

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Mhachaire Rabhartaigh
Seoladh an choláiste	Machaire Rabhartaigh Contae Dhún na nGall
Cód tagartha an choláiste	CGU213

Dáta na cigireachta: 5 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	5-07-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga agus aiseolas do mhúinteoiríCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar imeachtaí iarnónaAthbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

Comhthéacs an choláiste

Tá an cúrsa seo lonnaithe in dhá bhunscoil agus in ionad pobail i Machaire Rabhartaigh i gContae Dhún na nGall. Bhí céad agus nócha a haon scoláire ag freastal ar an gcúrsa ag am na cuairte.

ACHOIMRE AR NA PRÍOMHCHINNÍ AGUS MOLTAÍ

Cinntí

- Bhain cleachtas éifeachtach le cáilíocht an teagaisc agus na foghlama ar an iomlán agus bhí láidreacht shuntasach i gceacht amháin a breathnaíodh, ach go háirithe.
- Sa chleachtas ab fhearr a breathnaíodh, bhí struchtúr an cheachta forbraitheach, bhí na scolairí gníomhach san fhoghlaim, bhí an bhéim ar chumarsáid agus bhí aird ar leith ar chur chuige difreáilte chun freastal ar na cumais éagsúla le linn an teagaisc; bhí scóp ann chun an dea-chleachtas seo a leathnú go gach rang.
- Bhí réamhullmhúchán maith déanta do na ceachtanna i bpleanáil na múinteoirí, ina raibh torthaí foghlama soiléire leagtha amach agus stráitéisí measúnaithe; bhí gá le pleanáil laethúil cuí don teagasc a leathnú go gach rang.
- Bhí fianaise shoiléir le feiceáil sna ceachtanna ar dhul chun cinn maith na scoláirí san fhoghlaim.
- Bhain na scoláirí an-taitneamh agus an-tairbhe as na himeachtaí iarnóna dea-eagraithe a bhain le hamhráin agus damhsaí Gaelacha, b'ínmholta an cleachtas comhoibríoch a sonraíodh idir na cinnirí, múinteoirí agus scoláirí chun eispéireas ar theanga agus chultúr na Gaeilge a chur chun cinn.
- Bhí cáilíocht cheannaireacht agus bainistíocht an chúrsa go han-mhaith.

Moltaí

- B'fhiú an cur chuige difreáilte a chur chun cinn le linn an teagaisc, go háirithe stráitéisí éifeachtacha ceistiúcháin chun freastal ar chumais éagsúla na scoláirí, mar a bhíodhas a dhéanamh sa cheacht ab fhearr a breathnaíodh.
- Is gá go mbeadh an pleanáil laethúil cuí ar fáil i ngach rang do cheachtanna na maidine.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an iomlán. Bhain láidreacht shuntasach le ceacht amháin a breathnaíodh go háirithe. Sa chleachtas ab fhearr, bhí na torthaí foghlama leagtha amach go soiléir sa phleanáil, bhí béim ar an chumarsáid agus ar rannpháirtíocht ghníomhach na scoláirí agus baineadh úsáid as ceistiúcháin difreáilte. B'fhiú an dea-chleachtas go háirithe ó thaobh stráitéisí céimnithe ceistiúcháin agus difreáilte a leathnú go gach rang chun freastal ar na cumais éagsúla.
- Cé gur bhain cáilíocht mhaith le leibheál na hullmhachta le haghaidh an teagaisc is gá go mbeadh an phleanáil laethúil cuí ar fáil i ngach rang chun an leanúnachas agus éagsúlacht ó cheacht go ceacht a chinntiú.
- Thug na múinteoirí ionchur saibhir teanga do na scoláirí agus thug siad deiseanna fiúntacha dóibh chun an teanga a chleachtadh i bpéirí agus i ngrúpaí. B'innmholta an úsáid a baineadh as ceisteanna breisithe i gceacht amháin chun scileanna smaointeoireachta na scoláirí a fhorbairt agus chun an teanga a shaibhriú.
- Spreag na múinteoirí na scoláirí chun foghlama ar shlí sciliúil trí thimpeallacht tharraingteach foghlama a chruthú agus bhain siad úsáid mhaith as teicneolaíocht na faisnéise agus na cumarsáide chun an fhoghlaim a threisiú.
- Bhain siad úsáid as trialacha agus tascanna measúnaithe éifeachtacha bunaithe ar na topaicí teagaisc chun dul chun cinn na scoláirí a mheas. Bhí deiseanna curtha ar fáil do na scoláirí chun machnamh a dhéanamh ar a gcuid foghlama tar éis na gceachtanna chun athbhreithniú agus atreisiú a dhéanamh ar an fhoghlaim.
- Thuairiscigh na scoláirí le linn chruinniú fócas-ghrúpa leo go raibh siad ag baint an-taitneamh agus tairbhe as an gcúrsa.
- Bhí cáilíocht na dtorthaí foghlama go maith ar an iomlán.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-éifeachtach. Chomhlíon an príomhoide a chuid dualgas go sármhaith. Leag sé amach cúraimí ar leith do na múinteoirí agus do na ceannairí agus ba léir go raibh siad ag tacú go láidir le freagrachtaí an phríomhoide.
- Bhain dea-eagar agus maoirseacht ó thaobh an chórais láidir cinnireachta a bhí i bhfeidhm ar an gcúrsa agus a chuir go mór le héifeacht na hoibre.
- Bhí an timpeallacht fhoghlama breá slachtmhar agus spreagúil; bhí postaeir éagsúla a bhain le cúrsaí cultúir agus teanga agus comharthaí ag míniú gnéithe éagsúla d'imeachtaí le linn an chúrsa ar taispeáint ar na ballaí.
- D'eagraigh an bhainistíocht lá oiliúna do mhúinteoirí roimh an chúrsa chun clár an chúrsa agus eolas ar chosaint leanaí a roinnt leo. Bhain cáilíocht mhaith leis an chur chuige comhoibríoch i measc na foirne le linn an chúrsa chomh maith. Bhí cruinnithe rialta ag an príomhoide leis an fhoireann chun dul chun cinn an chúrsa agus na scoláirí a phlé.
- Bhain láidreachtaí le dearbhú an choláiste ar dhíograis na scoláirí ar nós monatóireacht leanúnach a dhéanamh ar dhul chun cinn na scoláirí agus teastais mholta a chur ar fáil ag deireadh an chúrsa agus a ndul chun cinn a roinnt le tuismitheoirí mar a bhí molta i dtuairisc ar an choláiste cheana.
- 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. Bhí ainm an duine idirchaidrimh ainmnithe agus an leas-duine idirchaidrimh ainmnithe ar taispeáint go feiceálach in aice le príomhdhoras an ionaid agus bhí na daoine ainmnithe ar an láthair mar a bhí molta i dtuairisc a rinneadh cheana ar an choláiste seo.

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

- Bhain cáilíocht an-mhaith leis an eispéireas a cuireadh ar fáil do na scoláirí chun an teanga agus cultúr na Gaeilge a bhlaiseadh.
- D'éagraigh an fhoireann raon leathan d'imeachtaí éagsúla éifeachtacha le linn an chúrsa.
- Ag cruinniú d'fhócasghrúpa scoláirí, thuiriscigh siad go raibh atmaisféar taitneamhach agus spraoiúil ar an gcúrsa, gur bhain éagsúlacht leis na himeachtaí iarnóna agus oíche agus go raibh dul chun cinn maith á dhéanamh acu chun an chanúint agus an fhuaimníocht a fheabhsú. Mhol siad an tacaíocht a thugann na cinnirí dóibh le linn 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

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

Tá coiste stiúrtha Choláiste Mhachaire Rabhartaigh sásta le h-ábhar na tuairisce seo.

Glacfar na moltaí ar bord do chúrsaí na bliana seo chugainn agus scaipfear an tuairisc deiridh ar an fhoireann.

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.

Glacann an coiste stiúrtha leis na moltaí a tháinig ón chigireacht seo.

- Díreofar isteach ar an difreálú a chur chun cinn sna ranganna agus ar straitéisí éifeachtacha ceistiúcháin ag lá oiliúna Choláistí Gael Linn i 2019.
- Cinnteoidh an bhainistíocht go mbeidh pleanáil laethúil curtha ar fáil i ngach rang.

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste Mhachaire Rabhartaigh
College address	Machaire Rabhartaigh Contae Dhún na nGall
College reference code	CGU213

Date of inspection: 5 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 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 college practice met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date(s) of inspection	5-07-2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods and feedback to teachers• Engagement with students	<ul style="list-style-type: none">• Observation of afternoon activities• Review of relevant documentation• Discussion with management• Feedback to principal

College Context

This course is based in two primary schools and one community centre in Machaire Rabhartaigh, Co. Donegal. At the time of inspection there were one hundred and ninety-one students in attendance on the course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- On the whole, there was effective practice in the quality of teaching and learning and in one particular lesson observed there was significant strength.
- In the best practice observed, the structure of the lesson was developmental, the students were actively learning, the emphasis was on communication and there was particular attention paid to a differentiated approach in order to address the various competencies during teaching; there was scope to broaden this practice in every class.
- Good preparation had taken place in lessons in which clear learning outcomes and assessment strategies were outlined; there was a need for appropriate daily planning to be broadened to every class.
- There was clear evidence in the lessons of good student progress in learning.
- The students greatly enjoyed and benefitted from well-organised afternoon activities of singing and Irish dancing, with commendable collaborative practice in evidence among student leaders, teachers and students to promote an experience of Irish language and culture.
- The quality of leadership and management of the course was very good.

Recommendations

- It would be worthwhile to promote a differentiated approach during teaching, especially of effective questioning strategies to address the various competencies of students, as was being done in the best practice observed.
- Appropriate daily planning should be available in every class for morning lessons.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- On the whole, teaching and learning was of good quality. One observed lesson displayed notable strength. In the best practice, learning outcomes were clearly outlined in the planning, there was emphasis on communication and on active student involvement, and differentiated questioning was employed. This good practice of progressive and differentiated questioning strategies would be beneficial throughout every class to address the varying levels of ability in classes.
- Although the level of preparation for teaching was of good quality, appropriate daily planning should be available in every class to ensure continuity and variation from class to class.
- The teachers gave rich linguistic input to the students and they provided them with worthwhile opportunities to practise the language in pairs and in groups. Commendable use was made of supplemental questioning in one lesson to develop the thinking skills of students and to enrich their language.
- Teachers motivated students to learn in a skilled way through the creation of an attractive learning environment and they made good use of information technology to augment learning.
- They used effective tests and assessment tasks based on teaching topics to evaluate the progress of the students. Opportunities were given for students to reflect on their learning after lessons in order to review and consolidate learning.
- Students reported during a focus-group meeting that they were greatly enjoying and benefitting from the course.
- On the whole, learning outcomes were of good quality.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was very effective. The principal discharged his duties very well. Particular duties were delegated to teachers and to student leaders and it was clear that all supported the responsibilities of the principal.
- There was a strong system of student leadership in the course which provided organisation and supervision and greatly aided the effectiveness of the work.
- The learning environment was well presented and inspiring; there was a variety of posters related to cultural and linguistic matters and signs which explained various aspects of events during the course on display on the walls.
- The management organised a training day for teachers prior to the course to share with them the course programme and information on child protection. The collaborative approach of the staff during the course was of a good quality. Regular meetings were held by the principal with the staff to discuss the progress of the course and of the students.
- A strong point was the college's affirmation of the diligence of the students in ways such as continuous monitoring of their progress, the provision of certificates at the end of the course, and sharing their progress with parents as was advised in a previous report on the college.
- It was confirmed that 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. The names of the liaison and the deputy liaison persons were clearly displayed beside the front door of the premises and the named people were present as was advised in a previous report on this college.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The experience provided for students to sample Irish language and culture was of very good quality.
- Staff organised a broad range of various, effective activities during the course.
- At a student focus-group meeting, they reported that there was an atmosphere of enjoyment and fun during the course, that afternoon and evening activities were varied and that they were making good progress in improving the dialect and pronunciation. They praised the support provided by the student leaders during the course.

At the end of the assessment, the draft findings and draft proposals of this assessment 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;

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

The steering committee of Coláiste Mhachaire Rabhartaigh is satisfied with the content of this report.

The recommendations will be taken on board for next year's courses and the final report will be shared with the staff.

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

The steering committee accepts the recommendations made in the report.

- The promotion of differentiation and effective questioning strategies in classes will be a focus during inservice of Gael Linn Colleges in 2019.
- Management will ensure that daily planning will be available in each class.

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).