirí agus comhairle na ndaltaí go mór le hobair na scoile agus glacadh go dáiríre le ról an dá chomhairle ag leibhéal na ceannaireachta. B'inmholta gur eagraíodh comhairlí eile i measc na ndaltaí freisin chun a dtuairimí a ghlacadh ar cheisteanna ábhartha. B'fhiú an nasc idir comhairle na ndaltaí agus comhairle na dtuismitheoirí a threisiú tuilleadh agus deis a thabhairt do chomhairle na ndaltaí tuairisciú don bhord bainistíochta.
- D'aontaigh an chuid ba mhó de na tuismitheoirí a d'fhreagair ceistneoir gur cuireadh cód iompair, polasaí frithbhulaíochta agus OCG na scoile ar a súile. D'aontaigh an chuid ba mhó

de na daltaí a chomhlíon ceistneoir gur bhraith siad sábháilte ar scoil agus gur tugadh cúram dóibh ann.

4. Cáilíocht na ceannaireachta agus na bainistíochta

- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith. Bhí cruinnithe rialta ag an mbord agus bhí baill an bhoird lán eolach faoina ról agus faoi na freagrachtaí reachtúla a bhí le comhlíonadh ag an mbord. Rinneadh cuntais an bhoird a dheimhniú go tráthrialta. Moltar don bhord mionsonraí aontaithe chruinnithe an bhoird a roinnt leis an bpobal scoile níos leithne mar aon le tuairisc bhliantúil.
- Bhí fíís láidir ag an bpríomhoide don scoil mar áit ina gcuirtear forbairt iomlánaíoch gach dalta chun cinn. D'oibrigh sé go dian dícheallach chun caidrimh a chothú le baill uile phobal na scoile agus an pobal níos leithne chun an fhís sin a bhaint amach i spiorad na comhpháirtíochta. Thacaigh an leas-phríomhoide agus an fhoireann ceannaireachta ionscoile le baint amach na físe sin. Chuir siad na dualgais a bhí acu mar a bhain le cúrsaí curaclaim, riaracháin agus tréadaigh i bhfeidhm go cumasach. Thuairiscigh an príomhoide ar bhaint amach na ndualgas seo don bhord.
- Thacaigh comhairle na dtuismitheoirí ar bhealach an-éifeachtach leis an scoil. Bhí ról gníomhach acu i ndréachtú agus athbhreithniú polasaithe. Bhí feidhm ag comhairle na ndaltaí in athbhreithniú polasaithe ábhartha freisin.
- Chuir an scoil socrúcháin ar fáil go rialta do mhúinteoirí faoi oiliúint. Tá fáilte roimh rannpháirtíocht den sórt sin i gcláir oideachais tosaigh múinteoirí agus tá sé san áireamh i measc chaighdeáin *Cód Iompair Ghairmiúil do Mhúinteoirí na Comhairle Múinteoireachta*.

5. Cáilíocht na féinmheastóireachta scoile

- Baineadh leas an-éifeachtach as próisis féinmheastóireachta scoile (FMS) chun cúrsaí teagaisc agus foghlama a fheabhsú go leanúnach.
- Cuireadh pleananna i bhfeidhm chun Gaeilge neamhfhoirmiúil na ndaltaí a threisiú agus iad ar an gclós nó ag caint eatarthu féin. Chuathas i gcomhairle le pobal na scoile chun spriocanna a aontú agus a chur i bhfeidhm ina leith seo. Bhí tionchar dearfach ag an bplean FMS ar éispéiris agus gnóthachtáil na ndaltaí sa Ghaeilge. Baineadh leas éifeachtach as FMS freisin chun tacú le straitéisí náisiúnta amhail an Straitéis Dhigiteach. Ar an mbonn seo, aontaíodh plean scoile uile i leith na teicneolaíochta digití.
- Bhí plean idir lámhe tráth na meastóireachta chun tacú le folláine na ndaltaí. Aontaíodh go mbeadh cuir chuige scoile uile á bhforbairt d'fhonn cleachtais aisiríocha agus úsáid shlán teicneolaíochtaí digiteacha a chur chun cinn mar chuid lárnach den phlean. Moltar don scoil na ceithre cholún den *Polasaí Folláine agus Creat Cleachtais (athbhreithnithe 2019)* mar aon le réimsí agus caighdeáin *Ag Breathnú ar an Scoil Seo Againne 2022*, a úsáid mar bhonn eolais faoin bplean seo.
- Ba chóir don cheannaireacht tuairisc achomair ar dhul chun cinn an phlean FMS a roinnt leis an bpobal scoile go bliantúil.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa suíomh ag baint úsáid as contanam cáilíochta mar a léirítear thíos. Soláthraíonn 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	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeán rí-ard é do scoileanna agus do shuíomhanna eile.	Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis
An-mhaith	Is é atá i gceist le soláthar anmhaith ná soláthar atá anéifeachtach agus ar chaighdeán anard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach.	An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil
Go maith	Is é atá i gceist le soláthar atá go maith ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach.	Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fóna; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann
Teastaíonn feabhas chun caighdeán maith a bhaint amach	Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr.	Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaimeoir; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth
Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach	Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí inní.	Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn an bord roimh an tuairisc an-dearfach seo agus glacann an bord le príomhchinní na tuairisce lenár áirítear:

- an t-aitheantas a tugadh do dhíograis na múinteoirí maidir leis an gcaighdeán an-ard sa teagasc agus na timpeallachtaí dearfacha a chuirtear ar fáil.
- an ardtacaíocht a thugtar d'fholláine na bpáistí agus an tslí ina gcuirtear forbairt iomlánaíoch gach dalta chun cinn sa scoil atá mar chuid lárnach d'fhís na scoile.
- an t-aitheantas a tugadh i leith mar a cuireadh an luath-thumoideachas i bhfeidhm sa scoil agus an t-ardchaighdeán mar a bhain le cáilíocht na litearthachta idir Ghaeilge agus Bhéarla.
- an moladh a fuair cúrsaí oideachais speisialta sa scoil.

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

Ag teacht ó na moltaí:

- Chun cur tuilleadh le scileanna teanga na ndaltaí beidh cur chuige níos córasaí á chur i bhfeidhm sa scoil i leith na seánraí scríbhneoireachta sa dá theanga.
- Beidh tuilleadh béime a chur ar inniúlacht disciplín ar fud ábhair an churaclaim agus foclóir agus struchtúir theanga á múineadh go follasach do na daltaí.
- Beidh na ceithre cholún den *Polasaí Folláine agus Creat Cleachtais (athbhreithnithe 2019)* mar aon leis na réimsí agus caighdeáin in *Ag Breathnú ar an Scoil Seo Againne 2022*, á n-úsáid mar bhonn eolais faoin bplean FMS don fholláine.



An Roinn Oideachais
agus Óige
Department of Education
and Youth

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

Ainm na scoile

Gaelscoil Mhic Easmainn

Seoladh na scoile

Ráth Rónáin
Trá Lí
Co. Chiarraí
19631Q

Uimhir rolla/ Uimhir rolla

13/11/2025

Dáta na cigireachta/
Dáta na Meastóireachta

Dáta eisiúna na tuairisce

23/02/2026

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

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

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.

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.

How to read this report

During this inspection, the inspectors 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

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>Bí Cineálta</i>
• The name of the DLP and the child safeguarding statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS. • The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. • All teachers visited were aware of who to go to if they had a child protection concern. • The school's child safeguarding statement meets the requirements of the Child Protection Procedures for Primary and	1. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i>, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it. 2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and pupils/students. 3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of <i>Bí Cineálta</i>. 4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment. 5. All staff visited report that they have read the school's <i>Bí Cineálta</i> policy and that they are aware of their roles and

Post-Primary Schools 2023 or the updated procedures 2025. ☐ The minutes of the last three board of management meetings contain a child protection oversight report in line with the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2023 or the updated procedures 2025. ☐ 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 2023 or the updated procedures 2025. ☐ School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE) ☐ Child protection records are maintained in a secure location	responsibilities in preventing and addressing bullying behaviour.
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The school met the requirements in relation to each of the checks above.

Whole school evaluation - management, leadership and learning

Dates of inspection	10-13 November 2025
Inspection activities undertaken • Meetings with the principal and the in-school leadership team • Meeting with representatives of the board of management • Meeting with parents' representatives • Meetings with teachers • Review of relevant documents • Pupil focus group	• Analysis of parent, pupil and teacher questionnaires • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to the principal, deputy principal and teachers, and to the representatives of the parents and the board of management

School Context

Gaelscoil Mhic Easmainn was an urban, co-educational, Irish medium school under the patronage of the Catholic Bishop of Kerry at the time of the evaluation. The school had an administrative principal and seventeen mainstream teachers. One of those teachers was assigned to the school last year. This post was used to meet the priority needs of pupils in accordance with *Circular 0011/2025* as there was not a classroom in the school for the teacher. There were six other teachers on the special education team, one of whom was part-time. The

school had a language teacher for Irish for ten hours a week. There were 413 pupils enrolled in the school. Sampling in just over half of the learning settings took place as part of the evaluation.

Summary of key findings and recommendations:

Findings

- Pupils were very interested in learning and the quality of their learning was very good across the subjects observed.
- The implementation of early immersion education in the school was commendable and the quality of literacy in both Irish and English was of a high standard.
- Teaching was of a very high quality and the teachers fostered very positive learning environments.
- The support for pupils' wellbeing in the school was highly commendable.
- The quality of leadership and management was very good; the principal had a strong vision for the school as a place where the holistic development of all pupils is promoted.
- School self-evaluation (SSE) processes have been used very effectively to continuously improve teaching and learning.

Recommendations

- To further enhance pupils' language skills, teachers are advised to implement a more systematic approach to writing genres in both languages.
- Teachers should place further emphasis on disciplinary literacy across curriculum subjects and explicitly teach vocabulary and language structures to pupils.
- Leadership should use the four pillars of the *Wellbeing Policy and Framework for Practice (revised 2019)* as well as the domains and standards in *Looking at Our School (2022)*, to inform the SSE plan for wellbeing.

Detailed findings and recommendations

1. The quality of pupils' learning

- Lessons were observed in a range of subject areas during the evaluation which included numeracy, literacy, Wellbeing, Arts Education and Social, Environmental and Scientific Education. The quality of learning across these subjects was very good overall. The pupils were very interested in learning and it was evident that they enjoyed their learning.
- The quality of learning in literacy was of a high standard. The implementation of early immersion education was commendable. Irish phonology was explicitly taught in infant classes. Particular emphasis was placed on rhymes, songs and language modelling in order to develop pupils' receptive and expressive language skills in a capable and informed manner. A whole-school approach to the teaching of Irish in which grammar and language richness were central was used to build on their language skills.
- The teaching of English began in the second term in senior infants. Pupils' learning in English was ably facilitated with particular emphasis on the transfer of language skills. Pupils could express themselves clearly in both languages. They read with a high level of fluency and comprehension in general. It was commendable that they had the experience of reading a wide and rich range of reading materials in both Irish and English. They had opportunities to write creatively and in some genres. To further enhance pupils' language skills in both oral language, reading and writing, teachers are advised to implement a more systematic approach to writing genres in both languages.

Particular emphasis should be placed on pupils' listening skills as part of oral language in this agreed approach.

- Pupils' learning in Mathematics was of very good quality. Mathematics was linked to real life contexts to emphasise its importance. Pupils demonstrated very good understanding of mathematical concepts and were able to connect existing knowledge and newly learned content. They were able to use a range of operations, procedures, and illustrations to solve number and word problems. Effective use was made of both concrete materials and technology to consolidate and extend pupils' learning in Mathematics. In the lessons observed, it was mostly independent work that pupils engaged in. It is recommended that regular emphasis is placed on pair work and group work in Mathematics to further embed mathematical processes and thinking.
- Pupils demonstrated the appropriate values, learning dispositions and attitudes arising from their engagement with the other curricular subjects observed. The specific terminology of these subjects was developed indirectly during the lessons. Teachers should place further emphasis on disciplinary literacy across curriculum subjects and explicitly teach vocabulary and language structures to pupils.

2. The quality of teaching

- Teaching was of a very high quality.
- The language fluency and richness of both teachers and classroom assistants greatly enhanced pupils' immersive experiences. The work of the language teacher further reinforced the quality of these experiences.
- The teachers fostered very positive learning environments in which everyone was respected. They had very effective classroom management skills. They prepared comprehensively for their lessons. Accordingly, the structure and pace of the lessons observed was very good. They integrated curriculum subjects skillfully.
- It was evident that the teachers knew the pupils in their care very well and that they had high expectations for them. The lessons in which best practice was observed were differentiated according to expectation and learning activities, to ensure that all pupils were appropriately challenged. Teachers ensured that pupils were active in their learning in these lessons, during which they engaged in meaningful pair work and group work. They were given the opportunity to take ownership of the learning process and express their learning in new contexts. It is recommended that these highly effective attributes of teaching be consolidated as a whole-school approach across curriculum subjects.
- The *Continuum of Support* was implemented in the school in a very effective manner to identify and meet the emerging needs of pupils. The support given to them was very effectively coordinated. The class teachers in close consultation with the special education teachers supported identified pupils in a variety of ways. These included early intervention, co-teaching, in-class support and withdrawal as appropriate to the needs of the pupils.
- A sample of the support files reviewed contained specific targets and their implementation was regularly assessed. In order to further enhance this good practice, it is recommended that parents and the pupils themselves be given a more formal role in identifying and achieving targets. It would also be worth regularly reviewing support practices parallel to the classroom to ensure that the greatest level of support is provided to the pupils with the greatest level of need at all times.
- The quality of assessment was very good. A range of assessment strategies was used to track and assess pupils' progress. These included teacher observation, checklists of curriculum areas, teacher-designed tests as well as screening of standardised tests. It was evident that the teachers used this data to adapt classroom approaches to meet the learning needs of the pupils. Effective strategies to facilitate pupil self-assessment were observed in a number of lessons.

3. The quality of support for pupils' wellbeing

- The support for pupils' wellbeing was highly commendable.
- The school's mission was to '*nurture responsible, capable, caring individuals who have a sense of God and an appreciation for diversity.*' The commitment of the whole-school community to this mission and to the holistic development of the pupils was evident.
- Whole-school approaches to Personal Social and Health Education, Relationships and Sexuality Education (RSE) and strategies to promote wellbeing among the school community were implemented very effectively. The impact of these approaches was regularly reviewed.
- Most parents who completed a questionnaire reported that their child had a PE lesson every week. The whole-school plan for Physical Education ensured a balance between the strands of the curriculum and the school was very well resourced to support the subject. The quality of teaching and learning in the PE lessons observed was very good overall. In order to build on this practice, it is recommended that the learning outcomes of lessons be shared with pupils and that they are given an active role in evaluating their attainment.
- Communication, including internal communication among staff, communication with pupils, communication with parents and the wider school community was a particular strength of the school. The parents' council and the pupils' council was very supportive of the work of the school and the role of both councils was taken seriously at leadership level. It was commendable that other councils were also organised among the pupils to capture their views on relevant issues. It would be worthwhile to further strengthen the link between the pupils' council and the parents' council and to give the pupils' council the opportunity to report to the board of management.
- Most of the parents who responded to questionnaires agreed that they had been informed of the school's code of behaviour, anti-bullying and RSE policies. Most of the pupils who completed a questionnaire agreed that they felt safe at school and cared for there.

4. The quality of leadership and management

- The quality of leadership and management was very good. The board met regularly and board members were fully aware of their roles and of the statutory responsibilities to be fulfilled by the board. The board's accounts were certified on a regular basis. The board is encouraged to share agreed reports of board meetings with the broader school community as well as an annual report.
- The principal had a strong vision for the school as a place where the holistic development of all pupils is promoted. He worked diligently to build relationships with all members of the school and broader community to achieve that vision in a spirit of partnership. The deputy principal and the in-school leadership team supported the achievement of that vision. They skillfully completed their duties in relation to curricular, administrative and pastoral matters. The principal reported on the completion of these duties to the board.
- The parents' council supported the school in a very effective manner. They played an active role in policy formation and review. The pupils' council also had a function in the review of relevant policies.
- The school regularly provided placements for trainee teachers. Such participation is welcome in initial teacher education programmes and is included in the standards of the Teaching Council's *Code of Professional Conduct for Teachers*.

5. The quality of school self-evaluation

- School self-evaluation (SSE) processes have been used very effectively to continuously improve teaching and learning.
- Plans have been implemented to reinforce pupils' informal Irish while they are in the yard or talking to each other. The school community was consulted to agree and implement targets in this regard. The SSE plan had a positive impact on pupils' experiences and achievement in Irish. SSE was also used effectively to support national strategies such as the Digital Strategy. On this basis, a whole-school plan for digital technology was agreed.
- A plan was in place at the time of the evaluation to support the wellbeing of the pupils. It was agreed that a whole-school approach would be developed to promote restorative practices and the safe use of digital technologies as an integral part of the plan. The school is advised to use the four pillars of the *Wellbeing Policy and Framework of Practice (Revised 2019)* as well as the domains and standards of *Looking at Our School (2022)* to inform this plan.
- Leadership should share a summary report on the progress of the SSE plan with the school community annually.

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	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve

Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective
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Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The board welcomes this very positive report and accepts the key findings of the report including;

- the recognition given to the teachers' diligence, in relation to teaching being of a very high quality and the very positive learning environments fostered in the school.
- the high-quality support for children's wellbeing and the way in which holistic development of each child is promoted which is central to the vision of the school.
- the recognition given to the way in which early immersion education was implemented in the school and that the high standard of literacy in both Irish and English.
- the praise special education received in the school.

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

Arising from the recommendations:

- The school will implement a more systematic approach to writing genres in both languages to further enhance pupils' language skills.
- More emphasis will be placed on disciplinary literacy across curriculum subjects and vocabulary and language structures will be explicitly taught to pupils.
- Leadership will use the four pillars of the *Wellbeing Policy and Framework for Practice (revised 2019)* as well as the domains and standards in *Looking at Our School (2022)*, to inform the SSE plan for wellbeing.

