

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Gaelcholáiste Cheatharlach
Seoladh na scoile/ School address	Easca Ceatharlach
Uimhir rolla / Roll number	70440A

Dáta na Meastóireachta: 12-02-2019



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 bpríomhmoltaí 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.

1 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 bpríomhmoltaí 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.

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.

Cigireacht Leantach

SONRAÍ NA CIGIREACHTA BUNAIDH Cineál: MSU-BCF Dáta na Cigireachta: 14-12-16 Foilsíodh an Tuairisc	SONRAÍ NA CIGIREACHTA LEANTAÍ Dáta na Cigireachta: 12-02-2019
Gníomhaíochtaí cigireachtaí leantaí	
<p>Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí</p> <ul style="list-style-type: none"> • Cruinniú leis an bhfoireann bhainistíochta sinsearaí • Agallamh le baill na foirne bainistíochta inscoile • Agallamh le múinteoirí ábhartha • Taifead ar cháipéisí agus taifid scoile agus ar obair na scoláirí • Athbhreithniú ar acmhainní agus áiseanna 	
Moladh a rinneadh sa tuairisc cigireachta bhunaidh	Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta
<p>Ba chóir don bhord agus don fhoireann bhainistíochta sinsearaí gníomhú láithreach chun go mbeidh soláthar OCG na scoile ar aon dul le riachtanais <i>Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna</i>.</p>	<p>Dul chun cinn an-mhaith</p> <p>Tá OCG á fheidhmiú go hiomlán anois ar aon dul le riachtanais <i>Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna</i>. Moltar go gcoinneofar taifead de dhátaí sholáthar OCG do gach bliainghrúpa.</p>
<p>Moltar go bhfoilsíonn an bord agus go nglacann siad le plean scoile ina gcuimseofar gné forbartha, leagtha amach mar eilimintí soiléire, bunúsacha den phlean, na tacaíochtaí atá riachtanach chun feabhsúchán leanúnach sa teagasc agus foghlaim a ghnóthú agus chun íosmhéid 28 uair an chloig sa tseachtain d'am teagasc ar aon dul le Ciorclán M29/95 de chuid na Roinne a chinntiú.</p>	<p>Dul chun cinn i bpáirt</p> <p>Ar chlár ama na scoile anois tá íosmhéid 28 uair an chloig sa tseachtain agus comhlíonann sé an t-am teagasc ar aon dul le Ciorclán M29/95 de chuid na Roinne.</p> <p>Tá eilimintí de phlean scoile i bhfeidhm. Ní mór anois iad seo a thabhairt chun cinn níos faide. Ba chóir an plean scoile a leagan amach go soiléir ina rannán buan agus ina rannán forbartha. Ba chóir go sainithneofaí sa rannán forbartha spriocanna chun feabhsúchán scoile a ghnóthú, dátaí molta gnóthaithe agus iad sin atá freagrach as iad a ghnóthú.</p>
<p>Ní mór pleanáil scoile agus nósanna imeachta feidhmithe a fheabhsú chun an scoil a thabhairt chun cinn go dtí an chéad</p>	<p>Dul chun cinn maith</p> <p>Tá an phleanáil tarmligthe agus tá foirne anois ann lena n-áirítear</p>

<p>chéim eile d'fhorbairt scoile; tá gá le struchtúr cuí mar bhonn féinmheastóireacht scoile.</p>	<p>foireann teagaisc agus foghlama agus foireann straitéise digití. Tionóltar cruinnithe rialta pleanála. Tá an próiseas 6 chéim FMS á fheidhmiú i bpleanáil, mar shampla, Straitéis Dhigiteach na scoile. Bhíothas ar tí príomhoide cúnta a cheapadh ar a mbeidh freagracht as pleanáil scoile agus as FMS nuair a bhí an chigireacht ar siúl.</p>
<p>Ba chóir don fhoireann bhainistíochta sinsearaí a leibhéal uaireanta teagaisc a laghdú ionas gur féidir díriú ar an scoil a thabhairt chun cinn go dtí an chéad chéim eile dá forbairt.</p>	<p>Dul chun cinn an-mhaith</p> <p>Ní bhíonn an príomhoide ag teagasc agus laghdaíodh uaireanta an phríomhoide tánaisteach. Bíonn cruinnithe rialta pleanála ag an bhfoireann bhainistíochta sinsearaí anois. Lena chois sin, moltar go mbeartófar cruinnithe rialta pleanála straitéisí chun an phleanáil forbartha fhadtréimhseach a thabhairt níos faide chun cinn.</p>
<p>Ba chóir gurbh é an clár forbartha gairmiúla leanúnaí (FGL) bonn agus taca feabhsúchán scoile; faoi chlár FGL ba chóir cur chuige scoile uile a fhorbairt i leith measúnú i gcomhair foghlama agus straitéisí difreála chomh maith le clár cruinneas Gaeilge.</p>	<p>Dul chun cinn an-mhaith</p> <p>Is é an FGL anois bonn agus taca feabhsúchán scoile. Tá múinteoirí croífhoirne á n-oiliúint i gceannaireacht foghlama agus teagaisc agus iad ag oiliúint a bpiaraí ar a seal. Eagraíodh FGL 'buail leis an múinteoir' agus tá tuilleadh cruinnithe beartaithe. Tugadh FGL scoile uile ar an measúnú múnlaiteach agus ar straitéisí difreála. Eagraíodh FGL scoile uile ar an nGaeilge agus rinne a lán múinteoirí cúrsaí breise ar chruinneas Gaeilge. Moltar go dtabharfar an cur chuige seo níos faide chun cinn trí pholasaí scoile uile ar an measúnú múnlaiteach a fhorbairt ina gcuimseofar cuir chuige scoile uile i leith ceartú obair scríofa. Moltar freisin go dtabharfar an clár feabhsúcháin Gaeilge níos faide chun cinn chun go gcuimseofar cuir chuige chomhaontaithe i leith fheabhsú chaighdeán Gaeilge scríofa na ndaltaí sna hábhair uile.</p>
<p>Achoimre ar na cinntí</p>	
<ul style="list-style-type: none"> • Tá dul chun cinn an-mhaith nó maith déanta ar fhoirmhór na moltaí. Tá an OCG á fheidhmiú go hiomlán anois, tá 28 uair an chloig sa tseachtain ar chlár ama na scoile, feabhsaíodh pleanáil scoile agus nósanna imeachta feidhmiúcháin, laghdaíodh uaireanta teagaisc na foirne bainistíochta sinsearaí agus tá an FGL anois i gcoilár feabhsúchán straitéiseach scoile. • Tá dul chun cinn i bpáirt déanta maidir leis an bplean scoile. Tá eilimintí den phlean ar siúl ach ní mór an plean foriomlán a thabhairt chun cinn. 	
<p>Moltaí</p>	
<p>Ba chóir an plean scoile a leagan amach go soiléir; ba chóir go sainaitheantaí spriocanna chun feabhsúchán scoile ann, dátaí molta gnóthaithe agus iad sin atá freagrach as iad a ghnóthú.</p>	

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.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord 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 Gaelcholáiste Cheatharlach fáilte roimh thorthaí na cigireachta seo. Tá an Bord Bainistíochta agus foireann na scoile rí-shásta gur aithin an Chigireacht an dul chun cinn an-mhaith atá déanta cheana féin ar na moltaí MSU –BCF.

Ba mhaith linn go n-aithneodh an Chigireacht go bhfuilimid go léir ag obair go leanúnach ar na moltaí maidir le pleanáil scoile. Chuige seo tá príomhoide cúnta ceapaithe anois le freagracht as pleanáil scoile agus as FMS a éascú. Beidh an plean Scoile á leagan amach go soiléir le spriocanna sainaithe chun feabhsúchán scoile ann, dátaí molta gnóthaithe agus iad sin atá freagrach as iad a ghnóthú.

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Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Gaelcholáiste Cheatharlach
Seoladh na scoile/ School address	Easca Ceatharlach
Uimhir rolla / Roll number	70440A

Date of Evaluation: 12-02-2019



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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:

4. Progress achieved to date
5. Findings
6. 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 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.

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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: .14-12-16 Report Published	Date of Inspection: 12-02-2019
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 senior management team • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and students' work • Review of resources and facilities 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board and senior management should act immediately to bring the school RSE provision into line with the requirements of <i>Child Protection Procedures for Primary and Post-Primary Schools</i>.</p>	<p>Very good progress</p> <p>RSE is now being fully implemented in line with the requirements of <i>Child Protection Procedures for Primary and Post-Primary Schools</i>. It is advised that a record be kept of the dates of RSE provision for each year group.</p>
<p>It is recommended that the board adopt and publish a school plan which will include a developmental aspect, set down as clear and core elements of the plan the supports that are necessary to achieve continuing improvement in teaching and learning and ensure provision of the minimum 28 hours weekly teaching time in line with Department Circular M29/95.</p>	<p>Partial progress</p> <p>The school timetable now has a minimum of 28 hours per week and is compliant with teaching time in line with Department Circular M29/95.</p> <p>The elements of a school plan are in place. These now need to be progressed further. The school plan should be laid out clearly with a permanent section and a development section. The development section should identify targets to bring about school improvement, proposed dates of achievement and those responsible for achieving them.</p>
<p>The school planning and implementation procedures need to be improved in order to bring the school forward to the next stage of school development; there is a need for a proper structure as a basis for school self-evaluation (SSE).</p>	<p>Good progress</p> <p>School planning and implementation procedures have improved. Planning has been devolved and teams are now in place including a teaching and learning team and a digital strategy team. Regular planning meetings are scheduled. The 6-step process of SSE is being implemented in planning, for example in the school's Digital Strategy. An assistant principal with responsibility for school planning and SSE was about to be appointed at the time of the inspection.</p>

<p>The senior management team should reduce their level of teaching hours so as to be able to concentrate on bringing the school forward to the next stage in its development.</p>	<p>Very good progress</p> <p>The principal does not teach and the deputy principal's hours have been reduced. The senior management team now have regular planning meetings. In addition, it is suggested that regular strategic-planning meetings be scheduled to further progress long-term development planning.</p>
<p>The continuing professional development (CPD) programme should be central to school improvement; under this CPD programme a whole-school approach should be developed for assessment for learning and differentiation strategies as well as a programme for accuracy in Irish.</p>	<p>Very good progress</p> <p>CPD is now central to school improvement. Core teachers are being trained in leadership of learning and teaching and are in turn training their peers. Teach-meet staff CPD has taken place and further teach-meets are planned. Whole school CPD has been given in formative assessment and differentiation strategies. Whole school CPD has taken place in Irish and many teachers have undertaken additional courses in accuracy in Irish. It is suggested that these approaches be further progressed through developing a whole-school formative assessment policy which would include whole-school approaches to the correction of written work. It is also suggested that the programme for accuracy in Irish be further progressed to include agreed approaches to improving the standard of students' written Irish across all subjects.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Very good or good progress has been made in most recommendations. RSE is now being fully implemented, the school has 28 timetabled hours per week, school planning and implementation procedures have improved, the senior management team have reduced their teaching hours and CPD is now central to strategic school improvement. • Partial progress has been made regarding the school plan. Elements of the plan are in place but the overall plan needs to be progressed. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The school plan should be laid out clearly; it should identify targets to bring about school improvement, proposed dates of achievement and those responsible for achieving them. 	

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.

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.

Cuireann Gaelcholáiste Cheatharlach fáilte roimh thorthaí na cigireachta seo. Tá an Bord Bainistíochta agus foireann na scoile rí-shásta gur aithin an Chigireacht an dul chun cinn an-mhaith atá déanta cheana féin ar na moltaí MSU –BCF.

Ba mhaith linn go n-aithneodh an Chigireacht go bhfuilimid go léir ag Obair go leanúnach ar na moltaí maidir le pleanáil scoile. Chuige seo tá príomhoide cúnta ceapaithe anois le freagracht as pleanáil scoile agus as FMS a éascú. Beidh an plean Scoile á leagan amach go soiléir le spriocanna sainaithe chun feabhsúchán scoile ann, dátaí molta gnóthaithe agus iad sin atá freagrach as iad a ghnóthú.