An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Leantach Gaeilge

TUAIRISC

Ainm na scoile/ School name	Realt Na Maidine
Seoladh na scoile/ School address	Ballyphehane Cork
Uimhir rolla / Roll number	18734V

Dáta na Meastóireachta: 12-11-2019

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 bpríomhmholtaí 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 bpríomhmholtaí 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 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.

Cigireacht Leantach

SONRAÍ NA CIGIREACHTA BUNAIDH **Cineál: Meastóireacht Churaclam** **Dáta na Cigireachta: 05-04-2017** **Ar Foilsíodh an Tuairisc? Foilsíodh**	**SONRAÍ NA CIGIREACHTA LEANTAÍ** **Dáta na Cigireachta: 12-11-2019**

Gníomhaíochaí cigireachtaí leantaí

Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí

- Cruinniú leis an bpríomhoide
- Agallamh le múinteoirí
- Taifead ar cháipéisí agus taifid scoile agus ar obair na ndaltaí
- Breathnú ar theagasc agus ar fhoghlaim
- Caidreamh le daltaí

Moladh a rinneadh sa tuairisc cigireachta bhunaidh	**Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta**
Is gá plean uile-scoile cuimsitheach a fhorbairt chun an teagasc a threorú agus chun gnóthachtáil na ndaltaí a fhorbairt.	**Dul chun cinn an-mhaith** Tá obair shuntasach déanta ag an scoil ar phlean cuimsitheach a fhorbairt don Ghaeilge. Pléadh forbairt an phlean agus rinneadh cinntí go rialta ag cruinnithe foirne le bliain anuas. Ina theannta seo, fuarthas aiseolas ó pháirtithe leasmhara chun tacú leis an obair seo. Tá forbairt leanúnach á déanamh air.
Thacódh cur chuige comhaontaithe uile-scoile, maidir le pleanáil aonair na n-oidí, le leanúnachas na foghlama a chinntiú. Ba chóir go mbeadh nasc soiléir idir na cáipéisí pleanála seo agus an plean uile-scoile.	**Dul chun cinn maith** Tá córas leictreonach curtha ar bun ag an bhfoireann maidir le cúrsaí pleanála aonair. Tá roinnt baill foirne ag baint úsáid as an gcóras seo faoi láthair. Tugadh faoi ndeara, ar lá na meastóireachta, go bhfuil raon leathan cáilíochta ag baint leis an bpleanáil seo.
Chun muinín na ndaltaí in úsáid na teanga a ardú, b'fhiú béim sa bhreis a chur ar an nGaeilge a úsáid go neamhfhoirmiúil le linn an lae scoile.	**Dul chun cinn i bpáirt** Tá roinnt dul chun cinn déanta maidir le húsáid na teanga go neamhfhoirmiúil sna seomraí ranga. Tá muinín na ndaltaí á forbairt dá bharr. Thuairiscigh daltaí nach n-úsáideann siad an teanga go neamhfhoirmiúil timpeall na scoile ná le múinteoirí lasmuigh den seomra ranga.

Tá gá le deiseanna rialta agus struchtúrtha scríbhneoireachta chruthaithí a sholáthar do dhaltaí ar bhonn uile-scoile chun a gcuid scileanna a fhorbairt go suntasach.	**Dul chun cinn i bpáirt** Cé go bhfuil roinnt dul chun cinn déanta ar an moladh seo, níl scríbhneoireacht chruthaitheach á déanamh go rialta agus go struchtúrtha thar an scoil-uile. I rang amháin, a tugadh cuairt uirthi, ní raibh aon scríbhneoireacht chruthaitheach déanta fós sa
	scoilbhliain seo. Sna ranganna uile, baintear úsáid neamhrialta as leabhar saothair na ndaltaí chun roinnt scríbhneoireachta a dhéanamh.
B'fhiú raon suimiúil níos leithne d'ábhar léitheoireachta a chur ar fáil do dhaltaí chun a gcuid scileanna tuisceana agus léitheoireachta a fhorbairt a thuilleadh.	**Dul chun cinn i bpáirt** Ceannaíodh raon ábhar léitheoireachta, leabhair bheaga ina measc, don leabharlann. Baintear úsáid as scéim léitheoireachta ollthairgithe chun scileanna léitheoireachta a fhorbairt sna ranganna. Níl idirdhealú á dhéanamh ar an téacs léitheoireachta bunaithe ar chumas teanga na ndaltaí. Thuairiscigh daltaí nach mbaineann siad úsáid as na leabhair bheaga mar ábhar léitheoireachta.
Ba chóir córas measúnachta uile-scoile a fhorbairt agus a chur i bhfeidhm chun léibhéal gnóthachtála na ndaltaí a mheas agus chun teagasc difréalach a phleanáil.	**Dul chun cinn i bpáirt** Tá plé déanta ag an bhfoireann ar an moladh seo. Lorgaíodh tuairimí na dtuismitheoirí air chomh maith. Níl córas cinnte á chur i bhfeidhm go fóill chun leibhéil ghnóthachtála na ndaltaí a thomhas.

Achoimre ar na cinntí

- Tá dul chun cinn an-mhaith déanta ar chur i bhfeidhm molta amháin, dul chun chinn maith déanta ar mholadh eile agus dul chun cinn i bpáirt déanta ar na ceithre chinn eile.

Moltaí

- Is gá an córas scoile-uile, atá comhaontaithe do phleanáil aonair oidí, a chur i bhfeidhm i ngach rang agus an dea-chleachtas a chonacthas a roinnt.
- B'fhiú go mór béim níos mó a chur ar an teanga neamhfhoirmiúil i dtimpeallacht na scoile.
- Tá obair shuntasach le déanamh maidir le scileanna scríbhneoireachta cruthaithí a fhorbairt go struchtúrtha agus ar bhonn scoile-uile.
- Chun cur níos mó le scileanna léitheoireachta na ndaltaí sa teanga, is gá ábhair léitheoireachta dhifréalaithe agus suimiúla a úsáid sna ranganna agus leas níos rialta a bhaint as leabhair bheaga.
- Chun leibhéil ghnóthachtála na ndaltaí a thomhas, is gá córas scoile-uile a dhearadh, a aontú agus a chur i bhfeidhm.

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 gníómh ar bith déanta agus nach mór déileáil leis an moladh bunaidh.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Cuireann bord bainistíochta Scoil Réalt na Maidine fáilte roimh fhoilsiú na tuairisce ar Chigireacht Leantach a rinneadh ar mhúineadh na Gaeilge i Scoil Réalt na Maidine, Baile Féitheáin. Fáiltíonn an bord gur aithníodh an dul chun cinn suntasach atá déanta againn maidir le plean cuimsitheach a fhorbairt don Ghaeilge. Ta áthas ar an mbord leis an dul chun cinn maith atá déanta ar an uirlis phleanála ar líne. Cuirfidh na ranganna príomhshrútha go léir é seo i bhfeidhm faoi Mhéan Fómhair 2020. Tá an bord sásta go bhfuil dul chun cinn déanta sa léitheoireacht, sa scríbhneoireacht, measúnú scoile-uile don Ghaeilge agus meon dearfach ag na ndaltaí i leith na Gaeilge. Cuirfear béim shuntasach láithreach ar fhorbairt níos mó a dhéanamh ar na príomh-ghnéithe seo de churaclam na Gaeilge i Scoil Réalt na Maidine.

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

1. Tuigeann an bord gur cáipéis atá ag forbairt go leanúnach é an plean Gaeilge. Treoraíonn sé na múinteoirí ina gcuid pleanála agus ina gcuid múinteoireachta. Roghnófar baill foirne chun cinnireacht a dhéanamh ar fhorbairt na Gaeilge sa scoil agus beidh an plean scoile-uile mar chreathlach don obair seo.

2. Beidh comhseasmhacht maidir le húsáid na huirlise phleanála ina príomh-fhócas. Bainfidh an fhoireann úsáid as cruinnithe foirne agus cruinnithe Pháirc an Chrocaigh i rith na bliana chun tuairisciú dá chéile i leith úsáid na huirlise phleanála ar-líne. Beidh sé mar sprioc ag an obair seo comhsheasmhacht chainníochtúil agus chinéalach a bhaint amach.

3. Dealraíonn sé go raibh úsáid na Gaeilge neamhfhoirmiúil teoranta do Lá Gaeilge agus spreagadh ó mhúinteoirí aonair ina gcuid seomraí ranga. Déanfar iarracht shuntasach chun úsáid na Gaeilge neamhfhoirmiúil a fhorbairt i rith an lae scoile. I dteannta leis na gnáthghradaim don Ghaeilge, bainfear triail as duaiseanna a bhronnadh don Ghaeilge neamhfhoirmiúil.

4. Bronnfar gradaim nua don Ghaeilge go míosúil i dtéarma 2 2020; duaiseanna do scríbhneoireacht, do labhairt agus do léitheoireacht ag brath ar an léibhéal ranga.

5. Aontófar plean nua scoile-uile do mheasúnú ar an nGaeilge ag an gcéad chruinniú foirne den bhliain 2020. Déanfar athbhreithniú ar seo go rialta.

6. Tá cóipleabhair scríbhneoireachta ag gach éinne anois ó rang 1 ar aghaidh. Déanfar cleachtadh rialta ar an scríbhneoireacht (scríbhneoireacht chruthaitheach agus saoirscríbhneoireacht). Bainfear úsáid as bainc focal nuair is chuí.

7. Tabharfar deiseanna do dhaltaí a gcuid oibre sa Ghaeilge a léamh ós ard, sa bhreis ar na deiseanna a sholáthraítear dóibh i rith an Lá Gaeilge seachtainiúil.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile / School name	Realt Na Maidine
Seoladh na scoile / School address	Ballyphehane Cork
Uimhir rolla / Roll number	18734V

Date of Evaluation: 12-11-2019

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WHAT IS A FOLLOW-THROUGH EVALUATION?

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 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. 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

DETAILS OF THE ORIGINAL INSPECTION	FOLLOW-THROUGH INSPECTION DETAILS
Type: Curriculum Evaluation **Date of Inspection: 05-04-2017** **Report Published? Yes**	**Date of Inspection: 12-11-2019**

Follow-through inspection activities

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

- Meeting with the principal
- Interview with 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 implementation of recommendation
There is a need to develop a comprehensive, whole-school plan to direct teaching and to develop pupil achievement.	**Very good progress** The school has made considerable progress in developing a comprehensive plan for Irish. The development of the plan was regularly discussed with decisions made at staff meetings over the past year. In addition, feedback from relevant parties was used to support this work. It is being developed on an ongoing basis.
An agreed, whole-school approach in relation to individual teacher planning would help to ensure continuity in learning. There should be a clear link between these planning documents and the whole-school plan.	**Good progress** Staff have established an electronic system with regard to individual planning. Some members of staff are currently using this system. On the day of the evaluation, it was noted that the quality of this planning varied widely.
In order to develop pupils' confidence in using the language, it would be worthwhile placing more emphasis on the informal use of Irish during the school day.	**Partial progress** Some progress has been made with regard to the use of Irish informally in classrooms. As a consequence, pupils' confidence is being developed. Pupils reported that they do not use the language informally around the school, or with teachers outside of the classroom.

There is a need to provide pupils with regular and structured opportunities for creative writing, on a whole-school basis, in order to significantly improve their skills.	**Partial progress** Although some progress has been made on this recommendation, creative writing is not provided for regularly in a structured way throughout the school. In one class visited, no creative writing has been completed so far this school year. Irregular use is made of pupils' workbooks to complete some writing activity in all classes.
It would be worthwhile providing pupils with a broader range of reading material to further develop their comprehension and reading skills.	**Partial progress** A range of reading material, including small books, was purchased for the library. A commercial reading scheme is used to develop reading skills in classes. Reading texts are not differentiated according to pupils' language ability. Pupils reported that they do not use the small books as reading material.
A whole-school assessment approach should be developed and implemented in order to assess the pupils' levels of achievement and to plan for differentiated teaching.	**Partial progress** Staff have discussed this recommendation. Parents' views were also sought. As of yet, no definite approach to the assessment of pupils' achievement levels is being implemented.

Summary of findings

Very good progress has been made on the implementation of one of the recommendations, good progress on another recommendation and partial progress on the other four.

Recommendations

- There is a need to implement the agreed whole-school approach to individual teacher planning in all classes and to share the good practice observed.
- It would be very worthwhile to place greater emphasis on informal use of the language in the school environment.
- Significant work needs to be done to develop creative writing skills in a structured, whole-school manner.
- To further enhance pupils' reading skills in the language, there is a need to use differentiated and interesting reading material in classes and to use small books more regularly.
- A whole-school approach should be devised, agreed and implemented to assess pupils' levels of achievement.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management of Scoil Réalt Na Maidine welcomes the publication of this Follow Through Curriculum Evaluation Report on the teaching of Gaeilge in Scoil Réalt Na Maidine, Ballyphehane. The Board welcomes the acknowledgement of our considerable progress in developing a comprehensive plan for Gaeilge. The Board is pleased with the good progress made on the online planning tool, which will be fully implemented by mainstream classes by September 2020 The Board is pleased that there has been progress in the areas of reading, writing, whole school Gaeilge assessment and pupils' positive attitude to Gaeilge but considerable focus will be immediately placed on further development of those key components of the Gaeilge curriculum in Scoil Réalt Na Maidine.

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

1. The Board is aware of the need to view the Gaeilge plan as an evolving document, which is used by teachers to guide their planning and teaching. Staff members will be chosen to head up the development of Gaeilge in the school and the Whole School Plan will be the framework for this.

2. Consistency with regard to teachers' use of the planning tool will also be a key focus. Staff will use staff meetings and Croke Park meetings throughout the school year to report to each other on their use of the online planning tool, with a view to achieving quantitative and qualitative consistency.

3. Informal use of Gaeilge seems to have been restricted to Lá Gaeilge and individual teacher encouragement of informal Gaeilge in their classrooms. Significant effort will be made to develop the use of informal Gaeilge through the school day. In addition to the regular term awards for Gaeilge, spot prizes for informal Gaeilge use will be trialed.

4. New monthly Gaeilge class awards for Gaeilge will be introduced in Term 2, 2020. Prizes for writing, speaking and reading, depending on class level.

5. A new whole school Gaeilge assessment plan will be agreed at the first staff meeting in 2020. This will also be reviewed at regular intervals.

6. Each has now has writing copies from Rang 1 up. Regular writing (creative writing and freewriting) to be practiced. Word banks will be used where appropriate.

7. Opportunities to read out Gaeilge work by pupils will be offered, in addition to the opportunities already presented during our weekly Lá Gaeilge

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