

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Árainn Mhór
Seoladh an choláiste	Árainn Mhór, Contae Dhún na nGall
Cód tagartha an choláiste	CGU101

Dáta na cigireachta: 20 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 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; 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 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	20-07-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn sé thréimhse ranga agus aiseolas do mhúinteoiríCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

Comhthéacs an choláiste

Tá Coláiste Árainn Mhór Ionaithe ar oileán Árainn Mhór i gContae Dhún na nGall. Tá dhá bhunscoil agus ionad eile in úsáid do na ranganna maidine agus úsáidtear halla áitiúil do na himeachtaí iarnóna agus oíche. Freastalaíonn an coláiste ar scoláirí iarbhunscoile, bhí 360 scoláire ar an gcúrsa ag am na cuairte.

ACHOIMRE AR NA PRÍOMHCHINNÍ AGUS MOLTAÍ

Cinntí

- Bhain cáilíocht an-mhaith leis an teagasc agus an fhoghlaim le láidreachtaí suntasacha i ranganna sinsearacha go háirithe; spreagadh na scoláirí go sciliúil chun an Ghaeilge a úsáid le linn na gceachtanna.
- Rinneadh na scoláirí a chumasú go han-éifeachtach trí úsáid an-tairbhiúil a bhaint as modhanna idirghníomhacha chun cur lena n-inniúlacht sa teanga.
- Bhí cáilíocht ceannaireachta agus bainistíochta an chúrsa go han-mhaith, ba léir go raibh foireann aontaithe dhíograiseach ag obair ar leas na scoláirí idir bhainistíocht, mhúinteoirí agus chinnirí.
- Chuir an fhoireann raon leathan de dheiseanna fiúntacha ar fáil a bhí ar chaighdeán an-ard chun eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge a thabhairt chun cinn.

Moltaí

- Ba chóir difreáil a chur chun cinn sa teagasc chun freastal ar na cumais éagsúla le linn ranganna na maidine mar a bhíodhas ag déanamh sna ceachtanna ab fhearr.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhain cáilíocht ar ard-chaighdeán leis an teagasc agus an fhoghlaim sna ceachtanna a breathnaíodh agus bhí láidreachtaí suntasacha i ranganna ar leith, ranganna sinsearacha go háirithe.
- Bhí ullmhúchán an-chuimsitheach idir ábhair léirithe agus teicneolaíochta réitithe ag na múinteoirí agus bhí na torthaí foghlama soiléir, dúshlánach agus céimnitheach. Léirigh na scoláirí dul chun cinn an-mhaith maidir leis na scileanna a bhí luaite sa phleanáil i bhformhór na gceachtanna a breathnaíodh. Bhí scóip ann chun an difreáil a chleachtadh i ngníomhaíochtaí teagaisc agus foghlama mar a bhíothas ag déanamh sna ceachtanna ab fhearr.
- I gceachtanna áirithe bhain na múinteoirí úsáid as ceistiúchán go héifeachtach chun an dúshlán a chothú san fhoghlaim agus chun freastal ar na scoláirí a bhí inniúil sa teanga, bhíú na dea-straitéisí ceistiúcháin a leathnú go gach ceacht chun an teagasc agus an fhoghlaim dhifreáilte a chur chun cinn.
- Chuir na múinteoirí deiseanna ar fáil do na scoláirí chun labhairt eatarthu féin i ranganna na maidine, ghlac siad le haiseolas i ndiaidh obair ghrúpa agus chuir siad am ar leataobh roimh dheireadh an cheachta ar mhaithe leis an fhoghlaim a atreisiú ag teacht le moltaí a rinneadh i dtuairisc chigireachta cheana.
- Is inmholta an cur chuige a breathnaíodh i roinnt ceachtanna chun an foclóir a bhain le cúrsaí reatha a mhealladh ó na scoláirí. Cuireadh iad ag machnamh ar thopaicí comhaimseartha a raibh suim acu iontu, ar bhonn aonair agus i ngrúpaí chun a gcuid smaointe a roinnt i gcomhrá agus i ndíospóireacht ranga.
- Léirigh na scoláirí go léir sna ceachtanna a breathnaíodh an-suim agus spéis sa teanga. Bhí fonn orthu iad féin a chur in iúl go muiníneach agus bhí tuiscint mhaith acu ar thopaicí a clúdaíodh sna ceachtanna. Dhírigh na múinteoirí aird go sármhaith ar phointí gramadaí, ar an bhfeasacht teanga agus ar nathanna coitianta.
- Bhí taifid scríofa ag na múinteoirí ar mheastóireacht rialta ar dhul chun cinn na scoláirí agus faigheann na scoláirí teastais de réir a ndul chun cinn ag deireadh an chúrsa. Cuirtear tuairisc ar fáil do thuismitheoirí chomh maith.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhain cáilíocht an-mhaith leis an cheannaireacht ar an bhfoghlaim sa choláiste. Bhí bainistíocht den scoth ar thimpeallacht thaitneamhach foghlama a chruthú, ar bhainistíocht foirne, ar mhaoirsiú scoláirí agus ar bhainistíocht acmhainní.
- Bhí pleanáil don chlár foghlama leagtha amach go cuimsitheach agus bhí na polasaithe cuí ar fáil. D'oibrigh an príomhoide go héifeachtach chun a chinntiú go raibh plean agus an clár teagaisc á gcur i bhfeidhm ar bhonn struchtúrtha agus go forbraitheach i ngach ionad. Chothaigh sé cultúr an mheasúnaithe agus an athbhreithnithe i measc na múinteoirí trí chruinnithe rialta foirne a ghairm chun dea-chleachtas a phlé agus a roinnt.
- Bhí príomhoide ceaptha sna trí ionad chun a ról cheannaireachta a fhorbairt agus b'inmholta an chumarsáid agus an chomhtháiteacht a cothaíodh idir na múinteoirí sna trí ionad ar mhaithe le himeachtaí taitneamhacha ar ardchaighdeán a sholáthar do na scoláirí.

- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód 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 GAEILGE

- *Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go han-mhaith.*
- Eagraíodh raon leathan d'imeachtaí iarnóna agus oíche do na scoláirí agus bhain siad an-tairbhe agus an-taitneamh as na himeachtaí. Bhí na ranganna ceoil agus damhsa a breathnaíodh dea-eagraithe agus bhain na múinteoirí agus cinnirí úsáid as treoracha agus nathanna cuí a bhain leis na hamhráin agus na damhsaí. Cuireadh rannpháirtíocht iomlán chun cinn le linn na n-imeachtaí.
- Thuairiscigh na scoláirí le linn cruinnithe le fócasghrúpa gur bhain siad taitneamh as an gcúrsa agus go raibh na cinnirí an chuidiúil chun focail nua Ghaeilge a mhíniú agus léirigh siad dearcadh an-dearfa i leith an chúrsa.

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 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 Árainn Mhór
College address	Árainn Mhór, Contae Dhún na nGall
College reference code	CGU101

Date of inspection: 20 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 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 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 college practise 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	20-07-2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during six class periods and feedback to teachers• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Revision of relevant documentation• Discussion with management• Feedback to principal

College Context

Coláiste Árainn Mhór is situated on Árainn Mhór island in County Donegal. Two primary schools and another centre are used for morning classes and a local hall is used for afternoon and evening activities. The college caters for post-primary students; there were 360 students on the course at the time of the visit.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- There was a very good standard of teaching and learning with significant strengths especially in senior classes; students were skilfully encouraged to use Irish during lessons.
- Students were very effectively empowered through very beneficial use of interactive methods to enhance their language competence.
- The quality of course leadership and management was very good; it was evident that there was a united, enthusiastic team working for the benefit of students between management, teachers and student leaders.
- Staff provided a broad range of purposeful opportunities which were of a high standard to develop students' experience of Irish language and culture.

Recommendations

- Differentiation should be promoted in teaching to cater for the various abilities during morning classes as was being delivered in the best lessons.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- There was a high standard of learning and teaching in the lessons observed and there were significant strengths in certain classes, especially in the senior classes.
- Teachers had very comprehensive preparation in place between display and technological material, and the learning intentions were clear, challenging and progressive. Students showed very good progress regarding skills referred to in planning in most lessons observed. There was scope to practise differentiation in teaching and learning activities as was being carried out in the best lessons.
- In certain lessons teachers used effective questioning to cultivate challenge in learning and to cater for the students who were capable in the language. It is recommended that these effective questioning strategies are extended to every lesson to develop differentiated teaching and learning.
- Teachers provided students with opportunities to talk among themselves in morning classes, they accepted feedback after group work and they set time aside before the end of the lesson in order to reinforce learning, in accordance with recommendations which were made during a previous inspectorate report.
- The approach of inviting vocabulary relating to current affairs from students which was observed in some lessons was commendable. They reflected on current topics which they enjoyed, on an individual and group basis, to share their thoughts in class conversation and debate.
- All students in lessons observed showed a great interest in and enthusiasm for the language. They were eager to express themselves confidently and they had a good understanding of topics covered in lessons. Teachers focused attention on grammar points, language awareness and common phrases very well.
- Teachers had written records of regular assessment of students' progress and students receive a certificate in respect of their progress at the end of the course. Parents are provided with a report also.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership of learning was very good in the college. The creation of an enjoyable learning environment, staff management, supervision of students and resource management were all excellent.
- Planning for the learning programme was set out comprehensively and the appropriate policies were available. The principal worked effectively to ensure that the plan and teaching programme were being implemented developmentally and on a structured basis in every centre. He promoted a culture of assessment and revision amongst teachers by holding regular staff meetings to discuss and share good practice.
- A principal was appointed in the three centres to develop their leadership roles. The communication and cohesiveness cultivated between teachers in the three centres with the aim of providing students with enjoyable activities of a high quality were commendable.
- It was confirmed that a copy of the health and safety statement, code of conduct and anti-bullying policy were available. A health and safety officer was registered in the principal's plan.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of students' experience of the Irish language and culture was very good.
- A broad range of afternoon and evening activities was organised for students and they received great benefit and enjoyment from the activities. The music and dancing classes which were observed were well organised and teachers and student leaders used appropriate instructions and phrases in relation to songs and dances. Full participation was promoted during activities.
- Students reported, during a focus group meeting, that they enjoyed the course and that student leaders were helpful in explaining new Irish words. They showed a very positive outlook towards the course.

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

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 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-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;