An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile	Coláiste Chroí Mhuire
Seoladh na scoile	An Spidéal Contae na Gaillimhe
Uimhir rolla	63130R

Dáta na Meastóireachta: 17-11-2017

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 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.

1 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.

Cigireacht Leantach

SONRAÍ NA CIGIREACHTA BUNAIDH **Cineál: MSU-BCF** **Dáta na Cigireachta: 22-10-2014** **Ar Foilsíodh an Tuairisc Foilsíodh**	**SONRAÍ NA CIGIREACHTA LEANTAÍ** **Dáta na Cigireachta: 17-11-2017**

Gníomhaíochaí cigireachtaí leantaí

Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí

- Cruinniú leis an bhfoireann bhainistíochta shinsearach
- Agallamh le baill na foirne bainistíochta inscoile
- Taifead ar cháipéisí agus taifid scoile agus ar obair na scoláirí
- Athbhreithniú ar acmhainní agus áiseanna
- Breathnú ar theagasc agus ar fhoghlaim
- Caidreamh le scoláirí
- Cruinniú le cathaoirleach an bhoird bhainistíochta

Moladh a rinneadh sa tuairisc chigireachta bhunaidh	**Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta**
Tá gá fís chinnte a aontú leis na páirtithe leasmhara chun forbairt na scoile a threorú don todhchaí.	**Dul chun cinn i bpáirt** Tá fís threorach aontaithe ag an bhfoireann teagaisc i gcomhairle leis an mbord bainistíochta ó Eanáir 2017. Tá tascghrúpaí bunaithe le díriú isteach ar na tosaíochtaí forbartha: Gaeilge, rollachán, athchóiriú agus poiblíocht. Tá roinnt dul chun cinn déanta maidir leis na tosaíochtaí aitheanta a bhrú ar aghaidh. Tá an rath is mó le feiceáil san ardú atá tagtha ar líon na scoláirí atá cláraithe sa scoil. Moltar an fhís aontaithe seo a roinnt leis na páirithe leasmhara gan a thuilleadh moille.
Moltar róil na bainistíochta sinsearaí a shainaithint ar bhealach níos soiléire agus iad a chomhnascadh go straitéiseach le clár forbartha na scoile.	**Gan aon dul chun cinn** Tháinig róil na bainistíochta sinsearaí os comhair an bhoird i mí Bealtaine 2015; ní raibh fianaise ann go raibh a róil nasctha go straitéiseach le clár feabhsúcháin na scoile uile.
Is den tábhacht é bealaí cumarsáide níos mó agus níos oscailte a fhorbairt idir comhpháirithe iomlán na scoile.	**Dul chun cinn maith** Bhí fianaise ann go raibh cáilíocht na cumarsáide feabhasaithe i measc pháirtithe leasmhara phobal na scoile. Tá gá fós le heolas níos fearr a sholáthar don bhord ar fheidhmiú na scoile agus ráiteas comhaontaithe níos cuimsithí ón mbord a chur ar fáil don fhoireann teagaisc.

Faoi cheannaireacht an phríomhoide, tá gá le plean straitéiseach iomlán scoile a fhorbairt, ina bhfuil spriocanna cinnte intomhaiste agus inathbhreithnithe leagtha amach chun clár feabhsúcháin na scoile uile a chur i gcrích.	**Dul chun cinn i bpáirt** Tá tosaíochtaí forbartha aontaithe agus struchtúr freagrachta ceaptha chun na tosaíochtaí a bhaint amach faoi stiúir phríomhoide cúnta. Níl aon phlean straitéiseach scoile uile scríofa ann go fóill áfach; ní mór an t-easnamh seo a leigheas.
Ní mór athbhreithniú a dhéanamh ar na poist fhreagrachta lena chinntiú go bhfuil teacht le chéile níos fearr idir an sceideal agus riachtanais agus tosaíochtaí forbartha na scoile.	**Dul chun cinn maith** Tugadh faoi athbhreithniú maith ar sceideal na bpost leis an bhfoireann go léir ag deireadh na scoilbhliana 2014/2015. Tá naisc níos mó agus níos fearr ann anois idir na poist agus tosaíochtaí forbartha na scoile. Ós rud é go bhfuil roinnt athruithe tagtha ar na poist idir an dá linn, moltar féachaint in athuair ar na cúraimí a ghabhann leis na poist ar mhaithe le cuid de na bearnaí atá tagtha chun cinn a líonadh.
Is gá freagracht a thabhairt don fhoireann tacaíochta foghlama as na tacaíochtaí do scoláirí a chomhordú.	**Dul chun cinn maith** Tá comhordaitheoir riachtanais oideachais speisialta (RSO) anois mar chuid de sceideal na bpost freagrachta agus tá dualgais chuimsitheacha sainaitheanta don ról. Rinneadh athbhreithniú ar pholasaí RSO i gcaitheamh na scoilbhliana 2016/2017.
Ba chóir úsáid níos forleithne a bhaint as straitéisí idirdhealaithe chun freastal níos fearr a dhéanamh ar raon na gcumas éirime, na gcumas teanga agus na stíleanna foghlama atá ann i measc scoláirí na scoile.	**Dul chun cinn maith** Tá freastal maith déanta ar fhorbairt ghairmiúil leanúnach na múinteoirí maidir le cur chuige na difreála ó am na MSU-BCF sa bhliain 2014. Tugadh isteach saineolaithe seachtracha mar aon le cur i láthair a reáchtáil ar straitéisí ceistiúcháin ó bhall den fhoireann féin.
Moltar straitéisí breise a cheapadh chun tiomantas na scoláirí do labhairt teanga na scoile a fheabhsú agus a spreagadh, beidh cur i bhfeidhm agus monatóireacht na straitéisí aontaithe seo riachtanach.	**Dul chun cinn maith** Tá dul chun cinn maith déanta maidir le stádas na Gaeilge a fheabhsú ar bhonn scoile uile. Tá athbhreithniú iomlán déanta ar an nGaeilge sa scoil agus ar bhraistint féiniúlachta na foirne teagaisc mar mhúinteoirí i scoil Ghaeltachta. Tá na scoláirí níos rannpháirtí in imeachtaí seach-churaclaim agus comhchuraclaim a bhaineann leis an nGaeilge.
Moltar sceideal athchóirithe agus cothabhála a leagadh amach chun timpeallacht iomlán na scoile a choinneáil ag an gcaighdeán céanna.	**Dul chun cinn maith** Rinne an bord, i gcomhairle leis an bhfoireann, plean athchóirithe a chur i bhfeidhm ó am na meastóireachta.
Tá sé riachtanach athbhreithniú a dhéanamh láithreach ar an ráiteas sláinte agus sábháilteachta agus na háiseanna nua-fhorbartha a bheith sonraithe ann.	**Dul chun cinn i bpáirt** Ceapadh oifigeach sábháilteachta mar chuid den athbhreithniú ar sceideal na bpost in Aibreán 2015. Rinne comhlacht neamhspleách forbairt ar ráiteas sláinte agus sábháilteachta agus ar mheasúnú rioscaí scoile i Samhain 2015. D'éirigh an sealbhóir poist as a ról go deonach thart faoin am seo. Ar lá na cigireachta, ní raibh cóip den ráiteas ar fáil ná ní raibh measúnú rioscaí cothrom le dáta déanta.

Achoimre ar na cinntí
Tá dul chun cinn maith le sonrú i bhforfheidhmiú fhormhór na moltaí a rinneadh sa bhuntuairisc MSU-BCF. Baineann na moltaí nach bhfuil feabhsúchán substaintiúil déanta lena gcur i bhfeidhm le ceannaireacht na bainistíochta sinsearaí i dtaobh a róil i leith phlean straitéiseach na scoile uile a fhorbairt, a chur i gcrích agus a athbhreithniú.
Moltaí
Ba chóir plean straitéiseach a fhorbairt ag úsáid phróiseas sé-chéim na féinmheastóireachta scoile (FMS). Ní foláir an litearthacht agus an uimhearthacht a bheith mar chuid de chlár feabhsúcháin na scoile uile mar aon le plean teanga ag teacht le hImlitir 0034/2017 *Scéim Aitheantas Scoileanna Gaeltachta*. Is gá don phríomhoide ról ceannaireachta a ghlacadh i bhforbairt agus i bhforfheidhmiú an phlean uile scoile seo. Bheadh sé inmhianaithe tuairisc rialta ar dhul chun cinn an phlean straitéisigh a bheith i dtuairisc an phríomhoide ag cruinnithe na gcomhpháirtithe difriúla. Moltar go láidir don bhainistíocht gach dícheall a dhéanamh chun dualgais na scoile maidir le cúrsaí sláinte agus sábháilteachta a chomhlíonadh.

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 gniómh 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

School name	Coláiste Chroí Mhuire
School address	An Spidéal Contae na Gaillimhe
Roll number	63130R

Date of Evaluation: 17-11-2017

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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:

4. Progress achieved to date
5. Findings
6. 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.

Follow Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW TRHOUGH INSPECTION DETAILS:
Type: WSE-MLL	**Date of Inspection: 17-11-2017**
Date of Inspection: 22-10-2014	
Was the Report Published Yes	

Follow-through inspection activities

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

- Meeting with senior management team
- Interview with members of in-school management team
- Review of school documentation and records, and students' work
- Review of resources and facilities
- Observation of teaching and learning
- Interaction with students
- Meeting with chairperson of board of management

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
A definite vision to guide the future development of the school should be agreed with stakeholders	**Partial progress** A guiding vision has been agreed by the teaching staff in consultation with the board of management since January 2017. Task groups have been established to focus on the priorities for development: The Irish Language, enrolment, refurbishment and publicity. Some progress has been made in relation to progressing the identified priorities. The most progress is evident in the increased number of students registered in the school. It is recommended that this agreed vision be shared with stakeholders without further delay.
It is recommended that the roles of senior management be more clearly defined and strategically linked to the school's development programme.	**No progress** The roles of senior management came before the board in May 2015; there was no evidence that their roles had been strategically aligned to the whole school improvement agenda.
It is important to develop greater and more open communication between all school partners.	**Good progress** There was evidence that the quality of communication had improved among the stakeholders within the school community. There is still a need to provide better information to the board in relation to the operation of the school and to provide the teaching staff with a more comprehensive agreed statement from the board of management.

Under the leadership of the principal, a whole school strategic plan needs to be developed, where definite measurable and reviewable objectives are laid out to complete the whole school improvement plan.	**Partial progress** Priorities for development have been agreed and a structure of responsibility has been formulated under the direction of an assistant principal, in order to achieve the priorities. However, no whole-school strategic plan has been written there to date; this deficiency must be remedied.
The posts of responsibility must be reviewed to ensure that the schedule is more aligned with the school's requirements and developmental priorities.	**Good progress** A good review of the schedule of posts was undertaken with all the staff at the end of the 2014/2015 school year. There are now more and better links between the posts and the school's developmental priorities. Since the posts have changed somewhat in the meantime, it is recommended that the duties attached to the posts be looked at again in order to fill some of the gaps that have emerged.
The responsibility for co-ordinating learning supports for students should to be devolved to the learning support team.	**Good progress** A co-ordinator for special educational needs (SEN) is now part of the schedule of posts of responsibility and comprehensive duties have been identified for the role. A review of the SEN policy was undertaken during the 2016/2017 school year.
Strategies for differentiation should be more widely used to better cater for the range of abilities, language competences and learning styles among the school's students.	**Good progress** The continuous professional development of teachers has been well catered for in relation to differentiation since the WSE-MLL in 2014. External experts were engaged and a presentation on questioning strategies was given by a member of staff from the school itself.
It is recommended that extra strategies be devised to improve and encourage the students' commitment to the use of the language of the school. It will be necessary to implement and monitor these agreed strategies.	**Good progress** Good progress has been made in relation to improving the status of Irish on a whole-school basis. A total review of Irish in the school and of the staff's sense of identity as teachers in a Gaeltacht school has been carried out. The students are participating to a greater extent in extra-curricular and co-curricular events related to Irish.
It is recommended that a refurbishment and maintenance schedule be devised to maintain all the school surroundings to the same standard.	**Good progress** The board, in consultation with staff, has implemented a refurbishment plan since the time of the evaluation.
An immediate revision of the health and safety statement is necessary to include details of the newly developed facilities.	**Partial progress** A safety officer was appointed as part of the revision of the schedule of posts in April 2015. The health and safety statement and the school risk assessment were developed by an independent company in November 2015. Around this time, the post holder voluntarily relinquished the role. On the day of the inspection, there was no copy of the statement available nor had an up-to-date risk assessment been carried out.

Summary of findings
Good progress has been made in implementing most of the recommendations made in the original WSE-MLL report. The recommendations where there has been no substantial improvement in their implementation relate to the leadership of senior management as regards their role in the development, implementation and review of the school's strategic plan.
Recommendations
A strategic plan should be developed using the six-step process for school self-evaluation (SSE). Literacy and numeracy must form part of the school's whole-school improvement plan as well as a language plan in accordance with Circular 0034/2017 *Scéim Aitheantas Scoileanna Gaeltachta*. The principal needs to assume a leadership role in the development and implementation of this whole school plan. It would be desirable to have a regular report on the progress of the strategic plan included in the principal's report to meetings of the various partners. It is recommended that the management make every effort to comply with the school's obligations in relation to health and safety matters.

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
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.