

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile	Gaelscoil Phádraig
Seoladh na scoile	Ascaill Shileann Baile Breac Co Átha Cliath
Uimhir rolla	20056P

Dáta na cigireachta: 19-01-2017



Cigireacht Leantach

Cineál na cigireachta bunaidh: Meastóireacht Scoile Uile Dáta na bunchigireachta: 17 Meán Fómhair 2013 Tuairisc foilsithe: Eanáir 2014	Dáta na cigireachta leantaí: 19-01-2017
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Gníomhaíochtaí a bhí mar chuid den chigireacht leantach

Bhí na gníomhaíochtaí seo a leanas mar chuid den chigireacht leantach

- Cruinniú leis an bpríomhoide agus/nó leis an bhfoireann bhainistíochta shinsearach
- Cruinniú le baill den fhoireann bhainistíochta inscoile agus le comhordaitheoir ábhair
- Cruinniú le múinteoirí/baill foirne ábhartha eile
- Athbheithniú ar cháipéisí agus ar thaifid scoile, agus ar obair na ndaltaí
- Breathnú ar theagasc agus ar fhoghlaim
- Caidreamh le daltaí

Moladh sa tuairisc chigireachta bhunaidh	An dul chun cinn atá déanta go dtí seo ar chur i bhfeidhm an mholta
<p>Moltar don bhord straitéisí a chur i bhfeidhm chun cur le stádas na Gaeilge tríd an scoil agus plé níos doimhne a dhéanamh ar an nGaelscolaíocht.</p>	<p>Dul chun cinn i bpáirt</p> <p>Tá plé déanta ag leibhéal an bhoird agus na foirne scoile ar an nGaelscolaíocht agus tá roinnt taighde déanta ag na múinteoirí ar an tumoideachas.</p> <p>Tá tús curtha le straitéisí a chur i bhfeidhm chun scileanna chumarsáide na dtuistí sa Ghaeilge a fhorbairt. Chuige sin, bhí maidin caife agus díolachán cácaí do thuismitheoirí ina cuireadh béim ar labhairt na Gaeilge. Bhí na daltaí ó rang a sé páirteach in imeachtaí na maidine sin agus cuireadh frásaí simplí ar taispeáint ar na ballaí mar scafall do na tuismitheoirí. Tá iarracht déanta ag an scoil ranganna Gaeilge a chur ar fáil go rialta. Ní raibh a dhóthain éilimh ar na ranganna seo, áfach.</p> <p>Tá cinneadh déanta ag an mbord agus na múinteoirí go bpléifear an Gaelscolaíocht agus polasaí na Gaeilge sa scoil nuair a bheidh níos mó eolais acu ar an gCuraclam Teanga Nua.</p>
<p>Ar mhaithe le foghlaim agus gnóthachtáil na ndaltaí sna hábhair éagsúla a uasmhéadú agus chun áit lárnach na teanga a fhorbairt, níor mhiste béim sa bhreis a chur ar mhúineadh agus ar úsáid na teanga i ngach ceacht.</p>	<p>Dul chun cinn i bpáirt.</p> <p>Ba léir go dtuigeann gach múinteoir an tábhachtach a bhaineann le múineadh na teanga roimh gach ceacht. Cuireadh béim ar an sainfhoclóir agus ar na hainmfhocail nua i ngach ceacht a breathnaíodh lá na cigireachta.</p> <p>I roinnt de na ceachtanna a breathnaíodh tugadh deiseanna do na daltaí úsáid a bhaint as an bhfoclóir sin. Sna samplaí ab fhearr, múineadh na struchtúir teanga do na daltaí le linn na gceachtanna</p>

	<p>chun cabhrú leo an foclóir nua a chur i gcomhthéasc oiriúnach agus a úsáid go neamhspleách. Sna ceachtanna seo neartaíodh na struchtúir gramadaí agus chuir na múinteoirí béim rialta ar mhúnlá cainte agus ar fhuaimniú na teanga. I gceachtanna eile áfach, cé gur cuireadh béim ar an teanga, ní bhfuair na daltaí deiseanna í a úsáid. Níor tugadh na struchtúir dóibh an teanga a chleachtadh ná a réimse agus saibhreas teanga a fhorbairt agus a inmhéanú.</p> <p>Sa chuid is mó de phleanáil ghearrthéarmach na múinteoirí tugadh áit ar leith d'fhorbairt an tsainfhoclóra agus do na struchtúir a bhain leis an teanga sna ceachtanna Gaeilge. I roinnt den phleanáil cuireadh liosta den fhoclóir a bhain le roinnt ábhar eile ar fáil. B'fhiú an dea-chleachtas seo a leathnú thar ábhair uile an churaclaim i ngach rang.</p>
<p>San athbhreithniú atá le déanamh ar an bplean uile-scoile sa Ghaeilge, moltar clár córasach, céimniúil a chlarú le tagarmhairceanna do na scileanna áirithe ag gach rang leibhéal.</p>	<p>Dul chun cinn maith</p> <p>Tá plé déanta ag an mbord agus ag an bhfoireann scoile ar phlean uile-scoile sa Ghaeilge. Tá clár córasach céimniúil curtha le chéile le tagarmhairceanna do scileanna áirithe, le rialacha gramadaí, teanga a bhaineann leis na téamaí, eiseamláirí teanga san áireamh.</p> <p>Tá an nasc idir an bplean seo agus phleanáil aonair na múinteoirí le sonrú sa chuid is mó de na ranganna.</p>
<p>Chun a chinntiú go bhfuil tionchar ag an bproiséas Féinmheastóireachta Scoile, ar an teagasc agus ar ghnóthachtáil na ndaltaí, tá gá le spiocanna soiléire agus córas monatóireachta a chur i bhfeidhm.</p>	<p>Dul chun cinn an-mhaith</p> <p>Tá spriocanna soiléire anois sa phlean fhéinmheastóireacht scoile uile. Roghnaigh an scoil an Ghaeilge mar réimse fócais d'fhéinmheastóireacht scoile sa scoil bhliain 2014/2015 agus an Mhatamaitic i 2015/2016.</p> <p>Tá córas monatóireachta níos éifeachtaí curtha i bhfeidhm chun tionchar na gníomhartha ar ghnóthachtáil na ndaltaí a mheas. Tá cinneadh déanta úsáid a bhaint as an gcóras measúnaithe <i>Comharthaí Cumais na Gaeilge</i> chun monatóireacht a dhéanamh ar dhul chun cinn na ndaltaí sa Ghaeilge. Lá na cigireachta, bhí samplaí de <i>Chomharthaí Cumais na Gaeilge</i> thar trí bliana ar fáil i mbeagnach gach rang.</p>
<p>Moltar cur chuige uile scoile a fhorbairt chun caighdeán na scríbhneoireachta sa Ghaeilge agus sa Bhéarla a fheabhsú.</p>	<p>Dul chun cinn i bpáirt</p> <p>Tá réimse níos leithne de sheanraí scríbhneoireachta le sonrú tríd an scoil agus tá gach rang anois ag cur béime ar an saorscríbhneoireacht i nGaeilge agus i mBéarla. I roinnt ranganna, tá traschur scileanna scríbhneoireachta le feiceáil. Rinneadh obair fhiúntach i 2015 inar cuireadh obair na ndaltaí thar réimse seanraí scríbhneoireachta i gcló.</p> <p>Tá samplaí maithe de scríbhneoireacht na ndaltaí le feiceáil tríd an scoil. Maidir leis an gcaighdeán scríbhneoireachta i gcoitinne áfach,</p>

	tá gnéithe fós le feabhsú – struchtúir, saibhreas teanga, litriú, gramadach agus cumas eagathóireachta na ndaltaí.
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Achoimre ar na cinntí

Tá dul chun cinn i bpáirt déanta ar na moltaí maidir le stráitéisí a chur i bhfeidhm chun cur le stádas na Gaeilge agus plé níos doimhne a dhéanamh ar an nGaelscolaíocht. Tá béim sa bhreis á chur ar mhúineadh na teanga i ngach ceacht agus ar an scríbhneoireacht sa Ghaeilge agus sa Bhéarla.

Tá dul chun cinn maith déanta ar an bplean scoile sa Ghaeilge agus tá dul chun cinn an-mhaith déanta ar an moladh maidir le spriocanna soiléire agus córas monatóireachta a chur i bhfeidhm mar chuid den phroiséal féinmheastóireachta scoile.

Moltaí

- Moltar don bhord tuilleadh plé a dhéanamh ar an nGaelscolaíocht, agus ar an tumoideachas ach go háirithe, i dtaca leis an bhfoireann scoile agus na tuismitheoirí.
- Moltar deiseanna rialta a thabhairt do na daltaí an teanga nua a chleachtadh agus a inmhéanú i ngach ceacht. Mar chuid de seo, tá gá an t-ionchur teanga nua, idir fhoclóir agus struchtúir cainte, a mhúineadh do na daltaí i ngach rang mar scafall don obair ó bhéal agus chun cabhrú leis na daltaí an teanga a úsáid go neamhspleách thar réimse chomhthéacsanna.
- Chun cur leis an dea-obair atá déanta leis an bplean uile-scoile sa Ghaeilge agus chun caighdeán scríbhneoireachta na ndaltaí a fhorbairt, moltar straitéisí a chur i bhfeidhm chun caighdeán scríbhneoireachta na ndaltaí ag gach rang leibhéal a shoiléiriú.

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.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann an Bord Bainistíochta fáilte roimh an tuairisc seo agus táimid sásta go bhfuil an dul chun cinn atá déanta ag an scoil aitheanta sa tuairisc. Tá sé tábhachtach acmhainní na scoile a thabhairt san áireamh. Níl stádas DEIS ag an scoil agus tá achomharc á dhéanamh ar seo faoi láthair. Chabhródh acmhainní DEIS go mór le foghlaim agus dul chun cinn na ndaltaí.

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

Tá an plean scríbhneoireachta uile mar atá molta curtha i bhfeidhm ón gcuairt cigireachta. Aithníonn an Bord go raibh an t-ullmhúchán ar seo déanta ag an bhfoireann roimh an gcuairt.

Beidh tuilleadh plé á dhéanamh ag an mBord Bainistíochta ar an nGaelscolaíocht, ag tabhairt an curaclam teanga nua san áireamh sa phlé sin. Tabharfaidh an Bord Bainistíochta cúlra agus riachtanaisí na ndaltaí agus acmhainní na scoile san áireamh sa phlé seo. Leanfar le ranganna gaeilge do thuismitheoirí ar chur ar fáil nuair atá éileamh ann.

Tuigeann an fhoireann an tábhacht atá ag baint le deiseanna a thabhairt do na daltaí cleachtadh a dhéanamh ar an teanga roimh agus i rith gach ceacht. Fáiltíonn an Bord go mór leis an tacaíocht breise oideachais speisialta a bheidh á fháil ag an scoil an bhliain seo chugann, rud a chabhróidh go mór le tacacíocht sa bhreis a chur ar fáil san ábhar seo.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
<p>Type: Whole-School Evaluation</p> <p>Date of Inspection: 17 September 2013</p> <p>Report Published: January 2014</p>	<p>Date of inspection: 19-01-2017</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"> • A meeting with the principal and/or with the senior management team • A meeting with members of the in-school management team and with the subject coordinator • A meeting with other relevant teachers/members of staff • Review of school documentation and records, and pupils' work • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>It is recommended that the board implement strategies to improve the status of Irish throughout the school and that they discuss education through the medium of Irish at a deeper level.</p>	<p>Partial progress</p> <p>Irish medium schooling has been discussed at board level and at school staff level and the teachers have done some research on immersion education.</p> <p>The implementation of strategies to develop the communication skills of the parents in Irish has commenced. For this purpose, a coffee morning and cake sale was organised for parents where emphasis was placed on speaking Irish. Pupils from sixth class took part in the events of that morning and simple phrases were displayed on the walls as a scaffold for the parents. The school has regularly tried to provide Irish classes for parents. However, there hasn't been sufficient interest in these classes.</p> <p>The board and the teachers have made a decision to discuss Irish medium schooling and the Irish language policy in the school when they have more information on the New Language Curriculum.</p>
<p>To maximise pupils' learning and achievement in the various subjects and to develop the central position of the language, extra emphasis should be placed on the teaching and on the use of language in every lesson.</p>	<p>Partial progress.</p> <p>It was very apparent that every teacher understands the importance of teaching the language before every lesson. The specific vocabulary and the new nouns were emphasised in every lesson that was observed on the day of inspection.</p> <p>In some of the lessons observed the pupils were given the opportunity to use that vocabulary. In the best examples, the</p>

	<p>language structures were taught to the pupils during the lessons to help them put the new vocabulary into a suitable context and to use it independently. In these lessons the grammar structures were reinforced and the teachers regularly emphasised speech forms and the pronunciation of the language. In other lessons, however, although emphasis was placed on the language, the pupils did not get an opportunity to use it. They were not given the structures to practise the language or to develop and internalise their range and richness of the language.</p> <p>In most of the teachers' short-term planning, a particular place was given to the development of the specific vocabulary and to the structures associated with the language in the Irish lessons. In some of the planning a list of the vocabulary required for some other subjects was provided. It would be worthwhile to broaden out this good practice across all the subjects of the curriculum in every class.</p>
<p>In the planned review of the whole-school plan for Irish, it is recommended that a systematic, incremental programme be drawn up, with benchmarks for the specific skills at every class level.</p>	<p>Good progress</p> <p>The board and the school staff have discussed the whole-school plan for Irish. A systematic, incremental programme has been compiled with benchmarks for certain skills, including grammar rules, language associated with the themes and language exemplars.</p> <p>The link between this plan and teachers' individual plans can be seen in most of the classes.</p>
<p>To ensure that the School Self-Evaluation process influences both teaching and pupil achievement, it is necessary to set clear targets and to implement a monitoring system.</p>	<p>Very good progress</p> <p>There are now clear targets in the whole-school self-evaluation plan. The school chose Irish as an area of focus for school self-evaluation in the school year 2014/2015 and Mathematics in 2015/2016.</p> <p>A more effective monitoring system has been implemented in order to assess the impact of the actions on the attainment of the pupils. A decision has been made to use the assessment system <i>Comharthaí Cumais na Gaeilge</i> to monitor the progress of the pupils in Irish. On the day of the inspection, examples of <i>Comharthaí Cumais na Gaeilge</i> over three years were available in almost every class.</p>
<p>It is recommended that a whole-school approach is developed to improve the standard of writing in both Irish and English.</p>	<p>Partial progress</p> <p>A broader range of writing genre is evident across the school and every class is now emphasising free writing in Irish and in English. In some classes, the transfer of writing skills can be seen. Valuable work was done in 2015 when the work of pupils across a range of writing genres was published.</p> <p>There are good examples of the pupils' writing to be seen throughout the school. As regards the written standard in general however, there</p>

	are aspects still to be developed – structures, richness of language, spelling, grammar and the editorial abilities of the pupils.
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Summary of findings

There has been partial progress made on the recommendations regarding the implementation of strategies to increase the status of the Irish language and to have a deeper discussion on Irish medium education. There is additional emphasis being placed on the teaching of the language in every lesson and on writing in Irish and in English. Good progress has been made on the school plan for Irish and very good progress has been made on the recommendation to implement clear targets and a monitoring system as part of school's self-evaluation process.

Recommendations

- The board is advised to have further discussion with the school staff and parents on Irish medium education, and in particular on immersion education.
- It is recommended that the pupils are given regular opportunities to practise and internalise the new language in every lesson. As part of this, it is necessary to teach the pupils the new language input, both vocabulary and speech structures, as a scaffold for oral work and to help the pupils use the language independently over a range of contexts.
- To build on the good work that has been accomplished with the whole-school plan for Irish and to develop the standard of pupils' writing, it is recommended that strategies are implemented in order to clarify the standards of writing of the pupils at every class level.

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.

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 welcomes this report and we are satisfied that the progress made by the school is recognised in the report. It is important to take the school resources into consideration. The school does not have DEIS status and an appeal of this is currently being made. DEIS resources would greatly help pupils' learning and achievement.

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 writing plan, as recommended, has been implemented since the inspection visit. The board recognises that the preparation on this was done by the staff before the visit.

The board of management will have further discussion on Irish medium education, taking the new language curriculum into consideration in this discussion. The board will take the background and needs of the pupils and the school resources into consideration in this discussion. The Irish classes for parents will continue to be provided when there is a demand.

The staff understands the importance of giving pupils opportunities to practise the language before and during each lesson. The board strongly welcomes the additional special education support which the school will get next year, something which will greatly help with providing extra support in this matter.

(This is a translation of the school response submitted by the board of management)