

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Ghaeilge

TUAIRISC

Ainm na scoile / School name	Gaelcholáiste Chineál Eoghain
Seoladh na scoile / School address	Muileann Thulaigh Gharbháin Bun Cranncha Co. Dhún na nGall
Uimhir rolla / Roll number	76107U

Dáta na Cigireachta: 20-11-2019



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

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

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

CAD IS MEASTÓIREACHT ÁBHAIR ANN?

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 Ghaeilge faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. 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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

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 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.

Ní raibh cleachtas na scoile ag teacht lena n-éilítear maidir le seiceáil 1 agus 3 agus mar sin ní raibh an scoil ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta. I ndiaidh sin, áfach, sholáthraigh an scoil fianaise go bhfuil a cleachtas ag teacht lena n-éilítear maidir leis na riachtanais seo.

CIGIREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dátaí na cigireachta	19 agus 20-11-2019
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide, leis an bpríomhoide tánaisteach agus roinn na Gaeilge• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus foghlaim le linn cheithre thréimhse ranga• Scrúdú ar obair na scoláirí• Aiseolas don phríomhoide, don phríomhoide tánaisteach agus do roinn na Gaeilge

Comhthéacs na scoile

Scoil chomhoideachais a fheidhmíonn trí mheán na Gaeilge faoi choimirce Bhord Oideachais agus Oiliúna Chontae Dhún na nGall is ea Gaelcholáiste Chineál Eoghain. Tá tríocha agus a haon scoláire rollaithe don scoilbhliain reatha. Soláthraítear An tSraith Shóisearach, An Idirbhliain (roghnach) agus An Ardteistiméireacht bhunaithe.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc go maith: tá scóip ann an dea-chleachtas san foghlaim chomhoibríoch a bhí mar shaintréith i bhformhór na gceachtanna a leathnú.
- Ar an iomlán, bhí cáilíocht na foghlama go maith agus léirigh na scoláirí muinín mar úsáideoirí Gaeilge ina n-idirghníomhaíochtaí.
- Bhí cáilíocht an mheasúnaithe measartha: ní mór polasaí don mheasúnú a fhorbairt.
- Bhain cáilíocht mhaith le gnéithe den phlean ábhair ach bhí bearnaí sna pleananna don tsraith shóisearach agus ní raibh an cleachas mar a bhain leis an measúnú ag teacht leis na gnéithe dea-chleachtais a bhí luaite sa phlean.

Moltaí

- Ba cheart dlús a chur leis an bpleanáil don Ghaeilge sa tsraith shóisearach.
- Moltar polasaí don mheasúnú a fhorbairt a chuimseoidh cuir chuige a thacóidh le féinfheasacht na scoláirí orthu féin mar fhoghlaimseoirí teanga a fhorbairt; áirítear leis seo aiseolas cuiditheach agus úsáid thátail na hainilise ar ghnóthachtáil na scoláirí.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc go maith: tá scóip ann an dea-chleachtas san fhoghlaim chomhoibríoch a bhí mar shaintréith i bhformhór na gceachtanna a leathnú.
- Bhí réimse oiriúnach de chuir chuige agus de straitéisí in úsáid i bhformhór na gceachtanna rud a chinntigh comhtháthú éifeachtach ar fhorbairt na scileanna teanga.
- Bhí béim chuí ar dheiseanna foghlama comhoibríocha a chruthú do na scoláirí agus i bhformhór na gcásanna bhí struchtúr éifeachtach ar na tascanna. I gcás amháin, bhí gá le treoracha soiléire a thabhairt do na scoláirí maidir le haidhm an tasc agus a ról sna péirí nó grúpaí. Go ginearálta, ní mór cúram a dhéanamh den mhéid ama a dháiltear ar thascanna ionas gur féidir an leas is fearr a bhaint as deiseanna chun an fhoghlaim a dhaingniú le linn an cheachta.
- Bhí gaol comh-mheasúil le sonrú sna hidirgníomhaíochtaí idir na múinteoirí agus na scoláirí agus tugadh an-mholadh do na scoláirí i ngach rang.
- Ar an iomlán, bhí cáilíocht na foghlama go maith agus léirigh na scoláirí muinín mar úsáideoirí Gaeilge ina n-idirghníomhaíochtaí.
- Bhí cáilíocht an mheasúnaithe measartha. In ainneoin go raibh tagairtí do dhea-chleachtas mheasúnaithe sa phlean ábhair ar nós féinmheasúnú agus piarmheasúnú, ní raibh siad á gcur i bhfeidhm.
- Roinneadh intinní foghlama soiléire leis na scoláirí ag tús gach ceachta agus roinneadh critéir ratha i leath de na ceachtanna. Baineadh leas éifeachtach as na hintinní foghlama agus as na critéir ratha i bhformhór na gceachtanna chun dul chun cinn na foghlama a mheas. Tá scóip ann chun cur le feachtas na scoláirí orthu féin mar fhoghlaiméoirí agus leas a bhaint as critéir ratha chun scileanna féinmheasúnaithe agus piarmheasúnaithe na scoláirí a fhorbairt.
- Le linn na gceachtanna úsáideadh ceistiúchán an mhúinteora chun dul chun cinn na foghlama a mheas. Ceisteanna ísealoird ba mhó a bhí in úsáid. Moltar an cur chuige ceistiúcháin a fhorbairt tuilleadh agus a chinntiú go n-úsáidtear ceisteanna ardoird chun tacú le forbairt scileanna criticiúla agus cruthaitheacha na scoláirí. Chuirfeadh sé seo lena dtaithe ar struchtúir chasta na teanga a ionramháil.
- Tugadh obair bhaile sna ranganna ar fad. Léirigh scrúdú ar shamplaí de dhialanna na scoláirí áfach, nach nós rialta é seo. Moltar cur chuige don obair bhaile, mar chuid den phróiseas measúnaithe, a chomhaontú.
- Léirigh athbhreithniú ar shamplaí d'obair scríofa na scoláirí nach gceartaítear go rialta í agus nach bhfuil na cleachtais atá luaite sa phlean ábhair, maidir le haiseolas cuiditheach, á gcur i bhfeidhm. Moltar dea-chleachtais maidir le haiseolas cuiditheach ar obair scríofa a fhorbairt.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Bhí cáilíocht an tsoláthair agus na tacaíochta don ábhar go maith.
- Ní raibh polasaí measúnaithe scoile uile ná polasaí roinne forbartha. Moltar polasaí cuimsitheach a fhorbairt don mheasúnú ar fhoghlaim naGaeilge a chuirfeadh: féinmheasúnú agus piarmheasúnú na scoláirí, ceistiúchán an mhúinteora le linn ranga, an obair bhaile agus cuir chuige don mheasúnú ar na mórscoilteanna teanga. Ba cheart go mbeadh treoir sa pholasaí freisin maidir le haiseolas foirmitheach ó bhéal agus i scríbhinn chomh maith le hanailís ar a ngnóthachtáil i scrúduithe tí agus stáit.

- Bhí an soláthar áiseanna teicneolaíochta go han-mhaith.
- Breathnaíodh samplaí d'úsáid éifeachtach agus cruthaitheach na teicneolaíochta chun tacú le foghlaim na scoláirí.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Is measartha a bhí cáilíocht na phleanála don ábhar. Bhí pleananna iomlána bliana ar fáil do na ranganna sa tsraith shinsearach ach ní raibh i gcás na sraithe sóisearaí. Ní mór dlús a chur leis an bpleanáil don ábhar sa tsraith shóisearach, don dara agus don tríú bliain go háirithe.
- Bhí athbhreithniú déanta ar gnóthachtáil na scoláirí i scrúduithe teistiméireachta. Moltar a ngnóthachtáil sna scrúduithe tí a chur san áireamh freisin in aon anailís ar a ndul chun cinn. Ba cheart tástáil na hanailíse a úsáid chun spriocanna feabhsúcháin agus dea-chleachtais teagaisc agus foghlama a aithint.
- Bhí cáilíocht an ullmhúcháin do na ceachtanna go maith. Léirigh an t-ábhar agus na hacmhainní a bhí roghnaithe go raibh béim ar réimse spéise na scoláirí agus go raibh guth acu ina roghnú mar ba chúí.
- Bhí guth ag scoláirí sa tsraith shóisearach i roghnú na dtéacsanna léitheoireachta mar a mholtar.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an bpríomhoide tánaisteach agus leis na múinteoirí ábhair

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 úsáideann cigirí 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 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
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

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Department of Education and Skills

Subject Inspection in Irish
REPORT

Ainm na scoile / School name	Gaelcholáiste Chineál Eoghain
Seoladh na scoile / School address	Tullyarvan Buncrana Co. Donegal
Uimhir rolla / Roll number	76107U



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

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. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

The school did not meet the requirements in relation to 1 and 3 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	19 and 20-11-2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussions with the principal, the deputy principal and the Irish department• Interactions with students	<ul style="list-style-type: none">• Observation of teaching and learning during four class periods• Review of students' work• Feedback to principal, deputy principal and Irish department

School context

Gaelcholáiste Chineál Eoghain is a co-educational Irish-medium school under the auspices of County Donegal Education and Training Board. Thirty-one students are enrolled for the current school year. The Junior Cycle, Transition Year (optional) and the established Leaving Certificate are provided.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching was good: there is scope to extend the good practice in collaborative learning that characterised most lessons.
- Overall, the quality of learning was good and the students displayed confidence as users of Irish in their interactions.
- The quality of assessment was fair: an assessment policy needs to be developed.
- Aspects of the subject plan were of good quality but there were gaps in the plans for the junior cycle and the practice regarding assessment was not in keeping with the features of good practice outlined in the plan.

Recommendations

- Planning for Irish in the junior cycle should be accelerated.
- It is recommended that an assessment policy be developed which should include approaches that will support the development of students' self-awareness as language learners; this should include constructive feedback and the use of findings derived from analysis of student attainment.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching was good: there is scope to extend the good practice in collaborative learning that characterised most lessons.
- A suitable range of approaches and strategies was in use in the majority of lessons which ensured effective integration of the development of language skills.
- There was an appropriate emphasis on creating collaborative learning opportunities for the students and in most cases the tasks were effectively structured. In one case, it was necessary to give clear instructions to the students regarding the purpose of the task and their role in the pairs or groups. In general, care must be taken in relation to the amount of time allocated to tasks so that opportunities to consolidate learning can be maximized during the lesson.
- A mutually respectful relationship was evident in the interactions between the teachers and the students and the students were highly praised in each class.
- Overall, the quality of learning was good and the students displayed confidence as users of Irish in their interactions.
- The quality of assessment was fair. While there were references to good assessment practices in the subject plan such as self-assessment and peer-assessment, they were not being implemented.
- Clear learning intentions were shared with the students at the beginning of each lesson and success criteria were shared in half of the lessons. Effective use was made of learning intentions and success criteria in most lessons to assess the progress of learning. There is scope to increase students' awareness of themselves as learners and to use success criteria to develop students' self-assessment and peer-assessment skills.
- During the lessons, the teacher questioning was used to assess the progress of learning. Lower-order questions were most commonly used. It is recommended that the questioning approach be further developed and that higher-order questions be used to support the development of students' critical and creative skills. This would enhance their experience of manipulating the complex structures of the language.
- Homework was given in all the lessons. However, an examination of samples of students' diaries showed that this was not a regular practice. It is recommended that an approach to homework, as part of the assessment process, be agreed.
- A review of samples of students' written work showed that the work is not corrected regularly and that the practices mentioned in the subject plan, in relation to constructive feedback, are not being implemented. It is recommended that good practices regarding formative feedback on written work be developed.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of provision and support for the subject was good.
- There was no whole-school assessment policy or departmental development policy. It is recommended that a comprehensive policy be developed for the assessment of Irish learning which would include: self-assessment and peer assessment of students, teacher questioning during class, homework and approaches to assessment of the main language skills. The policy should also include guidance on oral and written formative feedback as well as an analysis of student achievement in house and state examinations.

- The provision of technology facilities was very good.
- Examples of effective and creative use of technology to support students' learning were observed.

3. PLANNING AND PREPARATION

- The quality of planning for the subject was fair. There were full year plans available for senior cycle classes but not in the case of junior cycle. Planning for Irish in the junior cycle should be accelerated, for second and third year in particular.
- Students' attainment in certificate examinations was reviewed. It is recommended that their attainment in house examinations be also taken into account in any analysis of their progress. The findings of the analysis should be used to identify improvement targets and good teaching and learning practices.
- The quality of preparation for lessons was good. The material and resources chosen indicated that there was an emphasis on the students' area of interest and that they had a voice in their selection as appropriate.
- Junior cycle students had a voice in the selection of reading texts as is recommended.

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

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. Overall, learners have access to a basic level of provision. 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;