

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

**Cigireacht Leantach**

**TUAIRISC**

<b>Ainm na scoile/ School name</b>	Gaelcholáiste Mhuire
<b>Seoladh na scoile/ School address</b>	An Mhainistir Thuaidh Corcaigh
<b>Uimhir rolla / Roll number</b>	62531H

**Dáta na Meastóireachta: 11-12-2019**



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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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

### **COSAINN 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: Cigireacht Cláir (Idirbhliain)</b> <b>Dáta na Cigireachta: 18-05-2018</b> <b>Ar Foilsíodh an Tuairisc? Foilsíodh</b>	<b>SONRAÍ NA CIGIREACHTA LEANTAÍ</b> <b>Dáta na Cigireachta: 11-12-2019</b>
<b>Gníomhaíochtaí cigireachtaí leantaí</b>	
<p>Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí</p> <ul style="list-style-type: none"> <li>• Cruinniú leis an bhfoireann bhainistíochta shinsearaí</li> <li>• Cruinniú leis an gcomhordaitheoir ábhair</li> <li>• Cruinniú le múinteoirí ábhartha</li> <li>• Taifead ar cháipéisí scoile agus ar obair na scoláirí</li> <li>• Caidreamh le scoláirí</li> </ul>	
<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>
<p>Tá sé tráthúil go ndéanfaí an cúram cuí d'fhorbairt scileanna litearthachta Gaeilge scoláirí trína chinntiú go dtugann siad aird leanúnach do na crítéir a bhaineann le cumarsáid chruinn agus éifeachtach a dhéanamh nuair a bhíonn tascanna labhartha agus scríofa á gcomhlíonadh acu.</p>	<p><b>Dul chun cinn an-mhaith</b></p> <p>Tá an fhorbairt ar scileanna litearthachta na scoláirí comhtháite le gnéithe éagsúla de chlár na hIdirbhliana. Is iad na múinteoirí Gaeilge is mó a dhíríonn aird scoláirí ar cheistanna cruinnis agus saibhris. Chomh maith le gnáthimeachtaí foghlama na gceachtanna Gaeilge, scríobhann scoláirí ina ndialanna machnamhacha go seachtainiúil agus iad faoi stiúir a gcuid múinteoirí Gaeilge. Is maith an ní é go bhfuil freagracht áirithe á glacadh ag na scoláirí féin as a gcuid feasacht teanga a fhorbairt agus tugadh suntas do na gníomhaíochtaí praiticiúla a bhí ar bun ag Coiste Gaeilge na hIdirbhliana ina leith seo. Is maith an ní é go bhfuil an sprioc feabhsúcháin seo áirithe sa phlean Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS) chomh maith.</p>
<p>Ba cheart breis béime a leagadh ar an bhféinmheasúnú ag leibhéal an scoláire agus, mar chuid de seo, leas níos éifeachtaí a bhaint as dialann an scoláire.</p>	<p><b>Dul chun cinn an-mhaith</b></p> <p>Is i ndiaidh cuid mhaith taighde a dhéanamh agus leagan dréachtúil a thriail a forbraíodh dialann faoi leith do scoláirí na hIdirbhliana. Tá an dialann seo in úsáid don chéad uair le linn na scoilbhliana seo. Ba léir ón méid a bhí cláraithe ag scoláirí inti, agus ón méid a dúirt siad ag cruinniú fócasghrúpa, go gcabhraíonn sé go mór leo machnamh a dhéanamh ar an leas a bhaineann siad as na gníomhaíochtaí ar fad ina mbíonn siad páirteach le linn na hidirbhliana.</p>
<p>B'fhiú go mór croí-foireann a bhunú chun tacú le hobair an chomhordaitheora agus ba</p>	<p><b>Dul chun cinn an-mhaith</b></p>

<p>chóir a chinntiú go mbíonn teagmháil rialta agus foirmeálta ag scoláirí le ball den chroí-fhoireann seo.</p>	<p>Mar thoradh ar bhunú na croí-fhoirne, tá fás tagtha ar líon na múinteoirí a bhíonn ag obair go foirmeálta le scoláirí na hIdirbhliana agus ag tacú le hobair an chomhordaitheora. Tá rólanna soiléire ag gach ball den chroí-fhoireann agus comhoibríonn siad go han-éifeachtach lena chéile. Ina theannta seo, bíonn teacht níos fusa ag scoláirí ar eolas agus ar chúnamh de bharr go mbíonn a gcuid múinteoirí ranga mar bhaill den chroí-fhoireann.</p>
<p><b>Achoimre ar na cinntí</b></p>	
<p>Tá dul chun cinn an-mhaith déanta i gcás gach ceann de na príomh-mholtaí a rinneadh le linn na meastóireachta bunaidh. Léargas ar an dinimiceas atá i gclár Idirbhliana na scoile seo is ea an chaoi a cuireadh moltaí na meastóireachta seo i bhfeidhm ar shlí a dhírigh ar shainchomhthéacs na scoile féin.</p>	
<p><b>Moltaí</b></p>	
<p>Ní thagann aon mholtaí breise chun cinn i dtaca leis na moltaí a rinneadh sa tuairisc bhunaidh.</p>	

**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.

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**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Gaelcholáiste Mhuire
<b>Seoladh na scoile/ School address</b>	North Monastery Cork
<b>Uimhir rolla / Roll number</b>	62531H

**Date of Evaluation: 11-12-2019**



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

## **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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type: Programme Evaluation (TY)</b> <b>Date of Inspection: 18-05-2018</b> <b>Report Published? Yes</b>	<b>Date of Inspection: 11 -12-2019</b>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with senior management team</li> <li>• Meeting with subject coordinator</li> <li>• Meeting with relevant teachers</li> <li>• Review of school documentation and students' work</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Supporting the development of students' literacy skills in Irish by ensuring that they pay ongoing attention to the criteria that underpin accurate and effective communication when they are carrying out both oral and written tasks is now needed.</p>	<p><b>Very good progress</b></p> <p>Development of students' literacy skills is integrated with various aspects of the Transition Year (TY) programme. For the most part, matters of accuracy and richness are drawn to students' attention by their Irish teachers. In addition to the typical learning activities of the Irish lessons, students write in their reflective diaries on a weekly basis under the guidance of their Irish teachers.</p> <p>It is good that students accept a certain amount of responsibility for the development of their own language awareness and the practical activities being undertaken by the TY Irish Committee in this regard were of note.</p> <p>It is commendable that this target for improvement has also been included in the Delivering Equality of Opportunity in Schools (DEIS) plan.</p>
<p>More emphasis should be placed on self-assessment at student level and, as part of this, more effective use should be made of the student diary.</p>	<p><b>Very good progress</b></p> <p>A bespoke diary for TY students was developed following lengthy research and the trialling of a draft version. This diary is being used for the first time during this school year. The content of their diaries as well as students' own comments during a focus-group meeting, indicated that they derive significant benefit from the process of reflecting on how all the activities in which they participate during TY help them.</p>
<p>Establishing a core team to assist the work of the co-ordinator would be very worthwhile and it should be ensured that</p>	<p><b>Very good progress</b></p> <p>As a result of the establishment of the core team, the number of teachers working formally with the TY students and supporting the work of the coordinator has increased. Each member of the core team</p>



students have regular and formal contact with a member of this core team.	has a clear role and they all cooperate very effectively with each other. Furthermore, on account of their class teachers being members of the core team, students have more ready access to information and help.
<b>Summary of findings</b>	
Very good progress has been made in relation to each of the main recommendations made during the original evaluation. The regard paid to the school's specific context when implementing the recommendations of this evaluation is an indication of the dynamism of the school's TY programme.	
<b>Recommendations</b>	
No further recommendations arise in relation to the recommendations in the original report.	

<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.