An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Coláiste Naomh Éinne
Seoladh na scoile/ School address	Cill Rónain Inis Mór Oileáin Árann Contae na Gaillimhe
Uimhir rolla / Roll number	71300M

Dáta na Meastóireachta: 26-12-2019

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 bpríomhmholtaí 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 bpríomhmholtaí 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	SONRAÍ NA CIGIREACHTA LEANTAÍ
Cineál: MSU-BCF **Dáta na Cigireachta:** 24-05-2016 **Ar Foilsíodh an Tuairisc?** Foilsíodh	**Dáta na Cigireachta:** 19-12-2019

Gníomhaíochaí cigireachtaí leantaí

Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí:

- Cruinniú leis an bpríomhoide agus leis an bhfoireann bhainistíochta sinsearaí
- Agallamh le baill na foirne bainistíochta inscoile
- Agallamh le múinteoirí foirne ábhartha
- Taifead ar cháipéisí scoile
- Athbhreithniú ar acmhainní agus áiseanna
- Caidreamh le scoláirí

Moladh a rinneadh sa tuairisc cigireachta bhunaidh	Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta
Ba chóir don bhord bainistíochta socruithe a dhéanamh ar mhaithe le plean straitéiseach a fhorbairt do thodhchaí na scoile agus na struchtúir chuí chun an plean a chur i bhfeidhm a cheapadh agus a athbhreithniú.	**Dul chun cinn i bpáirt** I gcomhairle leis an mbord, tá plean straitéiseach forbartha ag an scoil mar chuid den Scéim Aitheantais Scoileanna Gaeltachta (SASG) ó 2017. Tuairiscíodh go raibh dul chun cinn maith déanta in go leor réimsí mar chuid den phróiseas gníomhphleanála seo. Moltar próiseas sé chéim na féin mheastóireachta scoile (FMS) a úsáid chun spriocanna feabhsúcháin sna critéir theanga-bhunaithe ar fad a aontú agus a chur i bhfeidhm, ag teacht le himlitreacha i leith SASG.
Ní foláir róil cheannaireachta na bainistíochta sinsearaí a shainaithint chun an plean straitéiseach a chur i bhfeidhm agus a athbheithniú.	**Dul chun cinn i bpáirt** Rinneadh athbhreithniú ar sceideal na bpost i Meán Fómhair 2019 ach ní raibh cúraimí an phríomhoide san áireamh. Tá liosta d'fhreagrachtaí a bhaineann le croí réimsí na scoile luaite le gach sealbhóir poist ach níor aontaíodh tuairiscíní dá róil bhainistíochta agus cheannaireachta. Níl ailíniú déanta idir réimsí freagrachta an phríomhoide ná na gceannairí scoile eile maidir le cur i bhfeidhm agus athbhreithniú an phlean SASG.
Is gá na nósanna imeachta d'ardcháilíocht a bhí le léamh in os cionn leath de na pleananna ábhair a bheith mar chuid den chleachtas sna hábhair agus sna cláir go léir, go háirithe ó thaobh pleananna feabhsúcháin de.	**Dul chun cinn i bpáirt** Rinneadh athbhreithniú ar phleananna curaclaim don Ghnó, don Eolaíocht agus don Ghaeilge. Bhí na pleananna leagtha amach de réir thorthaí foghlama, mar is cuí. Cé go raibh gnéithe den phleanáil ar cháilíocht an-mhaith i gcás gach plean a breathnaíodh, níorbh léir gur roinneadh an barrchleachtas a aithníodh san obair phleanála ag leibhéal na foirne uile. Ní raibh na pleananna curaclaim sna trí ábhar seo ag teacht leis na treoracha do chur i bhfeidhm na sonraíochtaí sna hábhair mar chuid de *Creat don*

	tSraith Shóisearach 2015. Cuir i gcás, ní raibh na pleananna leagtha amach de réir aonaid foghlama agus bhí na snáitheanna sna trí ábhar in easnamh san obair phleanála. Is den riachtanas é an cleachtas seo a athbhreithniú.
Ba chóir na straitéisí idirdhealaithe agus idirghníomhaíochtaí a bhí in uachtar i bhformhór na gceachtanna a leathnú ar mhaithe le forbairt suntasach a dhéanamh ar theagasc agus foghlaim sa scoil trí chéile.	**Dul chun cinn maith** San idirphlé le múinteoirí ar an moladh seo, ba léir dul chun cinn maith a bheith déanta ina fhorfheidhmiú. Déantar modhanna teagaisc agus foghlama a phlé ag cruinnithe foirne a thionóltar go seachtainiúil. Cuireadh forbairt ghairmiúil leanúnach ar fáil in úsáid straitéisí an mheasúnaithe chun foghlama agus na difreála. Le gairid, tosaíodh ar an bpiarbhreathnóireacht tras-churaclaim in ábhair áirithe ar mhaithe le modhanna gníomhacha teagaisc agus foghlama a roinnt. B'fhiú go mór an cur chuige seo a leathnú chuig na hábhair ar fad.
Ní mór céimeanna a ghlacadh chun an Treoir agus an fhéinmheastóireacht scoile (FMS) a chur chun cinn ar bhonn scoile uile agus na pleananna feabhsúcháin scoile (PFS) a fheidhmiú agus a athbhreithniú.	**Dul chun cinn i bpáirt** Tuairiscíodh go raibh feasacht na scoile uile feabhsaithe i leith cúrsaí Treorach sa scoil. Mar chuid den phróiseas pleanála don SASG, tá cur chuige scoile uile forbartha chun inniúlacht na scoláirí i gcruinnúsáid na Gaeilge a fheabhsú. Cé go bhfuil straitéisí maithe litearthachta luaite sa phlean ábhair don Ghaeilge, ní raibh fianaise ann go raibh próiseas sé chéim na FMS in úsáid chun gníomhphleanáil sa réimse seo a bhainistiú ar bhonn na scoile uile.

Achoimre ar na cinntí

- Tá plean gníomhaíochta feabhsúcháin forbartha chun aitheantas mar scoil Ghaeltachta a bhaint amach ach níl próiseas sé chéim na féin mheastóireachta scoile (FMS) in úsáid chun spriocanna feabhsúcháin sna critéir theanga-bhunaithe ar fad a aontú agus a chur i bhfeidhm.
- Níl ailíniú déanta idir réimsí freagrachta na bainistíochta sinsearaí, ná na gceannairí scoile eile, chun cur i bhfeidhm an phlean SASG a bhainistiú go corásach.
- Tá dul chun cinn maith déanta maidir le modheolaíochtaí teagaisc agus foghlama a fhorbairt agus a roinnt ach níor roinneadh na nósanna imeachta d'ardcháilíocht a bhí le léamh in os cionn leath de na pleananna curaclaim leis na ranna ábhair ar fad.

Moltaí

- Moltar, ag baint leasa as próiseas sé chéim na FMS, plean gníomhaíochta SASG a fhorbairt i gcomhar le geallsealbhóirí na scoile; beidh sé seo mar thaca d'fhorbairt agus d'fhorfheidhmiú córasach an phlean chun aitheantas mar scoil Ghaeltachta a bhaint amach thar thréimhse ama cinnte.
- Ní foláir róil cheannaireachta na bainistíochta sinsearaí agus ceannairí eile a shainaithint chun an plean SASG a chur i bhfeidhm agus a athbheithniú.
- Is gá na pleananna curaclaim a choiméad cothrom le dáta, go háirithe i gcomhthéacs na gcuir chuige atá molta ag an tSraith Shóisearach do Mhúinteoirí chun tacú le cur i bhfeidhm sonraíochtaí na nábhar.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Fáiltíonn Bord Bainistíochta Choláiste Naomh Éinne roimh an tuairisc seo. Tá pobal na scoile sásta go n-aithnítear an dul chun cinn atá á dhéanamh againn sa scoil. Is mór an chabhair iad na moltaí atá sa tuairisc, agus tá an pobal scoile lán tiománta na moltaí seo a chur i gcrich.

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

Tá dul chun cinn déanta againn ar an bplean SASG, agus úsáid phróiseas na féinmheastóireachta Iárnach inár bpleanáil chun aitheantas mar scoil Ghaeltachta a bhaint amach.

Tá forbairt déanta ar na róil cheannaireachta a thacaíonn le feidhmiú agus forfheidhmiú an phlean.

Roinntear dea-chleachtais maidir le teagasc agus foghlaim agus pleanáil churaclaim ag cruinnithe foirne.

Spreagtar agus tugtar tacaíocht do mhúinteoiri chun leanúint le forbairt ghairmiúil agus déantar meastóireacht ar seo le linn cruinnithe foirne agus le linn phromhadh múinteoiri nua.

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 gníómh ar bith déanta agus nach mór déileáil leis an moladh bunaidh.

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Coláiste Naomh Éinne
Seoladh na scoile/ School address	Cill Rónáin Inis Mór Oileáin Árann Co. na Gaillimhe
Uimhir rolla / Roll number	71300M

Date of Evaluation: 26-12-2019

An Roinn Oideachais agus Scileanna
Department of Education and Skills

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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.

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. 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

ORIGINAL INSPECTION DETAILS	**FOLLOW-THROUGH INSPECTION DETAILS**
Type: WSE-MLL **Date of Inspection:** 24-05-2016 **Report Published?** Yes	**Date of Inspection:** 19-12-2019

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection

- Meeting with the principal and the senior management team
- Interview with members of the in-school management team
- Interview with relevant teachers
- Review of school documentation
- Review of resources and facilities
- Interaction with students

Recommendation in original inspection report	**Progress achieved to date on implementation of recommendation**
The board of management should make arrangements to develop a strategic plan for the future of the school as well as appropriate structures to implement and review such a plan.	**Partial progress** In consultation with the board, the school has developed a strategic plan as part of the Gaeltacht School Recognition Scheme (GSRS) since 2017. It was reported that good progress had been made in many areas as part of this action planning process. It is recommended that the six-step school self-evaluation (SSE) process be used to agree and implement improvement targets in all language-based criteria, in accordance with circulars pertaining to the GSRS.
The leadership roles of senior management in the implementation and review of the strategic plan should be identified.	**Partial progress** While the schedule of posts was reviewed in September 2019, this did not include the duties of the principal. Although a list of responsibilities in relation to the school's core areas are stated alongside each post holder, descriptors of their management and leadership roles have not been agreed. The areas of responsibility of the principal and other school leaders have not been aligned with the implementation and review of the GSRS plan.
The high-quality practices evident in over half of the subject plans need to be incorporated into practice in all subjects and programmes, particularly in relation to improvement plans.	**Partial progress** A review was conducted on curriculum plans for Business, Science and Irish. The plans were structured around learning outcomes, as appropriate. While aspects of planning were of a very good quality in all plans observed, it was unclear whether the best practice identified in planning work had been shared at a whole-staff level.

	The curriculum plans for these three subjects did not conform to the instructions for the implementation of subject specifications as part of the *Framework for Junior Cycle, 2015*. For example, the plans were not organised in learning units and the strands which pertain to each of the three subjects were not included in the planning work. This planning practice needs to be reviewed.
The differentiated and active strategies which were the primary methodologies employed in the majority of lessons should be used more widely to significantly develop teaching and learning throughout the school.	**Good progress** In dialogue with teachers with regard to this recommendation, it was clear that good progress had been made in its implementation. Teaching and learning methods are discussed at staff meetings each week. Continuing professional development was provided in the use of strategies for assessment for learning and differentiation. Cross-curricular peer observation has commenced recently in some subjects in order to share active teaching and learning methods. It would be very worthwhile extending this approach to all subjects.
Steps should be taken to promote Guidance and school self-evaluation (SSE) on a whole-school basis and to implement and review school improvement plans (SIP).	**Partial progress** It was reported that there had been an improvement in whole-school awareness of Guidance. As part of the planning process for the GSRS, a whole-school approach has been developed in order to improve student proficiency in the accurate use of Irish. While good literacy strategies are set out in the subject plan for Irish, there was no evidence that the six-step SSE process was being used to manage action planning in this area on a whole-school basis.

Summary of findings

- An improvement action plan has been developed to achieve recognition as a Gaeltacht school, however the six-step school self-evaluation (SSE) process is not being used to agree and implement improvement targets in all language-based criteria.
- The areas of responsibility of senior management and other school leaders have not been aligned to manage the systematic implementation of the GSRS plan.
- While good progress has been made in developing and sharing teaching and learning methodologies, the high-quality practices evident in over half of the curriculum plans have not been shared with all subject departments.

Recommendations

- Using the six-step SSE process, a GSRS action plan should be developed in consultation with all school stakeholders; this will support the development and systematic implementation of the plan to achieve recognition as a Gaeltacht school over a defined period of time.
- The leadership roles of senior management and other leaders in the implementation and review of the GSRS plan need to be identified.
- Curriculum plans should be kept up-to-date, especially in the context of the approaches proposed in the Junior Cycle for Teachers (JCT) in order to support the implementation of subject specifications.

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 of Coláiste Naomh Éinne welcomes this report. The school community is satisfied that the report acknowledges the progress being achieved by the school. The recommendations made are very helpful and the school partners are committed to implementing them.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

Progress has been made in relation to the GSRS plan, and the use of the self-evaluation process is central to our planning to achieve recognition as a Gaeltacht school.

Leadership roles that support the implementation of the plan have been developed.

Best practice pertaining to teaching, learning and curriculum planning is shared at staff meetings.

Teachers are motivated and supported to engage with continuing professional development and this involvement is reviewed at staff meetings and during probation with newly-qualified teachers.

(*This is a translation of the school response submitted by the board of management.*)

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
Very good progress indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
Good progress indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
Partial progress indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
No progress indicates that no action has been taken, and that the original recommendation remains to be addressed.

Published November 2020 / Foilsithe Samhain 2020