

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Coláiste Dún Iascaigh
Seoladh na scoile/ School address	Bóthar Chaisil, An Chathair Contae Thiobraid Árann
Uimhir rolla / Roll number	76063D

Dáta na Meastóireachta: 12 Márta 2018



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.

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.

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 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.

Bhí cleachtas na scoile ag teacht lena n-éilítear maidir le 1 agus 3 ach ní raibh cleachtas na scoile ag teacht lena n-éilítear i gcás 2 agus mar sin ní raibh an scoil ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta.

Cigireacht Leantach

SONRAÍ NA CIGIREACHTA BUNAIDH Cineál: Cigireacht Ábhair Dáta na Cigireachta: 13 Bealtaine 2016 Ar Foilsíodh an Tuairisc? Foilsíodh	SONRAÍ NA CIGIREACHTA LEANTAÍ Dáta na Cigireachta: 12 Márta 2018
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 bpríomhoide • Agallamh leis na múinteoirí Gaeilge • Taifead ar cháipéisí agus taifid scoile agus ar obair na scoláirí • Breathnú ar theagasc agus ar fhoghlaim 	
Moladh a rinneadh sa tuairisc cigireachta bhunaidh	Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta
<p>Ba cheart breis deiseanna a thabhairt do scoláirí chun dul i ngleic leis an bpróiseas sealbhaithe teanga le linn ceachtanna trí aird faoi leith a dhíriú ar nithe ar nós cruinnionramháil múnlaí cainte, leathnú stór focal agus pointí gramadaí.</p>	<p>Dul chun cinn i bpáirt Bhí éagsúlacht sa dul chun cinn thar an trí cheacht a breathnaíodh. Ba léir go raibh tromlach na múinteoirí airdeallach ar na moltaí a bhí déanta agus rinneadh iarracht sna ceachtanna seo ar scoláirí a chur i mbun ceapadóireachta as a seasamh, faoi mar a moladh. Ba léir leis sna cásanna seo go raibh scoláirí cleachtaithe ar phointí gramadaí a thabhairt faoi deara. I gcás amháin, tugadh suntas don sealbhú a bhí déanta ag scoláirí ar chuid de na struchtúir is mó a chruthaíonn deacracht d'fhoghlaimoirí agus is gá am a chur ar leataobh sna ranganna uile don obair seo. Moltar leis go dtabharfaí tosaíocht sna tascanna ranga d'fhorbairt scileanna labhartha scoláirí agus mar chuid de na tascanna seo go gcleachtódh scoláirí frásaí agus foclóir nuamhúinte.</p>
<p>Moltar go n-áireofaí cumas labhartha na scoláirí uile sa mheasúnú a dhéantar orthu.</p>	<p>Dul chun cinn maith Déantar measúnú foirmeálta ar chumas labhartha scoláirí na céad, na dara agus na cúigiú bliana mar chuid den mheasúnú ranga. Is maith an ní é go bhfuil ceisteanna comónta agus teimpléad marcála caighdeánaithe deartha mar cinntíonn sé comhsheasmhacht ó rang-ghrúpa go chéile. Mar fhorbairt air seo, ba cheart féidearthachtaí a fhiosrú maidir le cumas labhartha scoláirí sna bliainghrúpaí eile a mheas.</p>
<p>Moltar go gcuirfí breis téagair leis an bpleanáil um fhorbairt ábhair ionas go mbeidh tuiscint níos cuimsithí ag na baill roinne uile ar na modheolaíochtaí is</p>	<p>Dul chun cinn i bpáirt Tuairiscítear go bhfuil breis comhoibre idir na baill roinne agus gur mó anois an comhphlé a bhíonn ar an gcleachtas ranga ag cruinnithe roinne. Mar thoradh air seo, tá sé aontaithe go bhféachfaí le caighdeán gnóthachtála na scoláirí is ísle cumais a ardú agus is maith</p>

éifeachtaí chun scoláirí a chumasú sa Ghaeilge.	sin. É seo ráite, meastar go mba cheart go mbeadh plean feabhais leagtha amach ina soiléirítear na nithe is mó is gá a fheabhsú agus na céimeanna is gá a thógaint chun na spriocanna seo a bhaint amach. Ba cheart go mbeadh an t-athbhreithniú mar chuid lárnach den phróiseas pleanála seo.
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Achoimre ar na cinní

Tá éagsúlacht sa dul chun cinn atá déanta i gcás na moltaí éagsúla. Is maith an rud é go bhfuil measúnú foirmeálta á dhéanamh ar chumas labhartha fhormhór na scoláirí. Moltar leis an bhéim a leagadh le linn ceachtanna ar cheapadóireacht agus ar phointí gramadaí. É seo ráite, ní mór breis béime a leagadh, le linn ceachtanna, ar an bpróiseas sealbhaithe teanga féin.

Moltaí

- Ba cheart breis béime a leagadh ar chur chun cinn scileanna labhartha scoláirí le linn ceachtanna.
- Ba chóir go mbeadh an sealbhú a dhéanann scoláirí ar ghnéithe nua den teanga le linn ceachtanna soiléir dóibh agus dá gcuid múinteoirí.
- Is gá plean feabhais roinne a leagadh amach ina ndírítear ar na réimsí forbartha a aithníodh le linn na meastóireachtaí.
- Ní mór don Bhord Bainistíochta agus an Bord Oideachais agus Oiliúna ráiteas slánchumhdaithe leanaí na scoile a fhaomhadh.

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.

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.

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Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Coláiste Dún Iascaigh
Seoladh na scoile/ School address	Bóthar Chaisil, An Chathair Contae Thiobraid Árann
Uimhir rolla / Roll number	76063D

Date of Evaluation: 12-03-2018



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WHAT IS A 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:

1. Progress achieved to date
2. Findings
3. 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.

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 reception area.
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 1 and 3 above but did not meet the requirements in relation to 2 and therefore was not fully compliant with the checks undertaken.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Subject Inspection</p> <p>Date of Inspection: 13 May 2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 12 March 2018</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"> • Meeting with Principal • Interview with Irish teachers • Review of school documentation and records and students' work • Observation of teaching and learning 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>More opportunities should be created for students to engage with the language acquisition process by deliberately drawing their attention to elements such as accurate manipulation of phrases, development of their vocabulary and points of grammar.</p>	<p>Partial Progress</p> <p>Progress varied in the three lessons observed. It was clear that the majority of teachers were mindful of the recommendations made and, in these lessons, an effort was made to have students compose spontaneously, as had been recommended. In these cases, it was evident that students were accustomed to identifying points of grammar. In one case, students' acquisition of some of the structures that create greater difficulty for learners was noted and time should be set aside in all classes for this work. It is also recommended that the development of students' oral skills in classroom tasks be prioritised, and that as part of these tasks, students practice newly-taught phrases and vocabulary.</p>
<p>It is recommended that modes of assessment include assessment of the oral ability of all students.</p>	<p>Good progress</p> <p>The oral ability of first, second and fifth year students is formally assessed as part of class assessments. It is good that common questions and a standardised marking template have been drawn up as this ensures consistency across all class groups. To build on this, possibilities for assessing the oral skills of students in other year groups should now be explored.</p>
<p>A more robust subject-development planning process is required in order to ensure that all department members develop a more comprehensive understanding of the most effective methodologies to deploy when seeking to develop students' competence in Irish.</p>	<p>Partial progress</p> <p>It is reported that there is a greater level of cooperation between members of the subject department and that now, during department meetings, there is more discussion of classroom practice. Arising from this, it has been agreed to seek to increase the standard of achievement among less able students. This is positive. Nonetheless, an improvement plan which sets out the areas that most require improvement, as well as the steps to be taken to achieve</p>

	these goals, should be developed. Review should be central to this planning process.
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Summary of findings

The level of progress made regarding the various recommendations differs. It is good that the oral ability of the majority of students is being assessed. The emphasis placed on composition and points of grammar during lessons is also commended. Nonetheless, further emphasis should be placed on the actual process of language acquisition during lessons.

Recommendations

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| <ul style="list-style-type: none">• Further emphasis should be placed, during lessons, on developing students' oral skills.• The new language acquired by students during lessons should be evident to them and to their teachers.• A department improvement plan, focusing on the development areas identified during the evaluation, is needed.• The Board of Management and the Education and Training Board should approve a child safeguarding statement for the children in the school. |
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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.

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.