An Roinn Oideachais
agus Óige
Department of Education
and Youth

# Cigireacht Ábhair: Corpoideachas

## TUAIRISC

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| Ainm na scoile/School name | Coláiste Chilliain |
| Seoladh na scoile/School address | Bóthar Nangor<br>Cluain Dolcáin<br>Baile Átha Cliath 22 |
| Uimhir rolla/Roll number | 70100W |
| Dátaí na cigireachta/ Dates of evaluation | 24/11/2025 agus 25/11/2025 |
| Dáta eisiúna na tuairisce/Date of issue of report | 05/02/2026 |

# Cad is cigireacht ábhair ann?

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| Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.<br><br>This report is written in Irish. An English translation of the report is provided at the end of the report |

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas agus déantar moltaí iontu nuair is cuí, d'fhonn cuidiú forbairt bhreise a dhéanamh ar an ábhar sa scoil.

### Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne an cigire meastóireacht ar an bhfoghlaim agus ar an teagasc sa Chorpoideachas faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar an ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáid as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraítear sa chontanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

San áireamh sa tuairisc cigireachta ábhair seo tá leathanach oiriúnach do scoláirí a thugann eolas do na páistí/daoine óga i do scoil faoin gcigireacht a tharla le déanaí. Déantar achoimre ann ar chuid de na príomhthorthaí agus na príomh-mholtaí dóibh.

## Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi

| Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta: | |
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| *Cosaint Leanaí* | *Bí Cineálta* |
| 1. Tá ainm an Duine Idirchaidrimh Ainmnithe agus an ráiteas um chumhdach leanaí ar taispeáint in áit fheiceálach i gcóngar phríomhdhoras na scoile/sa limistéar fáiltithe. *I ndiaidh don scoil nósanna imeachta nuashonraithe 2025 a ghlacadh, ní mór freisin leagan atá oiriúnach do scoláirí, ina dtugtar ainm an DIA, a chur ar taispeáint le hais an Ráitis um Chumhdach Leanaí.*<br>2. Tá ráiteas um chumhdach leanaí na scoile faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas.<br>3. Bhí a fhios ag na múinteoirí go léir ar tugadh cuairt orthu cén duine ar cheart dul chuige/chuici dá mbeadh ábhar imní maidir le cosaint leanaí acu. | 1. Tá polasaí frithbhulaíochta forbartha ag an scoil ag úsáid Aguisín A de *Bí Cineálta, déantar é a athbhreithniú gach bliain (nó níos minice más gá) agus san áireamh ann tá leagan atá oiriúnach do scoláirí/dhaltaí atá ar taispeáint in áit ar féidir le scoláirí/daltaí agus pobal na scoile é a fheiceáil.*<br>2. Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do bhaill foirne, do thuismitheoirí agus do dhaltaí/scoláirí.<br>3. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide uasdátú ar fáil don bhord ag gach gnáthchruinniú den bhord a shásaíonn riachtanais *Bí Cineálta*. |

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

# Cigireacht Ábhair

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| **Dátaí na cigireachta** | 24/11/2025 agus 25/11/2025 |
| **Na gníomhaíochtaí cigireachta ar tugadh fúthu**<br>• Athbhreithniú ar cháipéisí ábhartha<br>• Plé leis an bpríomhoide agus le príomhbhaill foirne<br>• Idirghníomhú le scoláirí, fócasghrúpa san áireamh | • Breathnú ar theagasc agus foghlaim le linn sé cheacht<br>• Athbhreithniú ar obair na scoláirí<br>• Aiseolas don phríomhoide agus don fhoireann ábhartha |

## Comhthéacs na scoile

Tá Coláiste Chilliain ina iar-bhunscoil chomhoideachais lán-Ghaeilge atá faoi phátrúnacht Bhord Oideachais agus Oiliúna Átha Cliath agus Dhún Laoghaire agus atá lonnaithe i gCluain Dolcáin, Baile Átha Cliath 22. Bhí 400 scoláire rollaithe sa scoil tráth na cigireachta. Tairgeann an scoil an tSraith Shóisearach, clár éigeantach Idirbhliana agus an Ardteistiméireacht (Bhunaithe).

## Achoimre ar na príomhchinntí agus moltaí:

### Cinntí

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe go maith ar an iomlán.
- Rud inmholta, fuair gach scoláire a bhí ag gabháil do Chorpoideachas na hArdteistiméireachta agus a dtuismitheoirí aiseolas foirmitheach an-éifeachtach i scríbhinn ag cruinnithe tuismitheoirí agus múinteoirí.
- Bhí cáilíocht mhaith ag baint le soláthar an ábhair agus le tacaíocht scoile uile ar an iomlán.
- Ceadaíodh do scoláirí a n-éide Corpoideachais a chaitheamh chun na scoile ar an lá ar a raibh siad amchláraithe don Chorpoideachas. Maolaíodh riachtanais athraithe agus cuireadh rátaí méadaithe rannpháirtíochta chun cinn i measc na mbliainghrúpaí uile mar thoradh ar an mbeartas praiticiúil sin.
- Bhí cáilíocht éifeachtach ag baint leis an bpleanáil agus leis an ullmhúchán a breathnaíodh le linn na meastóireachta ar Chorpoideachas na Sraithe Sóisearaí agus ar Chorpoideachas na hArdteistiméireachta. Ba ghá feabhas a chur ar phleanáil do Chorpoideachas na Sraithe Sinsearaí chun caighdeán maith a bhaint amach.
- Bhí halla mór Corpoideachais laistigh agus saotharlann Corpoideachais á dtógáil tráth na cigireachta; tá acmhainneacht ag an tsaoráid sin an soláthar agus eispéireas na scoláirí sa Chorpoideachas a fheabhsú tuilleadh.

### Moltaí

- Ba iad pearsana a raibh na cáilíochtaí cuí acu a theagasc tromlach na gceachtanna. Ba iad baill foirne nach raibh na cáilíochtaí cuí acu, mar atá aitheanta ag an gComhairle Mhúinteoireachta, a theagasc mionlach de na ceachtanna. Leag an socrú sin freagracht bhreise ar na múinteoirí cáilithe ó thaobh pleanála agus ullmhúcháin de. Ba cheart aghaidh a thabhairt air sin a luaithe is féidir.
- Bhí an lucht bainistíochta ar an eolas faoin ngá a bhí le hathbhreithniú a dhéanamh ar an gcleachtas trína n-amcláraítear bliainghrúpaí iomlána do cheachtanna uile Chorpoideachas na Sraithe Sóisearaí agus Chorpoideachas na Sraithe Sinsearaí don aon am amháin, chun a chinntiú gur féidir le gach scoláire an curaclam a rochtain go héifeachtach.
- Ba cheart don roinn Corpoideachais machnamh agus athbhreithniú tráthrialta a dhéanamh ar an gcleachtas nuathosaithe trína ndéantar scoláirí Chorpoideachas na Sraithe Sóisearaí agus Chorpoideachas na Sraithe Sinsearaí a roinnt de réir inscne le

linn aonaid foghlama, agus ba cheart di a chinntiú go bhfaigheann gach scoláire cothromaíocht chuí d'eispéiris dhúshlánacha foghlama.
- Ba ghá feabhas a chur ar phleanáil don Chreat do Chorpoideachas na Sraithe Sinsearaí chun caighdeán maith a bhaint amach. Ba cheart don roinn Corpoideachais clár cuí Chorpoideachas na sraithe sinsearaí agus plean tionlacain a athbhreithniú agus a fhorbairt, á chinntiú go bhfuil an soláthar ar fad ailínithe le ceanglais an Chreata do Chorpoideachas na Sraithe Sinsearaí.
- Ba bheag aiseolas a bhí dírithe ar fheabhas a tugadh i dtuairiscí scoile do scoláirí Chorpoideachas na Sraithe Sóisearaí agus Chorpoideachas na Sraithe Sinsearaí agus dá dtuismitheoirí. D'aithin an roinn Corpoideachais agus an fhoireann ardbhainistíochta é sin mar réimse lena fhorbairt tuilleadh.

# Mionchinntí agus moltaí

## 1. Teagasc, foghlaim agus measúnú

- Bhí cáilíocht an teagaisc, na foghlama agus an mheasúnaithe a breathnaíodh go maith ar an iomlán. Bhí cáilíocht na gceachtanna aonair sa raon idir ceachtanna an-mhaith agus ceachtanna ar ghá iad a fheabhsú chun caighdeán maith a bhaint amach.
- I dtromlach na gceachtanna a breathnaíodh, bhí iompraíocht scoláirí go maith agus bhí caidrimh a bhí measúil go frithpháirteach le feiceáil idir scoláirí agus múinteoirí.
- In dhá cheann de na ceachtanna badmantain a breathnaíodh do Chorpoideachas na Sraithe Sóisearaí, ní raibh rannpháirtíocht scoláirí chomh héifeachtach céanna sna cásanna sin inar seoladh tascanna nár cuireadh an raon éagsúil riachtanas, cumas agus leibhéal corpacmhainne a bhí ag scoláirí san áireamh iontu. Tharraing roinnt scoláirí siar as na tascanna mar thoradh ar an gcur chuige sin. Chun rannpháirtíocht na scoláirí uile a mhéadú, agus chun leibhéal cuí dúshláin a sholáthar do chách, ba cheart do mhúinteoirí pleanáil a dhéanamh do chineálacha difreáilte cur chuige lena dtacaítear le gach cineál riachtanais, cumais agus leibhéil corpacmhainne agus ba cheart dóibh leas a bhaint as na cineálacha cur chuige sin.
- Bhí cleachtas éifeachtach le feiceáil nuair a léirigh múinteoirí conas tagairt a dhéanamh i gceart d'fhoinsí ar líne. Tríd an gcleachtas sin, treoraíodh scoláirí chun éirí ina bhfoghlaimeoirí níos neamhspleáiche agus iad ag ullmhú do thionscadal gníomhaíochta coirp a bhí le teacht.
- Bhí deis ag gach scoláire sa chéad bhliain tabhairt faoi aonad foghlama uiscíochta mar chuid dá gclár Corpoideachais. Ba cheart don lucht ardbhainistíochta agus don roinn Corpoideachais cur chuige scoile uile a chomhaontú agus a chur chun feidhme ar bhonn comhchoiteann, ar cur chuige é lena gcuirtear ar chumas gach scoláire tabhairt faoi aonad foghlama uiscíochta ón dara bliain go dtí an séú bliain.
- I gcomhar le chéile, dhear múinteoirí tascanna coiteanna measúnaithe deireadh aonaid do roinnt bliainghrúpaí. Is cleachtas éifeachtach é sin. Is é an chéad chéim eile ná na measúnuithe sin a leathnú chuig na bliainghrúpaí uile agus iad a ailíniú le próifílí scoláirí aonair agus le hardán foghlama ar líne na scoile, ar mhaithe le leanúnachas a chinntiú agus machnamh leanúnach a chur chun cinn.
- Bhí rochtain ag scoláirí Chorpoideachas na hArdteistiméireachta ar na hábhair cheachta uile trí ardán digiteach na scoile, agus thuairiscigh scoláirí go raibh an rochtain sin ina háis staidéir an-éifeachtach acu.
- Fuair gach scoláire a bhí ag gabháil do Chorpoideachas na hArdteistiméireachta agus a dtuismitheoirí aiseolas foirmitheach an-éifeachtach i scríbhinn ag cruinnithe tuismitheoirí agus múinteoirí. Amharcadh ar shampla de thuairiscí téarma mar chuid den chigireacht freisin. Sna tuairiscí maidir le Corpoideachas na Sraithe Sóisearaí agus Corpoideachas na Sraithe Sinsearaí ar amharcadh orthu, ba bheag aiseolas a bhí dírithe ar fheabhas a tugadh do scoláirí agus dá dtuismitheoirí. D'aithin an roinn Corpoideachais agus an fhoireann ardbhainistíochta é sin mar réimse lena fhorbairt tuilleadh.
- Ba cheart don roinn Corpoideachais machnamh agus athbhreithniú tráthrialta a dhéanamh ar an gcleachtas nuathosaithe trína ndéantar scoláirí Chorpoideachas na Sraithe Sóisearaí agus Chorpoideachas na Sraithe Sinsearaí a roinnt de réir inscne le

linn aonaid foghlama, agus ba cheart di a chinntiú go bhfaigheann gach scoláire cothromaíocht chuí d'eispéiris dhúshlánacha foghlama.
- Ba dhearfach an rud é gur leag an scoil díriú suntasach ar shábháilteacht uisce agus ar gharchabhair mar chomhpháirt lárnach dá cláir do Chorpoideachas na Sraithe Sóisearaí agus don Idirbhliain. Chun an cleachtas éifeachtach sin a leathnú tuilleadh, ba cheart don roinn Corpoideachais leas a bhaint as na hacmhainní ceachta agus na hábhair thacaíochta ar fhorbair Sábháilteacht Uisce Éireann iad, atá ar fáil ar líne ag teachwise.ie.
- Thug scoláirí a ghlac páirt i gcruinniú fócasghrúpa faoi deara gurbh iad cluichí ionraidh agus lín na gníomhaíochtaí ba mhó a soláthraíodh sa Chorpoideachas, go háirithe sa tsraith shinsearach. Thuairiscigh siad nach bhfuair siad aon teagasc ar bith san oideachas damhsa ná san oideachas eachtraíochta. Ba cheart don roinn ábhair athbhreithniú a dhéanamh ar an raon gníomhaíochtaí a thairgtear do scoláirí faoi láthair, agus ba cheart di pleanáil a dhéanamh don raon gníomhaíochtaí is leithne is féidir a sholáthar.

## 2. Soláthar an ábhair agus tacaíocht scoile uile

- Bhí tacaíocht scoile uile agus soláthar an ábhair don Chorpoideachas go maith ar an iomlán.
- Ba iad pearsana a raibh na cáilíochtaí cuí acu a theagasc tromlach na gceachtanna. Ba iad baill foirne nach raibh na cáilíochtaí cuí acu, mar atá aitheanta ag an gComhairle Mhúinteoireachta, a theagasc mionlach de na ceachtanna. Leag an socrú sin freagracht bhreise ar na múinteoirí cáilithe ó thaobh pleanála agus ullmhúcháin de. Ba cheart aghaidh a thabhairt air sin a luaithe is féidir.
- Bhí rochtain ag scoláirí sraithe sóisearaí ar 192 uair an chloig de cheachtanna Chorpoideachas na Sraithe Sóisearaí, mar atá leagtha amach i gciorclán 0028/2023. Fuair gach scoláire sraithe sinsearaí an t-am teagaisc riachtanach do Chorpoideachas na Sraithe Sinsearaí, mar atá leagtha amach i gciorclán 0054/2023.
- Tugadh an-aird ar ghuth an scoláire agus éide nua Corpoideachais á dearadh. Ceadaíodh do scoláirí a n-éide Corpoideachais a chaitheamh chun na scoile ar an lá ar a raibh siad amcláraithe don Chorpoideachas. Chuir an roinn Corpoideachais agus scoláirí araon in iúl gur chabhraigh sé sin go mór le ham ceachta a úsáid go héifeachtúil.
- Bhí an lucht bainistíochta ar an eolas faoin ngá a bhí le hathbhreithniú a dhéanamh ar an gcleachtas trína n-amchláraítear bliainghrúpaí iomlána do cheachtanna uile Chorpoideachas na Sraithe Sóisearaí agus Chorpoideachas na Sraithe Sinsearaí. Mar thoradh ar an socrú amcláraithe sin, ba ag an aon am amháin a bhí líon mór scoláirí ag freastal ar cheachtanna Corpoideachais. Ba cheart an cleachtas sin a athbhreithniú chun a chinntiú gur féidir le gach scoláire an curaclam a rochtain go héifeachtach.
- Thug an scoil Corpoideachas na hArdteistiméireachta isteach mar ábhar roghnach don Ardteistiméireacht sa bhliain 2025. Ghlac an pobal scoile go maith leis an ábhar, agus bhí rang mór amháin ann sa chúigiú bliain.
- B'an-teoranta a bhí na sainspásanna Corpoideachais a bhí ar fáil laistigh agus lasmuigh. Bhí halla nua Corpoideachais agus saotharlann nua Corpoideachais á dtógáil ar láithreán na scoile tráth na cigireachta; tá acmhainneacht ag an tsaoráid sin an soláthar agus eispéireas na scoláirí sa Chorpoideachas a fheabhsú tuilleadh. San am i láthair, is é Ionad Fóillíochta Chluain Dolcáin, atá suite in aice le tailte na scoile, a úsáidtear do cheachtanna Corpoideachais. I measc na saoráidí laistigh bhí linn snámha cúig mhéadar is fiche, halla mór laistigh agus roinnt páirceanna imeartha uile-aimsire agus féir.

## 3. Pleanáil agus ullmhúchán

- Cé go raibh cáilíocht éifeachtach ag baint leis an bpleanáil agus leis an ullmhúchán a breathnaíodh le linn na meastóireachta, ba ghá feabhas a chur ar phleanáil do Chorpoideachas na Sraithe Sinsearaí chun caighdeán maith a bhaint amach.

- Bhí fillteán roinne a bhí suite ar ardán digiteach na scoile i bhfeidhm agus bhí na pleananna Corpoideachais ag céimeanna éagsúla dá bhforbairt. B'éifeachtach a bhí na pleananna do Chorpoideachas na Sraithe Sóisearaí agus do Chorpoideachas na hArdteistiméireachta, agus measúnuithe rangbhunaithe á seoladh den chéad uair riamh an bhliain seo caite. Ba cheart do mhúinteoirí tosú anois ar leas a bhaint as an bhfoghlaim ó chruinnithe Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair chun tacú leis an bpleanáil amach anseo ar fad.
- Níor forbraíodh aon phleanáil don Chreat do Chorpoideachas na Sraithe Sinsearaí do ranganna na sraithe sinsearaí. Ba cheart don roinn Corpoideachais clár cuí Chorpoideachas na sraithe sinsearaí agus plean tionlacain a athbhreithniú agus a fhorbairt, á chinntiú go bhfuil an soláthar ar fad ailínithe le ceanglais an Chreata do Chorpoideachas na Sraithe Sinsearaí. Spreagadh an roinn Corpoideachais naisc ghairmiúla a bhunú le Cumann Corpoideachais na hÉireann agus le Gaelcholáistí eile chun tacú léi ina leith sin.
- I gcás cheachtanna Chorpoideachas na hArdteistiméireachta, baineadh úsáid éifeachtach as ardán foghlama ar líne na scoile chun ábhair agus acmhainní a chomhroinnt. Coinníodh cóipleabhair faoi chlúdach crua le haghaidh nótaí ranga, obair bhaile agus ceisteanna scrúdaithe. I bhformhór na gcóipleabhar a athbhreithníodh, tugadh marcanna ceartúcháin do scoláirí go tráthrialta. Chun cleachtas measúnaithe a leathnú tuilleadh, ba cheart do mhúinteoirí straitéisí aiseolais fhoirmithigh a chomhaontú agus a chur chun feidhme lena gcabhraítear le scoláirí réimsí a aithint ina bhfuil siad le feabhas a chur ar a gcuid oibre agus an méid sin a chur i bhfeidhm.
- Bhí dea-chumarsáid le feiceáil idir an roinn Corpoideachais agus an fhoireann riachtanas speisialta oideachais. Bhí rochtain ag múinteoirí ar chomhaid tacaíochta scoláire, agus bhí siad ar an eolas faoi riachtanais dhifriúla foghlama agus faoi conas is fearr is féidir tacú leis na foghlaimeoirí sin.
- Ar aon dul le prionsabail ghinearálta dea-chleachtais, ba cheart don lucht ardbhainistíochta agus do mhúinteoirí Corpoideachais a chinntiú go gcomhlánaíonn tuismitheoirí agus/nó caomhnóirí Ceistneoir Ullmhachta Gníomhaíochta Coirp gach bliain chun bonn eolais a chur faoin bpleanáil agus faoin ullmhúchán ar fad.
- Cé gur leag an roinn Corpoideachais sraith spriocanna roinne amach, níor fhorbair sí aon phlean gníomhaíochta chun tacú le comhlíonadh na spriocanna sin. Ba cheart timthriall bliantúil pleanála forbartha ábhair a fhorbairt chun creat a sholáthar ina leagtar amach na chéad chéimeanna riachtanacha eile. Is féidir tacú leis sin trí úsáid a bhaint as an acmhainn iar-bhunscoile 'Ag Breathnú ar an gCorpoideachas', atá ar fáil ar gov.ie.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an bpríomhoide tánaisteach agus leis na múinteoirí ábhair.

An Roinn Oideachais agus Óige
Department of Education and Youth

# Le haghaidh scoláirí Choláiste Chilliain faoina gcuid foghlama sa Chorpoideachas

**Dátaí na cigireachta: 24 & 25/11/2025**

## Cén cineál cigireachta a rinneadh i do scoil?

Rinneadh cigireacht ábhair i do scoil. Rinne an cigire breathnóireacht ar roinnt ceachtanna agus cúrsaí a phlé leis an bpríomhoide agus leis na múinteoirí. Chas an cigire le grúpa scoláirí chun labhairt leo faoina gcuid foghlama sa Chorpoideachas.

## Cérbh iad príomhtheachtaireachtaí na cigireachta?

- Is an-dearfach an rud é go gceadaítear do scoláirí a n-éide Corpoideachais a chaitheamh chun na scoile ar an lá ar a bhfuil siad amcláraithe don Chorpoideachas.
- Bhí tabhairt isteach Chorpoideachas na hArdteistiméireachta mar ábhar roghnach sa bhliain 2025 ina forbairt an-dearfach.
- Fuair scoláirí Chorpoideachas na hArdteistiméireachta agus a dtuismitheoirí aiseolas foirmitheach an-éifeachtach i scríbhinn ag cruinnithe tuismitheoirí agus múinteoirí.
- Is an-dearfach an rud é go dtugann scoláirí faoi aonad foghlama uiscíochta sa chéad bhliain. Ba cheart é sin a leathnú chuig bliainghrúpaí eile anois.

## Cad a mhol an cigire chun an teagasc agus an fhoghlaim a fheabhsú sa Chorpoideachas?

- Le próifílí scoláirí aonair sa Chorpoideachas, thacófaí le gach scoláire measúnú, faireachán agus machnamh a dhéanamh ar a gcuid foghlama ar bhealach níos éifeachtaí.
- Ba cheart don scoil a chinntiú nach mbeidh bliainghrúpaí iomlána amchláraithe don Chorpoideachas ag an aon am amháin.
- Ba cheart aiseolas atá níos dírithe ar fheabhas a thabhairt do scoláirí Chorpoideachas na Sraithe Sóisearaí agus Chorpoideachas na Sraithe Sinsearaí ina dtuairiscí scoile.
- Ba cheart do scoláirí tabhairt faoi raon níos leithne gníomhaíochtaí sa Chorpoideachas, lena n-áirítear oideachas damhsa agus eachtraíochta.

**Go raibh maith agat as an am a ghlacadh chun an leathanach seo a léamh.**
**Gabhtar buíochas ar leith leis na scoláirí a ghlac páirt sa ghrúpa fócais.**

## Contanam cáilíochta na cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

| Leibhéal | Cur síos | Samplaí de na téarmaí tuairisciúla |
|---|---|---|
| **Ar fheabhas** | **Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá** eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeáin rí-ard é do scoileanna agus do shuíomhanna eile. | Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis |
| **An-mhaith** | **Is é atá i gceist le soláthar an-mhaith** ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach. | An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil |
| **Go maith** | **Is é atá i gceist le soláthar atá go maith** ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach. | Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fónta; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann |
| **Teastaíonn feabhas chun caighdeán maith a bhaint amach** | **Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach** sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr. | Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaim; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth |
| **Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach** | **Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach** ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní. | Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach |

An Roinn Oideachais agus Óige
Department of Education and Youth

# Subject Inspection: Physical Education
# REPORT

| | |
|---|---|
| Ainm na scoile/School name | Coláiste Chilliain |
| Seoladh na scoile/School address | Bóthar Nangor<br>Cluain Dolcáin<br>Baile Atha Cliath 22 |
| Uimhir rolla/Roll number | 70100W |
| Dátaí na cigireachta/ Dates of evaluation | 24/11/2025 and 25/11/2025 |
| Dáta eisiúna na tuairisce/Date of issue of report | 05/02/2026 |

# What is a subject inspection?

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

### How to read this report

During this inspection, the inspector(s) evaluated learning and teaching in Physical Education under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Included in this subject inspection report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

## Actions of the school to safeguard children and prevent and tackle bullying

| During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted: | |
|---|---|
| *Child Protection* | *Bí Cineálta* |
| 1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. *Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS*.<br>2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.<br>3. All teachers visited were aware of who to go to if they had a child protection concern. | 1. The school has developed an anti-bullying policy using Appendix A of *Bí Cineálta, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.*<br>2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.<br>3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of *Bí Cineálta.* |

The school met the requirements in relation to each of the checks above.

# Subject inspection

| | |
|---|---|
| **Dates of inspection** | 24/11/2025 and 25/11/2025 |
| **Inspection activities undertaken**<br>• Review of relevant documents<br>• Discussion with principal and key staff<br>• Interaction with students, including focus groups | • Observation of teaching and learning during six lessons<br>• Examination of students' work<br>• Feedback to principal and relevant staff |

## School context

Coláiste Chilliain is an Irish-medium, co-educational post-primary school under the patronage of the Dublin and Dun Laoghaire, Education and Training Board (DDLETB) located in Clondalkin, Dublin 22. There were 400 students enrolled in the school at the time of the inspection. The school offers the Junior Cycle, a compulsory Transition Year (TY) programme and the Leaving Certificate (Established) (LCE).

## Summary of main findings and recommendations:

### Findings

- The overall quality of teaching, learning and assessment was good.
- Commendably, all Leaving Certificate Physical Education (LCPE) students and their parents received highly effective, written formative feedback at parent teacher meetings.
- The overall quality of subject provision and whole school support was good.
- Students were permitted to wear their Physical Education (PE) uniform to school on their timetabled day for PE. This practical policy alleviated changing requirements and promoted increased participation rates amongst all year groups.
- The quality of planning and preparation observed during the evaluation for Junior Cycle Physical Education (JCPE) and LCPE was effective. Planning for Senior Cycle Physical Education (SCPE) required improvement to achieve a good standard.
- At the time of the inspection a large indoor PE hall and PE lab was under construction; this facility has the potential to further enhance provision and the experience of students in PE.

### Recommendations

- The majority of lessons were taught by personnel with appropriate qualifications. A minority of lessons were taught by staff without the appropriate qualifications, as recognised by the Teaching Council. This arrangement placed added responsibility on the qualified teachers in relation to planning and preparation. This should be addressed at the earliest opportunity.
- Management was aware of the need to review the practice of simultaneously timetabling whole year groups for all JCPE and SCPE lessons to ensure that all students can access the curriculum effectively.
- The PE department should regularly reflect upon and review the recent practice of dividing JCPE and SCPE students by gender during units of learning and ensure that all students receive an appropriate balance of challenging learning experiences.
- Planning for the SCPE Framework required improvement to achieve a good standard. The PE department should review and develop an appropriate senior cycle PE programme and accompanying plan, ensuring that all provision is aligned with the requirements of the SCPE Framework.
- School reports provided limited improvement focussed feedback to JCPE and SCPE students and their parents. The PE department and senior management team recognised that this is an area for further development.

# Detailed findings and recommendations

## 1. Teaching, learning and assessment

- The overall quality of teaching, learning and assessment observed was good. The quality of individual lessons ranged from very good to requiring improvement to achieve a good standard.
- In the majority of lessons observed, student behaviour was good and mutually respectful relations between students and teachers were evident.
- In two JCPE badminton lessons observed, student engagement was less effective when there were tasks that did not consider the range of student needs, abilities and fitness levels. This approach led to some student disengagement. To enhance the engagement of all students and to provide an appropriate level of challenge for all, teachers should plan for, and use differentiated approaches that support all needs, abilities and fitness levels.
- Effective practice was evident when teachers modelled how to reference online sources correctly. This practice guided students to become more independent learners as they prepared for their upcoming physical activity project.
- All first-year students had the opportunity to experience an aquatics unit of learning as part of their PE programme. Senior management and the PE department should collectively agree and implement a whole-school approach that facilitates all students to experience an aquatics unit of learning from second to sixth year.
- Teachers had collaboratively designed end of unit common assessment tasks for some year groups. This is effective practice. The next step is to extend this to all year groups and align these with assessments with individual student profiles and the schools online learning platform to ensure continuity and promote ongoing reflection.
- LCPE students had access, via the school's digital platform, to all the lesson materials and students reported that this acted as a highly effective study aid for them.
- All LCPE students and their parents received highly effective, written formative feedback at parent teacher meetings. A sample of termly reports were also viewed as part of the inspection. In the JCPE and SCPE reports viewed, limited improvement focussed feedback was provided to students and their parents. The PE department and senior management team recognised that this is an area for further development.
- The PE department should regularly reflect upon and review the recent practice of dividing JCPE and SCPE students by gender during units of learning and ensure that all students receive an appropriate balance of challenging learning experiences.
- It was positive to note that the school had placed a considerable focus on water safety and first aid as a key component of their JCPE and TY programmes. To further extend this effective practice, the PE department should utilise the lesson resources and supporting materials that have been developed by Water Safety Ireland and are available online at teachwise.ie.
- Students who engaged in a focus group meeting noted that invasion and net games dominated the activities provided in PE, particularly at senior cycle. They reported that they had received no instruction in dance or adventure education. The subject department should review the current range of activities offered to students and should plan for the delivery of as broad a range of activities as possible.

## 2. Subject provision and whole-school support

- Whole school support and subject provision for PE were good overall.
- The majority of lessons were taught by personnel with appropriate qualifications. A minority of lessons were taught by staff without the appropriate qualifications, as recognised by the Teaching Council. This arrangement placed added responsibility on the qualified teachers in relation to planning and preparation. This should be addressed at the earliest opportunity.

- Junior cycle students had access to 192 hours of JCPE lessons as outlined in circular letter 0028/2023. All senior cycle students received the required tuition time for SCPE as outlined in circular letter 0054/2023.
- Student voice was central in the redesign of a new PE uniform. Students were permitted to wear their PE uniform to school on their timetabled day for PE. Both the PE department and students highlighted this as a significant advantage in efficiently using lesson time.
- Management was aware of the need to review the practice of timetabling whole year groups for all JCPE and SCPE lessons. This timetabling arrangement resulted in a large number of students attending PE lessons simultaneously. This practice should be reviewed to ensure that all students can access the curriculum effectively.
- The school introduced LCPE as an optional subject for the Leaving Certificate in 2025. The subject has been positively received by the school community with one large class in fifth year.
- The available indoor and outdoor specialist PE spaces were very limited. At the time of the inspection, a new PE hall and PE lab was under construction on the school site; this facility has the potential to further enhance provision and the experience of students in PE. Currently, Clondalkin Leisure Centre located adjacent to the school grounds, is utilised for PE lessons. Indoor facilities included access to a twenty-five-metre swimming pool, a large indoor hall and a variety of all-weather and grass pitches.

## 3. Planning and preparation

- The quality of planning and preparation observed during the evaluation was effective, however planning for SCPE required improvement to achieve a good standard.
- A department folder situated on the school's digital platform was in place and the PE plans were at varying stages of development. JCPE and LCPE plans were effective with Classroom Based Assessments (CBAs) conducted for the first-time last year. Teachers should now begin to use learning from Subject Learning and Assessment Review (SLAR) meetings to support all future planning.
- Planning for the SCPE Framework had not been developed for senior cycle classes. The PE department should review and develop an appropriate senior cycle PE programme and accompanying plan, ensuring that all provision is aligned with the requirements of the SCPE Framework. The PE department was encouraged to establish professional links with the Physical Education Association of Ireland (PEAI) and other Gaelcholáistí to support them with this work.
- For LCPE lessons, the school's online learning platform was used effectively to share materials and resources. Hardback copies were maintained for class notes, homework and exam questions. In the majority of copies reviewed, correction marks were regularly provided to students. To further extend assessment practice, teachers should agree and implement formative feedback strategies that facilitate students to recognise and enact areas for improvement in their work.
- Good communication was evident between the PE department and the special educational needs team. Teachers had access to student support files and were aware of different learning needs and how best to support these learners.
- In line with general good practice principles, senior management and PE teachers should ensure that parents and/or guardians complete a Physical Activity Readiness Questionnaire (PAR-Q) annually to inform all planning and preparation.
- The PE department had outlined a series of department goals but had not developed an action plan to support their realisation. An annual subject development planning cycle should be developed to provide a framework outlining the necessary next steps. This can be supported by the post-primary resource Looking at PE available on gov.ie.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation.

An Roinn Oideachais agus Óige
Department of Education and Youth

**For the students of Coláiste Chilliain about their learning in Physical Education**

**Dates of inspection:**
**24/11/2025 and 25/11/2025**

## What kind of inspection did your school have?

A subject inspection was completed in your school. The inspector observed lessons and spoke with the principal and teachers. The inspector met with a group of students to talk to them about their learning in Physical Education.

## What were the main findings of the inspection?

- It was very positive that students are allowed to wear their PE uniform to school on their timetabled day for PE.
- The introduction of LCPE as an optional subject in 2025 has been a very positive development.
- LCPE students and their parents received very effective, written formative feedback at parent teacher meetings.
- It is very positive that students experience an aquatics unit of learning in first year. This should now be extended to other year groups.

## What did the inspector recommend to make teaching and learning better in Physical Education?

- Individual student profiles in PE would support all students to assess, monitor and reflect on their learning more effectively.
- The school should avoid having whole year groups timetabled for PE at the same time.
- JCPE and SCPE students should receive more improvement focussed feedback on their school reports.
- Students should experience a broader range of activities in PE including dance and adventure education.

**Thank you for taking the time to read this page.**
**Special thanks to the students who participated in the focus group.**

## The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

| Level | Description | Examples of descriptive terms |
|---|---|---|
| **Excellent** | **Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision. | Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths |
| **Very good** | **Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard. | Very good; of a very high quality; very effective practice; highly commendable; very successful |
| **Good** | **Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard. | Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist |
| **Requires improvement to achieve a good standard** | **Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better. | Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve |
| **Requires significant improvement to achieve a good standard** | **Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern. | Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective |

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