

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in English

REPORT

Ainm na scoile / School name	Coláiste Chroí Mhuire
Seoladh na scoile / School address	An Spidéal Contae na Gaillimhe
Uimhir rolla / Roll number	63130R

Date of Inspection: 08-03-2019



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agus Scileanna
Department of
Education and Skills

SUBJECT INSPECTION

Subject Inspections report on the quality of work in individual curriculum areas within a school. 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. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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 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 did not meet the requirements in relation to 1 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

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

Tá an tuairisc seo scríofa i mBéarla. Tá aistriúchán Gaeile den tuairisc ar fáil ag deireadh na tuairisce.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	7 – 8 March 2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during six class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Coláiste Chroí Mhuire is a co-educational, Irish-medium Gaeltacht school situated in the village of Spiddal. The school operates under the trusteeship Catholic Education, An Irish Schools Trust (CEIST). The school offers the Junior Cycle (JC), Leaving Certificate, an optional Transition Year (TY), and the Leaving Certificate Vocational Programme. The current enrolment is 230 students.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Key strengths of the teaching observed were a collective emphasis on developing students' personal responses to texts grounded in evidence and the integration of collaborative learning opportunities into lessons.
- Very strong uptake of higher level and good overall learner outcomes were noted in both junior and senior cycle certificate examinations of English.
- The overall quality of teaching and learning is good, with some highly-developed expertise available within the department; collective assessment practices need to be further developed.
- Whole-school support for English is good; to date teachers have not utilised technology to explicitly model feedback or writing process practices and a whole-school assessment policy has not been developed.
- The overall quality of collaborative planning and preparation is good, with some very good departmental meeting outcomes over the past year; further development of particular year plans is needed.

Recommendations

- The English department's collective assessment practices should incorporate the co-creation of success criteria by teachers and students, and teachers' modes of assessment should be broadened.
- Peer observation should be developed as a practice among the teachers of English.
- School management should provide appropriate technology to support explicit teacher modelling of formative feedback and writing approaches and should develop a whole-school assessment policy that embeds continuous assessment practices and reduces over-assessment of junior cycle students.
- The TY plan for English needs to be revised to build on JC English knowledge, skills and assessment experiences, and an integrated approach to the teaching of language and literature should guide the collective review of all plans.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching and learning is good, including examples of very good practice observed. Positive teacher-student relationships were noted in all instances. One way in which those relationships were strengthened was giving students' choice over the film for JC study.
- Learning was enhanced by teachers' use of digital images, aural clips, props and/or graphic organisers. In most lessons, learning intentions were shared with the students at the outset and students' understanding of them was checked during and at end of lessons.
- Almost all teachers used questioning well to probe students' answers, activating very good-quality exploratory talk, discussion and debate among students. Best student responses were where students were confident in presenting contrasting interpretations of character or symbols, based on textual evidence.
- Differentiation was provided through teacher planning, individual teacher support during task phases, and text selection. In a few instances improvement was needed in differentiation support because insufficient resources to scaffold learning were being provided preceding and during the study of particular texts. Such resources could include audio book read-a-long support, graphic organisers tracing relationships between characters, key moment timelines, character development trackers, and extension website lists. Collective sharing of such resources within the department is advised.
- Students' process approach to writing is being developed from first year onward and this is commended. Peer feedback was evident in copybooks and some very rich, detailed feedback was provided by teachers on some junior and senior cycle written work; sparse written teacher feedback was noted on other copybooks.
- Teachers integrated opportunities for collaborative learning in almost all lessons. Some classroom layouts had been modified to support group work, and this was beneficial. Students were purposeful during group work tasks.
- In one instance, a task set for group work was too complicated and did not provide scope for a range of learner abilities to be activated. In that instance, the design of the assignment needed to be simplified. Also, the explanation of the task needed to be supported by the co-creation of success criteria with students at the outset and exemplars of possible approaches to the task could have been shown, to help students shape their responses. The department needs to develop a collective understanding of task design.
- The range of homework tasks set was limited in many of the lessons observed. It is recommended that the modes of homework assessment be broadened to include research tasks, oral reports, comprehension tasks based on unseen texts, management of information in subject folders, and creative intervention writing tasks in response to key moments in literary texts.
- Very strong uptake of higher level and good overall learner outcomes were noted in both junior and senior cycle certificate examinations of English. As enrolment increases, and newer teachers are timetabled for English along with long-established colleagues, consistent departmental practices will be needed to ensure that this level of achievement can be maintained. Peer observation should be developed as a practice among the teachers of English, to support the sharing of pedagogical practices and knowledge of specific genres.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole-school support and subject provision for English is good overall. Timetable provision is adequate for the specification and is good for senior cycle. Personal reading is supported by the school library and local public library. All teachers have their own base room, with some very vibrant classroom displays of subject-specific learning materials and student work noted.
- Generally, teacher deployment for the teaching of English is good. One class comprising all students in the fifth-year group has large numbers. Arrangements for small fifth and sixth-year groups should be carefully considered to give students preparing for both levels the best chance of achieving their potential. Some team teaching should be considered.
- Students are taken to theatrical productions of studied plays. Significantly, both junior and TY students are developing very rich insights into the writing and performance of poems, plays, and film-scripts through co-curricular activities in their Irish-language classes. Emphasising the transferability of such knowledge and skills to students is recommended.
- As part of the school digital learning plan, it is recommended that the department identify specific technologies to help it explicitly model the writing process to students and to support the provision of feedback using success criteria. Visualisers or other such devices would support this work.
- It is recommended that the school move to continuous assessment practices, broadening the assessment modes that are used to assess student learning and to reduce over-assessment of junior-cycle students, as advised in section 2.13 of Circular 79/2018.

3. PLANNING AND PREPARATION

- The overall quality of collaborative planning and preparation is good, with some very good practices established.
- In the past, the English department only met formally a few times per year and tended to focus on logistical issues. It is commended that the department has been meeting more regularly this year and has broadened its agenda to discuss methodologies and classroom-based assessment (CBA) issues. For example, the department's plan to move away from a commercial workbook to an in-house agreed format for the collection of student texts will provide greater flexibility for students and support their skills of managing information.
- Plans for all year groups, the minutes of meetings, and examination results analysis were compiled in a substantial subject department plan. In particular, some very good-quality reflection was evident in meeting minutes over the past year. As more of the department's plans, minutes and teaching resources are uploaded on the school online platform, this will support even deeper departmental collaboration.
- Good work has been undertaken in developing the department's common schemes of work. A number of areas with regard to planning should now be further developed. The TY plan needs to be revised to build on JC English knowledge, skills and assessment experiences. In all years, language tasks should be integrated with literary study, rather than planning for language development work separately. Finally, the department needs to adhere to the JC English specification and teach the fiction texts that are prescribed for examination in second and third year only.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and subject teachers at the conclusion of the evaluation.

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 together with the school community welcome the report of the inspection which took place in March 2019.

We are very happy with and immensely proud of the high standards being attained in the following areas:

- The very strong uptake of higher level English in both the Junior and Leaving Certificate examinations.
- The good results being achieved by our students in the state examinations.
- The quality of teaching and learning in the school.
- The quality of collaborative planning and preparation evident and the very good departmental meeting outcomes over the past year.
- The collective emphasis on students' personal responses to texts grounded in evidence.
- The use of differentiation in teaching and the support given to individual students.
- The integrated opportunities for collaborative learning.

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 school's plan for the development of digital learning includes the provision of additional facilities and equipment in the school. The school's computer room will be extended to allow for larger class groups. The computers will be upgraded and it is our intention to acquire sets of chrome books and mobile laptop trollies to enable classroom-based group and individual work. As recommended in the inspection report, the school will invest in visualisers. The Board will provide in-service in digital learning for all staff so that they can implement the school's digital /e-learning plan with confidence.

The Board of Management, senior management and school staff are reflecting on the other recommendations in the inspector's report, and planning for their systematic implementation.

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 of quality 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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Cigireacht Ábhair sa Bhéarla

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Dáta na Cigireachta: 08-03-2019



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CIGIREACHT ÁBHAIR

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise 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:

4. Teagasc, foghlaim agus measúnú
5. Soláthar ábhair agus tacaíocht scoile uile
6. Pleanáil agus ullmhúchán

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu 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

Rinneadh na gnéithe seo a leanas de nósanna imeachta na scoile maidir le cosaint leanaí a sheiceáil le linn na cuairte cigireachta:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile.
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.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear faoi 1 thuas agus dá bhrí sin níor chomhlíon sí riachtanais na seiceálacha uile a rinneadh. Tá fianaise curtha ar fáil ag an scoil ó shin áfach, go gcomhlíonann sí na riachtanais.

CIGIREACHT ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dátaí na Cigireachta	7 – 8 Márta 2019
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus le príomhbhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim i sé cheann de thréimhsí ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide agus do na baill foirne chuí

Comhthéacs na Scoile

Scoil chomhoideachais lán-Ghaeilge Ghaeltachta is ea Coláiste Chroí Mhuire. Tá sí suite i sráidbhaile an Spidéil. Tá an scoil ag feidhmiú faoi iontaobhaíocht Oideachais Chaitlicigh, Ionntaobhas Scoileanna Éireannacha (CEIST). Tairgeann an scoil an tSraith Shóisearach, an Ardteistiméireacht, Idirbhliain roghnach, agus Gairmchlár na hArdteistiméireachta. Tá 230 scoláire ar an rolla faoi láthair.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Cinntí

- Ar phríomhláidreachtaí an teagaisc a breathnaíodh áiríodh béim chomhchoiteann ar fhorbairt a dhéanamh ar fhreagraí pearsanta na scoláirí ar théacsanna atá bunaithe ar fhianaise agus ar chomhtháthú deiseanna comhfhoghlama i gceachtanna.
- Tugadh faoi deara gur ghlac a lán scoláirí an t-ardleibhéal, mar aon le torthaí foghlaimeoirí maith ar an iomlán i scrúduithe an Teastais Shóisirigh agus na hArdteistiméireachta sa Bhéarla.
- Tá cáilíocht an teagaisc agus na foghlama go maith ar an iomlán. Tá roinnt saineolais ard-fhorbartha ar fáil sa roinn; tá gá le tuilleadh forbartha ar chomhchleachtais mheasúnachta.
- Tá an tacaíocht scoile uile do Bhéarla go maith; go dtí seo níor bhain múinteoirí úsáid as teicneolaíocht chun cleachtais aiseolais nó próiseas scríbhneoireachta a shamhaltú go follasach agus níl aon bheartas measúnachta scoile uile forbartha.
- Ar an iomlán, tá cáilíocht na comhphleanála agus an ullmhaithe go maith agus bhí roinnt torthaí fíormhaithe ar chruinnithe roinne i gcaitheamh na bliana seo caite; tá gá le tuilleadh forbartha ar phleananna bliana ar leith.

Moltaí

- Ba chóir do mhúinteoirí agus scoláirí critéir ratha a chomhchruthú mar chuid de chleachtais chómheasúnachta na roinne Béarla agus ba chóir modhanna measúnachta na múinteoirí a leathnú.
- Ba chóir breathnú piara a chur chun cinn mar chleachtas i measc múinteoirí Béarla.
- Ba chóir don bhainistíocht scoile teicneolaíocht oiriúnach a sholáthar chun tacú le múinteoirí aiseolas foirmitheach agus cuir chuige scríbhneoireachta a shamhaltú go follasach agus ba chóir di beartas measúnachta scoile uile a fhorbairt a neadaíonn cleachtais mheasúnachta leanúnaí agus a laghdaíonn ró-mheasúnú ar scoláirí na sraithe sóisearaí.
- Ní mór athbhreithniú a dhéanamh ar phlean na hIdirbhliana do Bhéarla chun tógáil ar eolas, scileanna agus taithí measúnachta na Sraithe Sóisearaí sa Bhéarla agus ba chóir do chur chuige comhtháite i leith teagasc na teanga agus na litríochta comh-athbhreithniú ar na phleananna uile a threorú.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Tá cáilíocht an teagaisc agus na foghlama go maith ar an iomlán, samplaí de chleachtas an-mhaith a breathnaíodh san áireamh. Sonraíodh caidrimh dhearfacha idir scoláirí agus múinteoirí i ngach cás. Ar cheann de na slite chun na caidrimh seo a threisiú áiríodh é a fhágáil faoi na scoláirí féin scannán don staidéar sa tSraith Shóisearach a roghnú.
- Chuir an múinteoir leis an bhfoghlaim trí íomhánna digiteacha, gearrthóga cluastuisceana, tacaí agus/nó eagraithe grafaice a úsáid. I bhformhór na gceachtanna roinneadh intinní foghlama leis na scoláirí ag an tosach agus scrúdaíodh tuiscint na scoláirí orthu ag deireadh na gceachtanna.
- Bhain beagnach gach múinteoir úsáid mhaith as ceistiú chun freagraí na scoláirí a scrúdú. Ar an gcuma seo spreagadar caint thurgnamhach, plé agus díospóireacht i measc na scoláirí. Ba iad na freagraí is fearr a thug na scoláirí ná nuair a bhí muinín acu léirmhínte codarsnacha a thabhairt ar charachtair nó ar shiombailí, bunaithe ar fhianaise téacs.
- Rinneadh difreáil trí phleanáil an mhúinteora, trí thacaíocht ón mhúinteoir don scoláire aonair le linn tascanna agus trí roghnú téacs. I roinnt bheag cásanna bhí gá le feabhsú ar thacaíocht le difreáil toisc nár cuireadh dóthain acmhainní ar fáil chun tacú le foghlaim roimh staidéar a dhéanamh ar théacsanna áirithe agus lena linn. D'fhéadfadh na hacmhainní seo a bheith i gceist: tacaíocht 'léamh leis' closleabhair, eagraithe grafaice a rianaíonn caidrimh idir charachtair, línte ama na dtarluithe is tábhachtaí, rianairí ar fhorbairt charachtair agus liostaí súimh idirlín breisithe. Ba mhaith an rud é na hacmhainní sin a chomhroinnt laistigh den roinn.
- Tá sé inmholta go ndéantar cur chuige próisis na scoláirí i leith scríbhneoireachta a fhorbairt ón chéad bhliain ar aghaidh. Bhí aiseolas piara le feiceáil sna cóipleabhair agus bhí roinnt aiseolais fíor-shaibhir mhionsonraithe á chur ar fáil ag múinteoirí ar roinnt oibre scríofa de chuid na sraithe sóisearaí agus na sraithe sinsearaí; i roinnt cóipleabhar eile sonraíodh fíorbheagán aiseolais scríofa ó mhúinteoirí.
- D'fhígh múinteoirí deiseanna comhfhoghlama isteach i ngach ceacht nach mór. Athraíodh an leagan amach ar an seomra ranga i roinnt cásanna chun tacú le hobairt grúpa agus chuaigh sin chun tairbhe do na scoláirí. Bhí na scoláirí diongbháilte le linn tascanna obair ghrúpa.
- I gcás amháin bhí tasc a bhí socraithe d'obair ghrúpa ró-chasta agus ní raibh scóip ann chun réimse cumais foghlaimora a ghníomhachtú. Sa chás seo bhí gá le leagan amach an taisc a shimpliú. Lena chois sin bhí gá le tacú le míniú an taisc trí chritéir ratha a chomhchruthú leis na scoláirí ag an tosach agus d'fhéadfaí eiseamláirí de chuir chuige a d'fhéadfaí a úsáid i leith an taisc a thaispeáint d'fhonn cabhrú leis na scoláirí a gcuid freagraí a chur le chéile. Ní mór don roinn comhthuiscint ar leagan amach tascanna a fhorbairt.
- Bhí réimse na dtascanna a tugadh don obair bhaile teoranta i mórán de na ceachtanna a breathnaíodh. Moltar modhanna an mheasúnaithe ar obair bhaile a leathnú ar shlí go nglactar tascanna taighde, tuairiscí ó bhéal, tascanna tuisceana atá bunaithe ar théacsanna nach bhfacthas, bainistiú ar fhaisnéis i bhfillteáin ábhair agus tascanna scríbhneoireachta um idirghabháil chruthaitheach san áireamh mar fhreagra ar tharluithe tábhachtacha i dtéacsanna liteartha.

- Tugadh faoi deara gur ghlac a lán scoláirí an t-ardleibhéal, mar aon le torthaí foghlaimeoirí maithe ar an iomlán i scrúduithe an Teastais Shóisirigh agus na hArdteistiméireachta sa Bhéarla. De réir mar a thagann méadú ar an rolla agus de réir mar a chuirtear múinteoirí nua ar an gclár ama le haghaidh Béarla in éineacht le comhghleacaithe fad-bhunaithe, beidh gá le cleachtais sheasmhacha sa roinn chun a chinntiú gur féidir an leibhéal gnóthachtála seo a choinneáil. Ba chóir breathnú piara a fhorbairt mar chleachtas i measc na múinteoirí Béarla chun tacú le comhroinnt cleachtas oideolaíoch agus eolas ar sheánraí ar leith.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá an tacaíocht scoile uile agus an soláthar ábhair le haghaidh Béarla go maith ar an iomlán. Tá soláthar amchláir leordhóthanach don sonrú agus tá sé go maith don tsraith shinsearach. Tacaítear le léitheoireacht phearsanta trí leabharlann na scoile agus tríd an leabharlann phoiblí áitiúil. Tá a mbunsheomra féin ag gach múinteoir agus sonraíodh roinnt taispeántais seomra ranga fhíor-bhríomhara d'ábhair foghlama agus d'obair na scoláirí a bhaineann go sainiúil leis an ábhar.
- Tá imlonnú na múinteoirí chun Béarla a mhúineadh go maith go ginearálta. Tá líon mór scoláirí i rang amháin ina gcuimsítear gach scoláire atá i ngrúpa na cúigiú bliana. Ba chóir cuimhneamh go cúramach ar shocruithe a dhéanamh le haghaidh grúpaí beaga cúigiú bliana agus séú bliana d'fhonn an seans is fearr a thabhairt do scoláirí atá ag ullmhú le haghaidh an dá leibhéal araon lán a n-acmhainneachta a bhaint amach. D'fhéadfaí cuimhneamh ar roinnt cómhúinteoireachta a dhéanamh.
- Tugtar na scoláirí chuig léiriúcháin amharclainne drámaí a ndearnadh staidéar orthu. Is tábhachtach an rud é go bhfuil léargas saibhir á fhorbairt ag scoláirí na sraithe sóisearaí agus ag scoláirí na hIdirbhliana araon ar scríbhneoireacht agus ar léiriú dánta, drámaí agus scrípteanna scannáin trí ghníomhaíochtaí comhchuraclaim ina gcuid ranganna Gaeilge. Moltar a chur abhaile ar na scoláirí go bhfuil an t-eolas agus na scileanna seo inaistrithe.
- Mar chuid de phlean foghlama digiteach na scoile moltar don roinn teicneolaíochtaí ar leith a shainathint a chabhróidh léi an próiseas scríbhneoireachta a shamhaltú go follasach do na scoláirí agus tacú le soláthar aiseolais trí chritéir ratha a úsáid. Thacódh amharcléiritheoirí nó feistí eile dá leithéid leis an obair seo.
- Moltar don scoil aistriú chuig cleachtais measúnachta leanúnaí, na modhanna measúnachta atá á n-úsáid a leathnú chun foghlaim na scoláirí a mheas agus chun ró-mheasúnú scoláirí na sraithe sóisearaí a laghdú de réir mar a mholtar i mír 2.13 d'Imlitir 79/2018.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá cáilíocht na comhphleanála agus an ullmhaithe go maith ar an iomlán agus tá roinnt cleachtas den scoth ina measc.
- Roimhe seo ní raibh ach cúpla cruinniú in aghaidh na bliana ag roinn an Bhéarla agus bhíodh de nós acu díriú ar shaincheisteanna praiticiúla. Tá sé inmholta go raibh níos mó cruinnithe ag an roinn i mbliana agus go bhfuil a clár oibre leathnaithe aici chun modheolaíochtaí agus gnóthaí maidir le measúnú seomra ranga-bhunaithe a phlé. Mar shampla, plean na roinne gan leabhar oibre tráchtála a úsáid a thuilleadh agus úsáid a bhaint as formáid atá comhaontaithe sa scoil féin chun téacsanna na scoláirí a thiomsú, rud a thabharfaidh tuilleadh solúbthachta do scoláirí agus a thacóidh lena gcuid scileanna bainistiú eolais.

- Cuireadh le chéile pleananna do gach bliainghrúpa, miontuairiscí na gcruinnithe agus anailís ar thorthaí scrúduithe i bplean roinne ábhair nach beag. Go sonrach, bhí roinnt machnaimh den scoth le feiceáil i miontuairiscí cruinnithe a breacadh i gcaitheamh na bliana seo caite. De réir mar a nuashonraítear níos mó de phleananna, miontuairiscí agus acmhainní teagaisc na roinne ar ardán ar líne na scoile tacóidh an méid sin le comhar roinne níos doimhne fós.
- Rinneadh obair mhaith maidir le comhscéimeanna oibre na roinne a chur chun cinn. Ba chóir tuilleadh forbartha a dhéanamh anois ar roinnt réimsí maidir le cúrsaí pleanála. Ní mór athbhreithniú a dhéanamh ar phlean na hIdirbhliana chun tógáil ar eolas, scileanna agus taithí measúnachta Béarla na sraithe sóisearaí. I ngach bliain ba chóir tascanna teanga a fhí isteach i staidéar litearthachta seachas pleanáil ar leith a dhéanamh le haghaidh obair forbartha teanga. Mar fhocal scoir, ní mór don roinn cloí le sonrúchán na sraithe sóisearaí don Bhéarla agus na téacsanna ficsin atá ordaithe don scrúdú a mhúineadh sa dara agus sa tríú bliain amháin.

Pléadh na dréacht-thorthaí agus na dréacht-mholtaí a eascraíonn as an meastóireacht seo leis an bpríomh-oide agus na múinteoirí ábhair ag deireadh na meastóireachta.

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 agus pobal na scoile fáilte roimh thuairisc na cigireachta a tharla sa scoil i mí an Mhárta 2019.

Táimid an-sásta agus thar a bheith bródúil as an ard-chaighdeán atá á bhaint amach sna réimsí seo a leanas:

- An líon mór scoláirí a ghlacann leis an mBéarla ag an ardleibhéal sna scrúduithe teistiméireachta.
- Na torthaí maithe atá á mbaint amach ag na scoláirí sna scrúdaithe stáite.
- Cáilíocht an teagaisc agus na foghlama.
- Cáilíocht na comhphleanála agus an ullmhaithe agus an torthaí fíormhaithe a bhí le feiceáil ar chruinnithe roinne i gcaitheamh na bliana seo caite.
- An bhéim a chuirtear ar fhreagraí pearsanta na scoláirí ar théacsanna atá bunaithe ar fhianaise.
- An difreálú a dhéantar i gceachtanna agus an tacaíocht a thugtar don scoilire aonair.
- An comtháthú deiseanna comhfhoghlama a bhí le feiceáil i ranganna.

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 chuid den phlean r-fhoghlaim tá sé i gceist ag an scoil cur leis na háiseanna teicneolaíochta sa scoil. Ina measc cuirfear leis an seomra ríomhaireachta, láidreofar an soláthar wifi agus cuirfear seiteanna leabhar chrome ar fáil do ranganna agus iad ag déanamh obair ghrúpa agus pleanáil do na MRBanna. Cuirfear FGL ar fail do na múinteoirí le cabhrú leis an bplean r-fhoghlaim a chur i gcrích. Mar chuid den obair seo déanfar infheistíocht i roinnt amharcléirtheoirí mar atá molta sa chigireacht.

Tá an Bord Bainistíochta, bainistíocht agus foireann na scoile ag déanamh macnamh ar na moltaí eile chun tabhairt futhu go coinsiasach.

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 mbaineann cigirí feidhm aisti 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 tá 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.
Go 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;