An Roinn Oideachais agus Óige
Department of Education and Youth

Meastóireacht Scoile Uile: Bainistíocht, Ceannaireacht agus Foghlaim

REPORT

Ainm na scoile	Gaelscoil Mhuscraí
Seoladh na scoile	Sean Íochtarach An Bhlárna Co. Chorcaí
Uimhir rolla	20151J
Dáta na cigireachta	03/03/2026
Dáta eisiúna na tuairisce	09/06/2026

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 dhearbhú 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 féinmheastóireachta 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. Soláthraíonn 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:	
Cosaint Leanaí	*Bí Cineálta*
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. 2. Tá Ráiteas um Chumhdach Leanaí na scoile faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 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. 4. Tá ráiteas um chumhdach leanaí na scoile ag teacht lena n-éilítear faoi na Nósanna Imeachta um Chosaint Leanaí i mBunscoileanna agus in Iar-bhunscoileanna 2023 nó na nósanna imeachta nuashonraithe 2025.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil ag úsáid Aguisín A de Bí Cineálta, 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 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. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide uasdátú ar fáil don bhord ag gach gnáthchruinniú den bhord a shásaíonn riachtanais Bí Cineálta. 4. Tá tionscnaimh chuí i bhfeidhm ag an scoil chun cultúr agus timpeallacht scoile atá dearfach agus ionchuimsitheach a chur chun cinn.

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 Iar-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 Iar-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.	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 róil agus a bhfreagrachtaí maidir le hiompraíocht bhulaíochta a chosc agus dul i ngleic léi.

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht scoile uile - bainistíocht, ceannaireacht agus foghlaim

Dátaí na cigireachta	27/02/2026, 02/03/2026 & 03/03/2026
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 an Fhorais Phátrúnachta í Gaelscoil Mhúscraí ag am na meastóireachta. Bhí príomhoide riaracháin agus seachtar múinteoirí príomhshrutha ag an scoil. Bhí triúr múinteoirí oideachais speisialta, duine amháin acu ar bhonn páirtaimseartha. Bhí dhá rang speisialta sa scoil do dhaltaí ar a raibh uathachas. Bhí 194 dalta cláraithe sa scoil.

Tugadh deis do thuismitheoirí suirbhé a líonadh mar chuid den phróiseas. Fuarthas freagraí ó thuismitheoirí i gcoitinne, ach ní bhfuarthas freagraí an tsuirbhé a bhain leis na ranganna speisialta.

Achoimre ar na príomhchinntí agus ar na príomh-moltaí:

Cinntí

- Bhí cáilíocht na foghlama an-mhaith ar an iomlán. Léirigh na daltaí luachanna dearfacha, meonta foghlama cuí agus dearcthaí inmholta ina rannpháirtíocht leis an gcuraclam.
- Bhain cáilíocht an-ard leis an teagasc ar fud na scoile.
- Bhí cáilíocht na tacaíochta d'fholláine na ndaltaí ar chaighdeán an-ard. Le linn na meastóireachta, bhí atmaisféar fáilteach, dearfach agus tacúil le sonrú ar fud na scoile.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith. Roinn an bord mionsonraí comhaontaithe a gcruinnithe leis an bpobal scoile níos leithne, mar aon le tuairisc bhliantúil, rud a léirigh cur chuige oscailte agus trédhearcach ina chuid oibre.
- Bhain an scoil úsáid an-éifeachtach as an bpróiseas féinmheastóireachta scoile chun feabhsúcháin a chur chun cinn.

Moltaí

- Moltar d'fhoireann na scoile cur chuige comhsheasmhach scoile uile a fhorbairt chun úsáid na hinniúlachta disciplín a dhaingniú i ngach ábhar agus ag gach leibhéal ranga.
- Ba chóir do mhúinteoirí níos mó úsáid a bhaint as taispeántais amhairc agus lipéid i dtimpeallacht an tseomra ranga agus intinní foghlama, agus critéir ratha a roinnt leis na daltaí chun comhsheasmhacht dúshláin agus tacaíochta a chur ar fáil do gach foghlaimeoir.

Cinntí agus moltaí mionsonraithe

1. Cáilíocht fhoghlaim na ndaltaí

- Bhí cáilíocht na foghlama an-mhaith ar an iomlán. Bhí leibhéal spéise agus rannpháirtíochta an-mhaith le sonrú i measc na ndaltaí le linn na foghlama. Bhí siad gníomhach agus rannpháirteach ina gcuid oibre, agus soláthraíodh deiseanna cuí dóibh obair go neamhspleách agus go comhoibríoch. Léiríodh cur chuige cruthaitheach i leith na foghlama ar fud na ranganna. Léirigh na daltaí luachanna dearfacha, meonta foghlama cuí agus dearcthaí inmholta ina rannpháirtíocht leis an gcuraclam i gcoitinne.
- Bhí cáilíocht na foghlama sa litearthacht ar ardchaighdeán. Bhí leibhéal spéise agus rannpháirtíochta na ndaltaí an-ard, agus bhí siad gníomhach ina gcuid foghlama. Bhí cur i bhfeidhm an luath-thumoideachais inmholta, agus bhí caighdeán maith litearthachta sa Ghaeilge le sonrú ar fud na scoile. Múineadh fóineolaíocht na Gaeilge go follasach i ranganna na naíonán, agus cuireadh béim chuí ar rainn, amhráin agus samhaltú teanga chun scileanna gabhchumais agus ginchumais na ndaltaí a fhorbairt ar bhealach córasach.
- De réir mar a chuaigh na daltaí ar aghaidh tríd na ranganna, bhí dul chun cinn córasach le sonrú i scileanna labhartha, léitheoireachta agus scríbhneoireachta. Cuireadh cur chuige scoile uile i bhfeidhm i leith mhúineadh na Gaeilge, áit a raibh an ghramadach agus saibhreas teanga lárnach. Bhí obair chuí déanta ar shaorscríbhneoireacht i seánraí éagsúla, agus bhí traschur scileanna le feiceáil idir an Ghaeilge agus an Béarla.
- Bhain cáilíocht an-mhaith le foghlaim na ndaltaí sa Mhatamaitic. Bhí rannpháirtíocht ghníomhach le sonrú, agus léirigh na daltaí tuiscint an-mhaith ar choincheapa matamaiticiúla. Rinneadh an fhoghlaim a nascadh go héifeachtach le comhthéacsanna fíorshaoil, rud a chabhraigh le tábhacht na Matamaitice a threisiú. Bhí na daltaí in ann nasc a dhéanamh idir eolas a bhí acu cheana agus ábhar nua-fhoghlamtha, agus d'úsáid siad réimse oibríochtaí, gnásanna agus léirithe chun fadhbanna uimhriúla agus focail a réiteach. Baineadh úsáid éifeachtach as ábhair nithiúla agus as teicneolaíocht chun foghlaim na ndaltaí a dhaingniú agus a leathnú. I roinnt ranganna, bhí dialanna matamaitice in úsáid chun foclóir agus smaointeoireacht na ndaltaí a fhorbairt. Cé go raibh obair aonair neamhspleách le sonrú den chuid is mó sna ceachtanna a breathnaíodh, moltar deiseanna níos rialta a chur ar fáil d'obair i mbeirteanna agus i ngrúpaí chun próisis agus smaointeoireacht mhatamaiticiúil na ndaltaí a dhoimhniú tuilleadh.
- Bhí fianaise shoiléir ann go raibh raon leathan gníomhaíochtaí ealaíne ar siúl, agus go raibh scileanna ealaíne na ndaltaí á bhforbairt go héifeachtach. Bhí taithí mhaith faighte acu ar shnáitheanna éagsúla den Eolaíocht, den Stair agus den Tíreolaíocht, agus bhí siad in ann naisc cuí a dhéanamh idir a gcuid foghlama agus an saol laethúil. Cé gur forbraíodh saintéarmaíocht na n-ábhar seo le linn na gceachtanna, is gá béim níos láidre a leagan ar inniúlacht disciplín ar fud an churaclaim. Moltar foclóir agus struchtúir theanga a mhúineadh go follasach chun cur ar chumas na ndaltaí labhairt níos cruinne agus níos muiníní faoina gcuid foghlama. Ina theannta sin, moltar deiseanna níos leithne a chruthú chun obair thionscadail a fhorbairt ar fud na scoile.
- Léirigh na daltaí sa ghrúpa fócais dearcadh an-dearfach i leith shaol na scoile. Luaigh siad go raibh na múinteoirí cineálta agus tacúil agus gur bhain siad taitneamh as am a chaitheamh lena gcairde ar scoil. Thuairiscigh siad go mbíonn deiseanna acu páirt a ghlacadh i réimse leathan gníomhaíochtaí foghlama, lena n-áirítear ealaín, spórt agus tíreolaíocht. Mhínigh na daltaí go n-úsáidtear teicneolaíochtaí digiteacha chun tacú lena gcuid foghlama agus go mbíonn deis acu tionscadail agus cuir i láthair a dhéanamh. Luaigh siad freisin go dtagann cuairteoirí éagsúla chuig an scoil, lena n-áirítear seandálaithe, innealtóirí agus cleachtóirí folláine, rud a chuireann go mór lena dtaithí foghlama agus a nascann an fhoghlaim leis an saol lasmuigh den scoil.

2. Cáilíocht an teagaisc

- Bhain cáilíocht an-ard leis an teagasc ar fud na scoile. D'úsáid na múinteoirí cuir chuige teagaisc an-éifeachtach. Cuireadh eispéiris foghlama ardchaighdeáin ar fáil a thacaigh go cuí le baint amach cuspóirí na gceachtanna. Bhí líofacht teanga le sonrú i measc múinteoirí, rud a chuir go mór le heispéiris tumtha na ndaltaí.
- Chothaigh na múinteoirí timpeallachtaí foghlama an-dearfach ina raibh meas ar chách agus ina raibh bainistíocht ranga ar chaighdeán an-ard. Rinne siad ullmhúchán cuimsitheach do na ceachtanna, agus dá bharr sin, bhí luas agus struchtúr an-mhaith leo. Léiríodh comhtháthú cumasach idir ábhair an churaclaim sna ceachtanna a breathnaíodh.
- Bhí an-aithne ag na múinteoirí ar na daltaí faoina gcúram agus bhí ionchais arda acu dóibh. Sa chleachtas ab fhearr, rinneadh difreálú éifeachtach trí ionchais agus trí ghníomhaíochtaí foghlama éagsúla chun freastal ar riachtanais uile na ndaltaí. Cinntíodh go raibh na daltaí gníomhach ina gcuid foghlama, agus cuireadh deiseanna fiúntacha ar fáil dóibh obair i mbeirteanna agus i ngrúpaí. 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 a dhaingniú mar chur chuige scoile uile ar fud ábhair an churaclaim. Ba chóir do mhúinteoirí níos mó úsáid a bhaint as taispeántais amhairc agus lipéid i dtimpeallacht an tseomra ranga, agus intinní foghlama agus critéir ratha a roinnt leis na daltaí chun comhsheasmhacht dúshláin agus tacaíochta a chur ar fáil do gach foghlaimeoir.
- Cuireadh an Leanúntas Tacaíochta i bhfeidhm ar bhealach an-éifeachtach chun riachtanais na ndaltaí a aithint agus freastal orthu go cuí. Rinneadh comhordú an-éifeachtach ar an soláthar tacaíochta, agus d'oibrigh múinteoirí ranga i ndlúthchomhar leis na múinteoirí oideachais speisialta chun freastal ar riachtanais na ndaltaí ar bhealaí éagsúla. Áiríodh leis seo luath-idirghabháil, comhtheagasc, tacaíocht ionranga agus tacaíocht ar bhonn aistarraingthe, de réir mar a bhí oiriúnach.
  Bhí spriocanna sonracha le sonrú i sampla de na comhaid tacaíochta a athbhreithníodh, agus rinneadh monatóireacht agus measúnú rialta ar a gcur i bhfeidhm. D'fhonn an dea-chleachtas seo a neartú tuilleadh, moltar ról níos foirmiúla a thabhairt do thuismitheoirí agus do na daltaí féin i bpróiseas leagan amach agus bainte amach na spriocanna.
- Léirigh na múinteoirí sna ranganna speisialta tuiscint mhaith ar riachtanais aonair na ndaltaí agus chuir siad straitéisí teagaisc oiriúnacha i bhfeidhm chun tacú lena bhfoghlaim agus lena bhforbairt. Soláthraíodh deiseanna fóinteacha d'ionchuimsiú i ranganna príomhshrutha, agus cuireadh na deiseanna seo i bhfeidhm go pleanáilte agus go héifeachtach. Moltar tuilleadh úsáide a bhaint as acmhainní agus as tacaíochtaí amhairc chun tuiscint agus rannpháirtíocht na ndaltaí a fheabhsú.
- Bhí cáilíocht an mheasúnaithe go maith ar an iomlán. Baineadh leas as réimse straitéisí measúnaithe chun dul chun cinn na ndaltaí a rianú agus a mheas, lena n-áiríodh dírbhreathnú an mhúinteora, seicliostaí, tástálacha múinteoir-dheartha agus torthaí tástálacha caighdeánaithe. Úsáideadh an t-eolas seo go héifeachtach in a lán suíomhanna chun cuir chuige teagaisc a oiriúnú agus chun freastal ar riachtanais foghlama na ndaltaí. Breathnaíodh straitéisí fiúntacha chun féinmheastóireacht na ndaltaí a éascú i roinnt ceachtanna. Moltar an dea-chleachtas seo a leathnú ar fud na scoile agus béim leanúnach a chur ar úsáid an mheasúnaithe chun difreálú a threorú go córasach.

3. Cáilíocht na tacaíochta d'fholláine na ndaltaí

- Bhí cáilíocht na tacaíochta d'fholláine na ndaltaí ar chaighdeán an-ard. Le linn na meastóireachta, bhí atmaisféar fáilteach, dearfach agus tacúil le sonrú ar fud na scoile. Bhí caidreamh an-dearfach idir na daltaí agus an fhoireann, chomh maith le caidrimh dhearfacha i measc na ndaltaí féin. Chuir sé seo go mór le mothú láidir pobail agus muintearais.

- Chuir an scoil réimse leathan gníomhaíochtaí comhchuraclaim agus seachchuraclaim ar fáil, lena n-áiríodh rannpháirtíocht i ngníomhaíochtaí spóirt éagsúla, a thacaigh le forbairt iomlánaíoch na ndaltaí. Bhí an scoil rannpháirteach i roinnt tionscnamh suntasach lena chuirtear an fholláine chun cinn. Léiríodh leis an rannpháirtíocht seo cur chuige córasach agus uileghabhálach i leith na folláine.
- Chuir na múinteoirí cóitseáil mhothúchánach ar fáil go héifeachtach, agus cuireadh ranganna folláine ar fáil le tacaíocht ón tSeirbhís Náisiúnta Síceolaíochta Oideachais.
- Soláthraíodh deiseanna fiúntacha do na daltaí páirt ghníomhach a ghlacadh i saol na scoile trí chlubanna agus tionscnaimh éagsúla, lena n-áiríodh club fichille agus comhairle na ndaltaí.
- Léirigh bainistíocht agus múinteoirí na scoile meas ar thuairimí agus ar leasanna na ndaltaí, agus lorgaíodh a gcuid tuairimí ar bhonn rialta maidir le polasaithe agus gníomhaíochtaí scoile. Chuir an cur chuige rannpháirteach seo le forbairt scileanna sóisialta agus pearsanta na ndaltaí agus le neartú a mothúchán muintearais sa scoil.

4. Cáilíocht na ceannaireachta agus na bainistíochta

- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith. Bhí cruinnithe rialta ag an mbord bainistíochta, agus léirigh na baill tuiscint shoiléir ar a róil agus ar na freagrachtaí reachtúla a bhí le comhlíonadh acu. Rinneadh cuntais an bhoird a dheimhniú go tráthrialta. Roinn an bord mionsonraí comhaontaithe a gcruinnithe leis an bpobal scoile níos leithne, mar aon le tuairisc bhliantúil, rud a léirigh cur chuige oscailte agus trédhearcach.
- Bhain cáilíocht an-ard le ceannaireacht an phríomhoide lenar cruthaíodh fís shoiléir don scoil agus cur i bhfeidhm na físe sin i ngach gné de shaol na scoile.
- Thacaigh an leas-phríomhoide agus an fhoireann ceannaireachta ionscoile go héifeachtach le cur i bhfeidhm na físe seo. Chomhlíon siad a ndualgais i réimsí an curaclaim, riaracháin agus um chúram tréadach go cumasach. Thug an príomhoide tuairisc rialta don bhord bainistíochta ar a gcuid oibre agus ar an dul chun cinn a bhí á dhéanamh.
- Cuireadh béim chuí ar fhorbairt ról ceannaireachta na ndaltaí, agus soláthraíodh deiseanna dóibh páirt ghníomhach a ghlacadh i saol na scoile trí struchtúir éagsúla ar nós comhairle na ndaltaí.
- Thacaigh comhairle na dtuismitheoirí ar bhealach an-éifeachtach le hobair na scoile agus le heispéiris foghlama na ndaltaí. Chuir an comhpháirtíocht dhearfach seo go mór le forbairt agus le feidhmiú na scoile.
- Cuireadh socrúcháin ar fáil go rialta do mhúinteoirí faoi oiliúint sa scoil, agus léiríodh tiomantas do rannpháirtíocht i gcláir Oideachais Tosaigh Múinteoirí. Tá an cleachtas seo ailínithe le caighdeáin an Chóid Iompair Ghairmiúil do Mhúinteoirí de chuid na Comhairle Múinteoireachta agus cuireann sé le forbairt ghairmiúil leanúnach laistigh den scoil.

5. Cáilíocht na féinmheastóireachta scoile

- Bhí cáilíocht na féinmheastóireachta scoile ar chaighdeán an-ard. Baineadh leas an-éifeachtach as próisis féinmheastóireachta scoile (FMS) chun cúrsaí teagaisc agus foghlama a fheabhsú go leanúnach.
- Cuireadh pleananna spriocdhírithe i bhfeidhm chun Gaeilge neamhfhoirmiúil na ndaltaí a threisiú, go háirithe i gcomhthéacsanna neamhfhoirmiúla ar nós ar an gclós agus i gcomhrá idir daltaí. Chuathas i gcomhairle le pobal na scoile, agus bhí tionchar dearfach ag an obair seo ar eispéiris agus ar ghnóthachtáil na ndaltaí sa Ghaeilge.
- Baineadh leas éifeachtach as an bpróiseas FMS freisin chun tacú le cur i bhfeidhm straitéisí náisiúnta, lena n-áirítear an Straitéis Dhigiteach. Mar thoradh air seo,

forbraíodh agus aontaíodh plean scoile uile i leith na teicneolaíochta digití. Ina theannta sin, bhí plean idir lámha tráth na meastóireachta chun tacú le folláine na ndaltaí.

- Rinne an cheannaireacht monatóireacht chórasach ar chur i bhfeidhm na bpleananna agus roinneadh tuairiscí ar an dul chun cinn leis an bpobal scoile go rialta. Léiríodh dea-chleachtas i leith féinmheastóireacht chomhoibríoch agus feabhsúchán leanúnach ar fud na scoile leis an gcur chuige seo.

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 chaighdeáin 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 an-mhaith** ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard 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; fónta; 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 bhfoghlaim; 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 imní.	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

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tá Bord Bainistíochta Gaelscoil Mhuscraí sásta glacadh leis an dTuairisc Chigireachta Seo (MSU). Fáiltíonn an Bord roimh an Tuairisc. Tá áthas orainn gur aithníodh go raibh foghlaim na ndaltaí an-mhaith agus go bhfuil árd-chaighdeán ag baint leis an teagasc ar fud na scoile. Aithníodh an t-atmaisféar fáilteach agus dearfach le sonrú sa scoil, rudaí a chuir leis an ndearbhú go bhfuil na tacaíochtaí d'fholláine na ndaltaí an-árd i nGaelscoil Mhuscraí. Aithnítear freisin caighdeán bhainistíochta atá an-árd. Is mór againn an spreagadh a thugann an tuairisc seo dúinn agus táimid tiomanta an tuairisc seo a úsáid mar threoir le haghaidh a thuilleadh feabhsúcháin scoile.

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 tuilleadh béime a chur ar inniúlacht disciplín ar fud ábhair an churaclaim agus foclóir agus struchtúir theanga á múineadh go follasach do na daltaí.
- Cé go bhfuil na seomraí ranga maisithe go maith déanfar deimhin de go bhfuil lipéidí agus taispeántas ranga le feiscint timpeall na seomraí ranga chun tacú le sealbhú teangan.
- Roinnfear intinní foghlama agus critéir reatha lena daltaí chun comhsheasmhacht dúshláin agus tacaíochta a chinntiú do gach foghlaimeoir.

An Roinn Oideachais agus Óige
Department of Education and Youth

Whole-School Evaluation: Management, Leadership and Learning

REPORT

Name of school	Gaelscoil Mhúscraí
School address	Sean Íochtarach Blarney Co. Cork
Roll number	20151J
Date of evaluation	03/03/2026
Date of issue of report	09/06/2026

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

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Bí Cineálta</td></tr>
<tr><td>9. The name of the DLP and the child safeguarding statement are prominently displayed near the main entrance to 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.
10. The school's Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
11. All teachers visited were aware of who to go to if they had a child protection concern.
12. The school's child safeguarding statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025.
13. The minutes of the last three board of management meetings record a child</td><td>6. The school has developed an anti-bullying policy using Appendix A of Bí Cineálta, 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.
7. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.
8. 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 Bí Cineálta.
9. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.
10. All teachers visited report that they have read the school's Bí Cineálta policy and that they are aware of their roles and</td></tr>
</table>

protection oversight report that meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025. 14. 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. 15. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE). 16. Child protection records are maintained in a secure location.	responsibilities in preventing and tackling bullying behaviour.

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

Whole-school evaluation – management, leadership and learning

Dates of inspection	27/02/2026, 02/03/2026 & 03/03/2026
Inspection activities undertaken • Meetings with principal and in-school leadership team • Meeting with representatives of the board of management • Meeting with parent 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, to the deputy principal, to teachers and to parents' representatives and representatives of the board of management

School Context

Gaelscoil Mhúscraí was an urban, co-educational, Irish-medium school under the patronage of An Foras Pátrúnachta at the time of the evaluation. The school had an administrative principal and seven mainstream teachers. There were three special education teachers, one of whom was working on a part-time basis. The school had two special classes for pupils with autism. 194 pupils were enrolled in the school.

Parents were invited to complete a survey as part of the process. While responses were received from parents in general, no survey responses were received in respect of the special classes.

Summary of main findings and recommendations:

Findings

- The quality of learning was very good overall. Pupils demonstrated positive values, appropriate learning dispositions and commendable attitudes in their engagement with the curriculum.
- Teaching was of very high quality throughout the school.
- The quality of support for pupils' wellbeing was of a very high standard. During the evaluation, a welcoming, positive and supportive atmosphere was evident throughout the school.
- The quality of leadership and management was very good. The board shared an agreed report of its meetings with the wider school community, along with an annual report, demonstrating an open and transparent approach in its work.
- The school made very effective use of the school self-evaluation process to promote improvements.

Recommendations

- It is recommended that school staff develop a consistent whole-school approach to consolidating the use of disciplinary language in all subjects and at all class levels.
- Teachers should make greater use of visual displays and labels in the classroom environment and share learning intentions and success criteria with pupils in order to provide consistency of challenge and support to all learners.

Detailed findings and recommendations

1. The quality of pupils' learning

- The quality of learning was very good overall. A very good level of interest and engagement was evident among pupils during learning. They were active and engaged in their work and were provided with appropriate opportunities to work both independently and collaboratively. A creative approach to learning was evident across all classes. Pupils demonstrated positive values, appropriate learning dispositions and commendable attitudes in their engagement with the curriculum in general.
- The quality of learning in literacy was of a high standard. Pupils' level of interest and engagement was very high, and they were active in their learning. The implementation of early immersion education was commendable, and a high standard of Irish-language literacy was evident throughout the school. Irish-language phonology was taught explicitly in the infant classes, with appropriate emphasis placed on rhymes, songs and language modelling to systematically develop pupils' receptive and productive skills.
- Systematic progress in oral, reading and writing skills was evident as pupils progressed through the classes. A whole-school approach to the teaching of Irish was implemented, with grammar and language enrichment central to this approach. Appropriate work had been carried out on free writing in various genres, and the transfer of skills between Irish and English was evident.
- Pupils' learning in Mathematics was of very good quality. Active engagement was evident, with pupils demonstrating a very good understanding of mathematical concepts. Learning was connected effectively to real-life contexts, helping to reinforce the importance of Mathematics. Pupils were able to make a connection between their pre-existing knowledge and newly learnt content, and they applied a range of operations, conventions and representations to solve numerical and word problems. Effective use was made of concrete materials and technology to consolidate and extend pupils' learning. In some classes, mathematics diaries were being used to develop pupils' vocabulary and thinking. While independent individual work was evident for the most part in the lessons observed, it is recommended that more regular opportunities for pair and group work be provided to further deepen pupils' mathematical processes and thinking.
- There was clear evidence that a wide range of art activities were taking place and that pupils' art skills were being developed effectively. Pupils had gained good experience of various strands of Science, History and Geography, and were able to make appropriate connections between their learning and daily life. While subject-specific terminology was developed during lessons in these subjects, stronger emphasis needs to be placed on disciplinary competence across the curriculum. It is recommended that vocabulary and language structures be taught explicitly to enable pupils to speak about their learning in a more accurate and more confident manner. It is also recommended that broader opportunities be created to develop project work across the school.
- Pupils in the focus group displayed a very positive attitude towards school life. They said that the teachers were kind and supportive and that they enjoyed spending time with their friends at school. They reported that they have opportunities to participate in a wide range of learning activities, including art, sports and geography. Pupils explained that digital technologies are used to support their learning and that they had the opportunity to carry out projects and give presentations. They also said that a variety of visitors come to the school, including archaeologists, engineers and wellness practitioners, with this greatly enhancing their learning experience and connecting their learning to life outside of school.

2. The quality of teaching

- Teaching was of very high quality throughout the school. Teachers applied highly effective teaching approaches. High-quality learning experiences were provided which appropriately supported the achievement of lesson objectives. Language fluency was evident among teachers, and this greatly enhancing pupils' immersion experiences.
- Teachers fostered very positive learning environments in which everyone was respected and in which classroom management was of a very high standard. They had made comprehensive preparations for the lessons and, as a result, their lessons were very well paced and structured. Skilful integration between curricular subjects was demonstrated in the lessons observed.
- Teachers had very good knowledge of the pupils in their care and had high expectations for them. In the best practice, effective differentiation was carried out by varying expectations and learning activities to cater for the needs of all pupils. It was ensured that pupils were active in their learning, and they were provided with meaningful opportunities to work in pairs and in groups. They were given the opportunity to take ownership of the learning process and to demonstrate their learning in new contexts. It is recommended that these highly effective features be consolidated as a whole-school approach across all curricular subjects. Teachers should make greater use of visual displays and labels in the classroom environment and share learning intentions and success criteria with pupils to provide consistency of challenge and support to all learners.
- The Continuum of Support was implemented in a highly effective manner to identify and appropriately cater for pupils' needs. The provision of support was coordinated very effectively, with class teachers working closely with the special education teachers to cater for pupils' needs in various ways. This included early intervention, co-teaching, in-class support, and support on a withdrawal basis, as appropriate.
- Specific targets were evident in a sample of the support files reviewed, and their implementation was regularly monitored and assessed. With a view to further strengthening this good practice, it is recommended that parents and the pupils themselves be provided with a more formal role in the process of setting and achieving the targets.
- Teachers in the special classes demonstrated a good understanding of pupils' individual needs, and they applied appropriate teaching strategies to support their learning and development. Beneficial opportunities for inclusion in mainstream classes were provided, with such opportunities implemented in a planned and effective manner. It is recommended that greater use be made of visual resources and supports to enhance pupils' understanding and engagement.
- The quality of assessment was good overall. A range of assessment strategies were used to track and assess pupils' progress, including direct teacher observation, checklists, teacher-designed tests and standardised test results. This information was used effectively in a large number of settings to adapt teaching approaches and cater for pupils' learning needs. Meaningful strategies to facilitate pupil self-assessment were observed in a number of lessons. It is recommended that this good practice be extended throughout the school and that ongoing emphasis be placed on the use of assessment to systematically guide differentiation.

3. The quality of support for pupils' wellbeing

- The quality of support for pupils' wellbeing was of a very high standard. During the evaluation, a welcoming, positive and supportive atmosphere was evident throughout the school. There was a very positive relationship between pupils and staff, as well as positive relationships among the pupils themselves. This greatly enhanced the strong sense of community and belonging.

- The school provided a broad range of co-curricular and extra-curricular activities, including participation in various sports activities, which supported pupils' holistic development. The school participated in a number of significant initiatives promoting wellbeing. This participation reflected a systematic and comprehensive approach to wellbeing.
- Teachers effectively provided emotional coaching, and wellbeing classes were provided with the support of the National Educational Psychological Service.
- Pupils were provided with meaningful opportunities to actively participate in school life through various clubs and initiatives, including a chess club and the student's council.
- School management and teachers demonstrated respect for pupils' views and interests, with pupils' views on school policies and activities sought on a regular basis. This participatory approach contributed to the development of pupils' social and personal skills and to the strengthening of their sense of belonging in the school.

4. The quality of leadership and management

- The quality of leadership and management was very good. The board of management held regular meetings, with members demonstrating a clear understanding of their roles and statutory responsibilities. Board accounts were certified on a regular basis. The board shared agreed minutes of its meetings with the wider school community, along with an annual report, demonstrating an open and transparent approach.
- The leadership of the principal was of very high quality. She had a clear vision for the school and ensured that this vision was being effectively implemented in all aspects of school life.
- The deputy principal and the in-school leadership team effectively supported the implementation of this vision. They skilfully performed their duties in the areas of curriculum, administration and pastoral care. The principal regularly reported to the board of management on their work and on the progress being made.
- Appropriate emphasis was placed on the development of pupils' leadership role, with pupils provided with opportunities to actively participate in school life through various structures such as the students' council.
- The parents' council effectively supported the school's work and pupils' learning experiences. This positive partnership greatly enhanced the school's development and performance.
- The school regularly provided placements for student teachers, and it demonstrated a commitment to participation in Initial Teacher Education programmes. This practice aligns with the standards of the Teaching Council's Code of Professional Conduct for Teachers and contributes to continuous professional development within the school.

5. The quality of school self-evaluation

- The quality of school self-evaluation was of a very high standard. Very effective use was made of school self-evaluation (SSE) processes to continuously improve teaching and learning.
- Targeted plans were implemented to strengthen pupils' informal Irish, particularly in informal contexts such as in the yard and in conversations between pupils. The school community was consulted, and this work had a positive impact on pupils' experiences and attainment in Irish.
- Effective use was also made of the SSE process to support the implementation of national strategies, including the Digital Strategy. As a result, a whole-school plan for digital technology was developed and agreed. In addition, a plan to support pupils' wellbeing was in progress at the time of the evaluation.
- Leadership systematically monitored the implementation of plans and regularly shared progress reports with the school community. This approach reflected good practice in

respect of collaborative self-evaluation and continuous improvement throughout the school.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the setting using the 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 setting'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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management of Gaelscoil Mhuscraí is happy to accept this inspection report for the whole-school evaluation: management leadership and learning. The board welcomes the report. We are pleased that it recognised that pupils' learning was very good overall and that teaching was of a very high standard. We welcome the fact that a welcoming and positive atmosphere was evident in the school, factors that contributed to the affirmation that pupil wellbeing supports are very strong in Gaelscoil Mhuscraí. We welcome the recognition given to the standard of leadership and management as being very good. We are encouraged by the findings and are committed to using this report as a roadmap for continued improvement.

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:

- More emphasis will be placed on disciplinary language across curriculum subjects and vocabulary and language structures will be explicitly taught to pupils.
- While classrooms are well-decorated with displays greater use of visual display and labels will be used in the classroom to support pupil learning and language acquisition.
- Learning objectives and success criteria will be shared with pupils in all classes to ensure consistency of challenge and support to learners.