

# An Roinn Oideachais agus Scileanna

## Cigireacht ar chúrsa i gColáiste Gaeilge

### TUAIRISC

<b>Ainm an choláiste</b>	Coláiste Chamuis
<b>Seoladh an choláiste</b>	Indreabhán, Contae na Gaillimhe
<b>Cód tagartha an choláiste</b>	CGC081

**Dáta na cigireachta: 2 Lúnasa 2018**



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 AR CHÚRSA I gCOLÁISTE GAEILGE ANN?**

Is thar cheann na Roinne Cultúir, Oidhreachta agus Gaeltachta a dhéanann Cigireacht na Roinne Oideachais agus Scileanna meastóireacht gach bliain ar cháilíocht an tsoláthair oideachais i líon áirithe de na cúrsaí a sholáthraíonn coláistí Gaeilge. Dearbhaítear dea-chleachtas sna tuairiscí agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an soláthar a dhéanann an coláiste.

### **CONAS AN TUAIRISC SEO A LÉAMH**

Le linn na cigireachta seo, rinne an cigire meastóireacht ar cháilíocht an tsoláthair oideachais faoi na ceanteidil seo a leanas:

1. Teagasc agus foghlaim
2. Ceannaireacht agus bainistíocht
3. Eispéireas na scoláirí ar theanga agus cultúr na Gaeilge

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste sa trí réimse.

Tugadh deis do choiste stiúrtha an choláiste Gaeilge a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an gcoiste stiúrtha glacadh leis an tuairisc gan freagra a thabhairt.

### **COSAINT LEANAÍ**

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí:

1. Tá **Ráiteas um Chosaint Leanai** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanai 2015* (Uimh. 36 de 2015). Tá an ráiteas sin faofa ag údarás an choláiste agus tiomantas tugtha sa ráiteas i leith athbhreithniú a dhéanamh gach dara bliain nó nuair a thagann athrú ábhartha ar an scéal.
2. Sonraítear ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra a chuirfear ar taispeáint go feiceálach gar do phríomhdhoras an ionaid a bheidh in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go bhfuil an ráiteas tugtha do gach oide atá fostaithe acu agus; (b) Cinntíonn gach oide ar a dtugtar cuairt go bhfuil siad eolach ar a gcuid dualgas mar dhuine faoi shainordú.
4. Deimhníonn údarás an choláiste go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanai agus Daoine Soghonta) 2012 go 2016.

Bhí cleachtas an choláiste ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

## CIGIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE

### GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta(i) na cigireachta	
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn sé thréimhse ranga</li><li>Caidreamh le scoláirí</li><li>Breathnú ar imeachtaí iarnóna</li></ul>	<ul style="list-style-type: none"><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Comhphlé leis an mbainistíocht</li><li>Aiseolas don phríomhoide agus d'ionadaí ón gCoiste Stiúrtha</li></ul>

### Comhthéacs an choláiste

Tá Coláiste Chamuis ag feidhmiú mar choláiste Gaeilge i nGaeltacht Chonamara i gCo na Gaillimhe le breis agus daichead bliain. Tá eiteas an-láidir Gaelach ann ina gcuirtear an Ghaeilge agus an cultúr go mór chun cinn. Bhí 241 scoláire ar an gcúrsa áirithe seo dailte thar naoi rang. Chomh maith le foireann de naonúr oide ranga, bhí oíde amháin tacaíochta teanga, leas-phríomhoide agus príomhoide ag obair ar an gcúrsa.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

#### Cinntí

- Bhí bainistíocht agus foireann an chúrsa fíor-thiomanta do chur chun cinn na Gaeilge agus an chultúir i measc na scoláirí.
- Bhain cáilíocht an-mhaith le ceannaireacht agus le bainistíocht an chúrsa; riaradh an cúrsa go héifeachtach agus rinne ceannaireacht rannpháirteach éascaíocht ar eitic oibre láidir i measc na bainistíochta, na foirne agus na scoláirí.
- Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh go maith ar an iomlán; cé go raibh deiseanna cumarsáide curtha ar fáil sna ceachtanna a breathnaíodh ní raibh soiléireacht ag baint leis na heiseamláirí teanga a bhí le múineadh ná difreálú sa teagasc chun tacú le saibhriú teanga na scoláirí ar chumais éagsúla.
- Léirigh na scoláirí ard-suim i bhfoghlaim na Gaeilge agus bhí caighdeán an-mhaith tuisceana agus labhartha sa teanga ag a bhformhór.
- Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge an-mhaith; tugadh léargas leathan dóibh ar shaol na Gaeltachta agus ar shaíocht na Gaeilge.

#### Moltaí

- Ní mór na heiseamláirí teanga atá le múineadh a rianú sa phleanáil agus a shoiléiriú do na scoláirí le linn na gceachtanna; ba chóir staitéisí oiriúnacha a úsáid chun freastal orthu siúd le héagsúlacht cumais agus le dul chun cinn na foghlama a mheas.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an iomlán. Ar an gcleachtas teagaisc ab fhearr a breathnaíodh le linn na meastóitreachta bhí dea-scileanna éifeachtacha i mbainistiú ranga, an cur chuige a chleacht siad san idirphlé ranga agus na deiseanna foghlama gníomhacha a chruthaigh siad do na scoláirí.
- Baineadh leas tairbheach as tascanna comhfhoghlama chun scoláirí a chur ag cleachtadh na teanga agus, sna cásanna ina raibh an spreagadh cuí tugtha dóibh, thug siad faoin obair le fonn agus le díograis. Tuairiscíodh gur tugadh tacaíocht difreáilte aistarraingte ón rang do roinnt scoláirí i ngrúpaí beaga chun a dtuiscint ar an teanga a fhorbairt. D'fhéadfaí, áfach, dúshlán níos mó a thabhairt do na scoláirí ba mhó a léirigh acmhainn i bhfoghlaim na teanga. Chuige seo ba cheart an foclóir a leathnú agus a shaibhriú dóibh siúd le hinniúlacht ard sa teanga. Ba chóir tascanna cumarsáide fiúntacha a dhearadh le rannpháirtíocht na scoláirí, cothrom lena gcumas, a chinntiú.
- Rinneadh moladh i dtuairisc roimhe seo ar an ngá a bhí le háiseanna teagaisc a úsáid níos rialta chun tacú leis an bpróiseas teagaisc agus foghlama. Thug an bhainistíocht le fios go raibh méadú ar mhéid na n-acmhainní a bhí curtha ar fáil le blianta beaga anuas. Cé gur baineadh feidhm éifeachtach as áiseanna oiriúnacha i gcuid de na ceachtanna a breathnaíodh, is beag acmhainní a úsáideadh ina bhformhór. Moltar úsáid na n-áiseanna a leathnú chun suim na scoláirí a mhúscailt agus a dtuiscint ar an teanga a dhaingniú.
- Léirigh na scoláirí dearcadh an-dearfach i leith fhoghlaim na Gaeilge agus bhí caighdeán an-mhaith tuisceana agus labhartha sa teanga ag a bhformhór. Ghlac siad páirt fhonnmhar sna ceachtanna, go háirithe iontu siúd a thug dúshlán dóibh.
- Rinneadh monatóireacht ar dhul chun cinn na scoláirí le linn na gceachtanna trí dhírbbreathnú an mhúinteora agus is inmholta mar a rinne múinteoirí áirithe aird na scoláirí a dhíriú ar na réimsí feabhais a aithníodh le linn an obair ghrúpa.
- Chun barr feabhais a chur ar an teagasc agus ar an bhfoghlaim ní mór na nithe seo a leanas a rianú sa phleanáil agus a shoiléiriú sa teagasc i ngach ceacht: an t-ionchur teanga agus na heiseamlairí a bheidh le múineadh, an difreálú a dhéanfar do scoláirí ar chumais éagsúla teanga agus na straitéisí measúnaithe a úsáidfear chun dul chun cinn na foghlama a mheas. B'fhiú na spriocanna teanga atá le baint amach a roinnt leis na scoláirí ag tús an cheachta chun tuiscint agus úinéireacht a thabhairt dóibh ar a gcuid foghlama féin. D'fhéadfaí measúnú a dhéanamh ar an bhfoghlaim i gcomhpháirt leis na scoláirí ag deireadh gach ceachta.

### 2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht bhainistíochta agus cheannaireachta an chúrsa ar chaighdeán an-ard. D'oibrigh an príomhoide go dian díograiseach agus léirigh sí ceannaireacht den scoth trína dea-shampla i leith a cuid dúthrachta i gcur chun cinn na Gaeilge, an mhaoirseacht chúramach a rinneadh ar na scoláirí, an tacaíocht leanúnach a tugadh d'obair na foirne agus an timpeallacht foghlama shlán, ordúil a cuireadh ar fáil do na scoláirí.
- Tá an bhainistíocht le moladh as ucht a dílseachta do cur chun cinn na Gaeilge sa choláiste agus as an machnamh leanúnach agus an fhéinmheastóireacht a dhéantar chun úsáid na teanga a láidriú i measc na scoláirí. Ghlac baill den choiste páirt an-ghníomhach i ngnó laethúil an chúrsa, ag tabhairt tacaíochta ar bhealaí éagsúla don fhoireann agus do na scoláirí.
- Bhí plean an chúrsa leagtha amach ag an mbainistíocht agus teimpléad pleanála curtha ar fáil don chur i bhfeidhm. Is gá an teimpléad a fhorbairt le go gcinnteofaí an t-ionchur teanga atá le múineadh i gcomhthéacs ranganna ilchumais, an t-oiriúnú a dhéantar ó aoisghrúpa go haoisghrúpa agus an taifead ar thorthaí na foghlama.

- Bhí córas féinmheastóireachta tairbheach ag an gcoláiste agus ba léir go ndearna an bhainistíocht athbhreithniú agus athmhacnamh rialta ar obair an choláiste. Cuireadh scrúdú béil ar na scoláirí roimh agus le linn an chúrsa agus coiméadadh cuntais ar a bhforbairt teanga. Fuarthas tuairimí na scoláirí maidir le héifeacht an chúrsa agus tuairiscíodh go ndearnadh roinnt feabhsúcháin ar an gcúrsa dá bharr.
- Bhain dea-eagar leis an gcóras cinnireachta a bhí i bhfeidhm, rud a chur go mór le héifeacht na hoibre agus le h-atmaisféar Gaelach an chúrsa. Ba léir go raibh tuiscint mhaith ag na cinnirí ar a ndualgais agus chomhlíon siad iad le dúthracht. Thacaigh siad leis na scoláirí i bhfoghlaim agus i gcleachtadh na teanga agus spreag siad iad chun rannpháirtíochta trí mheán na Gaeilge sna himeachtaí éagsúla.
- Rinneadh dul chun cinn maith maidir le cur i bhfeidhm moltaí ó mheastóireachtaí roimhe seo. Bhí suíomh ar leith curtha ar fáil do gach rang, soláthraíodh áiseanna breise teagaisc do na ceachtanna maidine agus cuireadh caoi ar pháirc imeartha. Is gá don bhainistíocht, áfach, na múinteoirí a ghríosadh chun na hacmhainní a úsáid le linn an teagaisc agus na foghlama.
- I bhfócas grúpa a eagraíodh le linn na cigireachta, bhí na scoláirí thar a bheith moltach ar a dtaithe ar an nGaeilge in imeachtaí uile an choláiste. Thug siad le fios go dtugtar gach tacaíocht dóibh riail na Gaeilge a chomhlíonadh. Dúirt siad gur bhain siad taitneamh as na himeachtaí iarnóna agus oíche ach gur mhaith leo go mbeadh níos mó éagsúlachta ag baint leo agus go mbeadh de rogha rannpháirtíochta acu i gcibé gníomhaíocht a thaitin leo.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Bhí an príomhoide ainmnithe mar oifigeach sláinte agus sábháilteachta.

### **3. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAEILGE**

- Bhí cáilíocht an-mhaith ag baint le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge.
- Eagraíodh raon maith d'imeachtaí iarnóna agus oíche, agus chuir an obair chomhordaithe a bhí déanta ag na cinnirí go mór le rath agus le tairbhe na n-imeachtaí seo. Cinntíodh go raibh na scoláirí ag cleachtadh na teanga sna suíomhanna éagsúla. Bhí an Ghaeilge á labhairt go saoráideach ag na scoláirí le linn na n-imeachtaí uile ar lá na cigireachta.
- Thug imeachtaí ar nós siúlóidí agus turais oideachasúla blaiseadh do na scoláirí ar shaol agus ar chultúr na Gaeltachta. Is inmholta mar a tugadh tuiscint agus léargas an-mhaith do na scoláirí ar stair agus ar shaíocht na teanga chomh maith.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus le ball den choiste stiúrtha.

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## Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht <b>thar cionn</b> agus is sampla é do choláistí eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
<b>Maith</b>	Úsáidtear <b>Go maith</b> áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na scoláirí. Ní mór don choláiste tógáil ar a chuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
<b>Measartha</b>	Úsáidtear <b>Measartha</b> áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
<b>Lag</b>	Úsáidtear <b>Lag</b> áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don choláiste gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

# Department of Education and Skills

## Inspection of a course in an Irish-language College

### REPORT

<b>College name</b>	Coláiste Chamuis
<b>College address</b>	Inveran, County Galway
<b>College reference code</b>	CGC081

**Date of inspection: 2 August 2018**



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **WHAT IS AN EVALUATION OF AN IRISH-LANGUAGE COLLEGE?**

The Inspectorate of the Department of Education and Skills, on behalf of the Department of Culture, Heritage and the Gaeltacht, evaluates the quality of educational provision in a certain number of courses provided each year by Irish colleges. The reports affirm good practice and make recommendations, where appropriate, to aid the further development of the provision provided by the college.

## **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated educational provision under the following headings:

1. Teaching and learning
2. Leadership and management
3. Students' experience of the Irish language and culture

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the college's provision in three areas.

The steering committee of the Irish-language college was given an opportunity to comment on the findings and recommendations of the report; the steering committee chose to accept the report without response.

## **CHILD PROTECTION**

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The college has a **Child Protection Statement** in place in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015). That statement is approved by the college authority and a commitment is made to conduct a review every two years or when a relevant change occurs.
2. The names of the Designated Liaison Person (DLP) and the Deputy DLP are stated on a notice which is displayed clearly near the main door of the college premises.
3. (a) The college authority ensures that the statement is given to every teacher employed by them, and;  
(b) Every teacher visited confirmed that he/she is aware of his/her responsibilities as a mandated person.
4. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
5. The college complies with all relevant provisions of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

The college practise met the requirements in relation to each of the checks above.



# INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

## INSPECTION ACTIVITIES

<b>Date(s) of inspection</b>	
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Observation of teaching and learning during six class periods</li><li>• Interaction with students</li><li>• Observation of afternoon activities</li></ul>	<ul style="list-style-type: none"><li>• Review of relevant documentation</li><li>• Discussion with management</li><li>• Feedback to the principal and to a member of the Steering Committee</li></ul>

## College Context

Coláiste Chamuis is operating as an Irish College in the Conamara Gaeltacht in County Galway for over forty years. It has a very strong Irish ethos where the Irish language and culture are strongly promoted. There were 241 students, distributed over nine classes, registered on this course. The teaching staff consisted of a principal, deputy principal, one language support teacher along with nine class teachers.

## SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

### Findings

- The management and staff of the course were extremely committed to promoting the Irish language and culture amongst the students.
- The quality of leadership and management was very good; the course was managed efficiently and effective participative leadership facilitated a strong work ethic among management, staff and students.
- The quality of teaching and learning was good overall; while communicative opportunities were provided in the lessons observed, there was an absence of clarity regarding the language exemplars to be taught and the differentiation in teaching to support the language enrichment of students of different abilities.
- The students displayed a high interest in learning Irish and the majority demonstrated a very good standard in understanding and speaking the language.
- The quality of students' experience of Irish language and culture was very good; they were given a broad insight into Gaeltacht life and Irish culture.

### Recommendations

- Language exemplars to be taught should be clearly delineated in planning and clarified for students in lessons; appropriate strategies should be employed to cater for those of different abilities and to monitor learning progress.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING AND LEARNING

- The quality of teaching and learning was good overall. Best practice observed during the evaluation included teachers' good classroom management skills, effective classroom interactions and active learning opportunities created for students.
- Collaborative learning tasks were used to good effect to facilitate students in practising the language and, when they were appropriately motivated, students engaged eagerly and diligently in the work. It was reported that differentiated support, by means of withdrawal from class was provided, in small groups, for students to develop their understanding of the language. Additional challenge could, however, be given to those students who displayed a high ability in the language. To that end, vocabulary should be extended and enriched for those with strong competence in the language. Worthwhile communicative tasks should be designed to ensure that all students are participating in accordance with their ability.
- A previous report recommended the need to use teaching resources on a more regular basis to support the teaching and learning process. Management reported that the extent of the resources provided had been increased in recent years. Although appropriate resources were used effectively in some of the lessons observed, very few resources were used in most lessons. It is recommended that the use of resources be extended to increase students' interest and to consolidate their understanding of the language.
- The students displayed a very positive disposition towards learning Irish and the majority demonstrated a very good standard in the language. They participated willingly in lessons, especially in those lessons that challenged them.
- The students' progress was monitored by the teacher's observation during lessons; the way in which some teachers focused students' attention on areas for improvement, that were identified during group work, is commendable.
- To achieve excellence in teaching and learning the following need to be outlined in planning and clarified in the teaching of each lesson: the language input and the exemplars to be taught, the differentiation that will be applied for students of various language abilities and the assessment strategies to be used to assess progress in learning. It would be worthwhile to share the language objectives to be realised with the students at the beginning of the lesson so that they have an understanding and an ownership of their own learning. The learning could be assessed collaboratively with the students at the end of each lesson.

### 2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was very high. The principal worked very diligently and displayed outstanding leadership in terms of her diligence in promoting Irish, her careful supervision of the students, the ongoing support she provided for the staff and the safe, and the orderly environment provided for the students.
- Management is commended for its commitment to the promotion of Irish in the college and the ongoing reflection and self-evaluation to enhance the use of the language amongst the students. Members of the committee were very actively involved in the day-to-day business of the course, providing support in various ways to staff and students.
- Management had outlined the course plan and a planning template had been provided for its implementation. The template needs to be developed to include the language input to be taught in the context of mixed-ability classes, the adaptation from age-group to age-group of the lesson content and records of learning outcomes.

- The college had a worthwhile self-evaluation system and it was evident that management regularly reviewed and reflected on the work of the college. Oral Irish examinations were conducted before and during the course and records were kept of pupils' language development. Students' opinions were obtained on the effectiveness of the course and it was reported that this resulted in some improvements being made on the course.
- The student leadership system that was in place was well organised, and this greatly enhanced the effectiveness of the work and the Irish atmosphere of the course. The *cinnirí* had a good understanding of their responsibilities and fulfilled them diligently. They supported the students in learning and in practising the language and encouraged them to participate in the various activities through the medium of Irish.
- There has been good progress in implementing recommendations from previous evaluations. Each class was assigned a particular setting, additional teaching resources were provided for the morning lessons and the playing field was refurbished. Management, however, needs to encourage teachers to use resources during teaching and learning.
- In a focus group organised during the inspection, the students were highly complementary of their experience of Irish in all college activities. They indicated that they were given every support in adhering to the Irish rule. They said they enjoyed the afternoon and evening activities but that they would like more variety in the activities and that they would like if they could choose to participate in the activities they enjoyed.
- It was confirmed that a copy of the health and safety statement, code of conduct and anti-bullying policy were available. A health and safety officer was registered in the principal's plan.

### **3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE**

- The quality of the students' experience of Irish language and culture was very good.
- A good range of afternoon and evening activities were organised, and the work of the *cinnirí* in coordinating these activities greatly enhanced their success and value. It was assured that students were practising the language in the various settings and on the day of the inspection they were using Irish with ease during all activities.
- Events such as walks and educational tours provided students with experiences of Gaeltacht life and culture. It is commendable that students were also given an understanding and a very good insight of the language's history and culture.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and a member of the steering committee at the conclusion of the evaluation.

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## THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the Irish college's provision in each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some colleges in this category the quality of what is evaluated is <b>outstanding</b> and provides an example for other colleges of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
<b>Good</b>	<b>Good</b> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of students' learning. The college needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<b>Fair</b> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The college will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<b>Weak</b> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-college action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;