

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
English

REPORT

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|---|---------------------------------------|
| Ainm na scoile / School name | Scoil Naomh Colmcille |
| Seoladh na scoile / School address | Oileán Thoraí Contae Dhún Na nGall |
| Uimhir rolla / Roll number | 05164I |

Date of inspection: 06-06-2019



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

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in English under the following headings:

1. Quality of pupils' learning
2. Supporting pupils' learning through learner experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

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

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

Curriculum Evaluation

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| Date of inspection | 06-06-2019 |
| Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview | <ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers |

SCHOOL CONTEXT

Scoil Cholmcille is a rural co-educational primary school under the patronage of the Catholic Bishop of Raphoe. It is situated on Tory island. The school participates in the Gaeltacht Recognition Scheme and in Delivering Equality of Opportunity in Schools (DEIS), the Department's action plan for educational inclusion. Twelve pupils are enrolled across two mainstream classrooms. The school has one part-time special educational needs teacher and a part-time language support teacher for Irish.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall quality of pupils' learning in English is good although pupils' oral language skills are not sufficiently progressed throughout the school.
- The overall quality of pupils' learning experiences in English is good; pupils are provided with purposeful opportunities to engage in their learning.
- Teaching is of a very good quality; digital learning technologies (DLT) are used very effectively as a teaching and learning resource.
- The quality of support for pupils with additional needs is good overall; teachers effectively adapt teaching and learning practices to suit the needs of all pupils.
- The overall quality of assessment is good although pupils' peer and self-assessment practices are not sufficiently developed.
- The whole school plan for English is effective.

RECOMMENDATIONS

- Teachers should outline specific targets for the development of pupils' oral language skills to ensure appropriate progression from class to class.
- Pupils' self and peer-assessment practices should be developed and implemented to ensure that learning activities support and challenge pupils appropriately in their learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The overall quality of the pupils' learning in English is good. A positive learning atmosphere prevails in which pupils listen well to their teachers and to each other. Pupils are motivated and enjoy their learning particularly when they are active in their learning. Pupils in the junior classroom were able to discuss a topic based on a theme from *Aistear: the Early Childhood Curriculum Framework* using appropriate sequencing, tense and subject specific vocabulary to a very high standard. This very good practice in supporting oral language through the use of developmental interventions should be implemented in both classrooms. Topic specific vocabulary should be used more explicitly by pupils

in the senior classroom to enhance the incremental development of pupils' expressive language. Pupils can recite poems with expression and enjoy writing their own poetry. During the focus group discussion, pupils spoke of their enthusiasm for research while learning English and particularly using digital learning technologies (DLT) for this purpose.

Classrooms are well resourced and pupils are provided with a broad range of reading experiences including paired reading and the use of novels during team teaching. Pupils demonstrate a positive attitude to reading and are exposed to a wide variety of fiction and non-fiction texts. During the lessons observed, pupils read appropriately challenging texts with a good level of fluency. Pupils' early reading skills are being effectively developed. They know how to construct sentences using phonological awareness and syntactic cues. Evidence from a range of whole-school assessment data indicates that pupils are making good progress in reading and comprehension skills. The school has begun to use comprehension strategies to enhance learning in Irish and these strategies are also supporting pupils' comprehension skills in English. Writing skills are of a good standard and the pupils purposefully engage in the writing process.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

The overall quality of pupils' learning experiences in English is good. Pupils are provided with purposeful opportunities to engage in collaborative learning. Teacher questioning is effective in challenging pupils' thinking and eliciting good quality responses. The learning environments are stimulating, print-rich and attractive spaces. Highly respectful interactions were observed between pupils and teachers.

Overall, teaching is of a very good quality with all teachers demonstrating highly effective classroom management skills. Classroom practices are having a positive impact on pupils' learning. Lessons observed were very well structured and a suitable range of very effective methodologies was employed. The use of digital learning technologies as both a teaching and learning resource is highly commendable. There was very good integration between oral, reading and writing activities.

The quality of support for pupils with additional needs is good overall. Teachers are aware of pupils' individual learning needs and adapt methodologies to help pupils overcome challenges in their learning. The school provides support for pupils with additional needs through a suitable range of in-class and withdrawal approaches. Teachers support the learning of pupils with additional needs through effective scaffolding and consolidation of new structures in language. The quality of planning for pupils with special educational needs is good overall. There is a need to ensure that all targets within the Continuum of Support are specific and measurable.

The overall quality of assessment is good. Copies are corrected and teachers regularly conference with pupils in relation to improving their learning. The *Drumcondra English Profiles* and standardised test results are used to track the attainment levels of every pupil in reading, writing and oral language. This rich data should be further used to set targets and plan for learning activities for all pupils. Teachers share the learning intention with the pupils at the beginning of the lesson and pupils' comprehension is supported and challenged through skilful teaching questioning. Pupils' self and peer-assessment practices are not sufficiently implemented and should be developed incrementally throughout the school.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

The whole school plan for English is of a good quality. The principal effectively leads the school's engagement in a continuous process of self-evaluation, and whole-school planning reflects the collective collaboration among staff. It informs practice in the school and is reflected in planning. Teachers plan clear relevant and differentiated learning outcomes and they monitor pupils' progress very well. Planning in the junior classes for specific vocabulary to be taught is of a high standard; this very good practice should be shared to enhance language learning. Short-term planning is currently in monthly format; the school should now adopt a fortnightly planning format as set down in the *Rules for National Schools* revised.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

{This is a translation of the school response submitted by the board of management}

Part A: Observations on the content of the inspection report

The Board of Management of Scoil Cholmcille welcomes this report following the curriculum evaluation of English in the school.

The board is satisfied that the overall quality of learning in English is good.

We are delighted that the quality of teaching is very good in the school.

The board is happy that the report recognised that Digital Learning Technologies are being used effectively as a teaching and learning resource, especially as they plan to continue the development of DLT.

The board is satisfied with the recognition that the needs of all pupils are effectively catered for and the quality of support for pupils with additional needs is good overall.

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

As a result of this report, the board would like to ensure progression in terms of oral language skills from class to class, therefore teachers will be planning specific targets for the development of pupils' oral language skills.

The staff have reviewed assessment. We are developing the peer-assessment and self-assessment practices not only in English but also in the other subjects. We hope to develop and strengthen this practice.

As recommended, the teachers are making more use of the valuable data available in Drumcondra English Profiles and the results of other standardised tests to set targets and to plan for learning activities for all pupils. Since the beginning of the school year, fortnightly planning has been implemented as laid down in the Rules for National Schools Revised.

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 | Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision. | Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary |
| Good | Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard. | Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement |
| Satisfactory | Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard. | Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas |
| Fair | Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better. | Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve |
| Weak | Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements. | Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties; |

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Meastóireacht Curaclaim
Béarla

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

MEASTÓIREACHT CURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i *gCuraclam na Bunscoile* (1999). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc sa Bhéarla faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

Meastóireacht Curaclaim

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|---|---|
| Dáta na cigireachta | 06-06-2019 |
| Na gníomhaíochtaí cigireachta ar tugadh fúthu | <ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide agus do na múinteoirí |
| <ul style="list-style-type: none">Plé leis an bpríomhoide agus na múinteoiríAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí | |

COMHTHÉACS NA SCOILE

Is bunscoil tuaithe chomhoideachais faoi phátrúnacht Easpag Caitliceach Ráth Bhó í Scoil Cholmcille. Tá sí lonnaithe ar Oileán Thoraí. Tá an scoil páirteach sa Scéim Aitheantais Scoileanna Gaeltachta agus i gComhionannas Deiseanna a Sholáthar i Scoileanna (DEIS), plean gníomhaíochta na Roinne don ionchuimsiú sóisialta. Tá dáréag daltaí cláraithe idir an dá sheomra ranga príomhshrutha. Tá múinteoir riachtanais speisialta páirtaimseartha amháin mar aon le múinteoir páirtaimseartha do thacaíocht teanga Gaeilge ag an scoil.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht foghlama na ndaltaí sa Bhéarla go maith ar an iomlán cé nach bhfuil dóthain dul chun cinn déanta tríd an scoil i scileanna labhartha na ndaltaí.
- Tá cáilíocht éispéiris foghlama na ndaltaí sa Bhéarla go maith ar an iomlán; cuirtear deiseanna a bhfuil cuspóir leo ar fáil do na daltaí chun iad a bheith gafa sa bhfoghlaim.
- Tá cáilíocht an teagaisc go han-mhaith; baintear úsáid an-éifeachtach as teicneolaíochtaí na foghlama digití (TFD) mar acmhainn teagaisc agus foghlama.
- Tá cáilíocht na tacaíochta do dhaltaí le riachtanais bhreise go maith ar an iomlán; déanann múinteoirí na cleachtais theagaisc agus foghlama a oiriúnú go héifeachtach chun freastal ar riachtanais na ndaltaí uile.
- Tá cáilíocht an mheasúnaithe go maith ar an iomlán ach níl na cleachtais phiarmheasúnaithe agus fhéinmeasúnaithe sách forbartha.
- Tá an plean scoile uile don Bhéarla éifeachtach.

MOLTAÍ

- Ba chóir do mhúinteoirí cur síos a dhéanamh ar na sainspriocanna d'fhorbairt scileanna teanga labhartha na ndaltaí lena dheimhniú go dtarlaíonn dul chun cinn cuí ó rang go rang.
- Ba chóir cleachtais fhéinmeasúnaithe agus phiarmheasúnaithe na ndaltaí a fhorbairt agus a fheidhmiú lena chinntiú go mbíonn na gníomhaíochtaí foghlama ag tacú agus ag tabhairt dúshlán go cuí do dhaltaí agus iad ag foghlaim.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá cáilíocht foghlama na ndaltaí sa Bhéarla go maith ar an iomlán. Tá atmaisféar foghlama dearfach i réim ina n-éistíonn na daltaí go maith leis na múinteoirí agus lena chéile. Tá na daltaí spreagtha agus baineann siad taitneamh as a bhfoghlaim, go háirithe nuair a bhíonn siad gníomhach sa bhfoghlaim. Bhí na daltaí sna ranganna sóisearacha ábalta topaic, a bhí bunaithe ar théama ó *Aistear: an Creat Curaclaim Luathóige*, a phlé ar shárchaighdeán agus iad ag baint úsáide as seiceamh, aimsir agus focláir a bhaineann go díreach leis an ábhar. Ba chóir an dea-chleachtas an-mhaith seo maidir le hidirbheartaíochtaí forbartha a úsáid chun tacú le feidhmiú na teanga ó bhéal a chur i bhfeidhm sa dá sheomra ranga. Ba chóir do dhaltaí sa seomra ranga sinsearach úsáid níos follasaí a bhaint as foclóir a bhaineann go díreach le topaicí chun cur le forbairt teanga labhartha na ndaltaí go céimniúil. Is féidir le daltaí dánta a aithris le brí agus baineann siad taitneamh as a gcuid filíochta féin a scríobh. Nuair a bhí plé ag an bhfócasghrúpa, labhair na daltaí faoin bhfonn a bhí orthu taighde a dhéanamh agus iad ag foghlaim Béarla, go háirithe úsáid a bhaint as teicneolaíochtaí na digití foghlama (TDF) chuige seo.

Tá na seomraí ranga dea-acmhainnithe agus cuirtear raon leathan eispéaras léitheoireachta ar fáil do na daltaí lena n-áirítear léitheoireacht bheirte agus úsáid úrscéalta agus cómhúinteoireacht. Léiríonn daltaí dearcadh dearfach i leith na léitheoireachta agus bíonn fáil acu ar raon leathan téacsanna ficsin agus neamhficsin. Le linn na gceachtanna a breathnaíodh léigh daltaí téacsanna a raibh dúshlán cuí ag baint leo agus léirigh siad leibhéal líofachta maith. Tá forbairt éifeachtach á déanamh ar scileanna luath-léitheoireachta na ndaltaí. Tuigeann siad conas abairtí a chruthú ag baint úsáide as feacht fhóineolaíoch agus as leideanna comhréire. Léiríonn sonraí ó raon measúnuithe scoile uile go bhfuil dul chun cinn maith á dhéanamh ag daltaí i scileanna léitheoireachta agus tuisceana. Tá tús curtha ag an scoil le straitéisí tuisceana a úsáid chun an fhoghlaim i nGaeilge a fheabhsú agus tá na straitéisí seo ag tacú freisin le scileanna tuisceana Béarla na ndaltaí. Tá caighdeán na scileanna scríofa go maith agus bíonn daltaí gafa go feidhmiúil le próiseas na scríbhneoireachta.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEAHTAS NA MÚINTEOIRÍ

Tá cáilíocht éispéiris foghlama na ndaltaí sa Bhéarla go maith ar an iomlán. Cuirtear deiseanna a bhfuil cuspóir leo ar fáil do na daltaí chun iad a bheith gafa sa chomharfhoghlaim. Bíonn éifeacht ag baint le ceistiúchán an mhúinteora chun dúshlán a thabhairt do smaointeoireacht na ndaltaí agus chun freagairtí ardcháilíochta a mhealladh uathu. Is spásanna spreagúla agus tarraingteacha iad na spásanna foghlama a bhfuil timpeallachtaí ábhar i bprionta ar fáil iontu. Ba léir caidrimh ardmheasúla idir na daltaí agus na múinteoirí.

Tá cáilíocht an teagaisc go han-mhaith ar an iomlán agus léiríonn gach múinteoir scileanna bainistíochta ranga ardéifeachtúla. Bíonn tionchar dearfach ag na cleachtais ranga ar fhoghlaim na ndaltaí. Bhí an-struchtúr ag baint leis na ceachtanna a breathnaíodh agus baineadh úsáid as raon oiriúnach modhelaíochtaí a bhí an-éifeachtach. Moltar go mór an úsáid atá á baint as teicneolaíochtaí na digití foghlama mar acmhainn teagaisc agus foghlama. Bhí comhtháthú an-mhaith idir na gníomhaíochtaí labhartha, léitheoireachta agus scríbhneoireachta.

Tá cáilíocht na tacaíochta do dhaltaí le riachtanais bhreise go maith ar an iomlán. Tá na múinteoirí ar an eolas faoi riachtanais foghlama aonair na ndaltaí agus cuireann siad modhelaíochtaí in oiriúint

chun cuidiú le daltaí dúshlán fhoghlama a bhíonn acu a shárú. Cuireann an scoil tacaíocht ar fáil do dhaltaí le riachtanais speisialta trí raon oiriúnach cuir chuige laistigh agus lasmuigh den rang. Tacaíonn na múinteoirí le foghlaim na ndaltaí a bhfuil riachtanais bhreise acu trí struchtúir theanga nua a scaflú agus a dhaingniú go héifeachtach. Tá cáilíocht na pleanála do dhaltaí le riachtanais speisialta oideachais go maith ar an iomlán. Is gá a dheimhniú do mbíonn na spriocanna uile sa *Chontanam Tacaíochta* sonrath agus intomhaiste.

Tá cáilíocht an mheasúnaithe go maith ar an iomlán. Ceartaítear na cóipleabhair agus bíonn múinteoirí i gcomhairle go rialta le daltaí maidir lena bhfoghlaim a fheabhsú. Baintear úsáid as na *Próifílí Béarla Dhroim Conrach* agus as torthaí na dtrialacha caighdeánacha chun leibhéal ghnóthachtálacha gach dalta don léitheoireacht, scríbhneoireacht agus teanga ó bhéal a rianadh. Ba chóir tuilleadh úsáide a bhaint as na sonraí luachmhara seo chun spriocanna a shocrú agus chun pleanáil do ghníomhaíochtaí foghlama a dhéanamh do gach dalta. Cuireann múinteoirí na cuspóirí foghlama in iúl do na daltaí ag tús an cheachta agus baintear úsáid as ceistiúchán sciliúil sa teagasc chun tuiscint dhaltaí a thacú agus a dhúshlánú. Ní dhéantar cleachtais phiarmheasúnaithe agus fhéinmeasúnaithe na ndaltaí a chur i bhfeidhm dóthain agus ba chóir iad seo a fhorbairt go céimniúil tríd an scoil.

3. ÉIFEACTH PHLEANÁIL SCOILE, FÉINMHEASTÓIREACTH SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

Tá cáilíocht mhaith ag baint leis an bplean scoile uile don Bhéarla. Tugann an príomhoide treoir éifeachtach do rannpháirtíocht na scoile i bpróiseas leanúnach féinmheastóireachta agus léiríonn pleanáil na scoile uile an comhoibriú iomlán i measc na foirne. Cruthaíonn sé seo bonn eolais do chleachtas na scoile agus bíonn léiriú le fáil air sa phleanáil. Déanann múinteoirí torthaí foghlama a bhíonn soiléir, ábhartha agus idirdhealaithe a phleanáil agus déanann siad monatóireacht an-mhaith ar dhul chun cinn na ndaltaí. Tá caighdeán an-ard ag baint leis an bpleanáil sna ranganna sóisearacha don fhoclóir ar leith atá le teagasc agus ba chóir an deachleachtas an-mhaith seo a roinnt chun foghlaim na teanga a fheabhsú. Faoi láthair déantar an phleanáil ghearrthréimhseach go míosúil; ba chóir don scoil pleanáil choicise a chur i bhfeidhm anois mar atá sna *Rialacha do Bhunscoileanna* leasaithe.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Scoil Cholmcille roimh an tuairisc seo tar éis an chigireacht meastóireachta a rinneadh ar churaclaim an Bhéarla sa scoil.

Tá an bord sásta go bhfuil cáilíocht Foghlama na ndaltaí sa Bhéarla go maith ar an iomlán.

Tá an lúcháir orainn go bhfuil cáilíocht an teagaisc go han-mhaith sa scoil.

Tá áthas ar an bhord go raibh sé feiceálach go bhfuil Teicneolaíochtaí na Foghlama Digití in úsáid go h-éifeachtach mar acmhainn teagaisc agus Foghlama, go háirithe agus rún againn leanúint le forbairt an TFD.

Tá an bord sásta go bhfuil sé aitheanta go bhfuil freastal éifeachtach a dhéanamh ar riachtanais na ndaltaí uile agus go bhfuil cáilíocht na tacaíochta do dhaltaí le riachtanais bhreise go maith ar an iomlán.

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

Mar thoradh ar an tuairisc seo ba mhaith linne mar bhord, deimhniú go bhfuil dul chun cinn ó rang go rang ó thaobh scileanna teanga labhartha de, agus mar sin beidh na múinteoirí ag déanamh cur síos mar atá molta ar na sainspíocanna d'fhorbairt scileanna teanga labhartha na ndaltaí.

Tá athbhreithniú déanta ag an fhoireann ar an mheasúnú. Tá forbairt a dhéanamh againn ar na cleachtais phiarmheasúnaithe agus féinmeasúnaithe ní amháin sa Bhéarla ach sna hábhair eile chomh maith. Tá súil againn seo a fhorbairt agus a fheidhmiú.

Mar atá molta, tá na múinteoirí ag baint tuilleadh úsáid as na sonraí luachmhara atá ar fáil sna Próifílí Béarla Dhroim Conrach agus as torthaí na dtrialacha caighdeánacha eile le spíocanna a shocrú agus chun pleanáil do ghníomhaíochtaí foghlama a dhéanamh do gach dalta. Ó thús na scoil bliana tá pleanáil choicise a chur i bhfeidhm sa scoil mar atá sna Rialacha do Bhunscoileanna leasaithe.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

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

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