

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste na Rinne
Seoladh an choláiste	Rinn Ó gCuanach, Dún Garbhán, Contae Phort Láirge
Cód tagartha an choláiste	CGM181

Dáta na cigireachta: 6 Iúil 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 ceann 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 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 teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanáí 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 na cigireachta	6 Iúil 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn sé thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus don stiúrthóirCruinniú leis an ngrúpa fócais

Comhthéacs an choláiste

Coláiste Gaeilge fadbhunaithe is ea Coláiste na Rinne atá suite i Rinn Ó gCuanach gar do bhaile Dhún Garbhán. Ag am na meastóireachta bhí 250 scoláire ar an rolla agus ba scoláirí cónaithe beagnach gach duine acu. Cúrsa coicíse a bhí i gceist. Ba chailíní iad seasca faoin gcéad de na scoláirí i gcionroinnt le daichead faoin gcéad buachaillí. B'as contaetha Chúige Mumhan formhór na scoláirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Sonraíodh atmaisféar sona, cuimsitheach, taitneamhach ar fud an choláiste.
- Bhí comhairle na scoláirí curtha ar bun agus ag feidhmiú go héifeachtach.
- Bhí gaol dearfach, measúil cothaithe idir na múinteoirí agus na scoláirí.
- Bhí cáilíocht na foghlama go maith sna ranganna a breathnaíodh ach bhí féidearthacht ann go labhródh na scoláirí Gaeilge níos minicí i rith an lae.
- Bhí cáilíocht an teagaisc go maith cé go bhfeádfaí feabhas a chur ar úsáid áiseanna teagaisc.
- Bhí cáilíocht eispéireas na scoláirí ar theanga agus cultúr na háite inmholta ach is gá na scoláirí a chumasú chun an Ghaeilge a labhairt níos minicí eatarthu fein.

Moltaí

- Chun tacú leis na scoláirí an Ghaeilge a labhairt sa chlós, sa rang agus sa bhialann, ba chóir straitéisí a chur i bhfeidhm ar bhonn an choláiste uile chun riail na Gaeilge a neartú.
- Ba chóir an foclóir a bhaineann leis na himeachtaí teanga agus cultúrtha a sholáthar roimh ré sna ranganna foirmeálta.
- Chun tuiscint na scoláirí a dhaingniú agus chun a n-eispéiris fhoghlama a fheabhsú a thuilleadh, ba chóir breis úsáide a bhaint as fearais tacúla lena n-áirítear fíorábhair agus acmhainní teicneolaíochta.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc go maith ar an iomlán. Bhain struchtúr éifeachtach leis na ceachtanna a breathnaíodh agus bhí sé soiléir go raibh na múinteoirí dúthachtach le linn na hoibre. I mbeagnach gach rang a breathnaíodh, bhí na múinteoirí ag baint feidhm as plean an chúrsa mar bhunús dá gcuid teagaisc.
- Le linn na ranganna, bhí béim ar eiseamláirí teanga a mhúineadh agus bhain na múinteoirí úsáid as roinnt modhanna múinte éifeachtacha ar nós obair bheirte.
- Thug na múinteoirí ionchur saibhir teanga do na scoláirí ach úsáideadh modh an aistriúcháin freisin i roinnt de na ceachtanna a breathnaíodh. Moltar úsáid a bhaint as fearais tacúla, áiseanna teagaisc agus as fíorábhair chun an t-aistriúchán a sheachaint agus chun soláthar cuí a dhéanamh do na scoláirí a raibh éagsúlacht chumais acu.
- Rinneadh moladh i dtuairisc roimhe seo ar an ngá le hacmhainní teicneolaíocht na faisnéise agus na cumarsáide (TFC) a úsáid chun tacú leis an bpróiseas teagaisc agus foghlama ach ní raibh acmhainní TFC in úsáid sa chuid ba mhó de na seomraí ranga a breathnaíodh. Bhí roinnt cairteacha oideachasúla ar taispeáint sa halla agus sna pasáistí. Chun ceachtanna a shuibhriú agus chun tuiscint na scoláirí a dhaingniú, moltar úsáid na n-acmhainní, acmhainní TFC san áireamh, a leathnú amach go dtí na seomraí ranga.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht bhainistíochta agus cheannaireachta an chúrsa go maith.
- Ghlac údaráis an choláiste a gcuid freagrachtaí i leith sábháilteacht na scoláirí go coinsiasach agus stiúir an príomhoide an cúrsa le díograis agus le cumas. Bhí na polasaithe atá riachtanach de réir na reachtaíochta, deartha ag an mbainistíocht don chúrsa.
- Bhí pleanáil chuimsitheach déanta ag léibhéal an choláiste don chúrsa Gaeilge ach ní mór a chinntiú go bhfuil an clár foghlama in oiriúint do chúrsa Gaeilge a mhaireann ar feadh coicíse. Is fiú freisin an clár a leasú go rialta ionas go ndéantar na struchtúir theanga, na modhanna múinte agus na straitéisí measúnaithe a rianú ann.
- Bhí córas monatóireachta curtha i bhfeidhm ach is fiú anois athbhreithniú a dhéanamh ar an gcóras sin ionas go gcuirtear béim ar inniúlacht labhartha na scoláirí seachas ar a gcuid scileanna scríofa.
- Bhí comhairle na scoláirí curtha ar bun agus ag feidhmiú go héifeachtach. Bhí guth na scoláirí á chur san áireamh go hinmholta ag údaráis an choláiste i riar an chúrsa.
- Bhí córas cinnireachta i bhfeidhm sa choláiste agus chomhlíon siad a gcuid dualgas go cuí. Tá féidearthachtaí ann chun ról na gcinnirí a leathnú amach chun na scoláirí a spreagadh chun an Ghaeilge a labhairt eatathu féin le linn na ranganna, sa bhialann agus le linn na n-imeachtaí, i gcomhcheangal leis na múinteoirí.
- Mhol an chigireacht dheireanach comhthéacs fírinneach cumarsáide a cheapadh le linn ranganna na maidine. Moladh freisin an cur chuige cumarsáide agus inniúlacht labhartha na scoláirí a fhorbairt. Bhí tús curtha leis an obair sin i mbeagnach gach rang a breathnaíodh le linn na cuairte cigireachta.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cóid iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta cláraithe i bplean an phríomhoide.

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

- Bhí cáilíocht mhaith ag baint le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge.
 - Eagraíodh raon d'imeachtaí iarnóna agus oíche, maraon le ranganna amhránaíochta, imeachtaí faoi dhíon agus cluichí páirce le teagascóirí spóirt oilte, múinteoirí agus cinnirí ina mbun.
 - Cruthaítear deiseanna ar theagmháil le muintir na háite tríd an iomáint. Tugann imeachtaí ar nós siúlóidí agus turais chuig an trá blaiseadh do scoláirí den taobh tíre.
 - Ghlac an chuid ba mhó de na na scoláirí rannpháirtíocht ghníomhach sna himeachtaí spóirt agus amhránaíochta a breathnaíodh le linn na cuairte cigireachta. Moltar an foclóir sonracha a bhaineann leis na himeachtaí teanga agus cultúrtha a sholathar sa rang foirmeálta. Moltar freisin straitéisí a fhorbairt chun níos mó deiseanna labhartha a thabhairt do na scoláirí agus leis an nGaeilge a fhoghlaimítear sna ranganna a threisiú.
 - Ba léir go raibh na scoláirí sa bhfócasghrúpa dearfach faoin nGaeilge agus faoi na himeachtaí. Bhraith siad go raibh feabhas ag teacht ar a gcuid Gaeilge.
 - Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus leis an stiúrthóir.
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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
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 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
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 an-mhaith 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

Failtíonn Coiste Bainistíochta Choláiste na Rinne roimh an tuairisc chuimsitheach seo ón gCigireacht ar obair an Chúrsa i mbliana. Is teistiméireacht chothrom, chruinn í ina n-aithnítear mórchuid gnéithe dearfacha a ghabhann le hobair an Chúrsa. Tugann an tuairisc aitheantas don dícheall atá á dhéanamh i gcónaí ag gach uile duine d'fhoireann an Choláiste ar mhaithe leis na páistí a fhreastalaíonn ar an gcúrsa agus dá gcuid iarrachtaí maidir le caighdeáin arda a bhaint amach i ngach gné den obair, ní amháin sa rang ach lasmuigh de freisin. Tugtar aitheantas don dul chun cinn a deineadh ar mholtaí an Chigire ón mbliain seo caite agus leanfar leis an obair seo. Maidir leis an Ráiteas um Chosaint Leanaí, tugann Coiste an Choláiste faoi athbhreithniú bliantiúil a dhéanamh ar an bpolasaí seo nó nuair a thagann athrú ábhartha ar an scéal. Is amhlaidh a dhéantar athbhreithniú ar na polasaithe eile freisin, sé sin uair sa bhliain seachas gach dara bhliain.

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.

Tógadh céimeanna chun Riail na Gaeilge a láidriú agus modh an aistriúcháin a sheachaint. Tabharfar aghaidh ar na moltaí eile atá sa tuairisc san obair réamhphleanála a bheidh idir lámha i gcaitheamh na bliana agus sinn ag ullmhú do Chúrsaí na bliana seo chugainn.

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste na Rinne
College address	Rinn Ó gCuanach, Dungarvan, Co. Waterford
Course reference code	CGM181

Date of Inspection: 6 July 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 learning and teaching in 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.

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

INSPECTION OF A COURSE IN AN IRISH COLLEGE

INSPECTION ACTIVITIES

Date of Inspection	6 July 2018
Inspection activities <ul style="list-style-type: none">• Observation of teaching and learning during six class periods• Interaction with students• Observing afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Discussion with management• Feedback to principal and director• Meeting with focus group

College context

Coláiste na Rinne is a long-established Irish College situated in Rinn Ó gCuanach close to the town of Dungarvan. At the time of the evaluation, there were 250 students on the roll and almost all were boarding. The course was a fortnight long. Sixty per cent of the students were girls compared to forty percent of boys. The majority of students were from Munster.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- A happy, inclusive and pleasant atmosphere was evident throughout the college.
- A student council had been established and was functioning effectively.
- A positive, respectful relationship was being fostered between the teachers and the students.
- The quality of learning was good in the classes observed but there was potential for students to speak Irish more frequently during the day.
- The quality of teaching was good even though the use of teaching resources could be improved.
- The quality of student experience of local language and culture was commendable but students should be enabled to speak Irish more frequently with each other.

Recommendations

- In order to support the students to speak Irish in the yard, in class and in the dining room, strategies should be implemented on a whole-college basis in order to strengthen the Irish language rule.
- The vocabulary for language and cultural activities should be provided in the formal classes, prior to the activity.
- In order to consolidate pupils' understanding and to further improve their learning experience, more use should be made of support equipment, including authentic materials and technological resources.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The overall quality of teaching is good. The lessons observed were well structured and it was evident that the teachers were diligent in their work. In almost every class observed, the teachers made use of the course plan as the basis for their teaching.
- During the classes, emphasis was put on teaching language exemplars and the teachers made use of some effective teaching methods such as working in pairs.
- The teachers provided rich language input for the students but the translation method was also used in some of the lessons observed. It is recommended that support equipment, teaching resources and authentic materials are used in order to avoid translation and to make adequate provision for the students of varying ability.
- In a previous report, a recommendation was made regarding the need to use information and communication technology (ICT) resources in order to support the teaching and learning process but there were no ICT resources in use in most of the classrooms observed. A few educational charts were displayed in the hall and in the corridors. In order to enrich the lessons and to strengthen students' understanding, it is recommended that the use of resources, including ICT resources, is extended to the classrooms.

2. LEADERSHIP AND MANAGEMENT

- The quality of course management and leadership was good.
- The college authorities conscientiously engaged with their responsibilities regarding student safety and the principal led the course diligently and competently. The policies required by regulation were drafted by management for the course..
- Comprehensive planning was engaged in for the course at college level but it has to be ensured that the teaching programme is suited for an Irish course which lasts a fortnight. It is also worthwhile to amend the programme regularly so that the language structures, the teaching methods and the assessment strategies are outlined.
- A monitoring system was implemented but the system should be reviewed so that students' speaking ability, rather than their writing skills, is emphasised.
- A student council had been established and was functioning effectively. College authorities were commendably taking student voice into consideration in the running of the college.
- Cinnirí were employed in the college and they fulfilled their obligations as appropriate. There were possibilities for expanding the role of the cinnirí to work alongside the teachers, in order to encourage the students to speak Irish amongst themselves during classes, in the dining room and during events.
- In the last inspection, it was recommended that an authentic communicative context be provided during the morning classes. Furthermore, it was recommended that the communicative approach and students' speaking ability be developed. That work had commenced in almost every class observed during the inspection visit.
- It was confirmed that a copy of the health and safety statement, code of behaviour and anti-bullying policy were available. A health and safety officer was recorded in the principal's plan.

3. THE STUDENT EXPERIENCE OF IRISH LANGUAGE AND CULTURE

- The quality of the student experience of Irish language and culture was good.
- A range of afternoon and evening activities were organised along with singing classes, indoor activities and field games with trained sport tutors, teachers and cinnirí taking part.
- Opportunities for contact with local people were created through hurling activities. Activities such as walks and trips to the beach gave the students an experience of the locality.

- Most of the students actively took part in the sport activities events and in the singing observed during the inspection visit. The vocabulary specific to language and cultural activities should be provided in the formal classes. It is advised that strategies are developed to provide more speaking opportunities for the students to consolidate the Irish they learn in the classes.
 - It was evident that the students in the focus group had a positive attitude towards Irish and the activities. They felt that their level of Irish was improving.
 - At the end of the evaluation, draft-decisions and draft-recommendations of the evaluation were discussed with the principal and the vice-principal.
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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
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 schools of exceptionally high standards of provision.	Very good; of very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of high standard. Excellent; brilliant; of exceptional standard; possessing very significant strengths; above average
Good	Good applies where it is obvious that the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school 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. The strengths in the area evaluated are just about stronger than the weaknesses. 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 school 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
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school 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

Coláiste na Rinne welcomes the comprehensive report from the inspection of our summer course this year. It is a fair and accurate report that recognises many positive aspects of the work during the course. There is recognition on the report of the efforts made by staff in the interests of the children who attend the course and of their efforts to achieve high standards in all aspects of the work, both inside and outside the classroom. There is recognition given in the report to the progress made following the previous inspection and this work will continue. With regard to the Child Protection Statement, Coláiste na Rinne has an annual review of this policy or when a relevant review is required. Other policies are also reviewed annually, as opposed to every second year.

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

Steps have been taken to strengthen Riail na Gaeilge and to avoid the translation method. The other recommendations in the report will be taken on board in the planning meetings during the year as we work towards the 2019 summer courses.