

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Cigireacht Leantach**

**TUAIRISC**

<b>Ainm na scoile/ School name</b>	Gaelscoil de hÍde
<b>Seoladh na scoile/ School address</b>	Ard na Mara Uarán Mór Contae na Gaillimhe
<b>Uimhir rolla / Roll number</b>	199980

**Dáta na Meastóireachta: 12-12-2019**



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**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 bpríomhmoltaí 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 bpríomhmoltaí a rinneadh i gcigireacht roimhe sin faoi na ceanteidil 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; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

### **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

<b>SONRAÍ NA CIGIREACHTA BUNAIDH</b> <b>Cineál:</b> Meastóireacht Scoile Uile (MSU) <b>Dáta na Cigireachta:</b> 04-10-2017 <b>Ar Foilsíodh an Tuairisc?</b> Foilsíodh	<b>SONRAÍ NA CIGIREACHTA LEANTAÍ</b> <b>Dáta na Cigireachta:</b> 12-12-2019
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### Gníomhaíochtaí cigireachtaí leantaí

<p>Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí</p> <ul style="list-style-type: none"> <li>Cruinniú leis an bpríomhoide</li> <li>Agallamh le baill na foirne bainistíochta inscoile</li> <li>Taifead ar cháipéisí agus taifid scoile agus ar obair na ndaltaí</li> <li>Athbhreithniú ar acmhainní agus áiseanna</li> <li>Breathnú ar theagasc agus ar fhoghlaim</li> <li>Caidreamh le daltaí</li> <li>Teagmháil le cathaoirleach an bhoird bhainistíochta</li> <li>Teagmháil le cathaoirleach choiste na dtuismitheoirí</li> </ul>
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<b>Moladh a rinneadh sa tuairisc cigireachta bhunaidh</b>	<b>Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta</b>
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Ba chóir don bhord bhainistíochta a chinntiú go bhfuil troscán atá oiriúnach agus ceadaithe in úsáid i ngach suíomh foghlama.	<b>Dul chun cinn an-mhaith</b> Tá troscán atá oiriúnach in úsáid i ngach suíomh foghlama anois.
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Ba chóir do bhainistíocht na scoile a chinntiú go bhfuil ionchur níos mó i bhforbairt polasaithe curaclaim agus eagrúcháin ag na páirtithe leasmhara uile, an bord bainistíochta agus coiste na dtuismitheoirí (Cairde de hÍde), ach go háirithe.	<b>Dul chun cinn an-mhaith</b> Tá líon suntasach de pholasaithe pléite agus daingnithe ag an mbord bainistíochta ó am na Meastóireachta Scoile Uile (MSU). Léiríonn miontuairiscí na gcruinnithe de choiste na dtuismitheoirí (Cairde de hÍde) go bhfreastalaíonn an príomhoide ar na cruinnithe agus go dtugtar fóram do na tuismitheoirí ionchur a bheith acu i bhforbairt polasaithe. Dheimhnigh cathaoirligh an bhoird bainistíochta agus choiste na dtuismitheoirí go bhfuil ionchur níos mó i bhforbairt polasaithe ag na páirtithe leasmhara uile anois.
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Ba chóir don fhoireann teagaisc modhanna múinte difreáilte a chur i bhfeidhm i ngach suíomh foghlama chun freastal ar éagsúlacht chumais na ndaltaí.	<b>Dul chun cinn maith</b> Tá réimse tionscnaimh dhifreáilte á chur i bhfeidhm sa scoil chun freastal ar éagsúlacht chumais na ndaltaí: <i>Literacy Lift Off, An Clár Luathléitheoireachta</i> , teagasc stáisiún sa Mhatamaitic agus modhanna difreáilte don litriú san áireamh. Léiríonn na cuntais mhíosúla go bhfuil tromlach na múinteoirí ag pleanáil do ghníomhaíochtaí difreáilte do ghrúpaí daltaí áirithe ina gcuid ranganna. Tá scóip ann an dea-chleachtas seo a fhorbairt a thuilleadh.
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<p>B'fhiú an tacaíocht inranga a chur chun cinn agus béim faoi leith a leagan ar idirghabháil éifeachtach a dhíríonn na hacmhainní ar na daltaí a bhfuil riachtanais speisialta oideachais (RSO) ar leith acu.</p>	<p><b>Dul chun cinn an-mhaith</b></p> <p>Tá méadú suntasach ar sholáthar na tacaíochta inranga agus buíontegasc ó am na MSU agus baineann daltaí ag gach rangleibhéal tairbhe as na tacaíochtaí seo. Tá acmhainní litearthachta agus uimhearthachta d'ardchaighdeán ceannaithe ag an mbord bainistíochta chun tacú le hidirghabháil éifeachtach a dhíríonn ar na daltaí a bhfuil riachtanais speisialta oideachais (RSO) ar leith acu. Tá córais agus amchláir éifeachtacha i bhfeidhm chun acmhainní a bhainistiú. Baintear úsáid as torthaí measúnaithe san ullmhúchán chun freastal ar éagsúlacht chumais na ndaltaí.</p>
<p><b>Achoimre ar na cinntí</b></p>	
<p>Tá dul chun cinn an-mhaith déanta ag an scoil maidir le cur i bhfeidhm trí phríomhmholtaí agus dul chun cinn maith déanta maidir leis an bpríomhmholadh eile.</p>	
<p><b>Moltaí</b></p>	
<ul style="list-style-type: none"> <li>• Ba chóir an dea-chleachtas maidir le pleanáil do ghníomhaíochtaí difreáilte do ghrúpaí daltaí áirithe sna ranganna a fhorbairt a thuilleadh.</li> </ul>	

**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 gníomh 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**

<b>School name</b>	Gaelscoil de hÍde
<b>School address</b>	Ard na Mara Oranmore County Galway
<b>Roll number</b>	199980

**Date of Evaluation: 12-12-2019**



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## **FOLLOW-THROUGH INSPECTION**

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

### **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

## **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.

## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type:</b> Whole School Evaluation (WSE) <b>Date of Inspection:</b> 04-10-2017 <b>Report Published?</b> Yes	<b>Date of Inspection:</b> 12-12-2019
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with the principal</li> <li>• Interview with members of in-school management team</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Review of resources and facilities</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> <li>• Contact with chairperson of board of management</li> <li>• Contact with chairperson of the parents' committee</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The board of management should ensure that furniture which is suitable and approved is used in every learning setting.	<b>Very good progress</b> Suitable furniture is now used in every learning setting.
School management should ensure that all stakeholders, particularly the Board of Management and the parents' committee (Cairde de hÍde), have a greater input in the development of curricular and organisational policies.	<b>Very good progress</b> A significant number of policies have been discussed and approved by the board of management since the time of the whole-school evaluation (WSE). The minutes of the meetings of the parents' committee (Cairde de hÍde) indicate that the principal attends the meetings and that parents are given a forum to input into policy development. The chairpersons of the board of management and the parents' committee confirmed that all stakeholders now have a greater input in policy development.
The teaching staff should implement differentiated teaching methods in every learning setting to cater for the varying abilities of pupils.	<b>Good progress</b> A range of differentiated projects is being implemented in the school to cater for the varying abilities of pupils including: <i>Literacy Lift Off</i> , <i>An Clár Luathléitheoireachta</i> , station teaching in Mathematics and differentiated methodologies for spelling. The monthly reports indicate that the majority of teachers are planning for differentiated activities for particular groups of pupils in their classes. There is scope to further develop this good practice.



<p>In-class support should be further developed and a greater emphasis should be placed on effective interventions that focus the resources on pupils who have the greatest special educational needs (SEN).</p>	<p><b>Very good progress</b></p> <p>The provision of in-class supports and team teaching has increased significantly since the time of the WSE and pupils at every class level benefit from these supports. The board of management has purchased high-quality literacy and numeracy resources to support effective intervention focused on those pupils who have specific special educational needs (SEN). Effective systems and timetables are in place to manage resources. Assessment results are used in preparation to cater for the varying abilities of pupils.</p>
<p><b>Summary of findings</b></p>	
<p>The school has made very good progress in terms of implementing three of the main recommendations and has made good progress in terms of the other main recommendation.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The good practice in planning for differentiated activities for particular groups of pupils in classes should be further developed.</li> </ul>	

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