

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Chláir san Idirbhliain

TUAIRISC

Ainm na scoile / School name	Gaelcholáiste Phort Láirge
Seoladh na scoile / School address	Cúirt an Easpaig Baile Gunnair Port Láirge
Uimhir rolla / Roll number	68078U

Dáta na Meastóireachta: 18-05-2018



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 CHLÁIR ANN?

Baintear feidhm as an tsamhail mheastóireachta cláir i leith cigireachta chun meastóireacht a dhéanamh ar cháilíocht agus ar éifeachtacht na gclár seo a leanas agus chun comhairle agus tacaíocht a chur ar fáil do mhúinteoirí, príomhoidí agus bainistíocht scoile in iar-bhunscoileanna agus in ionaid oideachais:

- Clár Scoile an Teastais Shóisearaigh (JCSP)
- Clár Idirbhliana (TY)
- Clár na hArdteistiméireachta Feidhmí (LCA)
- Gairmchlár na hArdteistiméireachta (LCVP)

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc san Idirbhliain faoi na ceannteidil seo a leanas:

1. Teagasc agus foghlaim
2. Soláthar cláir agus tacaíocht na scoile uile
3. Pleanáil chláir, comhordú agus meastóireacht

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

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.

Meastóireacht chlár san Idirbhliain

Dátaí na cigireachta:	17/ 18-05-2018
<i>Na gníomhaíochtaí cigireachta ar tugadh fúthu:</i> <ul style="list-style-type: none">• Cruinniú leis an bpríomhoide agus leis an bpríomhoide tánaisteach• Cruinniú le príomhbhaill foirne• Athbhreithniú ar cháipéisí ábhartha• Agallamh le fócasghrúpa scoláirí	<ul style="list-style-type: none">• Breathnóireacht ar theagasc agus ar fhoghlaim i 6 cheacht• Scrúdú ar obair na scoláirí• Caidreamh le scoláirí• Aiseolas don fhoireann bainistíochta shinsearach

Comhthéacs na scoile

Bunaíodh Gaelcholáiste Phort Láirge i 2007 chun freastal ar mhianta tuismitheoirí, i gceantar Phort Láirge, oideachas dara leibhéal lánGhaeilge a bheith ar fáil dá bpáistí. Tá an scoil lonnaithe ar imeall chathair Phort Láirge agus tá rollúchán reatha de 130 scoláire sa scoil. Cuireann an scoil na clár seo a leanas ar fáil: an tSraith Shóisearach, Idirbhliain roghnach agus an Ardeistiméireacht bhunaithe.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt cleachtais ag leibhéal an-éifeachtach agus cúpla ceacht ina raibh scóip chun feabhais.
- Bhí eispéiris foghlama na scoláirí níos fear sna ceachtanna ina raibh deiseanna acu a bheith ag foghlaim go gníomhach agus áit a raibh siad freagrach as a gcuid foghlama féin.
- Déantar gach iarracht Idirbhliain fhiúntach thairbheach a chur ar fáil do na scoláirí, ach ní raibh clár bliana soiléir ar fáil.
- Tá caighdeán ginearálta na pleanála go maith; lorgáitear aiseolas ar an gclár ó scoláirí agus ó mhúinteoirí agus déantar gach iarracht a gcuid tuairimí a chur san áireamh agus an plean don bhliain dár gcionn á chur le chéile.
- Tá an bhainistíocht shinsearach tiomanta go hiomlán don Idirbhliain agus do chur chun cinn an chlár sa scoil, ach chuir easpa comhordaitheora agus croífoirne dúshlán roimh an príomhoide agus príomhoide tánaisteach i mbliana ó thaobh dáileadh oibre comhordaithe de.
- Cuirtear deiseanna luachmhara foghlama ar fáil do scoláirí le linn na bliana ó thaobh turas as baile de, ach léirigh scoláirí míshástacht áirithe le gnéithe de chlár na bliana.

Moltaí

- Moltar clár soiléir a leagan amach don bhliain, le féilire imeachtaí san áireamh.
- Moltar croífoireann a chur le chéile chun tacú leis an gcomhordaitheoir Idirbhliana nuair a cheaptar duine éigin sa ról sin.
- Moltar a chinntiú go bhfuil clár spreagúil, taitneamhach, gníomhach agus tairbheach curtha ar fáil sna hábhair go léir, na croí-ábhair san áireamh.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí caighdeán an teagaisc agus na foghlama go maith ar an iomlán le roinnt cleachtais ag leibhéal an-éifeachtach agus cúpla ceacht ina raibh scóip chun feabhais.
- Ba léir sna ceachtanna a breathnaíodh go raibh na scoláirí ag foghlaim agus ar an iomlán ag baint taitnimh as a gcuid foghlama. Mar sin féin, bhí scóip chun feabhais i gceist i mionlach beag ceachtanna áit a raibh gá le hábhar níos spéisiúla a chur i láthair scoláirí.
- Tugadh deis do scoláirí a bheith ag obair le chéile i bhformhór na gceachtanna agus ba léir gur bhain tairbhe leis an gcur chuige seo. Glacadh páirt ghníomhach sna ceachtanna agus freagraíodh ceistanna an mhúinteora go fonnmhar. I líon beag ceachtanna, áfach, ní raibh ábhar an cheachta ag teacht le réimse spéise na scoláirí agus ba léir gur chailleadar suim sa cheacht. Moltar a chinntiú go bhfuil clár spreagúil, taitneamhach agus tairbheach curtha ar fáil sna hábhair go léir, na croí-ábhair san áireamh.
- I gceachtanna áirithe ceangalaíodh ábhar an cheachta leis an ngnáthshaol comhaimseartha rud a chuir le suim na scoláirí agus a thacaigh lena gcuid foghlama. D'fhéadfaí cur leis an gcur chuige seo go mór agus moltar go ndéanfadh múinteoirí plé ar conas an fhoghlaim a dhéanamh ábharach agus réalaióch ionas gur féidir ceangail a dhéanamh idir é agus gnéithe eile dá gcuid foghlama.
- Bhí caighdeán oibre na scoláirí sa raon idir go maith agus an-mhaith sna ceachtanna a breathnaíodh agus ba léir gur bhaineadar an-taitneamh as an obair sin go háirithe sna ceachtanna praiticiúla, áit a raibh deis acu a bheith gníomhach agus freagrach as a gcuid foghlama féin. Is gá a chinntiú sna ceachtanna teanga, áfach, go bhfuil na deiseanna cuí curtha ar fáil chun an sprioctheanga a úsáid ar bhealach feidhmiúil.
- Tugadh na hintinní foghlama ag tús formhór na gceachtanna agus chuathas siar ar bhaint amach na spriocanna sin ag an deireadh, cur chuige a mholtar.
- Rinneadh pleanáil chuimsitheach le haghaidh na gceachtanna agus réitíodh ábhar, bileoga saothair agus acmhainní eile roimhré. Bhí luas maith leis na ceachtanna praiticiúla ach go háirithe.
- Baineadh úsáid as acmhainní teicneolaíocht faisnéise agus na cumarsáide (TFC) i gceachtanna áirithe agus chuir úsáid áiseanna nua-aimseartha go mór le heispéireas foghlama na scoláirí. B'fhiú cur leis an úsáid sin agus le réimse na n-acmhainní.
- Cuireadh foclóir agus frásaí nua ar an gclár bán i gceachtanna áirithe agus díriodh aird na scoláirí orthu. Ba cheart an cleachtas seo a leathnú chuig na ceachtanna go léir i gcomhthéacs forbairt na litearthachta, mar chuid de fócas na scoile ar cheist na litearthachta sa Ghaeilge. Ba cheart aird na scoláirí a dhíriú ar cheart úsáid na Gaeilge sa scríbhneoireacht agus sa chaint ar bhealach taitneamhach spráúil.
- Leagtar béim ar leith ar thuiscint agus úsáid canúint na nDéise le linn na hIdirbhliana agus moltar an cur chuige sin. Ní mór straitéisí taitneamhacha a cheapadh leis na scoláirí a mhealladh chun dul i ngleic leis an obair sin.
- Breathnaíodh straitéisí measúnú foirmitheach i gcásanna áirithe agus moltar úsáid na straitéisí sin. Ba cheart réimse straitéisí a aontú, le cur i bhfeidhm le linn na gceachtanna, chun cabhrú le scoláirí freagracht a ghlacadh as a gcuid foghlama féin.

2. SOLÁTHAR AN CHLÁIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar an chláir agus an tacaíocht uile scoile don Idirbhliain go maith. Tá an bhainistíocht shinsearach tiomanta go hiomlán do chur chun cinn na hIdirbhliana agus do chlár éifeachtach foghlama agus forbartha a chinntiú do scoláirí.

- Tugadh eascaitheoir isteach sa scoil cúpla bliain ó shin chun athbhreithniú a dhéanamh ar an Idirbhliain agus chun comhairle a chur ar an bhfoireann. Is deachleachtas é seo agus tháinig feabhas dá bharr, ach tá tuilleadh feabhsúcháin de dhíth áfach, go háirithe mar a bhaineann sé le clár soiléir a leagan amach.
- Cuirtear deiseanna luachmhara foghlama ar fáil do scoláirí trí am a chaitheamh sa Ghaeltacht agus sa Spáinn.
- Déanann scoláirí dhá thréimhse taithí oibre agus glacann siad páirt ghníomhach in obair charthannachta, obair a luaigh an bhainistíocht shinsearach mar láidreacht an chláir ó thaobh forbairt phearsanta de.
- Cuirtear oideachas caidrimh agus gnéasachta ar fáil mar chuid den chlár forbairt phearsanta agus is dea-chleachtas é an soláthar sin a bheith ann.

3. PLEANÁIL, COMHORDÚ AGUS ATHBHREITHNIÚ CLÁIR

- Bhí caighdeán ginearálta na pleanála go maith. Ní mór clár soiléir bliana a leagan amach, áfach, ag léiriú na gcodanna difriúla den Idirbhliain idir croí-ábhair, ábhair trialacha, modúil, deiseanna creidiúnaithe, turais, cainteanna agus ócáidí aonuaire chun léargas beacht a thabhairt do scoláirí agus a dtuismitheoirí ar ghnéithe éagsúla an chláir.
- Ní raibh comhordaitheoir cláir nó croífhoireann ag plé leis an Idirbhliain i mbliana agus ghlac an bhainistíocht shinsearach an cúram comhordaithe orthu féin. Chruthaigh sé seo fadhbanna áirithe ó thaobh dáileadh oibre de don phríomhoide agus príomhoide tánaisteach. Ceapfar comhordaitheoir go luath agus moltar go gcuirfí croífhoireann le chéile chun tacú leis an obair comhordaithe.
- Dhearbhaigh na scoláirí gur bhaineadar an-taitneamh agus tairbhe as na turais le linn na bliana ach léiríodar míshástacht áirithe le gnéithe den chlár go háirithe leis an obair ranga. Tá suirbhéanna maidir le heispéiris na scoláirí ar an idirbhliain curtha orthu agus tá anailís déanta cheana féin ar na suirbhéanna sin. Cuirfear tuairimí na scoláirí san áireamh i ndearadh chlár na bliana seo chugainn agus is deachleachtas é seo.
- Níor choinnigh na scoláirí punann oibre i mbliana ach tá punann nua deartha do na gaelcholáistí agus is maith an rud é go n-úsáidfear é seo an bhliain seo chugainn mar chuid den chóras measúnaithe.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tharla an chigireacht seo ag am an-tráthúil dúinn os rud go raibh post mar comhordaitheoir cláir le líonadh sa scoil agus is mór an cúnamh an tuairisc seo dúinn anois mar thacaíocht agus treoir i dtreo clár na hidirbhliana a fhorbairt agus a chur cinn le cinntiú go mbeidh clár barr feabhais Idirbhliana daingnithe mar chuid de eispéiris na scoláirí sa Ghaelcholáiste.

Tá plé déanta ag an bhfoireann, an bord bainistíochta agus bainistíocht na scoile ar a bhfuil sa tuairisc seo agus beidh tuilleadh plé agus tagairtí déanta ar na moltaí leagtha amach ann i dtreo na moltaí agus spriocanna a thabhairt chun críche.

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

An Moladh a Tugadh	Gníomhartha beartaithe le cur i bhfeidhm sa scoil
<p>Cleachtais Ranga:-</p> <ul style="list-style-type: none">• Clár spreagúil, taitneamhach, gníomhach agus tairbheach curtha ar fáil sna hábhair go leir, croí-ábhair sna áireamh.• Foclóir agus frásaí nua ar an gclár bán mar chuid de fócas na scoile ar cheist na litearthachta sa Ghaeilge.• An fhoghlaim a dhéanamh ábharach agus réalaoch ionas gur féidir ceangail a dhéanamh idir é agus gnéithe eile dá gcuid foghlama.	<p>Cruinnithe Foirne: Pléadh agus roinneadh tuairimí i measc foireann na hidirbhliana agus is próiseas leanúnach é seo mar chuid de uaireanta pleanála Pháirc an Chrócaigh.</p> <p>Polasaí FMS na Scoile: Tugadh athchuid agus pléadh an Polasaí FMS leagtha amach ag an scoil le haird ar na spriocanna litearthachta agus uimhearthachta agus McFann.</p> <p>Mar chuid de pholasaí FMS na scoile tá réimse straitéisí foirmitheacha aontaithe, leagtha amach agus ar fáil do gach múinteoir le húsáid ina gcuid ranganna.</p> <p>Chomh maith leis sin tá plean agus sceideal clár measúnaithe leagtha síos don Idirbhliain a dhéanfaidh measúnú i ngach téarma ar obair thionscnaimh agus cuir i láthair chomh maith.</p> <p>Modúil Trialach: Beidh deis ag na scoláirí ábhair ardteiste a bhlaiseadh i rith na bliana – DCG, Fisic, Ceimic, Bitheolaíocht, Gnó, Ealaín, Ceol, Eac. Bhaile, Tíreolas, Stair, Chomh maith leis sin beidh Ríomhairí, Cór, Eolaíocht Fhóiréinseach agus Garchabhair ar siúl acu.</p> <p>Pleanáil ábhar: Tá sprioc dhátaí le pleanna bliana agus téarma le bheith déanta agus iarrtar ar na múinteoirí na moltaí tugtha sa tuairisc a chur san áireamh le linn na pleanála ábhar agus ranga.</p>

<ul style="list-style-type: none"> • Réimse straitéisí a aontú, le cur i bhfeidhm le linn na gceachtanna, chun cabhrú le scoláirí freagracht a ghlacadh as a gcuid foghlama féin. 	<p>Glacadh ag cruinniú pleanála ag tús na bliana go ndéanfaí forbairt i measc na múinteoirí ar an bpiar-bhreathnóireacht i mbliana.</p> <p>Ábhar ranganna: Beidh tionscnaimh m.sh Eolaí Óg, YSI, Young Enterprise Awards, Míon-chomhlacht ar bun a bheidh ag nascadh leis an saol comhaimseartha.</p>
<p><u>Forbairt na dTeangacha</u> <u>Iasachta agus na Gaeilge</u></p> <ul style="list-style-type: none"> • Deiseanna cuí curtha ar fáil sna ceachtanna teanga chun an spríoctheanga a úsáid ar bhealach feidhmiúil. • Ba cheart aird na scoláirí a dhíriú ar cheart úsáid na Gaeilge sa scríbhneoireachta agus sa chaint ar bhealach taitneamhach spraíúil. • Straitéisí taitneamhacha a cheapadh leis na scoláirí a cheapadh leis na scoláirí a mhealladh chun dul i ngleic le canúint na nDéise. 	<p>I mbliana tá an Fhraincis mar theanga teagaisc agus cumarsáide sna ranganna Cócaireachta ag an ldirbhliain.</p> <p>Beidh na múinteoirí teanga ag cur béime ar labhairt na teanga agus ar a cruinn úsáid le cabhair díospóireacht ranga, obair ghrúpa, comórtais. Sa Fhraincis tá sprioc aontaithe chun an teastas DELF a ghnóthú.</p> <p>Tá ranganna Gaeilge ar siúl ag an bhfoireann go léir mar chuid de Uaireanta Pháirc an Chrócaigh a chabhróidh le forbairt na Gaeilge i ngach ábhar.</p> <p>Tá na múinteoirí Gaeilge ag obair ar mhodhanna taitneamhacha spraíúla le cruinneas na teanga a fhorbairt.</p> <p>Tá athbhreithniú déanta ar Phlean na Gaeilge sa scoil agus tá aghaidh á thabhairt ar fhochoistí scoláirí a bhunú i dtreo an Gaelbhratach a aimsiú don scoil.</p> <p>Tá úrscéal nua-aimseartha, Labhair Amach.com le Áine Uí Fhoghlú mar ábhar léitheoireachta na hldirbhliana i mbliana. Scéal nua-aimseartha a phléann le tromaíocht ar líne, scríofa i stíl bhinn Ghaeilge na nDéise.</p> <p>Tabharfar cuireadh don údar agus do chainteoirí dúchasacha eile ón nGaeltacht teacht ar chuairt chun na scoile.</p> <p>Cuirfear comórtais ranga ar bun sa rang Gaeilge le canúint na nDéise mar ábhar iontu m.sh scéalaíocht, ranna a chumadh srl.</p> <p>Tá iarrachtaí á dhéanamh chun nasc a láidriú le Gaelcholáistí eile agus leis an Rinn chun úsáid na teanga a chur chun cinn.</p>
<p><u>Úsáid na Teicneolaíochta</u> <u>Faisnéise & Cumarsáide</u></p> <p>Cur leis an úsáid acmhainní teicneolaíocht faisnéise agus na</p>	<p>Le cúnamh an deontais teicneolaíochta ROS agus le cúnamh ríomhairí glúine deonaithe ag comhlachtaí gnó; a bhúiochas do thuismitheoirí; tá méadú cuimsitheach ar sholáthair an TFC sa scoil i mbliana. Beidh béim ar spriocdhátaí leagtha amach chuige seo sna hábhair eagsúla.</p>

<p>cumarsáide (TFC) agus le réimse na n-acmhainní.</p> <p><u>Moltaí Pleanála:-</u></p> <ul style="list-style-type: none"> • Clár soiléir bliana a leagan amach, le féilire imeachtaí san áireamh. • Moltar croífhóireann a chur le chéile chun tacú leis an gcomhordaitheoir Idirbhliana nuair a cheaptar duine éigin sa ról. • Ba cheart do na scoláirí Punann a choimeád. 	<p>Tá plean r-Fhoghlama dréachtaithe agus curtha faoi bhráid na múinteoirí ag tús na scoilbhliana 2018 agus le bheith faofa ag an mBord.</p> <p>Beidh an Creat Foghlama Digití san áireamh i gcúrsaí pleanála, teagaisc, foghlama agus measúnaithe.</p> <p>Tá clár leagtha amach le léargas beacht ann do scoláirí agus a dtuismitheoirí ar ghnéithe éagsúla an chlár, imeachtaí, turais, cainteanna agus blogann Idirbhliana a phostáil ar an suíomh idirlín scoile.</p> <p>Tá comhordaitheoir clár anois ceaptha agus na dualgais a bhaineann leis an ról leagtha síos agus aontaithe.</p> <p>Tá croífhóireann á fhorbairt ag tacú le forbairt agus cur chun cinn clár na hIdirbhliana. Beidh múinteoirí na hIdirbhliana i gceannas ar Obair Dheonach/Taithí Oibre na bliana seo a thaifead. Beidh cruinnithe ag múinteoirí na hIdirbhliana le linn na bliana mar chuid d'Uaireanta Pháirc an Chrócaigh le pleanáil a dhéanamh agus dul chun cinn a phlé.</p> <p>Tá punann oibre (COGG) faighte ag gach scoláire Idirbhliana i mbliana. Coimeádfaidh siad taifead ann ar na gníomhaíochtaí agus imeachtaí agus ar an dul chun cinn pearsanta agus acadúil. Beidh sé mar áis don fhoghlaim fhéin-threoraithe agus le hathmhachnamh a dhéanamh.</p>
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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	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear <i>An-mhaith</i> áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht <i>thar cionn</i> agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear <i>Go maith</i> áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <i>Sásúil</i> áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear <i>Measartha</i> áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear <i>Lag</i> áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Programme Evaluation in Transition Year

REPORT

Ainm na scoile / School name	Gaelcholáiste Phort Láirge
Seoladh na scoile / School address	Cúirt an Easpaig Baile Gunnair Co. Phort Láirge
Uimhir rolla / Roll number	68078U

Date of Inspection: 18-05-2018



WHAT IS A PROGRAMME EVALUATION?

The programme evaluation model of inspection is used to evaluate the quality and effectiveness of the following programmes and to provide advice and support to teachers, principals and school management in post-primary schools and centres for education:

- Junior Certificate School Programme (JCSP)
- Transition Year (TY) programme
- Leaving Certificate Applied (LCA) programme
- Leaving Certificate Vocational Programme (LCVP)

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in Transition Year under the following headings:

1. Teaching and learning
2. Programme provision and whole-school support
3. Programme planning, co-ordination and evaluation

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.

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. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

Programme evaluation in Transition Year (TY)

Dates of inspection	17/ 18-05-2018
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with the principal and deputy principal• Meeting with senior staff• Review of relevant documentation• Interview with a focus group of students	<ul style="list-style-type: none">• Observation of teaching and learning in 6 lessons• Examination of students' work• Interaction with students• Feedback to senior management team

School context

Gaelcholáiste Phort Láirge was established in 2007 to serve the wishes of parents in the Waterford area to have Irish-medium secondary level education for their children. The school is situated on the outskirts of Waterford city and the current school enrolment is 130. The school provides the following programmes: the Junior Cycle, an optional Transition Year and the established Leaving Certificate.

Summary of main findings and recommendations:

Findings

- Overall the standard of teaching and learning was good with some very good practices noted; there were a couple of lessons where there was scope for improvement.
- Learning experiences were better where students had opportunities for active engagement in lessons and where they were responsible for their own learning.
- Every effort is made to provide a useful, beneficial Transition Year for students, but a clearly set out programme for the year was not available.
- In general the quality of planning is good; feedback on the programme is sought from students and teachers and every effort is made to include their opinions in planning for the subsequent year.
- Senior management is fully committed to Transition Year and to promoting the programme in the school; however the absence of a coordinator and core team presented the principal and deputy principal with challenges this year in relation to the allocation of co-ordination work.
- Students are provided with valuable learning experiences and opportunities during the year through a couple of key trips away, but they expressed dissatisfaction with some elements of the TY programme.

Recommendations

- A clear programme should be laid out for the year including a calendar of events.
- A core team should be put in place to support the Transition Year coordinator when someone is appointed to that role.
- It should be ensured that a motivating, enjoyable, active and beneficial programme is provided for in all subject areas, including core subjects.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- Overall the standard of teaching and learning was good with some very good practices noted; there was scope for improvement in a couple of lessons.
- It was clear in the lessons observed that students were learning and, overall, were enjoying their learning. However, there was scope for improvement in a small minority of lessons where there was a need to provide students with more interesting subject matter.
- In most lessons students were given the opportunity to work together and this approach was clearly beneficial. Students participated actively in lessons and teachers' questions were answered enthusiastically. However, in a small number of cases the lesson material was not in line with the students' areas of interest and they became disengaged. It should be ensured that a motivating, enjoyable, active and beneficial programme is provided for in all subjects, including core subjects.
- In some instances the lesson topic was linked to everyday life, which enhanced students' interest and supported their learning. This approach could be greatly extended and teachers should explore how to make the learning more relevant and realistic so that it can be linked to other aspects of students' learning.
- In the lessons observed the standard of students' work ranged from good to very good and they clearly enjoyed that work, especially in practical lessons where they had the opportunity to be active and responsible for their own learning. It needs to be ensured in language lessons that appropriate opportunities are provided for using the target language in a meaningful way.
- Learning intentions were outlined at the beginning of most lessons and were reviewed at the end, which is a commendable approach.
- Lessons were thoroughly prepared and materials, worksheets and other resources were organised in advance. The practical lessons observed, in particular, were well-paced.
- Information and communication technology (ICT) resources were used in some lessons and the use of up-to-date resources greatly enhanced the students' learning experience. It would be worthwhile to extend such use and to also extend the range of resources.
- In some lessons, new vocabulary and phrases were written on the whiteboard and students' attention was drawn to them. This practice should be extended to all lessons in the context of literacy development and as part of the school's focus on literacy in Irish. Students' attention should be drawn, in an enjoyable, motivating way, to the correct use of Irish in writing and in speech.
- The Déise dialect is emphasised during the Transition Year and this approach is commended. Enjoyable strategies need to be devised to encourage students to engage with this approach.
- Formative assessment strategies were observed in certain lessons and the use of those strategies is commended. A range of strategies, to be implemented during lessons, should be agreed to assist students in taking responsibility for their own learning.

2. PROGRAMME PROVISION AND WHOLE SCHOOL SUPPORT

- Programme provision and whole school support for the programme are good overall. Senior management is committed to the promotion of Transition Year and to ensuring an effective programme of learning and development for students.
- A couple of years ago a facilitator was brought into the school to review TY and to advise staff. This is very good practice and has led to improvement. However, further improvement is needed particularly in relation to the provision of a clear programme.
- TY students are provided with very beneficial learning opportunities through spending time in the Gaeltacht and in Spain.
- Students undertake two periods of work experience during the programme and they take an active role in charity work, which was mentioned by senior management as a strength of the programme from the point of view of students' personal development.
- Relationships and Sexuality Education is provided as part of the personal development programme and this provision is good practice.

3. PROGRAMME PLANNING, CO-ORDINATION AND REVIEW

- The general standard of planning was good. However, a clear programme for the year should be laid out showing the different aspects of TY including core subjects, taster subjects, modules, accreditation opportunities, trips, talks and one-off events to give parents and students a clear vision of various elements of the programme.
- There was no programme coordinator or core team dealing with the Transition Year this year and senior management took on this responsibility themselves. This created particular problems for the principal and deputy principal in relation to allocation of work. A coordinator will be appointed soon and a core team should be put in place to assist with coordination work.
- Students confirmed that they really enjoyed and benefited from the trips during the year but they expressed some dissatisfaction with elements of the programme particularly in relation to classwork. A survey of students' experience of TY has been carried out and these have already been analysed. Students' opinions will be taken into account in designing next year's plan and this is good practice.
- Students have not maintained a portfolio of work this year but a new portfolio has been designed for Gaelcholáistí and commendably this will be used next year as part of the assessment process.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

This inspection took place at a very useful time for the school as the post of co-ordinator for Transition Year (TY) was due to be filled and this report is a very good support and guide for us in developing and promoting the TY programme so that we can ensure a programme of the highest quality as part of the students' educational experience in the school.

The staff, the board of management and senior management have all had the opportunity to discuss what is in the report and there will be further discussions in the future as we move to implement the recommendations in the report.

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

Recommendations given	Planned actions for implementation in the school
<p><u>Classroom practice:-</u></p> <ul style="list-style-type: none"> • An interesting active enjoyable agus useful programme has been provided in all of the subjects, including core subjects • Vocabulary and new phrases on the whiteboard as part of a whole school focus on literacy in Irish • To make learning realistic and material so that links can be made between it and other aspects of learning • To agree a range of strategies, to be implemented during lessons, to help students take responsibility for their own learning 	<p><u>Staff meetings:</u> There has been discussion and sharing of ideas among the teachers involved in TY and this will be a continuous process as part of the planning hours from Croke Park.</p> <p>SSE Policy in the school: An additional SSE visit occurred and the school SSE policy was discussed with a focus on literacy and numeracy objectives.</p> <p>As part of the school SSE policy a range of formative strategies were agreed and they are available to all teachers to use in their lessons.</p> <p>In addition to this a plan and assessment schedule has been agreed for TY that will assess student progress every term in project work and presentation skills.</p> <p><u>Taster Modules:</u> Students will have the opportunity to try Leaving Certificate subjects during the year – DCG, Chemistry, Biology, Business, Art, Music, Home Economics, Geography, History as well as Computers, Choir, Forensic Science and First aid.</p> <p>Subject planning: Completion dates for term and yearly plans are set and the teachers have been asked to take the recommendations into account in their subject and lesson planning. It was agreed at a planning meeting at the</p>

	<p>beginning of the year that teachers would develop peer-observation of lessons this year.</p> <p>Subject material: There will be involvement in the Young Scientists competition, Young Social Innovators, Young Enterprise Awards, Mini-company to make links with contemporary life.</p>
<p><u>Development of languages</u></p> <p><u>European and Irish</u></p> <ul style="list-style-type: none"> • Provide appropriate opportunities for students to use the target language in language lessons in a practical way. • Students should be asked to focus on correct grammatical Irish in both written and spoken Irish in an enjoyable motivating way. • To agree enjoyable strategies to encourage students to engage with the Déise dialect. 	<p>This year French will be used as the language of communication and instruction in cookery lessons in TY.</p> <p>The language teachers will be putting additional focus on spoken language and on accurate grammar with help from class debates, group work, and competitions. In French students will undertake the DELF examinations.</p> <p>Staff members are undertaking Irish lessons as part of the Croke Park hours to increase their expertise across all subject areas.</p> <p>Teachers are working on exciting enjoyable methodologies to develop grammatical accuracy among students.</p> <p>The plan for Irish in the school has been developed and we are establishing student sub-committees with the aim of obtaining an Gaelbhreach for the school.</p> <p>A new contemporary novel Labhair Amach.com by Áine Uí Fhoghlú has been chosen as reading material for TY this year. This is a contemporary story about on-line bullying written in the lovely Irish of the Déise region.</p> <p>The author and other native speakers from the Gaeltacht regions will be invited to come to the school.</p> <p>Class competitions will be held in Irish lessons based on the Déise dialect, i.e. to compose stories and poetry.</p> <p>Efforts are being made to strengthen links with other gaelcholáistí agus with the Ring Gaeltacht to promote the use of the language.</p>

<p><u>Use of Information & Communication Technology (ICT)</u></p> <p>To increase the use of ICT resources in the school and the amount of on line resources.</p> <p><u>Planning recommendations:-</u></p> <ul style="list-style-type: none"> • To set out a clear annual plan, including a calender of events. • It is recommended that a core team be put together to support the TY co-ordinator when someone has been appointed to that role. • The students should keep a portfolio. 	<p>With the help of technology grants from the Department of Education and the laptops donated by a business company, with help from parents, there is a significant increase in the amount of ICT being used in the school this year. Target dates will agreed for this use in all subject areas.</p> <p>A e-learning plan has been drafted and presented to teachers at the beginning of this school year and it is to be ratified by the board.</p> <p>The Digital learning framework has been incorporated into planning, teaching, learning and assesement.</p> <p>A plan has been set out with a clear descripton, for the students and their parents, of the different aspects of the programme, events, trips, guest speakers and TY blogs will be posted on the school website.</p> <p>A co-ordinator has been appointed and the responsibilities assigned to the role have been set out and agreed.</p> <p>A core team is being developed to support the development and promotion of TY. The TY teachers will be in charge of recording work experience and charitable work. The TY teachers will have regular meetings during the year as part of the Croke Park hours to plan and to discuss the programme.</p> <p>All students have received a copy of the work portfolio (from COGG). They will keep a record in it of all activities and events and on their personal and academic progress. It will be an aid for self directed learning and for self reflection.</p>

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

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	Example of descriptive terms
Very Good	<i>Very good</i> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	<i>Weak</i> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;