

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Gaelscoil Na Camóige
Seoladh na scoile/ School address	Bóthar An Úlloird, Cluain Dolcáin, Baile Átha Cliath 22.
Uimhir rolla / Roll number	19991A

Dáta na Meastóireachta: 19-09-2019



**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 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.

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 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 faoi gach ceann de na seiceálacha thuas.

Cigireacht Leantach

SONRAÍ NA CIGIREACHTA BUNAIDH Cineál: MSU-BCF Dáta na Cigireachta: 3-10-2016 Ar Foilsíodh an Tuairisc? Foilsíodh	SONRAÍ NA CIGIREACHTA LEANTAÍ Dáta na Cigireachta: 19-09-2019
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 bPríomhoide Gníomhach • Agallamh le múinteoirí/baill foirne ábhartha • Taifead ar cháipéisí agus taifid scoile agus ar obair na ndaltaí • Athbhreithniú ar acmhainní agus áiseanna • Breathnú ar theagasc agus ar fhoghlaim • Caidreamh le daltaí 	
Moladh a rinneadh sa tuairisc cigireachta bhunaidh	Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta
<p>Moltar don scoil tuilleadh úsáide a bhaint as straitéisí measúnaithe chun cuspóirí foghlama difreálaithe a chruthú agus a chur i bhfeidhm sa mhúinteoireacht in oiriúint d'éagsúlacht cumais na ndaltaí.</p>	<p>Dul chun cinn i bpáirt</p> <p>Solathraíonn na múinteoirí pleanáil ghearrthéarmach oiriúnach do na ceachtanna. Cé go leagtar amach cuspóirí foghlama soiléire, níl siad difreálaithe nó curtha i bhfeidhm sa mhúinteoireacht in oiriúint d'éagsúlacht cumais na ndaltaí. Baineann na múinteoirí leas éifeachtach as grúpobair, obair staisiúin agus cláir idirdhealaithe léitheoireachta chun freastal ar riachtanais aonair na ndaltaí. Cé go bhfuil straitéisí measúnaithe éagsúla in úsáid ag na múinteoirí, d'fhéadfaí anailís níos cuimsithí a dhéanamh ar an tátal chun an mhúinteoireacht agus an fhoghlaim a threorú chun freastal ar riachtanais agus cumais foghlama na ndaltaí uile.</p>
<p>Chun tacaíocht chúí a thabhairt do dhaltaí le riachtanais speisialta, ba chóir go ndéanfaí pleanáil sheachtainiúil de réir <i>Treoirlínte Tacaíochta Foghlama 2000</i> agus go mbunófar na spriocanna foghlama sa phleanáil ar na moltaí sna tuairiscí proifisiúnta.</p>	<p>Dul chun cinn maith</p> <p>Ullmhaíonn na múinteoirí oideachais speisialta pleanáil sheachtainiúil chun tacaíocht chúí a thabhairt do dhaltaí le riachtanais speisialta. Tá tús inmholta curtha ag an scoil chun an Contanam Tacaíochta a chur i bhfeidhm. Cé gur dea-chleachtas é go bhfuil roinnt de na spriocanna foghlama sa phleanáil bunaithe ar na moltaí sna tuairiscí proifisiúnta, níl siad cruthaithe a ndóthain bunaithe ar riachtanais tosaíochta foghlama na ndaltaí.</p>

Achoimre ar na cinní

- Cé go bhfuil straitéisí measúnaithe éagsúla in úsáid ag na múinteoirí , tá scóip ann an tatal measúnaithe a úsáid tuilleadh chun an mhúinteoireacht agus an fhoghlaim a threorú agus a dhifreáil.
- Tá dul chun cinn maith déanta ag na múinteoirí sa phleanáil do dhaltaí le riachtanais speisialta oideachais ach tá scóip ann na spriocanna foghlama a fhorbairt.

Moltaí

- Ba chóir do na múinteoirí anailís níos cuimsithí a dhéanamh ar an tatal measúnaithe chun an phleanáil agus an mhúinteoireacht a dhifreáil d'fhonn freastal ar riachtanais agus cumas foghlama uile na ndaltaí.
- Moltar do na múinteoirí oideachais speisialta spriocanna foghlama atá sonrach, intomhaiste agus faoi cheangal ama a dhearadh sa phleanáil bunaithe ar riachtanais tosaíochta foghlama an pháiste.

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

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

(Folamh)

Réimse 2: 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

Ar an iomlán, mheas an scoil agus an Bord go raibh próiseás cigireachta an-chriochnúil agus cothrom agus gur ghlac sé leis an deis sinn féin a thagamharcáil, forbairt agus fás.

Phléigh an Bord an tuairisc seo go mion. Tá mír shonrach den chlár “teagasc agus foghlaim” ar gach clár oibre cruinnithe Boird, sé seo ag teacht ón Meastóireacht Scoile Uile.

Ar an gcéad dul síos, tá áthas orainn, go bhfuil aitheantas ann anois, gur comhlíonadh na riachtanais um chosaint leanaí inar scoil.

Maidir leis an dá mholadh shonracha, tá ple déanta ag an mBord orthu agus tabharfadh sé trácht orthu mar seo a leanas:

1. Dul chun cinn I bpáirt: Straitéisí Measúnaithe chun cuspóirí foghlama difreálaithe a chruthú agus a chur I bhfeidhm sa mhúinteoireacht in oiriúint d'éagsúleacht cumal na ndaltaí:

Mar a luadh, úsaideann ár múinteoirí stratéisí measúnaithe eagsúla cheana féi agus déanfaidh said iarracht a n-úsáid a mheadú chun tuilleadh teagasc agus foghlaim a threorú agus a dhifreáil.

Is dúshlán é, I ranganna móra teagasc a chur in oiriúint, chun freastal ar riachanais aonair na ndaltaí, ach déanfar gach iarracht é seo a dheánamh chuile lá inár scoil. Phléigh an fhoireann teagaisc an tsaincheist seo agus ta moltaí maidir le seo, idir laímhe acu.

2. Dul chun cinn maith: Pleanáil Sheachtanúil chun tacaíocht chuí a thabhairt do dhaltaí le riachanais speisialta agus go mbunófar na spriocanna Foghlama sa phleanáil ar an moltaí sna tuairiscí proifisiúnta

Mar a dúradh, is cúis bróid é don Bhord, go bhfuil dul chun cinn maith déanta ag muinteoirí I bpleanáil do dhaltaí le riachtanais speisialta oideachais. Tá dúshlán ann maidir le leanúnachas achmhainní leodhóthanacha a chinntiú do riachtanais speisialta oideachais ach tá an Scoil tiomanta I gcónaí an cuspóir Foghlama a fhorbairt a thuilleadh agus tuairiscí agus measúnuithe garimiúla á gcur san Áireamh.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Gaelscoil Na Camóige
Seoladh na scoile/ School address	Bóthar An Úlloird, Cluain Dolcáin, Baile Átha Cliath 22.
Uimhir rolla / Roll number	19991A

Date of Evaluation: 19-09-2019



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 the main 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 the report. The follow-through quality continuum explains the terms used by inspectors when evaluating the schools 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 evaluation, 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 met the requirements in relation to each of the checks above.

Follow-Through Inspection

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: WSE-MLL</p> <p>Date of Inspection: 3 -10-2016</p> <p>Was the report published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 19-09-2019</p>
<p>Follow-through inspection activities</p>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with the Acting Principal • Interview with relevant teachers/members of staff • Review of school documentation and records and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils 	
<p>Recommendation in original inspection report</p>	<p>Progress achieved to date on implementation of recommendation</p>
<p>The school is advised to make greater use of assessment strategies to create differentiated learning objectives suited to the range of pupils' abilities and to implement them in teaching.</p>	<p>Partial progress</p> <p>Teachers provide suitable short-term planning for lessons. While clear learning objectives are outlined, they are not differentiated or implemented in teaching to suit the range of pupils' abilities. Teachers make effective use of group work, station work and differentiated reading programmes to cater for pupils' individual needs. While teachers use a variety of assessment strategies, the data could be analysed more comprehensively to guide teaching and learning in order to cater for the needs and learning abilities of all pupils.</p>
<p>In order to provide appropriate support for pupils with special needs, weekly planning should be carried out in accordance with <i>the Learning Support Guidelines 2000</i> and the learning objectives in planning should be based on recommendations contained in professional reports.</p>	<p>Good progress</p> <p>The special education teachers prepare weekly planning in order to give appropriate support to pupils with special needs. The school has made a commendable start in implementing the Continuum of Support. While it is good practice that some of the learning objectives in planning are based on the recommendations in professional reports, they are not sufficiently based on the priority learning needs of pupils.</p>

Summary of findings

- While teachers use a variety of assessment strategies, there is scope to make greater use of assessment data to guide and differentiate teaching and learning.
- Teachers have made good progress in planning for pupils with special educational needs but there is scope to further develop the learning objectives.

Recommendations

- Teachers should carry out a more comprehensive analysis of assessment data to differentiate planning and teaching in order to cater for the learning needs and abilities of all pupils.
- It is recommended that special education teachers, in their planning, design learning objectives that are specific, measurable and time bound based on the priority learning needs of the child.

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

Area 1 Observations on the content of the inspection report

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Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

On the whole, the school and the board of management deemed the inspection process to be very thorough and fair and it afforded us the opportunity to benchmark, develop and grow.

The board discussed this report in detail. Following the whole-school evaluation, teaching and learning are specific items on the agenda at every board of management meeting.

Firstly, we are happy that there is recognition that the school meet the requirements in relation to each of the child protection procedures.

In regard to the two specific recommendations, the board have discussed them and the following is our response:

Partial progress: Assessment strategies to create differentiated learning objectives suited to the range of pupils' abilities and to implement them in teaching.

As mentioned, our teachers already use a variety of assessment strategies and they will make an effort to use them more to guide teaching learning and differentiation. It is a challenge in big classes to teach and attend to the individual needs of the pupils but we will endeavour to do it every day in our school. The teaching staff has discussed this issue and are working on recommendations relating to the issue.

Good progress: Weekly planning to support pupils with special needs and that the learning objectives in planning should be based on recommendations contained in professional reports.

As previously said, we as a board are proud that the teachers have made good progress in planning for pupils with special educational needs. There is a challenge in relation to ensuring the continuity of adequate resources for pupils with special educational needs but the school is committed to always developing the learning objective further taking into account the professional reports and assessments.

Aistriúchán is ea seo ar fhreagra na scoile arna chur isteach ag an mBord Bainistíochta.

This is a translation of the School Response submitted by the Board of Management.