

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

**Cigireacht Leantach**

**TUAIRISC**

<b>Ainm na scoile/ School name</b>	Gaelscoil Uí Riada
<b>Seoladh na scoile/ School address</b>	Bealach An Cháirdinéil Wilton Corcaigh
<b>Uimhir rolla / Roll number</b>	19852J

**Dáta na Meastóireachta: 16-01-2020**



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

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

This report is written in Irish. An English translation of the report is provided at the end of the report.

### **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 ceannteidil 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.

### **COSAINTE 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> Cineál: MSU-BCF Dáta na Cigireachta: 23-11-2017 Ar Foilsíodh an Tuairisc? Foilsíodh	<b>SONRAÍ NA CIGIREACHTA LEANTAÍ</b> Dáta na Cigireachta: 16-01-2020
<b>Gníomhaíochtaí cigireachtaí leantaí</b>	
Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí <ul style="list-style-type: none"> <li>• Cruinniú leis an bpríomhoide</li> <li>• Agallamh le múinteoirí</li> <li>• Taifead ar cháipéisí agus taifid scoile</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>
Mar chuid de na próisis phleanála uile-scoile, tá gá le hathbhreithniú rialta a dhéanamh ar phleananna curaclaim chun treoir shoiléir a sholáthar do na múinteoirí agus chun leanúnachas agus dul chun cinn sa teagasc agus san fhoghlaim a chinntiú.	<b>Dul chun cinn an-mhaith</b> Tá dialann phleanála trí bhliana curtha ar fáil chun obair athbhreithnithe rialta a threoiriú. Tá athbhreithniú déanta ar pholasaí don Straitéis Digiteach a chur i bhfeidhm thar na hábhair go léir agus ar pholasaí Oideachais Chaidrimh agus Gnéasachta, Oideachais Shóisialta, Pearsanta agus Sláinte. Tá an-obair déanta ar phleananna do Bhéarla agus do Ghaeilge.
Tá gá cloí le riachtanais na Roinne Oideachais agus Scileanna maidir le hamanna sosa agus lóin de réir Imlitir 11/95.	<b>Dul chun cinn an-mhaith</b> Thuairiscigh an príomhoide go bhfuil an scoil ag cloí le hamanna sosa agus lóin de réir imlitir 11/95 anois. Tugadh faoi ndeara ar lá na cuairte seo gur cloígh leis na hamanna réamhluaite.
Ba chóir don scoil an próiseas um fhéinmheastóireacht scoile a chur i bhfeidhm arís de réir Imlitir 39/2016.	<b>Dul chun cinn an-mhaith</b> Tá an scoil i mbun oibre ar an bpróiseas féinmheastóireachta scoile arís. Tá sár-obair déanta ag an bhfoireann chun gnéithe le forbairt a aithint. Bunaíodh dhá choiste oibre chun fianaise a bhailiú agus ainilís a dhéanamh uirthi. Tá tuairisc agus plean gníomhaíochta cuimistheach soláthraithe le h-aghaidh Gaeilge agus Béarla. Tá na gníomhaíochtaí aitheanta á chur i bhfeidhm ar bhonn scoile-uile.
Ba chóir córas measúnaithe a fhorbairt agus a chur i bhfeidhm do na hábhair uilig chun cleachtas foghlama difreálaithe a chur chun cinn.	<b>Dul chun cinn i bpáirt</b> Tá córas leictreonach á chur i bhfeidhm chun measúnú a dhéanamh sa litearthacht ar bhonn scoile-uile. Baintear úsáid as breathnóireacht an mhúinteora mar uirlis mheasúnaithe i roinnt ábhair agus ní gach oide a coiméadann taifead scríte ar na breathnóireachtaí seo. Chun an dea-chleachtas seo a fhorbairt a thuilleadh, b'fhiú córas scoile-uile

	a chur i bhfeidhm chun gnóthachtáil na ndaltaí a thomhas i ngéithe uilig an churaclam.
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<b>Achoimre ar na cinntí</b>	
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| <ul style="list-style-type: none"><li>• Tá dul chun cinn an-mhaith déanta ar thrí mholadh agus dul chun cinn i bpáirt déanta ar an gceathrú cheann.</li></ul> |  |
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<b>Moltaí</b>	
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| <ul style="list-style-type: none"><li>• Tá gá le córas measúnaithe scoile-uile a fhorbairt agus a chur i bhfeidhm chun gnóthachtáil na ndaltaí a thomhas in achair uile an churaclaim.</li></ul> |  |
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**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>Ainm na scoile/ School name</b>	Gaelscoil Uí Riada
<b>Seoladh na scoile/ School address</b>	Bealach An Cháirdinéil Wilton Cork
<b>Uimhir rolla / Roll number</b>	19852J

**Date of Inspection: 16-01-2020**



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

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: WSE-MLL</b> <b>Date of Inspection: 23-11-2017</b> <b>Was the report published? Yes</b>	<b>Date of Inspection: 16-01-2020</b>
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 principal</li> <li>• Interview with teachers</li> <li>• Review of school documentation and records</li> <li>•</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
As part of the whole-school planning process, there is a need to regularly review curriculum plans to give clear guidance to teachers and to ensure continuity and progress in teaching and learning.	<b>Very good progress</b> A three-year planning diary has been provided to guide regular review work. The implementation of the Digital Strategy Policy across all subjects has been reviewed as well as Relationships and Sexuality Education and Social, Personal and Health Education. Very good work has been completed on plans for English and Irish
The requirements of the Department of Education and Skills in relation to break and lunch periods should be adhered to in accordance with Circular 11/95.	<b>Very good progress</b> The principal reported that the school is now adhering to break and lunch periods in accordance with circular 11/95. It was noted on the day of the visit that the times mentioned above were being adhered to.
The school should re-engage in the school self-evaluation process in accordance with Circular 39/2016.	<b>Very good progress</b> The school is again working on the school self-evaluation process. The staff has carried out excellent work in identifying areas for development. Two working committees have been established to collect and analyse evidence. A report and a comprehensive action plan have been provided for Irish and English. The identified actions are being implemented on a whole-school basis.
A system of assessment should be developed and implemented for all subjects in order to promote differentiated learning practices.	<b>Partial progress</b> An electronic system is being implemented to assess literacy on a whole-school basis. Teacher observation is being used as an assessment tool in some subjects and not all teachers keep a written record of these observations. To further develop this good practice, implementing a whole-school system to measure the achievement of pupils in all aspects of the curriculum would be worthwhile.



**Summary of findings**

- Very good progress has been made in relation to three recommendations and partial progress has been made in relation to the fourth recommendation.

**Recommendations**

- There is a need to develop and implement a whole-school assessment system to measure the achievement of pupils in all areas of the curriculum.

<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.