

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach

TUARASCÁIL

Ainm na scoile	Coláiste Pobail Setanta
Seoladh na scoile	Phibblestown Community College Phibblestown Dublin 15
Uimhir rolla	76098W

Dáta na cigireachta: 16-02-2017



Cigireacht Leantach

<p>Cineál na cigireachta bunaidh: Cigireacht Ábhair – Gaeilge</p> <p>Dáta na bunchigireachta: 01-05-2015</p> <p>Tuairisc foilsithe: Aibreán 2016</p>	<p>Dáta na cigireachta leantaí: 16-02-2017</p>
<p>Gníomhaíochtaí a bhí mar chuid den chigireacht leantach</p>	
<p>Bhí na gníomhaíochtaí seo a leanas mar chuid den chigireacht leantach</p> <ul style="list-style-type: none"> • Cruinniú leis an bhfoireann bhainistíochta shinsearach • Cruinnithe le comhordaitheoirí an ábhair • Cruinnithe aiseolais le múinteoirí ábhartha • Athbhreithniú ar cháipéisí agus ar thaifid scoile, agus ar obair na scoláirí • Breathnú ar theagasc agus ar fhoghlaim • Caidreamh le scoláirí 	
<p>Moladh sa tuairisc chigireachta bhunaidh</p>	<p>An dul chun cinn atá déanta go dtí seo ar chur i bhfeidhm an mholta</p>
<p>Ba cheart an teanga a bhíonn riachtanach do na scoláirí chun comhoibriú san fhoghlaim trí mheán na Gaeilge i dtascanna obair bheirte agus ghrúpa a chur san áireamh ag céim na pleanála.</p>	<p>Dul chun cinn i bpáirt</p> <p>Cruthaíodh deiseanna do na scoláirí chun comhoibriú san fhoghlaim i ngach rang. Léirigh roinnt scoláirí i mionlach na gcásanna an cumas dul i ngleic leis na tascanna trí mheán na Gaeilge.</p> <p>Moltar díriú arís ar an ngné seo den teagasc agus scafail chuí a ullmhú agus tascanna á ndearadh chun tacú leis na scoláirí a gcuid foghlama a chur chun cinn go héifeachtach trí Ghaeilge i suíomhanna a éilíonn comhoibriú san fhoghlaim.</p>
<p>Ní mór muinín na scoláirí i labhairt na Gaeilge agus a gcruinneas foghraíochta a fhorbairt</p>	<p>Dul chun cinn i bpáirt</p> <p>I bhformhór na ranganna, díriodh aird ar chruinneas foghraíochta na scoláirí a fhorbairt.</p> <p>Caint an mhúinteora a bhí i dtreis i gcás gach ranga áfach. Ní mór níos mó deiseanna a chruthú do na scoláirí chun iad féin a chur in iúl trí mheán na Gaeilge sna ranganna ar fad agus a muinín ina labhairt a fhorbairt.</p>
<p>Sa phleanáil don chéad bhliain, ní mór díriú níos mó ar a ngarthimpeallacht agus na feidhmeanna teanga ábhartha.</p>	<p>Dul chun cinn an-mhaith</p> <p>Tá leasú mar a moladh déanta ar an bplean don chéad bhliain.</p>
<p>Moltar na samplaí scoth chleachtais a breathnaíodh d'úsáid an cheistiúcháin chun tacú le difreáil na foghlama agus le forbairt scileanna ardoird smaointeoireachta na scoláirí a bheith mar ghnáthchleachtas.</p>	<p>Dul chun cinn maith</p> <p>Breathnaíodh roinnt samplaí an-mhaith d'úsáid an cheistiúcháin chun an fhoghlaim a chur in oiriúint do riachtanais scoláirí aonair agus dúshlán cuí san fhoghlaim a thabhairt dóibh, mar ba chuí.</p>

	Tá scóip fós ann, áfach, an ceistiúchán a úsáid chun difreáil níos éifeachtaí a dhéanamh ar an bhfoghlaim i gcás mionlach de na ranganna agus go háirithe chun an fhoghlaim a dhéanamh níos dúshlánaí do scoláirí áirithe.
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Achoimre ar na cinntí

- Tá dul chun cinn i bpáirt déanta maidir le scoláirí a chumasú chun an Ghaeilge a úsáid agus iad ag comhoibriú ar thascanna a chur i gcrích.
- Tá dul chun cinn an-mhaith déanta sa phleanáil don chéad bhliain agus garthimpeallacht na scoláirí agus na feidhmeanna teanga ábhartha curtha san áireamh.
- Cé go ndearnadh cúram do chruinneas foghraíochta na scoláirí i bhformhór na ranganna, caint an mhúinteora a bhí i dtreis i ngach cás.
- Breathnaíodh roinnt samplaí an-mhaith d'úsáid an cheistiúcháin chun tacú le difreáil na foghlama.

Moltaí

- Ní mór níos mó deiseanna a chruthú do na scoláirí chun an Ghaeilge a labhairt sna ranganna ar fad agus a muintín ina húsáid a fhorbairt.
- Tá scóip fós ann chun an ceistiúchán a úsáid chun difreáil níos éifeachtaí a dhéanamh ar an bhfoghlaim i gcás mionlach de na ranganna agus go háirithe, chun an fhoghlaim a dhéanamh níos dúshlánaí do scoláirí áirithe.
- Mar thaca do na scoláirí chun an Ghaeilge a úsáid agus iad ag comhoibriú san fhoghlaim, moltar arís scafail chúí a chur san áireamh ag céim na pleanála do na tascanna.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

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

Follow-Through Inspection

REPORT

School name	Coláiste Pobail Setanta
School address	Phibblestown Community College Phibblestown Dublin 15
Roll number	76098W

Date of Evaluation: 16-02-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Subject Inspection - Irish Date of Inspection: 01-05-2015 Report Published: April 2016	Date of Inspection: 16-02-2017
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 • Meetings with the subject co-ordinators • Feedback meetings with subject teachers • Review of school documents and records, and of students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The language essential for the students in co-operative learning through Irish in pair work and group work tasks should be taken into account at the planning stage.</p>	<p>Partial Progress</p> <p>Opportunities were created for students to collaborate in learning in every class. Some students in a minority of cases demonstrated the ability to approach tasks through the medium of Irish.</p> <p>It is recommended that focus is placed again on this aspect of teaching and appropriate scaffolding prepared when tasks are being designed to support students' progress their learning effectively through Irish in situations which demand collaboration in learning.</p>
<p>The students' confidence in speaking Irish and in the accuracy of their pronunciation needs to be developed.</p>	<p>Partial Progress</p> <p>In most classes, focus was placed on developing students' accuracy in pronunciation.</p> <p>Teacher talk dominated in the case of every class, however. More opportunities should be created for students to express themselves through the medium of Irish in all classes and to develop their confidence in speaking it.</p>

<p>In planning for the first year, more focus must be placed on the immediate environment and on the relevant language functions.</p>	<p>Very good progress</p> <p>Amendments have been made to the plan for the first year as recommended.</p>
<p>It is recommended that the excellent examples observed of the use of questioning to support learning differentiation and the development of students' higher order thinking skills become general practice.</p>	<p>Good progress</p> <p>Some very good examples were observed in the use of questioning to adapt learning for individual student needs and to give them adequate challenge in learning, as appropriate.</p> <p>There is still scope, however, to use questioning to differentiate learning more effectively in a minority of classes and especially, to make learning more challenging for certain students.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Partial progress has been made regarding enabling students to use Irish while collaborating to complete tasks. • Very good progress has been made in planning for the first year and for the immediate experience of students including relevant language functions. • Despite focus placed on the precision of students' pronunciation in most classes, teacher talk dominated in every case. • Some very good examples were observed in the use of questioning to support differentiation of learning. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • More opportunities should be provided for students to speak Irish in all classes and their confidence in using the language developed. • There is still scope to use questioning to carry out more effective differentiation in learning in a minority of classes and especially, to make learning more challenging for certain students. • As a support for students to use Irish when learning cooperatively, it is recommended that the development of appropriate scaffolding is taken into account when planning tasks. 	

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.