An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile	Gaelscoil Bhaile Munna
Seoladh na scoile	Foirgneamh an Bhoird Oideachais agus Oiliúna Chathair Bhaile Átha Cliath Bóthar Bhaile Munna Baile Átha Cliath 11
Uimhir rolla	20015B

Dáta na cigireachta: 07-12-2016

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Cigireacht Leantach

Cineál na cigireachta bunaidh: Meastóireacht Scoile Uile **Dáta na bunchigireachta:** 06-03-2014 **Tuairisc foilsithe:** Tá	**Dáta na cigireachta leantaí:** 07-12-2016

Gníomhaíochtaí a bhí mar chuid den chigireacht leantach

Bhí na gníomhaíocthaí seo a leanas mar chuid den chigireacht leantach

- Cruinniú leis an bpríomhoide
- Cruinniú le múinteoirí ábhartha eile
- Athbhreithniú ar cháipéisí agus ar thaifid scoile, agus ar obair na ndaltaí
- Breathnú ar theagasc agus ar fhoghlaim
- Caidreamh le daltaí

Moladh sa tuairisc chigireachta bhunaidh	**An dul chun cinn atá déanta go dtí seo ar chur i bhfeidhm an mholta**
Chuirfeadh sé le héifeacht na pleanála gearrthéarmaí dá ndéanfaí tagairt níos sainiúla d'idirdhealú agus do mheasúnú inti.	**Dul chun cinn i bpáirt** Tá pleanáil á dhéanamh go leanúnach ag foireann na scoile. Ó am na meastóireachta scoile-uile tá dul chun cinn áirithe déanta maidir leis na sonraí a sholáthraítear sa phleanáil don difreáil agus don mheasúnú. I gcuid de na pleananna gearrthéarmacha tá tagairt déanta do dhaltaí aonair maidir leis na straitéisí éagsúla don difreáil a chuirtear i bhfeidhm dóibh le linn na gceachtanna. I líon eile ranganna bíonn tagairt níos cineálaí déanta don difreáil iontu. I samplaí ar leith de phleananna reatha tá fíor-dhul chun cinn déanta le gníomhaíochtaí beachta, cuí do dhaltaí aonair ainmnithe, agus straiséisí measúnuithe beachta a bhain le hábhar na gceachtanna deartha sa phlean. Is úsáideach mar a dhéantar na sonraí seo a thaifeadadh agus moltar an cleachtas seo a leathnú ar fud na scoile.
Chun tógáil ar an obair thairbheach atá déanta ar chlár cuimsitheach a dhearadh chun scileanna labhartha, léitheoireachta agus scríbhneoireachta a fhorbairt sa Ghaeilge, b'fhiú béim sa bhreis a leagan ar chumas na ndaltaí abairtí a struchturú. D'fhéadfaí é seo a chur chun cinn trí anailís a dhéanamh ar na botúin is coitianta a dhéanann siad.	**Dul chun cinn an-mhaith** Sna ceachtanna a breathnaíodh léirigh na daltaí go bhfuil siad an-ábalta agus ar a gcompord abairtí a struchtúrú i gceart, agus go cruinn ó thaobh na gramadaí de, le linn na cumarsáide. Is léir gur lean an fhoireann próiseas anailíse go héifeachtach mar a moladh. Sa teagasc tá cleachtais shaibhre sealbhaithe sa scoil a chuimsíonn múnlú cruinn na Gaeilge ag na hoidí, rud a chabhraíonn go mór le forbairt na teanga ghlacaí, úsáid áiseanna súl mar thacaíocht do dhaltaí chun na rialacha maidir le habairtí a struchtúrú go cruinn, agus plé substaintiúil rialta ar rialacha na teanga. Tá dialanna gramadaí in úsáid go h-éifeachtach ag an scoil chomh maith. Tá straitéisí féinmheasúnaithe sealbhaithe anois i measc na ndaltaí, rud a chuireann lena gcuid muiníne abairtí cuimsitheacha a chumadh agus a úsáid.

Achoimre ar na cinntí
Moltar an dul chun cinn an-mhaith atá déanta ag an scoil maidir le cur ar chumas na ndaltaí abairtí a struchtúrú go cruinn ach tá tuilleadh oibre le déanamh maidir le tagairt a dhéanamh don difreáil agus don mheasúnú sa phleanáil.
Moltaí
• B'fhiú don scoil an cleachtas maith maidir le difreáil agus measúnú a thaifeadadh i bpleananna na noidí a leathnú go seasmhach sa phleanáil ar bhonn scoile-uile.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

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Department of Education and Skills

Follow-Through Inspection

School name	Gaelscoil Bhaile Munna
School address	City of Dublin Education and Training Board Building Ballymun Road Dublin 11
Roll number	20015B

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Follow-Through Inspection

Type of original report: Whole School Evaluation **Date of original Inspection:** 06-03-2014 **Report published:** Yes	**Date of follow-through inspection:** 07-12-2016

Follow-through inspection activities

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

- Meeting with principal
- Meeting with other relevant teachers
- Review of school documentation and records, and of pupils' work
- Observation of teaching and learning
- Interaction with pupils

Recommendation in original inspection report	Progress achieved to date on the implementation of the recommendation
The effectiveness of short-term planning would be improved if more specific reference to differentiation and assessment were included.	**Partial progress** The school staff engages in planning on a continuous basis. Since the whole-school evaluation, some progress has been made with regard to the detail provided in planning in respect of differentiation and assessment. In some of the short-term planning, reference is made to individual pupils with regard to the various differentiation strategies implemented for them during lessons. In a number of other lessons, more generic reference is made to differentiation. In particular examples of current planning, very good progress has been made, with specific activities appropriate to individual named pupils, and with particular assessment strategies linked to the subject of the lessons devised in the plan. The way in which these details are recorded is useful and this practice should be extended throughout the school.
In order to build on the beneficial work done in devising a comprehensive programme to develop spoken, reading and writing skills in Irish it would be worth further emphasising pupils' ability to structure sentences. This could be done through an analysis of the most frequent mistakes they make.	**Very good progress** In the lessons observed, pupils demonstrated that they are very capable and comfortable in the construction of correct and grammatically accurate sentences when communicating. Clearly, the staff has followed a process of analysis effectively, as was recommended. In teaching, the school has appropriated valuable practices, including teachers accurately modelling Irish, which greatly support the development of the receptive language, the use of visual aids to support pupils with the rules for structuring sentences accurately, and regular substantial discussion on the rules of the language. Grammar diaries are also being used effectively in the school. Pupils have now acquired strategies for

	self-assessment which add to their confidence in composing and using comprehensive sentences.

Summary of findings

The very good progress made by the school with regard to enabling the pupils to structure sentences accurately is commended, but there is more work to do regarding making reference to differentiation and assessment in planning.

Recommendations

- It would be worthwhile for the school to extend the good practice with regard to recording differentiation and assessment in the teachers' plans in a uniform way, on a whole-school basis.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.