

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Bhaile an Fhirtéaraigh
Seoladh an choláiste	Baile an Fhirtéaraigh Trá Lí Contae Chiarraí
Cód tagartha an choláiste	CGM134

Dáta na Cigireachta: 01-08-2018



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. Eispéreas na scoláirí ar theanga agus cultúr na Gaeilge
3. Ceannaireacht agus bainistíocht

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.

COSAINN LEANAÍ

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

Ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le seiceáil 4 agus mar sin ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta.

- Seiceáil 4: Níl tagairt déanta do cheachtanna a fhorbraíonn folláine na scoláirí i bplean an choláiste.

CIGIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta na cigireachta	01-08-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim i dtrí thréimhse rangaIdirgníomhú le scoláiríFócas-ghrúpa le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus do bhaill an choiste stiúrtha

Comhthéacs an choláiste

Feidhmíonn Coláiste Bhaile an Fhirtéaraigh as Áras Bhréanainn agus An Máimín i lár an tsráidbhaile. Tá sé de chuspóir an choláiste cur le cumas cumarsáide na scoláirí, lena líofacht, a gcruinneas foghraíochta agus comhréire agus lena dtuiscint ar an gcanúint áitiúil. Bhí 91 scoláire meánscoile cláraithe ar an gcúrsa ar a ndéineadh meastóireacht.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go maith; bhí na scoláirí gníomhach ina bhfoghlaim agus cuireadh béim faoi leith ar an gcumarsáid sna ranganna a breathnaíodh.
- D'oibrigh foireann an choláiste go díograiseach chun riachtanais teanga na scoláirí a shásamh.
- Cé go raibh teimpléad measúnaithe teanga in úsáid ag an gcoláiste i mbliana, tá cur chuige pleanála agus measúnaithe na n-oidí le forbairt a thuilleadh.
- Bhí cáilíocht na bainistíochta agus na ceannaireachta sásúil; tá coiste an choláiste tiomanta do chúrsa d'ardchaighdeán a sholáthar agus tá athbhreithniú a dhéanamh ar phlean an choláiste dá réir.
- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge sásúil ach tá gá le tuilleadh éagsúlachta sna himeachtaí iarnóna agus oíche.
- Ní raibh tagairt déanta do cheachtanna a fhorbraíonn folláine na scoláirí i bplean an choláiste agus ní raibh na céimeanna achomhairc soiléirithe sa chód iompraíochta.

Moltaí

- Is gá plean teanga an choláiste, cur chuige pleanála na n-oidí agus próisis mheasúnaithe an choláiste a fhorbairt a thuilleadh.
- Ba chóir réimse níos leithne d'imeachtaí iarnóna agus oíche a shólathar do na scoláirí chun freastal ar a raon spéise.
- Ní mór don choiste stiúrtha féachaint chuige go ndéantar cur síos ar na ceachtanna a fhorbraíonn folláine na scoláirí i bplean an choláiste.
- Caithfear na céimeanna achomhairc a shoiléiriú sa chód iompraíochta.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go maith.
- Bhí atmaisféar tairbheach foghlama sna ranganna a breathnaíodh. Úsáideadh modhanna múinte oiriúnacha chun na scoláirí a ghníomhú san fhoghlaim agus cothódh deiseanna cumarsáide réadúla dóibh. Baineadh leas fiúntach as obair bheirte agus as obair ghrúpa ar lá na meastóireachta.
- Díriodh go sainiúil ar an ngramadach le linn na gceachtanna. Múineadh seifteanna cuiditheacha do na scoláirí chun rialacha gramadaí a thuiscint agus a úsáid. Rinneadh dul siar rialta ar an ábhar foghlama. I suíomh amháin ámh, bhí an ghramadach múinte gan chomhthéacs teanga. Ba chóir ionchuir ar an ngramadach a chomhtháthú le téamaí cumarsáide atá ábhartha do na scoláirí, in áit mar ábhar ceachta iontu féin.
- D'oibrigh foireann an choláiste go díograiseach chun riachtanais teanga na scoláirí a shásamh. Chuige seo, cuireadh ranganna breise ar fáil do scoláirí ar bheagán Gaeilge agus do scoláirí ag leibhéal na hArdteistiméireachta.
- Tá cur chuige pleanála agus measúnaithe na n-oidí le forbairt. Cuireadh bunachar de cheachtanna samplacha agus acmhainní ar fáil do na hoidí. Is gá áfach, teimpléid phleanála teagaisc a aontú agus a chur i bhfeidhm ar bhonn choláiste uile. Ba chóir go mbeadh pleanáil na n-oidí ag eascairt as clár teanga an choláiste agus fréamhaithe sa chur chuige cumarsáideach.
- Dearadh teimpléad measúnaithe ginearálta i mbliana chun scileanna teanga na scoláirí a thomhas. Moltar ámh, measúnú leanúnach a dhéanamh ar shealbhú sprioctheanga cinnte. Ba chóir go mbeadh an sprioctheanga chéanna soiléirithe faoi théamaí ceachta i bpleanáil na n-oidí agus i bplean teanga an choláiste.
- Tuairiscíodh tuairimí éagsúla ar cháilíocht na foghlama le linn an chruinnithe le fócasghrúpa de scoláirí. Dúradh go raibh ranganna áirithe taitneamhach agus suimiúil agus go raibh deiseanna rialta cothaithe do na scoláirí dul i mbun obair bheirte agus obair ghrúpa iontu. Dúradh go raibh an iomarca béime ar an scríbhneoireacht i suíomh foghlama eile agus nach raibh go leor deiseanna ag na scoláirí an sprioctheanga a chleachtadh. Le linn an phlé, léirigh na scoláirí uile suim sa teanga agus diongbháilteacht chun a gcumas teanga a fheabhsú.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta sásúil.
- Tá coiste an choláiste tiomanta do chúrsa d'ardchaighdeán a sholáthar do na scoláirí. Chuige seo, táthar ag tabhairt faoi na moltaí a déineadh i meastóireachtaí roimhe seo go díograiseach. Cé go bhfuil dul chun cinn áirithe déanta ina leith, tá obair fós le déanamh.
- Tá athbhreithniú á dhéanamh ar chlár teanga an choláiste faoi láthair. Ba chóir plean teanga difreáilte faoi théamaí a chur ar fáil sa chlár seo. Moltar go mbainfí míreanna faoi leith den chlár teanga leis an gceantar máguaird agus le cúram folláine na scoláirí. Ní mór modhanna teagaisc, gníomhaíochtaí foghlama, stráitéisí measúnaithe agus acmhainní teagaisc a chlárú sa phlean. Is fiú measúnú a dhéanamh ar fhiúntas an phlean ag deireadh gach cúrsa.
- Moltar tuairimí na scoláirí agus a dtuismitheoirí a lorg ar cháilíocht chuile cúrsa mar chuid de phlean feabhsúcháin an choláiste.
- Bheadh sé chun tairbhe an choláiste lá ullmhúcháin a éascú do na múinteoirí agus do na cinnirí roimh thús gach cúrsa chun iad a chur ar an eolas faoin bplean teagaisc.
- Deimhníodh go raibh cóip den ráiteas sláintíochta agus slándála, cód iompraíochta agus polasaí frithbhulaíochta ar fáil. Is gá athbhreithniú ar dhéanamh ar an gcód iompraíochta chun na céimeanna achomhairc a shoiléiriú ann.

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

- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge sásúil. Tuiriscíodh sa chruinniú leis an bhfócasghrúpa de scoláirí go raibh gníomhaíochtaí áirithe taitneamhach ach nach raibh mórán éagsúlachta sna himeachtaí iarnóna agus oíche. Dá bharr, ba chóir réimse níos leithne d'imeachtaí a shólathar do na scoláirí chun freastal ar a raon spéise.
- Eagraíodh turais áitiúla chuig Mara Beo, Ceann Sléibhe, na Blascaodaí agus ionad cadhcála mar chuid den chúrsa. Bhí formhór na dturais le déanamh ag deireadh an chúrsa ámh. Moltar réimse níos leithne d'imeachtaí a shólathar tríd an cúrsa, a bhéimníonn úsáid na teanga agus a fhreastalaíonn ar raon spéise na scoláirí.
- Moladh na mná tí agus na cinnirí go hard san fhócasghrúpa leis na scoláirí as an tacaíocht a thugadar dóibh an Ghaeilge a shealbhú.

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

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

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 thuairisc Chigireachta Choláiste Bhaile an Fheirtéaraigh. Táimid tiomanta cúrsaí Gaeilge d'ardcháighdeán a sholáthar le blianta fada anuas. Cuireann an Coláiste rompu é feidhmiú de réir na moltaí ata sa tuairisc agus ta roinnt mhaith den obair seo idir lámhe cheana féin mar a shoiléirítear sa mhír thíos.

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.

Táimid ag síor fhorbairt plean teanga an Choláiste agus leanfar leis sin le béim ar leith ar chur chuige pleanála na múinteoirí agus ar an bproiseás measúnaithe. Tá forbairt á déanamh ar theimpléad teagaisc a chuideoidh le cur chuige na foghlama sa rang.

Aireófar sa teimpléad seo ceachtanna bunaithe ar chursaí folláine chun a chinntiú go mbeidh an t-ábhar seo á chlúdach ag gach rang. Féachfar chuige go mbeidh breis deiseanna/éagsúlachta ann do dhaltaí sna himeachtaí iarnóna/oíche a chuirfidh leis na deiseanna forbartha teanga dóibh.

Ba mhaith linn a mheabhrú go mbíonn leath lá pleanála ann roimh thús gach cúrsa leis an bhfoireann teagaisc, agus, go mbíonn lá traenála ann do cheannairí chomh maith. Is feidir tógaint ar an méid ama seo sa todhcháí.

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste Bhaile an Fhirtéaraigh
College address	Baile an Fhirtéaraigh Trá Lí Contae Chiarra
College reference code	CGM134

Date of inspection: 01-08-18



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, 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 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.

College practice did not meet the requirements of check 4 and therefore the college did not meet the requirements of the checks made at the time of the inspection visit.

- Check 4: No reference is made in the college plan to lessons which develop the wellbeing of students .

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date of inspection	01-08-18
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning in three class periods• Interaction with students• Focus-group with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documentation• Collaborative discussion with management• Feedback to the principal and members of the steering committee

College Context

Coláiste Bhaile an Fhirtéaraigh operates from Áras Bhréanainn and An Máimín in the centre of the village. The college aims to advance the communication skills of the students, their fluency, their accuracy of pronunciation and syntax, and their understanding of the local dialect. There were 91 secondary school students enrolled on the course which was evaluated.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning was good; students were active in their learning and particular emphasis was placed on communication in the lessons observed.
- College staff worked diligently to meet the language needs of students.
- Although a language assessment template was used by the college this year, teachers' planning and assessment approaches need to be developed further.
- The quality of management and leadership was satisfactory; the college committee is dedicated to the provision of a high-quality course and the college plan is being reviewed accordingly.
- The students' experience of Irish language and culture was satisfactory but there needs to be greater variety in afternoon and evening activities.
- No reference was made in the college plan to lessons which develop students' wellbeing and the stages of appeal were not delineated in the code of behaviour.

Recommendations

- The college language plan, teachers' planning approaches and the college's assessment processes need further development.
- A broader range of afternoon and evening activities should be provided to students in accordance with their range of interests.
- The steering committee should ensure that lessons which develop students' wellbeing are outlined in the college plan.
- The stages of appeal should be delineated in the code of behaviour.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning was good.
- There was a positive learning atmosphere in the classes observed. Suitable teaching methods were used that had students active in their learning and opportunities for authentic communication were generated. Worthwhile use was made of pairwork and group work on the day of the evaluation.
- A particular focus was placed on grammar during the lessons. The students were taught helpful strategies to understand and to use grammar rules. Learning content was revised regularly. In one setting, however, grammar was taught without a language context. Inputs on grammar should be integrated with communication themes which are relevant to students, rather than solely as lesson content.
- College staff worked diligently to meet the language needs of the students. To this end, extra classes were provided for students with little Irish and for students at Leaving Certificate level.
- Approaches to teacher planning and assessment need to be developed. A database of sample lessons and resources was provided to teachers. It is necessary, however, to agree and implement a teaching planning template on a whole-college basis. Teachers' planning should emanate from the college language plan and be rooted in the communicative approach.
- A general assessment template was devised this year to assess the language skills of students. It is recommended, however, that continuous assessment be carried out on the acquisition of target language. That same target language should be clarified under lesson themes in teachers' planning and in the college language plan.
- Various views on the quality of learning were reported during the focus group meeting with students. It was stated that certain classes were enjoyable and interesting and that regular opportunities were created for students to engage in pair work and in group work. It was reported in another learning setting that there was too much emphasis on writing and that there were not enough opportunities for students to practise the target language. During the discussion, all students demonstrated an interest in the language and a resolve to improve their language competence.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was satisfactory.
- The college committee is committed to the provision of a high-quality course for students. To this end, recommendations made in previous evaluations are being addressed diligently. Although certain progress has been made, there is still work to be done.
- The college language plan is currently under review. A differentiated language programme under themes should be provided in this plan. It is advised that sections of the plan address language specific to the locality and student wellbeing. Teaching methods, learning activities, assessment strategies and teaching resources should be recorded in the plan. It is worthwhile to review the effectiveness of the plan at the end of each course.
- It is advised that the views of the students and their parents be sought on the quality of each course as part of the college improvement plan.
- It would be to the benefit of the college to facilitate a preparation day for teachers and *cinnirí* before the beginning of each course to inform them of the teaching plan.
- It was confirmed that a copy of the health and safety statement, the behaviour code and the anti-bullying policy was available. A review needs to be undertaken of the behaviour code in order to clarify the appeal stages.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The students' experience of Irish language and culture was satisfactory. It was reported in the focus-group meeting with students that while certain activities were enjoyable, there was little variety in the afternoon and evening activities. Therefore, a broader range of activities should be provided to students in accordance with their range of interests.
- Local trips were organised to Mara Beo, Ceann Sléibhe, the Blasket Islands and a kayaking centre as part of the course. Most of the trips however, were completed at the end of the course. It is advised that a broader range of events be provided throughout the course, which emphasise language use and which accommodate the range of students' interests.
- *Mná tí* and *cinnirí* were highly praised by students during the focus group for the support they gave them in acquiring the Irish language.

At the end of the evaluation, draft decisions and draft recommendations of this evaluation were discussed with the principal and with members of the 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 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
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;

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 Bhaile an Fhirtéaraigh. We have been committed to the provision of high quality Irish courses for many years. The college will implement the recommendations of the report, and as the section below highlights, much of this work is already in hand.

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

We are continuously developing the college language plan and will progress this further by placing particular emphasis on approaches to teacher planning and assessment. We are developing a teaching template which will assist with approaches to learning in the classroom.

This template will include lessons on well-being to ensure that this subject is addressed in every class. We will make sure that there is greater variety in afternoon and evening activities for students which will extend opportunities for their language development.

We wish to reiterate that a half day for planning is organised before each course for the teaching staff as well as a training day for *cinnirí*. This amount of time can be increased in the future.

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).