An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Gaelscoil Lios na nÓg
Seoladh na scoile/ School address	Teach Feadha Chuileann Bóthar Oakley Raghnallach Baile Átha Cliath 6
Uimhir rolla / Roll number	20048Q

Dáta na Meastóireachta: 21-11-2019

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.

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: Meastóireacht Curaclaim: Oideachas Sóisialta, Pearsanta agus Sláinte **Dáta na Cigireachta: 02-06-2017** **Ar Foilsíodh an Tuairisc? Foilsíodh**	**Dáta na Cigireachta: 21-11-2019**

Gníomhaíochaí cigireachtaí leantaí

Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí

- Cruinniú leis an bPríomhoide
- Agallamh le múinteoirí/baill foirne ábhartha
- Taifead ar cháipéisí agus taifid scoile agus ar obair na ndaltaí
- 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
Chun gnóthachtáil na ndaltaí a uasmhéadú, b'fhiú béim uile-scoile a chur ar scileanna ardsmaointeoireachta na ndaltaí, a gcumas a dtuairimí a phlé go mion agus iniúchadh níos doimhne a dhéanamh ar na hábhair.	**Dul chun cinn maith** Breathnaíodh béim sa bhreis ar scileanna ardsmaointeoireachta na ndaltaí. Ar an iomlán, bhain na múinteoirí úsáid as ceisteanna oscailte agus ceisteanna ard-oird sna ceachtanna chun daltaí a ghríosadh lena gcuid smaointí a nochadh. I roinnt mhaith ceachtanna cuireadh deiseanna ar fáil do dhaltaí a bheith i mbun oibre i mbeirteanna nó i ngrúpaí.
Ar mhaithe le cláir idirdhealaithe a fhorbairt agus dúshláin níos saibhre a sholáthar do dhaltaí, tá gá le cur chuige uile scoile níos cinnte maidir le measúnú a fhorbairt agus a chur i bhfeidhm.	**Dul chun cinn i bpáirt** Tá dul chun cinn áirithe déanta maidir le measúnú a fhorbairt agus a chur i bhfeidhm. Chonachtas raon uirlisí measúnaithe i ranganna lá na cigireachta. Bhí roinnt seicliostaí in úsáid agus i gcoitinne rinneadh monatóireacht agus ceartúcháin rialta ar obair na ndaltaí. I líon beag ranganna breathnaíodh roinnt béime ar fhéinmheasúnú na ndaltaí agus ar aiseolas munlaitheach a thabhairt dóibh. Níor baineadh úsáid go córasach as torthaí an mheasúnaithe chun freastal ar dhul chun cinn agus éagsúlacht chumais na ndaltaí. Ní raibh béim ar chuspóirí foghlama idirdhealaithe agus dúshláin níos saibhre a chur i bhfeidhm dóibh.
B'fhiú go mór cur chuige uile-scoile comhaontaithe a shoiléiriú i bpleanáil agus a	**Dul chun cinn i bpáirt** Tá roinnt dul chun cinn déanta maidir le cur chuige uile-scoile comhaontaithe a chur i bhfeidhm i gcleachtas ranga maidir le teanga

chur i bhfeidhm i gcleachtais ranga maidir le teanga sainiúil OSPS agus forbairt chéimniúil an ábhair.	sainiúil Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS). Cuireadh béim láidir ar theanga sna ceachtanna agus bhí roinnt samplaí de theanga agus ábhaír OSPS sna taispeántais ar na ballaí. Thuig na daltaí an teanga seo agus bhí siad in ann í a úsáid agus na hábhair a phlé. Níl athbhreithniú déanta ar an bplean scoile. Níl soiléireacht i bpleanáil aonair na múinteoirí tríd an scoil maidir le teanga shainiúil OSPS ná ar fhorbairt chéimniúil an ábhair.
Chun cloí go hiomlán le *Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile* (2011) agus *Gnásanna Frith-Bhulaíochta Bunscoile agus Iarbhunscoile* (2013), is gá taifead foirmiúil a choimeád agus tuairisciú a dhéanamh ag cruinnithe an bhoird faoi mar atá leagtha amach sna treoirlínte.	**Dul chun cinn an-mhaith** Tá an moladh seo curtha i bhfeidhm go hiomlán.

Achoimre ar na cinntí

- Tá an moladh a bhaineann le cúrsaí chosanta leanaí agus frithbhualaíochta curtha i bhfeidhm go hiomlán. Tá dul chun cinn maith déanta ar bhéim uile-scoile a chur ar scileanna ardsmaointeoireachta na ndaltaí chun a ngnóthachtáil a uasmhéadú. Tá dul chun cinn i bpáirt déanta ar an moladh a bhaineann le measúnú, idirdhealú agus dúshláin níos saibhre a sholáthar do dhaltaí. Tá dul chun cinn i bpáirt déanta ar an moladh maidir le teanga shainiúil agus forbairt chéimiúil san OSPS.

Moltaí

- Ar mhaithe le scileanna ardsmaointeoireachta neamhspleácha foghlama na ndaltaí a uasmhéadú, moltar deiseanna níos rialta a thabhairt dóibh a dtuairimí a nochtadh, a chíoradh agus a chur os comhair daltaí eile i ngrúpaí agus i bpéirí.
- Moltar córas measúnaithe cuspóir-bhunaithe a fhorbairt agus a chur i bhfeidhm ar bhonn uile-scoile. Mar chuid de seo, moltar díriú ar mheasúnú chun foghlama agus úsáid a bhaint as torthaí an mheasúnaithe chun pleanáil agus freastal ar idirdhealú, ar dhúshláin níos saibhre agus ar dhul chun cinn na ndaltaí.
- Moltar plean agus cur chuige uile-scoile comhaontaithe a shoiléiriú maidir le teanga shainiúl OSPS agus forbairt chéimniúil an ábhair. Chuige seo, moltar clár córasach, céimniúil a chlárú le tagarmhairceanna do gach rang leibhéal.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tá an bord bainistíochta an-shásta go bhfuil dul chun cinn maith déanta againn ó thaobh an bhéim uile-scoile ar scileanna ardsmaointeoireachta. Táimid an-shásta chomh maith go bhfuil dul chun cinn an-mhaith déanta ag an scoil i dtaobh cloí go hiomlán le 'Nósanna Imeachta maidir le Caomhnú Leanaí i mBunscoileanna agus i Scoileanna Iarbhunscoile (2011)' agus le 'Gnásanna Frith-Bhulaíochta Bunscoile agus Iarbhunscoile (2013)'.

Sna réimsí ina bhfuil dul chun cinn i bpáirt déanta againn, táimid sásta go bhfuil ábhar mhachnaimh ag an bpríomhoide agus ag an bhfoireann teagaisc le plean forbartha agus feabhsúcháin a chur i bhfeidhm sna réimsí sin.

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 sé i gceist ag an bhfoireann múinteoireachta athbhreithniú a dhéanamh ar na réimsí a bhaineann leis na moltaí sa tuairisc. Déanfar é seo trí athbhreithniú a dhéanamh ar an bplean scoile san OSPS le cinntiú go bhfuil forbairt chéimniúil á dhéanamh ar na spriocanna foghlama agus go bhfuil sé seo le feiceáil go soiléir i bpleanáil na múinteoirí agus i bhfoghlaim na bpáistí ó na ranganna naíonáin go rang a 6.

Déanfar athbhreithniú de réir a chéile ar an mbealach a bhaintear úsáid as an mheasúnú sna ranganna le idirdhealú cuí a dhéanamh. Cé go bhfuil an-chur amach ag na múinteoirí ar na leibhéil éagsúla ábaltachta atá ina gcuid ranganna, tá sé soiléir ón tuairisc gur gá é seo a thaispeáint ar bhonn níos struchtúrtha síos tríd an scoil. Amach anseo beidh córas measúnaithe chuspóir-bhunaithe á chur le chéile ag an bhfoireann trí comhoibriú idir na rang-ghrúpaí éagsúla.

Tá sé pleanáilte ag an scoil béim a chur ar scileanna ardsmaointeoireachta síos tríd an scoil trí an bpróiséis féinmheastóireachta. Tá súil againn go mbeidh torthaí dearfacha le feiceáil ar an obair seo amach anseo. Tá sé i gceist go gcuirfear i bhfad níos mó béime ar an ghnéith seo den fhoghlaim.

Ar an iomlán, táimid dearfach faoin tuairisc toisc go dtugann sé tús phointe dúinn i dtaobh na pleanála agus forbairt scoile.

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	Gaelscoil Lios na nÓg
Seoladh na scoile / School address	Cullenswood House Oakley Road Ranelagh Dublin 6
Uimhir rolla / Roll number	20048Q

Date of Inspection: 21-11-2019

An Roinn Oideachais
agus Scileanna
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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 school's overall educational provision. 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 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

INITIAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Curriculum Evaluation: Social, Personal and Health Education **Date of Inspection: 02-06-2017** **Report Published? Yes**	**Date of Inspection: 21-11-2019**

Follow-through inspection activities

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

- Meeting with the Principal
- Interview with teachers/relevant staff members
- Review of school documentation and records and pupils' work
- Observation of teaching and learning
- Interaction with pupils

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
In order to enhance pupil achievement, a whole-school emphasis should be placed on pupils' higher-order thinking skills, their ability to discuss their opinions thoroughly and to undertake a deeper exploration of topics.	**Good progress** An additional emphasis on pupils' higher-order thinking skills was observed. Overall, teachers used open-ended questions and higher-order questions in lessons to encourage pupils to reveal their ideas. In many lessons, opportunities were provided for pupils to work in pairs or groups.
In order to develop differentiated programmes and to provide richer challenges for the pupils, a more specific whole-school approach to assessment needs to be developed and implemented.	**Partial Progress** Some progress has been made in the development of assessment and in its implementation. A range of assessment tools was seen in classes on the day of the inspection. A number of checklists were in use and in general the pupils' work was regularly monitored and corrected. In a small number of classes, some emphasis was placed on pupils' self-assessment and on providing them with formative feedback. The results of assessment were not used systematically to cater for the progress and varying abilities of the pupils. Emphasis was not placed on implementing differentiated learning objectives and providing richer challenges for them.
It is strongly advised that an agreed, whole-school approach to the specific language of	**Partial Progress** Some progress has been made in implementing an agreed whole-school approach to classroom practice in relation to the specific

SPHE and the incremental development of the subject be put in place in planning and in classroom practice.	language of Social, Personal and Health Education (SPHE). There was a strong emphasis on language in lessons and there were some examples of SPHE language and materials in displays on the walls. The pupils understood this language and were able to use it when discussing topics. The school plan has not been revised. There is not clarity in teachers' individual planning throughout the school regarding the specific language of SPHE or the progressive development of the subject.
In order to comply fully with the *Child Protection Procedures for Primary and Post-Primary Schools* (2011) and the *Primary and Post-Primary Anti-Bullying Procedures* (2013), a formal record should be maintained and reports made at board meetings as laid out in the guidelines.	**Very Good Progress** This recommendation has been fully implemented.

Summary of findings

- The recommendation relating to child protection and anti-bullying issues has been fully implemented. Good progress has been made on placing a whole-school emphasis on pupils' higher-order skills in order to maximize their achievement. Partial progress has been made regarding the recommendations concerning assessment, differentiation and providing richer challenges for pupils. Partial progress has been made on the recommendation regarding the specific language and the progressive development of SPHE.

Recommendations

- In order to maximise the pupils' higher-order independent thinking skills for learning, they should be given more regular opportunities to express, discuss and present their ideas to other pupils in groups and in pairs.
- An objective-based assessment approach should be developed and implemented on a whole-school basis. As part of this, the focus should be on assessment for learning and the results of assessment should be used to plan and cater for differentiation, richer challenges and pupils' progression.
- An agreed whole-school plan and approach should be clarified regarding the specific language of SPHE and the progressive development of the subject. To this end, a systematic, incremental programme should be documented with benchmarks for each class level.

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 is very satisfied that good progress has been made in relation to a whole-school emphasis on higher-order thinking skills. We are also very satisfied that very good progress has been made by the school in relation to full compliance with the *Child Protection Procedures for Primary and Post-Primary Schools* (2011) and the *Primary and Post-Primary Anti-Bullying Procedures* (2013).

In the areas where we have made partial progress, we are satisfied that there is basis for reflection for the principal and teaching team to put a development and improvement plan in place in these areas.

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

The teaching team plans to review the areas of recommendations in the report. This will be done through a review of the SPHE plan to ensure that there is incremental development of the learning objectives and that this is clearly evident in teachers' plans and in pupils' learning from infants to sixth class.

A review will be carried out over time of the way in which assessment is used in classes to inform appropriate differentiation. While the teachers are very familiar with the various ability levels in their classes, it is clear from the report that it is necessary to show this in a more structured way throughout the school. In future, an objective-based assessment approach will be developed by the team through co-operation between the various class levels.

The school plans to place an emphasis on higher-order thinking skills throughout the school through the self-evaluation process. We hope to see positive results from this work in future. It is planned that there will be a lot more emphasis placed on this aspect of learning.

Overall, we are positive about the report as it gives us a starting point for school planning and development.

(*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.

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