

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Bhréanainn
Seoladh an choláiste	Baile an Bhuinnéanaigh, Contae Chiarraí
Cód tagartha an choláiste	CGM041

Dáta na cigireachta: 20 Meitheamh 2018



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 a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

COSAINT LEANAÍ

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

1. Níl **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). Ní raibh fianaise ar fáil go bhfuil an ráiteas seo curtha le chéile nó faofa ag údaráis an choláiste.
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) Ní raibh údaráis an choláiste in ann a chinntiú go raibh an ráiteas tugtha do gach oide atá fostaithe acu, mar nach raibh cóip den ráiteas ar fáil agus ní raibh an príomhoide nó cathaoirleach an bhoird stiúrtha ar an eolas faoi **Ráiteas um Chosaint Leanáí**, de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanáí 2015* (Uimh. 36 de 2015).
(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. Ní raibh fianaise ar fáil i bpolasaí an choláiste go gclóíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanáí agus Daoine Soghonta) 2012 go 2016.
6. Ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le cuid de na seiceanna 1,3 agus 5 thuas agus mar sin ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta. Cuireadh cóip de pholasaí nua ar fáil i ndiaidh na meastóireachta agus bhí an coláiste ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas ag an bpointe sin.

CIGIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta na cigireachta	20/06/2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus d'ionadaí ón Choiste Stiúrtha

Comhthéacs an choláiste

Tá Coláiste Bhréanainn lonnaithe i mBaile an Bhuinnéanaigh i gContae Chiarraí. Is coláiste cónaithe é seo, agus tá an lóistín suite taobh le háras an choláiste féin. Freastalaíonn an choláiste ar scoláirí atá idir deich mbliana agus seacht mbliana déag d'aois agus bhí céad scoláire ar an gcúrsa ag am na cuairte.

ACHOIMRE AR NA PRÍOMHCHINNÍ AGUS MOLTAÍ

Cinntí

- Bhí caighdeán an teagaisc go maith ar an iomlán agus chonacthas cleachtais éifeachtacha a mhéadaigh rannpháirtíocht na scoláirí in a gcuid foghlama nár mhór a leathnú.
- Bhí cáilíocht na foghlama go maith ar an iomlán; rinne na múinteoirí go léir iarracht fhóna na scoláirí a spreagadh chun an Ghaeilge a úsáid.
- Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith.
- Bhí laigí suntasacha i réimsí ar leith ó thaobh na bainistíochta agus na ceannaireachta sa choláiste, go háirithe mar a bhaineann le sláinte agus sábháilteacht scoláirí, forbairt agus faomhadh polasaithe agus bainistíocht ar acmhainní fisiciúla.
- Bhí gá chun feabhais i bpleanáil an chláir foghlama don chúrsa ó thaobh treoir a thabhairt do mhúinteoirí agus leanúnachas sna cleachtais teagaisc, foghlama agus measúnaithe a chur chun cinn.
- Ba bheag dul chun cinn a bhí déanta ag an gcoláiste chun príomhmholtaí a bhí luaite sa tuairisc dheireanach a chur i bhfeidhm.

Moltaí

- Is gá Ráiteas um Chosaint Leanaí lena n-áirítear measúnú riosca a fhorbairt, de réir fhorálacha ábhartha de Chuid II den *Acht um Thús Áite do Leanaí 2015*.
- Tá sé riachtanach go ndéanfaidh coiste stiúrtha an choláiste athbhreithniú iomlán ar chúrsaí sláinte agus sábháilteachta sa choláiste, agus na polasaithe uile a thabhairt suas chun dáta agus a fhaomhadh.
- Is den riachtanas é, go gcuirfidh an coiste stiúrtha deimhniú ar fáil don Roinn Cultúir, Oidhreacht agus Gaeltacht go bhfuil na polasaithe mar a bhaineann sé le Cosaint Leanaí faofa ag an gcoiste stiúrtha agus go bhfuil dearbhú faighte ón Udáras um Shláinte agus Sabháilteachta go bhfuil an fhoirgneamh agus na háiseanna fisiciúla agus timpeallacht an choláiste slán agus sábháilte chun scoláirí a bheith ar an láthair.
- Ba chóir plean a fhorbairt don choláiste ina n-áirítear clár foghlama teanga soiléir chun an obair ranga agus na cleachtais teagaisc, foghlama agus measúnaithe a stiúradh agus a chur chun cinn ar mhaithe le riachtanais na ranganna agus cumais éagsúla na scoláirí.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí caighdeán an teagaisc go maith. Sa chleachtas is fearr a breathnaíodh le linn na cuairte, soláthraíodh ionchur saibhir teanga do na scoláirí le linn an teagaisc agus baineadh feidhm fhiúntach as modhanna éifeachtacha múinte agus as straitéisí éagsúla ar nós obair bheirte, obair ghrúpa agus cluichí teanga chun rannpháirtíocht na scoláirí ina gcuid foghlama a chur chun cinn. Cuireadh an ceacht in oiriúint do leibhéal éagsúla cumais na scoláirí i ranganna áirithe. Ba chóir anois na cleachtais seo a scaipeadh ar bhonn uile choláiste agus na tréimhsí teanga den chur chuige cumarsáideach a chur i bhfeidhm go follasach. Cabhair mhór don fhoghlaim ab ea í gur roinn múinteoirí áirithe na cuspóirí foghlama leis na scoláirí ag tús an cheachta. I roinnt seomraí ranga, rinneadh iarracht suíomh oiriúnach foghlama teanga a chruthú le postaeir Ghaeilge agus nathanna cainte curtha ar taispeáint. B'fhiú na dea-chleachtais seo a leathnú.
- Bhí cáilíocht na foghlama go maith ar an iomlán. Rinne na múinteoirí go léir iarracht fhónta na scoláirí a spreagadh chun an Ghaeilge a úsáid. Tuairiscíodh ag plé an fhócasghrúpa leis na scoláirí, go raibh ranganna na maidine suimiúil, taitneamhach agus torthúil.
- Bhí caighdeán sásúil ag baint le cáilíocht na hullmhachta le haghaidh teagaisc, ar an iomlán. Bhí teimpléad comónta do phleanáil ghearrthréimhseach deartha mar thacaíocht do na múinteoirí. Ba chóir tógáil ar an teimpléad seo chun an t-idirdhealú ó thaobh torthaí foghlama, ábhar an cheachta agus modhanna múinte a thaispeáint go soiléir do na ranganna agus na cumais éagsúla.
- Bhí caighdeán an mheasúnaithe sásúil. Thuairisc na múinteoirí gur deineadh measúnú ar chumas agus ar dhul chun cinn na scoláirí sa Ghaeilge ag tús agus ag deireadh an chúrsa agus bhí an obair seo le feiscint i ranganna áirithe. Ba chóir an dea-chleachtas seo a leathnú agus na torthaí a úsáid chun an teagasc agus an fhoghlaim a threorú go leanúnach sna ranganna.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Cé go raibh ceannaireacht sásúil ar an bhfoghlaim mar a bhaineann le comhthéacs oideachasúil an choláiste, bhí laigí suntasacha mar a bhaineann sé le ceannaireacht agus bainistíocht, forbairt agus faomhadh polasaithe agus bainistíocht ar acmhainní fisiciúla ach go háirithe. Is den riachtanas é go mbeadh an ráiteas um chosaint leanaí agus polasaithe riachtanacha eile deartha, faofa agus uasdátaithe agus timpeallacht foghlama shlán agus shábháilte a sholáthar do na scoláirí.
- Bhain dea-eagar le maoirseacht na n-imeachtaí le linn na cuairte. Chothaigh na múinteoirí dea-nósanna iompair i measc na scoláirí. Thug siad moladh agus aitheantas d'iarrachtaí na scoláirí maidir leis an nGaeilge a úsáid agus maidir lena gcuid rannpháirtíochta sna gníomhaíochtaí. Ba chóir, áfach, go bhféachfadh an choiste stiúrtha chuige go bhfuil foireann cháilithe fostaithe agus ar fáil chun maoirseacht a dhéanamh ar na scoláirí i linn snámha an choláiste agus go gcuirfí dearbhú dá réir ar fáil don Roinn Cultúir, Oidhreacht agus Gaeltachta
- Bhí gá chun feabhais i bpleanáil an chlár foghlama don chúrsa agus i bhforbairt polasaithe eagrúcháin. Chuir an príomhoide plan an chúrsa ar fáil do mhúinteoirí chun gnéithe den teagasc agus den fhoghlaim a stiúradh. Ba chóir cur leis an bplean seo chun treoir bhreise a thabhairt do mhúinteoirí maidir le clár foghlama teanga an choláiste, agus chun an obair ranga agus na cleachtais teagaisc, foghlama agus measúnaithe a chur chun cinn ar bhonn leanúnach.
- Cuireadh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil i rith na meastóireachtachta; bhí gnéithe de chuid de na polasaithe

seo easnamhach agus ní raibh fianaise ar fáil go raibh siad faofa ag an gcoiste stiúrtha. Ní raibh oifigeach sláinteachais agus sábháilteachta ainmnithe ar an ráiteas sláinte agus slándála, cé go raibh sé seo mar cheann de na príomhmholtaí sa tuairisc ar an gcigireacht a deineadh anuraidh. Tugadh cúpla mór imní faoi deara maidir le cúrsaí sláinte agus sábháilteachta i rith na cuairte. Bhí easnaimh ann ó thaobh sláinte agus sábháilteacht de i dtimpeallacht an choláiste a d'fhéadfadh sláinte na scoláirí a chur i mbaol, agus a pléadh le húdarais an choláiste. Ba chóir anois tús áite a thabhairt d'athbhreithniú iomlán ar chúrsaí sláinte agus sábháilteachta sa choláiste ar bhonn aithint riosca ach go háirithe, agus na polasaithe uile a thabhairt suas chun dáta.

- Cé go raibh dul chun cinn i bpáirt déanta ag Coláiste an Bhuinnéanaigh maidir le cur i bhfeidhm cuid de na moltaí a rinneadh sa tuairisc dheireanach i 2017, ní raibh aon dul chun cinn déanta maidir le moltaí eile. Tá obair tosnaíthe ar an measúnú a nascadh leis an obair sna seomraí ranga, cé go bhfuil scóp chun forbartha fós ann. Tá roinnt prionta ar taispeáint sa timpeallacht. Níl plean éifeachtach forbartha don chúrsa, áfach, agus níl na polasaithe riachtanacha uile mar a luaitear thuas cothrom chun dáta nó faomhaithe ag an gcoiste stiúrtha.

3. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAELIGE

- Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith. Ar lá na cigireachta, bhí na scoláirí ar an trá don tráthnóna. Bhain cáilíocht mhaith leis na himeachtaí a eagraíodh agus ba léir gur bhain na scoláirí an taitneamh astu. Deineadh iarracht mhaith an Ghaeilge a chur chun cinn mar theanga chaidrimh le linn na n-imeachtaí seo. Ba mhór an spreagadh a thug na hardchinnirí do na scoláirí chun an Ghaeilge a labhairt agus chun páirt a ghlacadh sna gníomhaíochtaí. Bhí surfáil eagraithe go héifeachtach do ghrúpa amháin, cé nach raibh na teoracha á dtabhairt trí mheán na Gaeilge go hiomlán ag an dteagascóir. Thuairiscigh scoláirí le linn an chruinnithe leis an bhfócas-ghrúpa gur bhain siad an-taitneamh as na himeachtaí iarnóna agus oíche, agus gur múineadh teanga agus foclóir oiriúnach do na himeachtaí éagsúla roimh ré.

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

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
An-mhaith	Úsáidtear An-mhaith 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 thar cionn 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
Maith	Úsáidtear Go maith 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
Sásúil	Úsáidtear Sásúil 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
Measartha	Úsáidtear Measartha 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
Lag	Úsáidtear Lag 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

College name	Coláiste Bhréanainn
College address	Baile an Bhuinnéanaigh, County Kerry
College reference code	CGM041

Date of inspection: 20 June 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 in writing on the findings and recommendations of the report; a response was not received from the steering committee.

CHILD PROTECTION

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

1. The college does not have a **Child Safeguarding Statement** in place in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015). There was no evidence provided that this statement is formulated or approved by the college authority.
2. The names of the Designated Liaison Person (DLP) and the Deputy DLP are prominently displayed near the main entrance to the college.
 - (a) The college authority were not able to confirm that the statement is given to every teacher employed by them, as there was not a copy of the statement available, and the principal or the chairperson of the steering board were not aware of the **Child Safeguarding Statement** in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015).
 - (b) Every teacher visited confirmed that he/she is aware of his/her responsibilities as mandated persons.
3. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
4. There was no evidence provided in the college policy that the college complies with all relevant provisions of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

College practice did not meet the requirements in relation to checks 1, 3 and 5 above and as such, the college did not meet the requirements under the checks which were carried out at the time of the inspectorate visit. A copy of the new policy was provided after the evaluation and the college practice met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date(s) of inspection	20/06/2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documentation• Discussion with the principal and representative of the Steering Committee• Feedback to principal and representative of the Steering Committee

College Context

Coláiste Bhréanainn is based in Ballybunion, Co. Kerry. It is a residential college, and the accommodation is situated beside the college building itself. The college caters for students who are between ten and seventeen years old and there were 100 students on the course at the time of the visit.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The standard of teaching was good overall and the effective practices observed which increased student participation in their learning should be extended.
- The quality of learning was good overall; all teachers made a good effort to encourage students to use Irish.
- The quality of the students' experience of Irish language and culture was good.
- There were significant weaknesses in specific areas in relation to the management and leadership in the college, especially in relation to students' health and safety, policy development and ratification, and management of physical resources.
- There was a need for improvement in the planning of the course learning programme in relation to the provision of guidance for teachers and the development of continuity in teaching, learning and assessment practices.
- The college had made little progress in implementing the recommendations in the previous inspection report.

Recommendations

- A Child Safeguarding Statement including a risk assessment should be developed, in accordance with the relevant provisions of Part II of the *Children First Act 2015*.
- It is essential that the steering committee of the college completely review health and safety in the college, and update and ratify all policies.
- It is essential, that the steering committee verify to the Department of Culture, Heritage and the Gaeltacht, that the policies in relation to Child Protection are approved by the steering committee and that confirmation has been received from the Health and Safety Authority that the building and the physical resources and the college environment are safe and secure for students to be on the site.
- A plan should be developed for the college that includes a clear language learning programme in order to direct and develop class work and the teaching, learning and assessment practices that will meet the needs of classes and the varying abilities of students.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The standard of teaching was good. Included in the best practice observed during the visit, students were provided with a rich language input during teaching and valuable use was made of effective teaching methods and various strategies such as paired work, group work and language games to increase students' participation in their learning. Lessons were adapted for varying levels of student ability in certain classes. This practice should now be extended on a whole college basis and the language periods of the communicative approach should be explicitly implemented. The sharing of learning intentions by some teachers at the beginning of lessons greatly enhanced learning in certain classes. In some classrooms, effort was made to create a suitable language learning environment with Irish posters and phrases displayed. These good practices should be expanded upon.
- The quality of learning was good overall. All teachers made a good effort to encourage students to use Irish. It was reported at the focus group discussion with students, that morning classes were interesting, enjoyable and productive.
- There was a satisfactory standard in relation to preparation for teaching, overall. There was a common template for short term planning designed as a support for teachers. This template should be developed further to clearly indicate differentiation of learning outcomes, lesson content and teaching methods for classes and the varying abilities.
- The standard of assessment was satisfactory. Teachers reported that assessment was carried out on students' ability and progress in Irish at the beginning and end of the course and this work was evident in certain classes. This good practice should be expanded and the results used to continually guide teaching and learning in the classes.

2. LEADERSHIP AND MANAGEMENT

- Though the leadership of learning in relation to the educational context of the college was satisfactory, there were significant weaknesses in certain aspects of leadership and management, particularly with regard to the development and ratification of policies and the management of physical resources. It is essential that the Child Safeguarding statement and other necessary policies are developed, ratified and updated and that students are provided with a safe and secure learning environment.
- The supervision of activities was well organised during the visit. Teachers cultivated good behavioural habits amongst students. They praised and gave recognition to students' attempts to use Irish and their participation in activities. However, the steering committee should ensure that qualified staff are employed and in place to supervise students during swimming in the college pool and confirm same to the Department of Culture, Heritage and Gaeltacht.
- There was need to improve planning for the learning programme for the course and organisational policy development. The principal provided the teachers with a course plan to guide aspects of teaching and learning. This plan should be developed to give teachers additional guidance regarding the language learning programme of the college, and to promote the ongoing development of work in classrooms and teaching, learning and assessment practices.

- A copy of the health and safety statement, code of conduct and anti-bullying policy was available during the evaluation; some aspects of these policies were deficient and there was no evidence available that they had been ratified by the steering committee. There was no health and safety officer named on the health and safety statement, even though this was one of the main recommendations in the report of the inspection that was carried out last year. A number of other concerns relating to health and safety were observed during the visit. There were shortcomings in relation to health and safety in the college environment which could endanger students' health, and which was discussed with college authorities. Priority should now be given to a complete review of health and safety issues in the college on a risk identification basis, and to the updating of all relevant policies.
- While Coláiste an Bhuinnéanaigh had made partial progress regarding the implementation of some of the recommendations made in the last report in 2017, there was no progress made in addressing other recommendations. Work has commenced on linking assessment to work in the classrooms, even though there is still scope for further development. There is some print on display in the environment. However, an effective plan has not been developed for the course and all essential policies referred to above are not up to date nor have been ratified by the steering committee.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of students' experience of Irish language and culture was good. On the day of the inspection, students were on the beach for the afternoon. Good quality activities had been organised and it was evident that the students enjoyed them. A good effort was made to promote Irish as the interactive language during these activities. The *ardchinnirí* gave much encouragement to students to speak Irish and to participate in the activities. Surfing was organised effectively for one group, even though the instructions were not fully delivered through the medium of Irish by the tutor. Students reported during the focus group meetings that they really enjoyed the afternoon and evening events, and that they were taught appropriate language and vocabulary for the various activities in advance.

At the end of the evaluation, draft findings and recommendations of this evaluation were discussed with the principal and a member of the steering committee.

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
Very Good	Very good 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 outstanding 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
Good	Good 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
Satisfactory	Satisfactory 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
Fair	Fair applies here, 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 students' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak 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;