

# An Roinn Oideachais agus Scileanna

## Cigireacht ar chúrsa i gColáiste Gaeilge

### TUAIRISC

<b>Ainm an choláiste</b>	Cólaiste Cúram
<b>Seoladh an choláiste</b>	Cnoc an Dúin, Baile Mhic Óda, Co.Chorcaí
<b>Cód tagartha an choláiste</b>	CGM020

**Dáta na cigireachta: 26 Iúil 2018**



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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 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 ceannteidil 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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an choiste stiúrtha ar fáil san aguisín atá leis an tuairisc seo.

## **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 Leanáí** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanáí 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 teanga.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanáí agus Daoine Soghonta) 2012 go 2016.

Ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le seiceáil 4 agus 5 thuas. Ina theannta sin, ní raibh aon mheasúnú riosca déanta agus mar sin ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta.

# CIGIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE

## GNÍOMHAÍOCHTAÍ CIGREACHTA

<b>Dáta na cigireachta</b>	26 Iúil 2018
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn trí 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>Aiseolas don phríomhoide</li></ul>

## Comhthéacs an choláiste

Tá Coláiste Chúram Ionannaithe i bhfoirgneamh ar cíos, i gCnoc an Dúin, Baile Mhic Óda in Oirthear Chorcaí. Bhí 101 scoláire ag freastal ar an gcúrsa seo.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Bhí atmaisféar Gaelach láidir le sonrú sa choláiste agus cuireadh tacaíocht an-éifeachtach ar fáil do na scoláirí do labhairt na Gaeilge.
- Bhí an teagasc agus an fhoghlaim go maith i gcoitinne; ní raibh pianáil sách sainiúil ag gach oide agus ní raibh an teagasc difreáilte a dhóthain chun freastal ar chumais éagsúla na scoláirí, áfach.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta don chúrsa sásúil ar an iomlán.
- Bhain cáilíocht an-mhaith leis na himeachtaí a cuireadh ar fáil chun eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge a shaibhriú.
- Ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha uile a bhaineann le Cosaint Leanaí a rinneadh ag am na cuairte cigireachta.
- Bhí polasaí sláinte agus sábháilteachta soláthraithe ag an mbainistíocht ach ní raibh oifigeach ainmnithe ná cláraithe sa pholasaí seo.

### Moltaí

- Ba chóir do bhainistíocht an Choláiste a chinntiú go bhfuil ullmhúchán cuí á dhéanamh ag gach oide don teagasc agus don fhoghlaim agus go bhfuil soláthar ann don difreálú le freastal ar chumais éagsúla na scoláirí.
- Ní mór córas measúnaithe a fhorbairt agus a chur i bhfeidhm ar bhonn choláiste-uile chun cabhrú leis na hoidí spriocanna sainiúla teagaisc a leagan amach agus monatóireacht éifeachtach a dhéanamh ar dhul chun cinn na foghlama.
- Is gá oifigeach sláinte agus sábháilteachta a ainmniú agus a chlárú i bpolasaí sláinte agus sábháilteachta an chúrsa.
- Chun cloí go hiomlán le forálacha uile an *Achta um Thús Áite do Leanaí*, ní mór do bhainistíocht an Choláiste deimhin a dhéanamh de go bhfuil measúnú riosca á áireamh sa Ráiteas um Chumhdach Leanaí, soláthar á dhéanamh d'fholláine na scoláirí sa chlár foghlama agus gach ball foirne glanta leis na Gardaí.

## **MIONCHINNTÍ AGUS MOLTAÍ**

### **1. TEAGASC AGUS FOGHLAIM**

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an iomlán. Den chuid is mó, bhí ábhar, struchtúr agus luas na gceachtanna oiriúnach do riachtanais fhoghlama na scoláirí. Bhí scóp ann, áfach, do theagasc níos difreáilte a sholáthar chun freastal ar raon leathan cumais na scoláirí. Thug na múinteoirí ionchur oiriúnach teanga do na scoláirí le linn an teagaisc agus baineadh feidhm fheiliúnach as modhanna múinte éifeachtacha agus as straitéisí éagsúla ar nós obair bheirte, obair ghrúpa agus cluichí teanga chun rannpháirtíocht na scoláirí a chothú ina gcuid foghlama. Baineadh leas sásúil agus rialta as teicneolaíocht na faisnéise agus cumarsáide le linn na gceachtanna. B'fhiú go mór leas níos éifeachtaí agus níos minicí a bhaint as an teicneolaíocht chun na scoláirí a spreagadh chun cainte.
- Rinne na múinteoirí iarracht fhóna na scoláirí a chur ag labhairt na Gaeilge agus den chuid is mó, bhí dul chun cinn ina scileanna tuisceana agus ina dteanga labhartha le sonrú. Chun togáil ar an dea-chleachtas a breathnaíodh, b'fhiú córas measúnaithe níos cinnte a fhorbairt agus a chur i bhfeidhm ar bhonn choláiste-uile.
- Ní raibh cáipéisí pleanála sainiúla ag gach oide, faoi choinne a gcuid teagaisc. Is gá a leithéid de phleanáil a sholáthar chun an teagasc agus an fhoghlaim a threorú go córasach agus go struchtúrtha.

### **2. CEANNAIREACHT AGUS BAINISTÍOCHT**

- Bhí cáilíocht na ceannaireachta agus na bainistíochta don chúrsa sásúil ar an iomlán. Chonacthas gur díriodh aird chuí ar chúram na scoláirí i rith imeachtaí an chúrsa ach ní mór do bhainisteoirí an chúrsa féachaint chuige go gcláraítear a dtiomantas do chúram d'fholláine na scoláirí uile sa chlár foghlama teanga.
- Coimeádadh timpeallacht an choláiste agus na seomraí ranga ar chaighdeán sásúil cothabhála.
- Soláthraíodh áiseanna áirithe don teagasc agus don fhoghlaim agus baineadh úsáid thairbheach astu. Baineadh úsáid oiriúnach as acmhainní an choláiste agus as gnéithe aiceanta an cheantair d'imeachtaí do na scoláirí. Bhí seomra ranga amháin a bhí in úsáid neamh-oiriúnach do theagasc, áfach. Moltar sa chás seo go soláthraíodh seomra ranga níos fairsinge mar a moladh i dtuairisc 2015.
- Cuireadh riail na Gaeilge i bhfeidhm go ciallmhar agus spreagadh na scoláirí chun an teanga a labhairt de réir a gcumas le linn ranganna agus le linn imeachtaí iarnóna.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Ní raibh oifigeach sláinte agus sábháilteachta cláraithe sa ráiteas ná i bplean an phríomhoide, áfach.

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

- Bhain cáilíocht an-mhaith leis na himeachtaí a cuireadh ar fáil chun eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge a shaibhriú.
- Bhain na scoláirí an-taitneamh agus an-tairbhe as na himeachtaí iarnóna dea-eagraithe, go háirithe na gníomhaíochtaí spóirt agus na céilithe. Chuir gach duine, idir mhúinteoirí, chinnirí agus scoláirí go mór leis na himeachtaí; bhí labhairt na Gaeilge ar bhealach nádúrtha go mór i dtreis i measc na scoláirí agus bhí atmaisféar dearfach, taitneamhach le sonrú. Sna himeachtaí iarnóna, chabhraigh na cinnirí go mór le caint a spreagadh i measc na scoláirí agus le dea-atmaisféar a choimeád i réim.
- Chuir scoláirí in iúl ag cruinniú de fhócusghrúpa leis an gcigire gur bhain siad an-tairbhe as an gcúrsa agus gur tugadh an-tacaíocht dóibh chun an teanga a fhoghlaim agus a úsáid.

Ag deireadh na meastóireachta, pléadh dréachtchinnntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide.

## 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 shárchaighdeán 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

# **Aguisín**

Freagra an Choláiste Gaeilge ar an Tuairisc

**Arna chur isteach ag Coiste Stiúrtha an Choláiste**

## **Réimse 1: Tuairimí ar ábhar na tuairisce ar an gcúrsa Gaeilge**

Fáiltimid roimh an tuairisc chigireachta ar Choláiste Cúram Cnoc an Dúin. Tá cúrsa Gaeilge d'ardchaighdeán á sholáthar againn le blianta fada agus tá áthas ar an lár-choiste gur aithníodh go raibh atmaisfear Gaelach láidir le sonrú sa choláiste agus gur cuireadh tacaíocht an-éifeachtach ar fáil do na scolairí do labhairt na Gaeilge. Déanfaimid gach iarracht moltaí na tuairisce a chur i gcrích.

## **Réimse 2: 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.**

Tá Seán de Búrca, ball den lár-choiste, ainmithe mar oifigeach sláinte agus sabhailteachta agus tá sé cláraithe sa pholasaí.

Tá an measúnú riosca déanta.

Beidh cúram folláine na scolairí uile mar chuid den clár foghlama teanga as seo amach.

Cé go raibh grinnfhiosrúcháin na ngardaí déanta ar na stiúrthoirí agus na múinteoirí uile, ní raibh sé déanta ar an ngarda tarrthála mar deineadh í a fhostú ag an noiméad deireanach agus ní raibh an t-am chuige. Beidh réiteach ar an bhfadhb sin don samhradh seo chugainn

Déanfar cinnte de go mbeidh cáipéisí pleanála ag gach muinteoir don rang.

Bíonn an t-ionad i gCnoc an Dúin ar cíos againn agus bíonn orainn na háiseanna atá ann a úsáid.

Déanfaimid an seomra atá mí-oiriúnach don rang a phlé leis na húinéirí roimh an chéad chúrsa eile.

# Department of Education and Skills

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

### REPORT

<b>College Name</b>	Coláiste Cúram
<b>College Address</b>	Cnoc an Dúin, Baile Mhic Óda, County Cork
<b>College reference code</b>	CGM020

**Date of inspection: 26 July 2018**



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



## WHAT IS AN EVALUATION OF A COURSE IN 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 inspectors 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 in writing on the findings and recommendations of the report, and the response of the steering committee will be found in the appendix of this report.

## CHILD PROTECTION:

During the evaluation, the following checks in relation to the college'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 language 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 practice did not meet the requirements in relation to checks 4 and 5 above. As well as that, no risk assessment had been carried out and therefore the college did not meet the requirements in relation to the checks carried out at the time of the inspection visit.

# INSPECTION OF A COURSE IN AN IRISH LANGUAGE COLLEGE

## INSPECTION ACTIVITIES

<b>Date of inspection</b>	26 July 2018
<b>Inspection Activities</b> <ul style="list-style-type: none"><li>• Observation of teaching and learning during three 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 documents</li><li>• Feedback to principal</li></ul>

## College context

Coláiste Chúram is situated in a rented building, in Cnoc an Dúin, Baile Mhic Óda in East Cork. 101 students were attending this course.

## SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

### Findings

- It was noted that a strong Gaelic atmosphere prevailed in the college and students were effectively supported to speak Irish.
- Both teaching and learning were good in general; however, in some instances, teacher planning lacked detail and teaching was not sufficiently differentiated to cater for the students' varying abilities.
- Overall, the quality of leadership and management on the course was satisfactory.
- The activities provided to enrich the students' experience of the Irish language and culture were of a very high quality.
- The college did not meet the requirements in relation to Child Protection checks carried out during the inspection visit.
- Management had provided a health and safety policy, but an officer had not been named or recorded in that policy.

### Recommendations

- Management should ensure that each teacher prepares appropriately for teaching and learning and that such preparation provides for differentiation to cater for the varying abilities of students.
- An assessment system should be developed and implemented on a whole-college basis to help teachers set out specific teaching objectives and to monitor learning progress effectively.
- There is a need to name a health and safety officer in the course's health and safety policy.
- In order to ensure that the college is adhering to all provisions of the Children First Act, college management must ensure that the Child Safeguarding Statement includes a risk assessment, that provision is made in the learning programme for student wellbeing and that all staff members have been cleared by the Garda-vetting process.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. TEACHING AND LEARNING**

- The quality of teaching and learning was good overall. For the most part, the subject matter, structure and pace of lessons were appropriate to the learning needs of students. However, there was scope for greater differentiation in teaching to cater for the wide range of abilities among students. Teachers provided students with suitable language input during teaching agus appropriate use was made of effective teaching methods and of various strategies such as paired work, group work and language games to foster students' participation in their own learning. Satisfactory and regular use was made of information and communication technology during lessons. There should be more effective and frequent use made of information and communication technology to stimulate conversation among students.
- Teachers made a good effort to encourage the students to speak Irish and for the most part, progress was evident in their comprehension skills and in their spoken language. In order to build on the good practice observed, it would be worthwhile developing and implementing a more clearly defined assessment system on a whole-college basis.
- Not all teachers provided planning documentation for their teaching. Such planning should be provided to guide learning in a systematic and structured manner.

### **2. LEADERSHIP AND MANAGEMENT**

- Overall, the quality of leadership and management of the course was satisfactory. It was noted that appropriate attention was given to the care of students during course activities, but managers of the course should ensure that their commitment to the well-being of all students is recorded in the learning and teaching programme.
- The standard of maintenance of the college surroundings and classrooms was satisfactory.
- Some resources were provided and used to good effect for teaching and learning. Appropriate use was made of the college's resources and local amenities for student activities. However, one of the classrooms in use was unsuitable for teaching. As recommended in the 2015 report, it is recommended that a more spacious classroom be provided in this instance.
- The Irish rule was applied sensibly and students were encouraged to speak the language according to their ability during classes and during afternoon activities.
- It was confirmed that copies of the health and safety statement, the code of behaviour and the anti-bullying policy were available. However, a health and safety officer had not been recorded in the statement or in the principal's plan.

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

- The activities provided to enrich the students' experience of the Irish language and culture were of a very high quality.
- Students enjoyed the well organised afternoon activities and benefitted greatly from them, especially the sporting activities and the céilí sessions. Everybody, including teachers, cinnirí (student leaders) and students made a considerable contribution to the activities; the natural use of spoken Irish by students was clearly evident and a positive and pleasant atmosphere prevailed. During afternoon activities, the cinnirí contributed significantly to the promotion of conversation among students and to nurturing a positive atmosphere.
- In a focus group meeting with the inspector, students advised that they benefitted greatly from the course and that they had received significant support in learning and using the language.

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

## The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the college 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 college's provision of 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.	<b>Very good</b> ; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. <b>Excellent</b> : 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. 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 students' 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 action by the college 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

## **Appendix**

Irish-language College response to the report

**Submitted by the steering committee of the  
college**

## **Area 1 Observations on the content of the inspection report**

We welcome the inspection report on Coláiste Cúram Cnoc an Dúin. For many years we have been providing a high-quality Irish course and the central committee is happy that recognition was given to the strong Gaelic in the college and to the how effectively students are supported to speak Irish. We will make every effort to implement the recommendations in the report.

## **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

Seán de Búrca, a member of the central committee, has been appointed as health and safety officer and this is registered in the policy.

The risk assessment has been completed.

The attention paid to students' wellbeing will be included in the language learning programme from now on.

While the directors and all teachers had been Garda vetted, the lifeguard had not because she was appointed at the last minute and there wasn't enough time. This problem will be solved for next year. It will be ensured that every teacher has planning documentation for class.

We lease the premises in *Cnoc an Dúin* agus use the facilities that are available to us there. In advance of the next course, we will discuss the room that is unsuitable with the owners.

*Aistriúchán is ea an téacs thuas ar fhreagra an choláiste Gaeilge ar an tuairisc arna chur isteach ag coiste stiúrtha an choláiste.*

*(The above text is a translation of the Irish-language college response to the report submitted by the steering committee of the Irish-language College).*