

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Mhuire
Seoladh an choláiste	Loch an Lúir Anagaire Contae Dhún na nGall
Cód tagartha an choláiste	CGU 091

Dáta na cigireachta: 18 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 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 na cigirí 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; ba rogha leis an gcoiste stiúrtha glacadh leis an tuairisc gan freagra a thabhairt.

COSAINT LEANAÍ

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

1. Tá Ráiteas um Chosaint 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 taispeántóir 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.

Ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le 1, 2 agus 4 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

Dáta na cigireachta	18.07.2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn cúig 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 bhfoireann

Comhthéacs an choláiste

Is coláiste Gaeilge í Coláiste Mhuire atá lonnaithe i Loch an Lúir i Dún na nGall. Reachtálar trí chúrsa gach bliain d'aoisghrúpaí difriúla agus, den chuid is mó, is scoláirí ó thuaisceart na hÉireann a dhéanann freastal orthu. Bhí 252 scoláire cláraithe ar an gcúrsa ag am na cuairte cigireachta.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama sásúil ar an iomlán; bhí cáilíocht na ceachtanna a breathnaíodh idir measartha agus go maith.
- Bhí atmaisféar taitneamhach ar an gcúrsa, ba léir go raibh caidreamh maith, dearfach agus oscailte idir an fhoireann agus na scoláirí.
- Bhí cáilíocht na bainistíochta agus na ceannaireachta ar an gcúrsa sásúil ar an iomlán, le gnéithe áirithe mheasartha ina measc; tá scóip shuntasach chun forbartha ar ghnéithe áirithe den bhainistíochta agus den cheannaireachta.
- Tá dul chun cinn measartha déanta ó thaobh moltaí a bhí i dtuairiscí ar chigireachtaí a soláthraíodh roimhe seo.
- Bhain cáilíocht mhaith leis na himeachtaí iarnóna a d'fhreastail ar suimeanna na scoláirí chomh maith le feasacht, léirthuisicint agus ar shaíocht cultúrtha na h-áite.
- Ní bhaineann soiléireacht leis na polasaithe dlite, tá scóip ag an gcoiste chun iad a fhorbairt le bheith céimnithe agus faofa.

Moltaí

- Ba chóir don choiste stiúrtha athbhreithniú a dhéanamh ar pholasaithe, cleachtas agus rialú an choláiste chun a chinntiú go bhfuiltear ag cloí go h-iomlán leis *Rialacháin faoina dTugtar Aitheantas do Choláistí Gaeilge (2018)*.
- Moltar go láidir don choiste stiúrtha díriú go géar ar na príomh-mholtaí a bhí i dtuairiscí cigireachta 2016 agus 2017 agus deimhin a dhéanamh de go dtéitear i ngleic gan mhoill, leis na hábhair imní a aithníodh, a bhaineann le teagasc agus foghlaim, ceannaireacht agus bainistíocht.
- Bá chóir plean forbartha a dhearadh, a aontú agus a chur i bhfeidhm le gníomhaíochtaí tomhaiste chun na feabhsúcháin chuí a bhaint amach.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama sásúil ar an iomlán; bhí cáilíocht na ceachtanna a breathnaíodh idir measartha agus go maith.
- I gcásanna ina raibh an cleachtas go maith, bhí na hintinní foghlamtha léirithe ag an múinteoir ag tús an cheachta. Bhí réimse leathan de mhodhanna múinte éifeachtacha in úsáid ina raibh na scoláirí spreagtha, gníomhach, tiomanta agus ag baint taitnimh agus tairbhe as a gcuid foghlama sna ceachtanna seo. Bhí ionchais ann go mbeadh an Ghaeilge in úsáid le linn na gceachtanna agus go mbeadh gach iarracht a dhéanamh ag na scoláirí a gcuid tuairimí, freagraí agus smaointe a phlé trí mheán na Gaeilge. B'fhiú an cleachtas éifeachtach seo a leathnú tríd an choláiste.
- I roinnt ranganna eile, bhí béim don chuid ba mhó ar úsáid mhodheolaíochtaí oide-lárnach, agus mar thoradh, ní raibh na deiseanna céanna ag na scoláirí ar an teanga a úsáid mar theanga shóisialta le linn na gceachtanna. Is fiú deiseanna tairbheacha a thabhairt do gach scoláire an teanga nuafhoghlamtha a úsáid agus a dhaingniú trí athchleachtadh rialta i suímh éagsúla.
- I ngach ceacht a breathnaíodh, bhí easpa béime shuntasach ar phleanáil aonarach na múinteoirí agus ar úsáid oiriúnach de hacmhainní teagaisc. I rang amháin bhí áiseanna teoranta in úsáid mar uirlis teagaisc ó thaobh na teicneolaíochta na faisnéise agus na cumarsáide (TFC). Ba cheart don bhainistíocht réimse acmhainní teagaisc níos oiriúnaí do shuíomh an tseomra ranga a sholáthar do mhúinteoirí.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na bainistíochta agus na ceannaireachta ar an gcúrsa sásúil ar an iomlán le gnéithe áirithe den soláthar a bhí measartha ina measc. Ba léir go raibh caidreamh maith, dearfach agus oscailte idir an fhoireann agus na scoláirí. Tuairiscíodh le linn cruinniú leis an bhfócas ghrúpa go soláthraítear eispéireas tairbheach agus fiúntach do scoláirí le linn an chúrsa. Bhí cumarsáid mhaith ar bun maidir le h-imeachtaí agus bhí tionól laethúil ag an bpríomhoide leis na scoláirí. Ar maidin na cigireachta fágadh scoláirí ag suí ar bhallaí mórthimpeall an choláiste gan mhaoriseacht cé go raibh an coláiste le bheith ar oscailt. Ba chóir don mbainistíocht a chinntiú go bhfuiltear ag cloí go hiomlán leis na *Rialacháin faoina dTugtar Aitheantas do Choláistí Gaeilge (2018)* mar gheall ar phoncúlacht agus maoirseacht.
- Le linn na meastóireachta bhí saineolaí áitiúil sna ranganna ag déanamh cur síos ar stair agus cultúr na h-áite trí mheán na Gaeilge do scoláirí. Bhí sé soiléir go raibh sult agus tairbhe a bhaint as an gcuairt ag na scoláirí.
- Chomhoibrigh an leasphríomhoide, an fhoireann teagaisc, na cinnirí agus na scoláirí go measúil leis an bpríomhoide in eagrúchán an chúrsa. I roinnt seomraí ranga rinneadh iarracht suíomh foghlama teanga a chrúthú trí phóstaeir Ghaeilge, nathanna cainte agus rialacha ranganna a bhí deartha ag na scoláirí, a chur ar taispeáint ar na ballaí. Ní raibh na seomraí dá chonacthas slachtmhar, glan nó eagraithe. Bhí easpa acmhainní teagaisc in úsáid ag na múinteoirí agus thuiriscigh cuid de na múinteoirí nach raibh áiseanna teagaisc curtha ar fáil dóibh le linn an chúrsa.
- Deimhníodh go raibh plean an choláiste don chúrsa ar fáil. Áiríodh eiseamláirí cuí d'fheidhmeanna teanga sa phlean a d'fhreastail ar riachtanais dhifriúla na scoláirí. Bhí creatlach éifeachtach pleanála ar fáil do mhúinteoirí ranga sa phlean ach ní raibh sé a chur i bhfeidhm ag na múinteoirí aonaracha. Caithfidh an bhainistíocht athbhreithniú a dhéanamh

ar an gclár teagaisc chun a chinntiú go bhfuil soiléireacht shuntasach ann do mhúinteoirí ó thaobh an plean teagaisc atá le leanstan acu. Ba chóir clár foghlama teanga, chomh maith le nósanna imeachta maidir le monatóireacht a dhéanamh ar dhul chun cinn na scoláirí a aontú agus a chur i bhfeidhm mar gheall ar scileanna teanga na scoláirí a fhorbairt.

- Ní raibh an córas marcála tinrimh sna rollaí soiléir agus ní raibh sé ag teacht lena n-eilítear sna *Rialacháin faoina dTugtar Aitheantas do Choláistí Gaeilge (2018)*. Ina theannta seo, ní raibh ábhar na gceachtanna maidne á chlárú ar na rollaí de réir mar is ceart.
- Tá sé soiléir go bhfuil dul chun cinn áirithe déanta ó thaobh na moltaí cigireachtaí ó 2016 agus 2017. Tá lámhleabhar teagaisc forbartha ag an mbainistíocht a thugann treoir do mhúinteoirí ar inniúlachtaí éagsúla na scoláirí. Cuireadh lá traenála ar fáil do mhúinteoirí ag díriú ar a gcuid freagrachtaí ó thaobh cosaint leanaí de agus rinneadh plé ar dheisiúcháin foirgnimh. Cuireadh lá oiliúna ar fáil do chinnirí chun cuidiú leo an Ghaeilge a spreagadh i measc na scoláirí. Moltar go práinneach don choiste stiúrtha athbhreithniú a dhéanamh ar phríomh-mholtaí na tuairisce seo agus na dtuairiscí cigireachta a soláthraíodh roimhe seo. Ba chóir plean forbartha a dhearadh, a aontú agus a chur i bhfeidhm le gníomhaíochtaí tomhaiste chun na feabhsúcháin chuí a bhaint amach.
- Bhí ráiteas sláintíochta agus sábháilteachta ar fáil ach ní raibh oifigeach sláintíochta agus sábháilteachta cláraithe i bplean an phríomhoide. Tá sé fíor-thábhachtach anois oifigeach sláinte agus sábháilteachta a ainmniú agus plean a chumadh in léirítear na contúirtí suntasacha, go háirithe mar a bhaineann le sábháilteacht na scoláirí ar na bóithre, chomh maith leis na céimeanna a thogaint chun na rioscaí a mhaolú. Ní bhaineann soiléireacht leis na polasaithe dlite, an cód iompair san áireamh. Moltar go ndéanfar iad a hathbhreithniú agus go ndéanfar deimhin de go bhfuil siad ag teacht leis na *Rialacháin faoina dTugtar Aitheantas do Choláistí Gaeilge (2018)*, faofa ag an gcoiste agus go n-áiríonn an cód iompair na céimeanna achomhairc.
- Ba chóir a chinntiú leis go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc ar mhaithe lena chinntiú go bhfuiltear ag teacht le na foralacha an *Achta um Thús Áite do Leanáí (2015)*.

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

- Bhain cáilíocht mhaith leis na himeachtaí iarnóna a d'fhreastail ar suimeanna na scoláirí chomh maith le feasacht, léirtheiscint agus ar shaíocht cultúrtha na háite. Ar iarnóin na cigireachta, eagraíodh cluichí spóirt ar an trá agus chabhraigh na cinnirí go mór chun féinmhuinín na scoláirí a chothú, go háirithe ó thaobh labhairt na Gaeilge de. Bhí na scoláirí go léir tiomanta, gníomhach agus comhoibríoch sna cluichí oide-dheartha agus bhí cuid mhór taitnimh a léiriú acu le linn a gcuid saothair. Bhí sé soiléir ó na himeachtaí iarnóna go raibh ionchais ann go mbeifear ag cumarsáid trí mheán na Gaeilge. Tá scóip ann áfach, an teachtaireacht seo a threisiú a thuilleadh i measc na scoláirí.
- Thuairiscigh na scoláirí le linn cruinniú fócasghrúpa go soláthraítear eispéireas tairbheach agus fiúntach dóibh le linn an chúrsa, gur réitigh siad go maith lena chéile, go raibh na ranganna maidine spéisiúil agus gur bhain siad taitneamh ar leith as na himeachtaí iarnóna agus oíche. Bhí na scoláirí an-dearfach faoin gcultúr comhoibríoch agus an toilteanas léirithe ón mbainistíocht chun a gcuid tuairimí a chur san áireamh i ndearadh agus i gcur i bhfeidhm na n-imeachtaí iarnóna.

Ag deireadh na meastóireachta, pléadh dréachtchinntí 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
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

An Roinn Oideachais agus Scileanna

Inspection of a course in an Irish-language College

REPORT

College Name	Coláiste Mhuire
College Address	Loch an Iúir Anagaire County Donegal
College reference code	CGU 091

Date of inspection: 18 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 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 on the findings and recommendations of the report; the steering committee chose to accept the report without response.

CHILD PROTECTION

During the evaluation, the following checks in relation to the 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 prominently near the main door of the college premises.
 - (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.
3. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
4. 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 1, 2 and 4 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

Date of inspection	18.07.2018
Inspection Activities <ul style="list-style-type: none">• Observation of teaching and learning during five class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Discussion with management• Feedback to principal and to a staff representative

College context

Coláiste Mhuire is an Irish Language College situated in Loch an Iúir in Donegal. Three courses are run each year for different age groups, which are attended mostly by students from Northern Ireland. 252 students were enrolled on the course at the time of the inspection visit.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning was satisfactory overall; lessons observed ranged between fair and good.
- There was a pleasant atmosphere on the course and it was evident that there was a good, positive and open relationship between staff and students.
- The quality of leadership and management of the course was satisfactory overall with some fair practices also in evidence; there is significant scope for the development of certain features of leadership and management.
- There has been fair progress in relation to recommendations made in previously published reports.
- The afternoon activities were of good quality, catered for the interests of students and promoted an awareness and an appreciation of the cultural richness of the area.
- The current compulsory policies are not clear and there is scope to develop them so that they are strategic; they should also be ratified by the steering committee.

Recommendations

- The steering committee should carry out a review of policies, practice and governance of the college to comply fully with the *Regulations under which Recognition is granted to Irish-Language Colleges (2018)*.
- It is strongly recommended that the steering committee review the main recommendations made in inspectorate reports from 2016 and 2017 while ensuring it addresses, without delay, the areas of concern identified in teaching and learning, leadership and management.
- A developmental plan should be designed, agreed and implemented detailing measurable activities in achieving the appropriate improvements.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning was satisfactory overall. Lessons observed ranged between fair and good.
- Where good practice was observed, learning intentions were outlined by the teacher at the onset of the lesson. A wide range of effective teaching methods was used and, as a result, the students were motivated, active, committed and derived enjoyment and benefit from their learning in these lessons. There was an expectation that Irish would be used during lessons and that the students would make every effort to discuss their opinions, answers and ideas through the medium of Irish. It would be worthwhile to extend this good practice throughout the college.
- A greater emphasis was placed on the implementation of teacher-centred methodologies during other lessons and, as a result, the students were not afforded the same opportunities to use the language socially during lessons. Each student should be given opportunities to reinforce newly acquired language through regular repetition in various settings.
- In each lesson observed, there was insufficient emphasis placed on the use of planning and the appropriate use of teaching resources by individual teachers. In one class, limited resources in the area of information and communications technology (ICT) were used as a teaching tool. A more appropriate range of teaching resources should be provided by management for classroom use by teachers during lessons.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management on the course was overall satisfactory, with some fair practice also in evidence. It was evident that there was a good, positive and open relationship between staff and students. It was reported during a focus group meeting with students that they are provided with beneficial and worthwhile experiences during the course. Good communication was observed in relation to activities and the principal held a daily assembly with the students. On the morning of the inspection, students were left seated unsupervised on the wall outside the college though the college was due to be open. Management should ensure that the *Regulations under which Recognition is granted to Irish-Language Colleges (2018)* in relation to punctuality and supervision are being fully complied with.
- During the inspection a local expert was visiting the classes giving an account of local history and culture to the students through the medium of Irish. It was evident that the students derived enjoyment and benefit from the visit.
- The deputy-principal, the teaching staff, the cinnirí (student leaders) and the students co-operated in a respectful manner with the principal in the organisation of the course. In some classrooms, an effort had been made to create a language learning environment by displaying Irish language posters, phrases and class rules designed by the students on the walls. The rooms visited were not observed to be tidy, clean or organised. Few teaching resources were being used by teachers and some teachers reported that they had not been provided with teaching resources during the course.
- The college plan for the course was available. Appropriate exemplars of functions of language were included to cater for the differing needs of students. An effective planning framework was available to class teachers but was not implemented by individual teachers. Management should review the teaching programme to ensure that it contains significant clarity for teachers in relation to the teaching plan that they must follow. A language teaching programme, including procedures for monitoring student progress should now be agreed and implemented in relation to students' language skills.

- The system for marking attendance in the rolls was unclear and was not in accordance with the *Regulations under which Recognition is granted to Irish-Language Colleges (2018)*. Furthermore, the subject matter addressed in the morning lessons was not appropriately recorded on the rolls.
- It is evident that some progress has been made in relation to the recommendations made in inspection reports from 2016 and 2017. A teaching handbook has been developed by management which provides teachers with guidance in relation to addressing students' varied competencies. A training day provided teachers with guidance regarding their responsibilities in accordance with child protection procedures and building repairs were also discussed. A training day was made available to cinnirí (student leaders) to help them encourage spoken Irish amongst the students. The steering committee is advised as a matter of urgency to review the main recommendations made in this report and in the inspection reports made available before this. A developmental plan should be designed, agreed and implemented in which there are measurable activities outlined towards achieving the appropriate improvements.
- It was confirmed that a copy of the health and safety statement was available but a health and safety officer was not identified in the principal's plan. It is now of the utmost importance to identify a health and safety officer and devise a plan outlining the significant dangers, particularly in relation to student safety on the roads as well as the steps to be taken to remediate the identified risks. Current compulsory policies lack clarity, including the code of conduct. It is recommended that they are reviewed to ensure that they comply with the *Regulations under which Recognition is granted to Irish-Language Colleges (2018)*, that they are ratified by the committee and that the code of behaviour details an appeals process.
- It should be ensured that the teaching and learning programme provides for the wellbeing of all students in ensuring that the college is compliant with the requirements outlined in *The Children First Act (2015)*.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The afternoon activities were of a good quality and catered for the interests of students while also promoting an awareness and an appreciation of the cultural richness of the area. On the afternoon of the inspection, games were organised on the beach and the cinnirí (student leaders) helped to foster the self-confidence of students in relation to their spoken Irish in particular. All of the students were committed, active and co-operative in the teacher-designed games; they demonstrated that they enjoyed their activities very much. It was clear from the afternoon activities that there was an expectation that communication would be through the medium of Irish. There is scope, however, to reinforce this message further among the students.
- It was reported during a meeting with the student focus group, that the course provided beneficial and worthwhile experiences for students, that the students got on well with one another, that the morning classes were interesting and that the students enjoyed the afternoon and evening activities in particular. The students were especially positive about the culture of co-operation and the willingness of management to take their opinions into account when arranging and conducting afternoon activities.

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

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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
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. 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 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