

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Scoil Chaoimhín
Seoladh na scoile/ School address	Sráid Mhaoilbhríde Baile Átha Cliath 1
Uimhir rolla / Roll number	19831B

Dáta na Meastóireachta: 20-06-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

CAD IS MEASTÓIREACHT LEANTACH ANN?

Déanann cigireachtaí leantacha meastóireacht ar an dul chun cinn atá déanta ag scoil i gcur i bhfeidhm na bpríomhgholtaí a rinneadh i gcigireacht roimhe sin, seachas meastóireacht ar an soláthar oideachais foriomlán a dhéanann an scoil. Cuireann cigirí comhairle ar an scoil freisin maidir le straitéisí agus gníomhartha chun cur ar a gcumas déileáil go hiomlán le moltaí.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an Cigire meastóireacht ar an dul chun cinn atá déanta ag scoil i gcur i bhfeidhm na bpríomhgholtaí a rinneadh i gcigireacht roimhe sin faoi na ceannteidil seo a leanas:

1. An dul chun cinn a baineadh amach go dtí seo
2. Cinntí
3. Moltaí

Tugann cigirí cur síos ar cháilíocht an dul chun cinn a rinneadh i ngach ceann de na réimsí sin ag baint úsáide as contanam cáilíochta leanúna na Cigireachta a thaispeántar ar an leathanach deiridh den tuairisc seo. Míníonn an contanam cáilíochta leanúna na téarmaí a úsáideann cigirí agus meastóireacht á dhéanamh acu ar dhul chun cinn na scoile i gcur i bhfeidhm moltaí.

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.

CAOMHNÚ 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.
2. 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.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

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

<p>SONRAÍ NA CIGIREACHTA BUNAIDH</p> <p>Cineál: Meastóireacht Scoile Uile: Bainistíocht, Ceannaireacht agus Foghlaim</p> <p>Dáta na Cigireachta: 28-01-2016</p> <p>Ar Foilsíodh an Tuairisc? Foilsíodh</p>	<p>SONRAÍ NA CIGIREACHTA LEANTAÍ</p> <p>Dáta na Cigireachta: 20-06-2018</p>
<p>Gníomhaíochtaí cigireachtaí leantaí</p>	
<p>Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí</p> <ul style="list-style-type: none"> • Cruinniú leis an bpríomhoide • Agallamh le múinteoirí • Taifead ar cháipéisí agus taifid scoile agus ar obair na ndaltaí • Athbhreithniú ar acmhainní agus áiseanna • Breathnú ar theagasc agus ar fhoghlaim • Caidreamh le daltaí 	
<p>Moladh a rinneadh sa tuairisc cigireachta bhunaidh</p>	<p>Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta</p>
<p>Ba chóir plean stráitéiseach a dhearadh agus a chur i bhfeidhm chun dul i ngleic le lagchaighdeán gnóthachtála na ndaltaí sa Ghaeilge agus sa Bhéarla agus le titim i rollachán na scoile.</p>	<p>Dul chun cinn maith</p> <p>Tá dul chun cinn maith déanta ag bainistíocht agus foireann na scoile i ndearadh plean straitéiseach chun caighdeán gnóthachtála na ndaltaí sa Ghaeilge agus sa Bhéarla a ardú agus chun rollachán na scoile a mhéadú. Dhírigh an scoil ar chomh-mhúinteoireacht ach go háirithe chun an léitheoireacht a chur chun cinn. Tá scileanna cumarsáide na ndaltaí i ranganna na naíonán go maith mar thoradh ar ionchur an luath-thumoideachais ach is fiú leanúint le forbairt ar scileanna tuisceana agus cumarsáide na ndaltaí sna méán ranganna. Tá dul chun cinn suntasach déanta ó thaobh méadú i rollúchán na scoile. Tá foireann na scoile agus na tuismitheoirí gníomhach in eachtraí seachchuraclaim. B'fhiú don bhord polasaí cumarsáide a fhorbairt i gcomhar le pobal tuismitheoirí na scoile.</p>
<p>Is gá plean DEIS a dhearadh agus feidhm a bhaint as an bpróiseas féinmheastóireachta scoile chun príorachtaí na scoile agus spriocanna feabhsúcháin in-tomhaiste a aithint agus clár feabhsúcháin a chur i gcrích.</p>	<p>Dul chun cinn maith</p> <p>Tá dul chun cinn maith déanta ag an scoil ó thaobh plean DEIS a dhearadh agus feidhm a bhaint as an bpróiseas féinmheastóireachta scoile chun príorachtaí na scoile a aithint agus clár feabhsúcháin a dhearadh. Tá plean feabhsúcháin scoile éifeachtach don litearthacht, uimhearthacht agus rannpháirtíocht na dtuismitheoirí deartha le spriocanna in-tomhaiste, gníomhaíochtaí, freagrachtaí agus córais mheasúnaithe ar an dul chun cinn rianaithe. B'fhiú do na hoidí ranga aird ar leith a dhíriú ar na spriocanna atá sa plean feabhsúcháin chun a chinntiú go bhfuil ceangal níos dlúithe idir iad agus a bpleanáil ghearrthréimhseach don teagasc agus don fhoghlaim.</p>
<p>Moltar an teagasc a chur in oiriúint do riachtanais uile na ndaltaí trí chóras measúnaithe cinnte a úsáid agus próifíl aonair a dhearadh do riachtanais</p>	<p>Dul chun cinn maith</p> <p>Tá dul chun cinn maith déanta ag an scoil ó thaobh córais mheasúnaithe éifeachtacha a úsáid agus tá próifíl aonair deartha, bunaithe ar riachtanais fhoghlama, do gach dalta. Is léir ó thorthaí na scrúduithe caighdeánaithe go bhfuil ardú leanúnach ar thorthaí na bhfoghlaiméoirí sa Ghaeilge agus sa</p>

<p>foghlama gach dalta. Ba chóir spriocanna uailmhianacha a chlárú dóibh agus monatóireacht chuí a dhéanamh chun go mbainfeadh na daltaí na spriocanna sin amach.</p>	<p>Bhéarla thar tréimhse dhá bhliain. Tá an teagasc curtha in oiriúint do riachtanais fhoghlama éagsúla. Tá dul chun cinn maith déanta ag na daltaí sa léitheoireacht ach go háirithe. Tá tús curtha ag an scoil chun contanam na tacaíochta a chur i bhfeidhm ach is fiú an contanam a chur i bhfeidhm ar bhonn níos córasaí i ngach rang.</p>
<p>Moltar cultúr agus cleachtais an Ghaeloideachais a leathnú a thuilleadh. Mar thús pointe, moltar go ndearfadh páirtithe leasmhara na scoile, fíis agus ráiteas misin don scoil agus go ngníomhófaí dá réir.</p>	<p>Dul chun cinn an-mhaith Tá dul chun cinn an-mhaith déanta ag an scoil ó thaobh cultúr agus cleachtais an Ghaeloideachais a leathnú: tá ráiteas misean deartha; tá an tumoideachas i bhfeidhm; agus tá imeachtaí curaclaim agus seach-churaclaim chultúrtha eagraithe. Bíonn tionól scoile gach seachtain chun ceiliúradh a dhéanamh ar dhul chun cinn na ndaltaí in úsáid na Gaeilge. Tá ranganna Gaeilge eagraithe do thuismitheoirí tar éis am scoile chomh maith chun úsáid na Gaeilge a chur chun cinn.</p>
<p>Ba chóir athbhreithniú a dhéanamh ar na pleananna curaclaim chun treoir oiriúnach a thabhairt do na múinteoirí sa teagasc agus forchéimniú a chinntiú san fhoghlaim.</p>	<p>Dul chun cinn i bpáirt Tá dul chun cinn i bpáirt déanta ag an scoil ó thaobh na pleanála ar bhonn céimniúil ó rang go rang chun an leanúnachas a chinntiú. Tá pleanáil fad-tréimhseach ar chaighdeán maith déanta don Ghaeilge agus don Bhéarla ach is fiú plean gearr-thréimhseach, le spriocanna sainiúla do gach rang leibhéil, a aithint sa Ghaeilge agus sa Bhéarla chun an leanúnachas a chothú i bhfoghlaim na ndaltaí ó rang go rang. B'fhiú úsáid a bhaint as an <i>gCuraclam Teanga na Bunscoile</i> chun na spriocanna ar leith i dtorthaí na bhfoghlaim a aithint do gach rang-leibhéil.</p>
<p>Chun cultúr an fheabhsúcháin a threisiú agus an plean straitéiseach atá molta a chur i bhfeidhm, moltar don scoil tacaíocht a lorg ó ghníomhaireachtaí seachtrach tríd an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí.</p>	<p>Dul chun cinn an-mhaith Tá dul chun cinn an-mhaith déanta ag an scoil ó thaobh cultúr an fheabhsúcháin a threisiú agus an plean straitéiseach a chur i bhfeidhm agus trí thacaíocht a fháil ó ghníomhaireachtaí seachtracha. Eagraíodh tacaíochtaí ar leith ón tSeirbhís um Fhorbairt Ghairmiúil agus tá toradh an-mhaith ó thaobh cleachtais an tumoideachais agus cur chuige éifeachtachta teagaisc le sonrú i ngach rang.</p>
<p>Achoimre ar na cinntí</p>	
<p>Tá dul chun cinn maith déanta ag an scoil i dtrí cinn de na moltaí, dul chun cinn an-mhaith i gcur i bhfeidhm dhá mholadh, agus dul chun cinn i bpáirt i moladh amháin. Tá plean straitéiseach deartha chun feabhas a chur ar thorthaí na bhfoghlaim a chur i bhfeidhm. Tá méadú suntasach tagtha ar rollúchán na scoile.</p>	
<p>Moltaí</p>	
<ul style="list-style-type: none"> • Moltar spriocanna foghlama atá céimniúil a rianú i bpleanáil ghearrthréimseach gach múinteora agus na spriocanna a bheith dírithe ar an bplean feabhsúcháin scoile agus ar <i>Churaclam Teanga na Bunscoile</i>. • Is gá contanam na tacaíochta a chur i bhfeidhm go córasach i ngach rang. • Moltar scileanna cumarsáide na ndaltaí sna méán-ranganna a fhorbairt. • B'fhiú don bhord polasaí cumarsáide a fhorbairt i gcomhar le pobal thuismitheoirí an scoile. 	

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

{Folamh}

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

Cuireann an Bord Bainistíochta agus foireann Scoil Chaoimhín fáilte roimh an meastóireacht scoile uile (cigireacht leantach), dar dáta an 20 Meitheamh 2018.

Táimid sásta go léiríonn na cinntí go bhfuil dul chun cinn maith déanta ag an scoil maidir le caighdeán foghlama na ndaltaí sa Ghaeilge agus maidir le rollachán na scoile a ardú.

Tá áthas orainn gur moladh an plean DEIS atá deartha ag an scoil agus an córas measúnaithe atá i bhfeidhm sa scoil.

Tá an-áthas orainn gur chinn an chigireacht go bhfuil dul chun cinn an-mhaith déanta ag an scoil chun cultúr agus cleachtais an Ghaeloideachais a leathnú agus chun an tumoideachas a chur i bhfeidhm.

Táimid sásta go bhfuil dul chun cinn an-mhaith déanta ag an scoil ó thaobh chultúr an fheabhsúcháin a threisiú agus trí thacaíocht a fháil ón tSeirbhís um Fhorbairt Ghairmiúil.

Tuigeann an fhoireann an luach a bhaineann le béim a chur ar phleanáil churaclaim agus chuige sin, tá tacaíocht leantach ón tSeirbhís um Fhorbairt Ghairmiúil socraithe don scoilbhliain reatha 2018/2019 agus do na scoilblianta amach romhainn, chun spriocanna *Churaclam Teanga na Bunscoile* a chur i bhfeidhm go ceimniúil sna ranganna.

Tá an Bord tiomanta ar pholasaí cumarsáide a fhorbairt. Chuige seo tá an bord, go háirithe ionadaithe tofa na dtuismitheoirí, ag obair le coiste tuismitheoirí na scoile chun polasaí a fhorbairt.

CANTANAM NA CÁILÍOCHTA DO CHIGIREACHTAÍ LEANTACHA

Tugann *dul chun cinn an-mhaith* le fios go bhfuil gníomh cuí déanta chun déileáil leis an moladh, agus go bhfuil, nó go mbeidh, an toradh atá de dhíth bainte amach mar thoradh ar an ngníomh.

Tugann *dul chun cinn maith* le fios go bhfuil gníomh cuí déanta chun déileáil leis an moladh, agus go bhfuil feabhsúchán subtaintiúil déanta, cé go bhfuil gá le tuilleadh dul chun cinn.

Tugann *dul chun cinn i bpáirt* le fios go bhfuil cuid de ghníomh cuí déanta chun déileáil leis an moladh, agus go bhfuil cuid d'feabhsúcháin déanta, ach go bhfuil gá le roinnt shuntasach de dhul chun cinn breise.

Tugann *gan dul chun cinn ar bith* le fios nach bhfuil gníomh ar bith déanta agus nach mór déileáil leis an moladh bunaidh.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Chaoimhín
Seoladh na scoile/ School address	Marlborough Street Dublin 1
Uimhir rolla / Roll number	19831B

Date of Evaluation: 20-06-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS A FOLLOW-THROUGH INSPECTION?

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole-School Assessment: Management, Leadership and Learning</p> <p>Date of Inspection: 28-01-2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 20-06-2018</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with principal • Interview with teachers • Record of school documentation and records and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>A strategic plan should be designed and implemented in order to address the poor quality of pupils' attainment in Irish and English and to address the decrease in the school's enrolment.</p>	<p>Good progress</p> <p>The management and staff of the school have made good progress in the design of a strategic plan to raise the standard of achievement of pupils in Irish and in English and to increase enrolment of the school. The school focused on co-teaching in particular to promote reading. The communication skills of the students in the infant classes is good as a result of early immersion education but it is worthwhile to continue to develop the comprehension and communication skills of the pupils in the middle classes. Significant progress has been made in terms of an increase in school enrolment. The school staff and the parents are active in extra-curricular activities. It would be worthwhile for the board to develop a communications policy in consultation with the school's parent community.</p>
<p>A DEIS plan needs to be designed and the school self-evaluation process needs to be deployed in order to identify the school's priorities and to implement measured improvement goals and a program of improvement.</p>	<p>Good progress</p> <p>The school has made good progress in the design of the DEIS plan and in the use of the school self-evaluation process in order to identify the school's priorities and to design a program for improvement. An effective school improvement plan for literacy, numeracy and parental involvement has been designed with measurable goals, activities, responsibilities and assessment systems recorded. It would be worthwhile for class teachers to pay particular attention to the targets identified in the improvement plan to ensure that they are linked more closely to their short-term planning for teaching and learning.</p>
<p>It is recommended that teaching is adapted to all pupils' needs by using a specific system of assessment and by designing an individual profile for each</p>	<p>Good progress</p> <p>The school has made good progress in using effective assessment systems and an individual pupil profile has been designed, based on pupils' learning needs. The results of standardised tests indicate that</p>

<p>pupil's learning needs. They should record ambitious goals for them and monitor these appropriately so that the pupils would achieve these goals.</p>	<p>learner outcomes in Irish and in English has improved steadily over a two-year period. Teaching is tailored to cater for various learning needs. The pupils have made good progress in reading in particular. The school has begun to implement the continuum of support but it would be worthwhile to implement the continuum more systematically in each class.</p>
<p>It is recommended that the culture and practices of Irish-medium education are further extended. As a starting point, it is recommended that the school's stakeholders design a vision and mission statement for the school and that this is acted upon accordingly.</p>	<p>Very good progress The school has made very good progress in expanding the culture and practice of Irish-medium education: a mission statement has been designed; immersion education is in place; and curricular activities and extra-curricular cultural events have been organised. A school assembly is held each week to celebrate the progress of the pupils in the use of Irish. Classes to promote the use of Irish have been organised for parents also after school time.</p>
<p>The curriculum plans should be reviewed in order to provide teachers with appropriate guidance in teaching and in order to ensure progression in learning.</p>	<p>Partial progress The school has made some progress in terms of planning on a phased basis in order to ensure continuity from class to class. Long-term planning of a good standard has been undertaken for Irish and for English but it would be worthwhile identifying a short-term plan, with specific targets set for each class level, in Irish and in English in order to maintain continuity in the learning of the pupils from class to class. It would be worthwhile to use the <i>Primary Language Curriculum</i> in order to identify the specific learning outcomes for each class level.</p>
<p>In order to strengthen the culture of improvement and in order to implement the proposed strategic plan, it is recommended that the school seek support from external agencies through the Professional Development Service for Teachers.</p>	<p>Very good progress The school has made very good progress in strengthening the culture of improvement and in the implementation of the strategic plan, and in garnering support from external agencies. Particular supports provided by the Professional Teachers Development Service, the immersion practice and the effective teaching approach have all impacted very well in every class.</p>
<p>Summary of findings</p>	
<p>The school has made good progress in three of the recommendations, very good progress in the implementation of two recommendations, and partial progress in one. A strategic plan has been designed in order to improve learner outcomes. The school enrolment has increased significantly.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • It is recommended that graduated learning targets are recorded in the short-term planning of each teacher and that these targets be focussed on the school improvement plan and on the <i>Primary Language Curriculum</i>. • It is necessary to implement the continuum of support systematically in each class. • It is recommended that the communication skills of the students in the middle classes be developed. 	

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

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

The Board of Management and the staff of Scoil Chaoimhín welcome the whole school evaluation (follow-up inspection) dated 20 June 2018.

We are pleased that the findings state that good progress has been made regarding the standard of pupils' learning in Gaeilge and that enrolments in the school have increased.

We are pleased that the DEIS plan developed by the school and the assessment strategy that has been implemented have been lauded.

We are very pleased with the finding of the inspectorate that the school has made very good progress in implementing immersion education and deepening the culture and practice of education through the medium of Gaeilge.

We are pleased that the school has made very good progress in relation to school improvement with the support of the Professional Development Service for Teachers (PDST).

The staff understands the importance attached to focusing on curriculum planning and to this end additional support from the PDST has been arranged for the current school year (2018/19) and future school years. This will enable the targets in the *Language Curriculum for Primary Schools* to be systematically implemented in the classes.

The Board is committed to developing a communication policy for the school. To this end the Board, and particularly the elected parent representatives on the Board, are working with the parents' committee to develop this policy.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.