An Roinn Oideachais agus Scileanna

Department of Education and Skills

Cigireacht Leantach

TUAIRISC

Ainm na scoile/ School name	Gaelscoil Peig Sayers
Seoladh na scoile/ School address	Campas Oideachais Fearann Phiarais Bothar Ri Na Haoine
Uimhir rolla / Roll number	19909M

Dáta na Meastóireachta: 12-03-2020

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; 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 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

<table>
<tr><td>SONRAÍ NA CIGIREACHTA BUNAIDH
Cineál: Cigireacht Leantach
Dáta na Cigireachta: 11-05-2017
Ar Foilsíodh an Tuairisc? Foilsíodh</td><td>SONRAÍ NA CIGIREACHTA LEANTAÍ
Dáta na Cigireachta: 12-03-2020</td></tr>
<tr><td colspan="2">Gníomhaíochaí cigireachtaí leantaí</td></tr>
<tr><td colspan="2">Tharla na gníomhaíochtaí seo a leanas le linn na cigireachta leantaí
Cruinniú leis an bpríomhoide agus leis an leas-phríomhoide
Agallamh le múinteoirí
Taifead ar cháipéisí agus taifid scoile agus ar obair na ndaltaí
Athbhreithniú ar acmhainní agus áiseanna
Breathnú ar theagasc agus ar fhoghlaim
Caidreamh le daltaí</td></tr>
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Moladh a rinneadh sa tuairisc cigireachta bhunaidh	**Dul chun cinn a baineadh amach go dtí seo i gcur i bhfeidhm an mholta**
Moltar labhairt na Gaeilge a threisiú sa scoil agus plean do scileanna follasacha na léitheoireachta agus na scríbhneoireachta a fhorbairt agus a chur i bhfeidhm go céimniúil ar bhonn scoile uile.	**Dul chun cinn maith** Tá plean deartha chun labhairt na Gaeilge a fhorbairt tríd an scoil agus tugadh treoracha rialta do mhúinteoirí maidir le cleachtas éifeachtach i múineadh na Gaeilge i rith cruinnithe foirne agus le linn cuairteanna ó saineolaithe leis na seirbhísí tacaíochta. Tá tréimhse do Ghaeilge labhartha riachtanach ar gach clár ama ach bhí easpa de dheiseanna cainte i rith ceachtanna a breathnaíodh i rith na cuairte. Tuairiscíonn múinteoirí faoi labhairt na Gaeilge ar an gcuntas míosúil agus tá seifteanna in úsáid chun daltaí a spreagadh chun Gaeilge a úsáid tríd an scoil. Tá *First Steps* in úsáid don scríbhneoireacht agus don léitheoireacht agus tá plean agus treoracha do scileanna agus seánraí leagtha amach, cé go bhfuil an cleachtas sa Bhéarla níos láidre i gcuid de na seomraí inar tugadh cuairt orthu, agus sna taispeántais sa scoil. Tá cuir chuige nua i bhfeidhm don léitheoireacht Ghaeilge agus Bhéarla. Baintear úsáid as grúpaí ag leibhéil chumais éagsúla i ranganna áirithe ach chabhródh tacaíocht bhreise le héifeacht na gcur chuige seo agus a thuilleadh béime ar na scileanna follasacha cuí i ranganna áirithe. Deineadh infheistíocht ar leabhair oiriúnacha.
Ba chóir do na múinteoirí ionchais níos airde a bheith acu do ghnóthachtáil na ndaltaí	**Dul chun cinn maith**

agus feidhm a bhaint as éagsúlacht modhanna múinte, gníomhaíochtaí foghlama comhoibritheacha agus straitéisí idirdhealaithe chun freastal ar na cumais éagsúla.	Tá plean teanga déanta amach don Ghaeilge, cé nach bhfuil forbairt chórasach, uaillmhianach leagtha amach go soiléir tríd an scoil do gach téama. Baintear úsáid as grúpaí cumais don léitheoireacht sna bunranganna, cé gur chóir machnamh a dhéanamh ar eagrúcháin na seisiún seo. Cuireadh forbairt ghairmiúil leanúnach ar fáil do mhúinteoirí trí chuairteanna ó shaineolaithe leis na seirbhísí tacaíochta, ag díriú ar ghníomhaíochtaí foghlama. Tuairiscítear sna cuntais mhíosúla ar an idirdhealú sa rang. Tá an seánra céanna á chlúdach sa scríbhneoireacht Bhéarla agus Ghaeilge, cé go bhfuil ionchais níos airde don Bhéarla, agus níos mó deiseanna sa Bhéarla le feiscint in obair na ndaltaí.
Moltar athbhreithniú a dhéanamh ar an soláthar scoile uile don tacaíocht bhreise do dhaltaí le Riachtanais Speisialta Oideachais(RSO).	**Dul chun cinn i bpáirt** Tá athbhreithniú déanta ar an gcóras atá i bhfeidhm sa scoil chun tacaíocht bhreise a eagrú do dhaltaí le riachtanais speisialta oideachais. Tugtar tacaíocht don Ghaeilge anois agus tá córas le trí chéim agus leibhéil tacaíochta i bhfeidhm, bunaithe ar an gContanam Tacaíochta ón tSeirbhís Náisiúnta Síceolaíochta Oideachais. Roinntear cuid mhaith de na pleananna tacaíochta agus pleananna aonair ar an líonra scoile. Tá duine de na múinteoirí tacaíochta in úsáid mar mhúinteoir ranga don scoil bhliain seo agus mar sin tá ganntanas san am atá ar fáil do dhaltaí le riachtanais oideachais speisialta. Cuireadh imlonnú ceart gach múinteoir oideachais speisialta feabhas le leibhéal an tsoláthair do dhaltaí le riachtanais oideachais speisialta.
Chun cur leis an obair mhaith atá déanta go nuige seo i bhforbairt scoile, moltar féachaint ar shlite a d'fhéadfaí an cheannaireacht churaclaim a láidriú.	**Dul chun cinn maith** Glacann na baill den bhfoireann bainistíochta le cúraimí éagsúla a bhaineann le ceannaireacht churaclaim. Bíonn deis ag múinteoirí a fhreastalaíonn ar chúrsaí an t-eolas nua atá acu a roinnt ag cruinnithe foirne. Níl an fhéinmheastóireacht in úsáid go forleathan chun monatóireacht a dhéanamh ar an dul chun cinn nó forbairt mar thoradh ar chuid de na tionscnaimh éagsúla.

Achoimre ar na cinntí

- Tá dul chun cinn maith déanta ar an moladh a bhain le labhairt na Gaeilge a threisiú agus plean do scileanna follasacha na léitheoireachta agus na scríbhneoireachta a fhorbairt agus a chur i bhfeidhm go céimniúil ar bhonn scoile uile, cé go bhfuil forbairt fós de dhíth i ngnéithe éagsúla.
- Tá dul chun cinn maith déanta ar an moladh a bhain le feidhm a bhaint as éagsúlacht modhanna múinte, gníomhaíochtaí foghlama comhoibritheacha agus straitéisí idirdhealaithe chun freastal ar na cumais éagsúla.
- Tá dul chun cinn i bpáirt déanta maidir le hathbhreithniú a dhéanamh ar an soláthar scoile uile don tacaíocht bhreise do dhaltaí le RSO.
- Ta dul chun cinn maith déanta ar an moladh faoin gceannaireacht churaclaim a láidriú.

Moltaí
• Moltar tacaíocht bhreise a chur ar fáil do mhúinteoirí nuair atá grúpaí léitheoireachta á n-eagrú acu agus plean a dhearadh chun na scileanna léitheoireachta cuí a leagadh amach go follasach do gach leibhéal. • Ba chóir athbhreithniú a dhéanamh ar an bplean teanga chun a bheith cinnte go bhfuil dul chun cinn córasach i bhforbairt na teanga agus go bhfuil ionchais réalaíocha, uaillmhianacha ann maidir le dul chun cinn agus gnóthachtáil na ndaltaí. • Ba chóir gach múinteoir oideachais speisialta a úsáid chun freastal ar dhaltaí le riachtanais oideachais speisialta, agus mar atá leagtha amach i gCiorclán 13/2017. • Moltar ceannaireacht churaclaim a fhorbairt go leanúnach i measc na foirne iomláine agus an próiseas féinmheastóireachta scoile a úsáid chun tairbhe na dtionscnamh éagsúla a mheas.

CONTANAM 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 substaintiúil 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

Ainm na scoile/ School name	Gaelscoil Peig Sayers
Seoladh na scoile/ School address	Education Campus Farranferris Redemption Road
Uimhir rolla / Roll number	19909M

Date of Evaluation: 12-03-2020

An Roinn Oideachais agus Scileanna
Department of Education and Skills

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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 in the reception area.
2. All teachers visited reported that they have read the school's Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons
3. The school's 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
Type: Follow-Through Inspection **Date of Inspection: 11-05-2017** **Report Published? Yes**	**Date of Inspection: 12-03-2020**

Follow-through inspection activities

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

- Meeting with principal and deputy principal
- Interview with teachers
- Review of school documentation and records and pupils' work
- Review of resources and facilities
- Observation of teaching and learning
- Interaction with pupils

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
Oral Irish should be strengthened in the school and a plan for the explicit development of reading and writing skills should be devised and implemented on a whole-school basis.	**Good progress** A plan has been devised to develop oral Irish throughout the school and regular instructions have been given to teachers on effective practice in the teaching of Irish during staff meetings and during visits from experts with the support services. A period for oral Irish is compulsory on each timetable but there was a lack of speaking opportunities during lessons observed during the visit. Teachers report on oral Irish in the monthly account and measures are used to encourage pupils to use Irish throughout the school. *First Steps* is in use for writing and reading and a plan and guides for skills and genres have been devised, although practice in English is stronger in some of the rooms visited, and in the displays in the school. New approaches are in place for Irish and English reading. Groups of varying ability levels are used in certain classes but additional support and increased emphasis on the relevant explicit skills would help the effectiveness of these approaches. Investment was made in appropriate books.
Teachers should have higher expectations for pupil achievement and employ various methodologies, collaborative learning activities and differentiated strategies to cater for the various abilities.	**Good progress** A language plan for Irish has been devised, although systematic, ambitious development has not been clearly outlined for each theme, throughout the school. Ability groups are used for reading in the lower classes, although the organisation of these sessions merit

	reflection. Continuing professional development was provided for teachers through visits from experts with the support services, focussing on learning activities. Differentiation in the class is reported upon in the monthly accounts. The same genre is covered in English and Irish writing, although expectations are higher for English, and more opportunities in English can be seen in the pupils' work.
The whole-school provision for the additional support for pupils with Special Educational Needs (SEN) should be reviewed.	**Partial progress** The system in place in the school for organising additional support for pupils with special educational needs has been reviewed. Support is now provided for Irish and a system with three stages and support levels is in place, based on the National Educational Psychological Service's Support Continuum. Many of the support plans and individual plans are shared on the school network. One of the support teachers is being used as a class teachers for this school year and, therefore, there is insufficient time available for pupils with special educational needs. The correct deployment of each special education teacher would improve the level of provision for pupils with special educational needs.
In order to enhance the good work done up to now in school development, it is recommended that ways of strengthening curricular leadership be explored.	**Good progress** Members of the management team take on various duties associated with curricular leadership. Teachers who attend courses have the opportunity to share the new information that they have at staff meetings. Self-evaluation is not widely used to monitor progress or development as a result of various projects.

Summary of findings

- Good progress has been made on the recommendation regarding the strengthening of oral Irish and the implementation of a plan for the systematic development of explicit reading and writing skills on a whole-school basis, although various aspects still require development.
- Good progress has been made on the recommendation which dealt with the use of a variety of teaching methods, cooperative learning activities and differentiation strategies to cater for the different abilities.
- Partial progress has been made regarding the review of the whole-school provision for additional support for pupils with SEN.
- Good progress has been made on the recommendation regarding the strengthening of curricular leadership.

Recommendations

- It is recommended that additional support be provided for teachers when organising reading groups, and that a plan be devised to clearly outline the appropriate reading skills for each level.
- The language plan should be reviewed to ensure a systematic approach to language development and realistic, ambitious expectations regarding pupils' progress and attainment.

- Each special education teacher should be used to cater for pupils with special educational needs, and as outlined in Circular 13/2017.
- It is recommended that curricular leadership be developed on an ongoing basis among the entire staff and that the school self-evaluation process be used to assess the benefit of various projects.

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.

Published November 2020 / Foilsithe Samhain 2020