

# An Roinn Oideachais agus Scileanna

## Cigireacht ar chúrsa i gColáiste Gaeilge

### TUAIRISC

<b>Ainm an choláiste</b>	Coláiste Uí Chadhain
<b>Seoladh an choláiste</b>	Baile na hAbhann Theas Na Minna Contae na Gaillimhe
<b>Cód tagartha an choláiste</b>	CGC011

**Dáta na cigireachta: 6 Iúil 2018**



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**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 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.

Maidin na cigireachta ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le seiceáil 2; ní raibh ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra ar taispeáint go feiceálach gar do phríomhdhoras an ionaid. Faoi dheireadh na cuairte cigireachta bhí ainmneacha an teagmhálaí agus an leas-teagmhálaí curtha ar taispeáint i bhfógra go feiceálach.

# CIGIREACHT AR CHÚRSA I GCOLÁISTE GAEILGE

## GNÍOMHAÍOCHTAÍ CIGREACHTA

<b>Dáta na cigireachta</b>	6 Iúil 2018
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga</li><li>Caidreamh le scoláirí</li><li>Breathnú ar imeachtaí iarnóna</li></ul>	<ul style="list-style-type: none"><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Comhphlé leis an bpríomhoide</li><li>Aiseolas don phríomhoide</li></ul>

## Comhthéacs an choláiste

Tá Coláiste Uí Chadhain lonnaithe in Indreabhán, Contae na Gaillimhe. Bhí 106 scoláirí ar rollachán an chúrsa lá na cigireachta. Le linn na cuairte cigireachta sonraíodh an-spiorad i measc na scoláirí agus dearcadh an-dearfach i leith na Gaeilge agus cultúr na Gaeltachta.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Bhain eagar maith le riar laethúil an choláiste agus léirigh an príomhoide go raibh tuiscint mhaith aige ar riachtanais na scoláirí agus na foirne.
- Bhain caighdeán maith leis an gcaoi ar spreagadh scoláirí chun an Ghaeilge a úsáid agus mar ar cuireadh lena gcuid inniúlachta sa teanga.
- Bhain atmaisféar dearfach scoláire-lárnach le gníomhaíochtaí an choláiste a breathnaíodh lá na cigireachta; bhí leibhéal ard rannpháirtíochta le sonrú sna ranganna maidine agus cuireadh raidhse maith imeachtaí iarnóna agus oíche ar fáil.
- Níor chuir gach oide cáipéisí pleanála scríofa sásúla ar fáil.
- Chuir díospóireachtaí, grúpobair agus gníomhfhoghlaim go mór le húsáid fhairsing na teanga; níor sonraíodh spreagthaí súl agus áiseanna pictiúrtha cuimsitheacha in úsáid, chun tacú le forbairt na cumarsáide.
- Maidin na cigireachta níor tháinig nósanna imeachta an choláiste maidir le caomhnú leanaí go hiomlán leis an seiceáil a éilítear; ní raibh ainmneacha an teagmhálaí agus an leas-teagmhálaí nó Ráiteas Um Chosaint Leanáí an choláiste in iomláine, curtha ar taispeáint i bhfógraí go feiceálach gar do phríomhdhoras an ionaid.

### Moltaí

- Is gá le húdaráis an choláiste a chinntiú go dtagann nósanna imeachta an choláiste maidir le caomhnú leanaí go hiomlán leis na forálacha cuí; caithfear a chinntiú go mbíonn ainmneacha an teagmhálaí agus an leas-teagmhálaí, mar aon le Ráiteas Um Chosaint Leanáí an choláiste in iomláine, curtha ar taispeáint i bhfógraí go feiceálach gar do phríomhdhoras an ionaid.
- Is gá d'údaráis an choláiste a chinntiú go soláthraíonn oidí pleanáil scríofa sásúil dá gcuid ceachtanna.
- Moltar tuilleadh úsáide a bhaint as spreagthaí súl agus as áiseanna pictiúrtha, chun tacú sa bhreis le forbairt na cumarsáide.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC AGUS FOGHLAIM

- Bhain caighdeán maith leis an teagasc sna ceachtanna a breathnaíodh. Bhain oidí úsáid mhaith as gníomhfhoghlaim agus obair chomhoibríoch mar aon le díospóireacht chun na scoláirí a chur chun cumarsáide. Sna gníomhaíochtaí a breathnaíodh bhí na heispéiris fhoghlama thaitneamhach agus bhí rannpháirtíocht bhreá á chinntiú.
- D'oibrigh na h-oidí go dúthrachtach le linn na gceachtanna agus léirigh siad caighdeán ard Gaeilge os comhair na scoláirí. Léirigh na scoláirí caighdeán breá líofachta agus muinín bhreá sa chomhrá Gaeilge sa foriomlán. Le linn an agallaimh a réachtáladh leo thuairiscigh an fócas-ghrúpa de na scoláirí gur bhain siad leas agus sásamh as na ranganna maidine.
- Ní raibh áiseanna súl cuimsitheacha ar fáil ar an gcúrsa sa bhforiomlán mar thacaíocht don teagasc agus foghlaim, rud a bhain d'fhéadarthachtaí sa teagasc agus den difreáil. B'fhiú fearas súl, a chuimsíonn áiseanna closamhairc, a sholáthar agus a úsáid le linn na gceachtanna maidine, go mórmhór mar thacaíochtaí do scoláirí ar leibhéal mhuiníne íseal sa teanga.
- San iomlán, ní raibh pleanáil scríofa sásúil ar fáil i ngach suíomh a rinne cur síos beacht ar chlár na hoibre ar an gcúrsa. Is gá le húdaráis an choláiste a chinntiú go soláthraíonn gach oide réamhullmhúcháin scríofa sásúil dá c(h)uid ceachtanna. Níorbh léir go raibh béim fhoirmeálta curtha ar mheasúnú agus ní raibh doiciméid a bhain le measúnú ar fáil.
- Cé is moite de na cinntí thuasluaite ba léir go raibh caighdeán maith líofachta agus muinín bhreá sa chomhrá Gaeilge i measc líon maith de na scoláirí. Bhain atmaisféar maith le gach suíomh inar breathnaíodh teagasc agus foghlaim. Leagadh béim shuntasach ar chumarsáid fhadaíthe a chothú idir na scoláirí. Thuairiscigh na scoláirí gur bhain siad sásamh as a bheith ag obair i gcomhpháirt lena chéile.

### 2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht bhainistíocht agus cheannaireacht an chúrsa go sásúil, sa bhforiomlán. Bhain eagar maith le riar laethúil an choláiste agus léirigh an príomhoide go raibh tuiscint mhaith aige ar riachtanais na scoláirí agus na foirne. D'oibrigh sé go fuinniúil agus le díocas chun na scoláirí a spreagadh chun a gcuid Gaeilge a úsáid agus a shaibhriú. Ní raibh cleachtas an chúrsa maidir le caomhnú leanaí ag teacht leis an seiceáil a éilítear ina iomláine, áfach.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Ní raibh oifigeach sláinte agus sábháilteachta ainmnithe mar ba chúil sa pholasaí i bplean an phríomhoide, áfach. Caithfidh do bhainistíocht an choláiste a chinntiú go mbíonn ainm an oifigigh seo cláraithe go cuí ann amach anseo.
- Bhain poncúlacht an-mhaith le hamchlár na ranganna agus le gníomhaíochtaí eile an lae le linn na cuairte chigireachta.
- Bhí córas cinnireachta maith i bhfeidhm a chabhraigh go tairbheach leis na scoláirí a choimeád dílis d'úsáid na Gaeilge.
- Cuireadh raidhse áiseanna ar fáil do chluichí faiche agus do chluichí laistigh. Baineadh úsáid fhóinteach as an dtrá mar ionad spóirt agus foghlama.
- Ba léir le linn na cigireachta seo go raibh dul chun cinn an-mhaith déanta maidir leis an moladh sa mheastóireacht deiridh maidir le scileanna na cumarsáide a chothú a thuilleadh le linn na ranganna forimeálta. Bhí dul chun cinn i bpáirt déanta maidir le critéir ratha agus eiseamláirí teanga maithe a sholáthar, mar sholáthraigh na hoide eiseamláirí cuimsitheacha le linn ceachtanna; níor sonraíodh critéir ratha á roinnt, áfach. Ní raibh dul chun cinn le sonrú maidir leis an moladh a bhain le pleanáil.

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

- Bhain cáilíocht an-mhaith leis na heispéiris a bhí ag na scoláirí ar chultúr na Gaeilge. Bhain eagar breá leis na himeachtaí a breathnaíodh agus bhí na háiseanna éagsúla feiliúnach dóibh. Cuireadh raon de ghníomhaíochtaí spóirt ar fáil do na scoláirí fosta. Ghlac na hoidí agus cinnirí páirt ghníomhach i stiúradh na n-imeachtaí seo. Cuireadh céilithe rialta agus gníomhaíochtaí tairbheacha eile ar bun istóiche. Le linn an agallaimh a cuireadh orthu chinntigh an grúpa scoláirí, a ghlac páirt ann, gur bhain siad an-sult as na himeachtaí seo.
- Ghlac na cinnirí páirt ghníomhach sna himeachtaí comhthreomhara seo.
- Le linn an agallaimh a cuireadh ar an ngrúpa scoláirí mhol siad an spiorad a léirigh na múinteoirí agus cé chomh aireach agus a bhí siad.
- Mhol na scoláirí úd obair na gcinnirí ar leas na Gaeilge agus an dea-atmaisféar a bhí ar an gcúrsa.

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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> 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
<b>Maith</b>	Úsáidtear <b>Go maith</b> 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
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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
<b>Lag</b>	Úsáidtear <b>Lag</b> 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**

Fáiltítear roimh thuairisc na cigireachta a eisíodh ar an 21 Samhain, 2018. Tugtar suntas don aitheantas a tugadh d'obair leanúnach an choláiste le Gaeilge chruinn labhartha na scoláirí a shaibhriú agus a fhorbairt chomh maith le dílseacht ár scoláirí don Ghaeilge a ghríosú agus a bhuanú. In ainneoin na dea-oibre ar fad tarlaíonn sé uaireanta nach mbíonn barr foirfeachta bainte amach ar lá aon chigireachta. Níor mhaith go gceapfaí gur amhlaidh a bhíonn i gconaí ná gur lú éifeacht a bhíonn ag an gcorr-rud ar fhiúntas aon chúrsa.

Bíonn ainmneacha an duine idirchaidrimh ainmnithe agus ainm a thánaiste le feiceáil de ghnáth. Ba dhearmad é gan titim an chomhartha a thabhairt faoi deara agus réitíodh é seo. Ainmnítear Oifigeach Sláinte agus Sábháilteachta cé nach raibh sé i gcló don chigireacht áirithe seo.

Moladh obair na múinteoirí sna ranganna go hard agus aontaítear gur cheart go mbeadh a bpleananna ceachta ina seilbh ag na múinteoirí i gcónaí.

## **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.**

Déanfar seiceáil rialta le deimhniú go mbeidh comhartha le hainmneacha an duine chaidrimh ainmnithe agus a thánaiste crochta ar bhealach nach baol dó titim le linn aon chúrsa. Déanfar an comhad Sláinte agus Sábháilteachta a nuashonrú de réir mar is gá chun go bhfeicfear go soiléir ainm an Oifigigh chuí.

Rachfar i gcomhairle leis an gCoiste Pobail óna bhfaigheann an coláiste an foirgneamh ar cíós maidir le cead a fháil chun níos mó acmhainní súl a úsáid sna seomraí ranga.

Cuirfear ina luí ar na múinteoirí nach leor ranganna an-mhaithe a bheith ar bun gan pleananna ceachta a bheith ina seilbh acu gach lá agus déanfar cinnte feasta go mbeidh.



# Department of Education and Skills

## Inspection of a course in an Irish-language College

### REPORT

<b>College name</b>	Coláiste Uí Chadhain
<b>College address</b>	Baile na hAbhann Theas Na Minna Contae na Gaillimhe
<b>College reference code</b>	CGC011

**Date of inspection: 6 July 2018**



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**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.

## 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.

On the morning of the inspection the practice of the college did not meet the requirements in relation to check 2; the names of the Designated Liaison Person (DLP) and the Deputy DLP were not stated on a notice which was displayed clearly near the main door of the premises. By the end of the inspection visit the names of the Designated Liaison Person (DLP) and the Deputy DLP were displayed clearly on a notice.

## INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

### INSPECTION ACTIVITIES

<b>Date(s) of inspection</b>	6 July 2018
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Observation of teaching and learning during three class periods</li><li>• Interaction with students</li><li>• Observation of afternoon activities</li></ul>	<ul style="list-style-type: none"><li>• Revision of relevant documents</li><li>• Discussion with principal</li><li>• Feedback to principal</li></ul>

### *College Context*

Coláiste Uí Chadhain is situated in Indreabhán, County Galway. There were 106 students on the course register on the day of the inspection. During the visit there was a great spirit detected amongst students and a very positive attitude towards Irish and Gaeltacht culture.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### **Findings**

- There was good organisation in relation to the daily administration of the college and the principal illustrated that he had good understanding of the requirements of the students and staff
- There was a good standard regarding the way that students were encouraged to use Irish and the way that their capability in the language was enhanced.
- There was a positive, student-centred atmosphere associated with college activities which were observed on the day of the inspection; there was a high level of participation observed in the morning classes and a good range of afternoon and night activities were provided.
- Not every teacher provided satisfactory written planning documents.
- Debates, group work and active learning really enhanced the broad use of language; comprehensive visual aids and pictorial resources were not observed in use, to support the development of communication.
- On the morning of the inspection the procedures of the college did not fully meet the child protection requirements; the names of the Designated Liaison Person (DLP) and the Deputy DLP or the entire Child Protection Statement were not stated on notices displayed clearly near the main door of the college premises.

#### **Recommendations**

- The college authorities must ensure that college procedures regarding children protection are completely fulfilled with the appropriate provisions; the names of the Designated Liaison Person (DLP) and the Deputy DLP as well as the entire Child Protection Statement must be stated on notices displayed clearly near the main door of the premises.
- The college authorities must ensure that teachers provide satisfactory written plans for their lessons.
- It is recommended that visual stimulus and pictorial resources are used further, to additionally support the development of communication.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING AND LEARNING

- There was a good standard in relation to teaching in the lessons observed. Teachers made good use of active learning and collaborative work as well as debate to make students communicate. In the activities observed the learning experiences were enjoyable and good participation was ensured.
- Teachers worked diligently during the lessons and illustrated a high standard of Irish before the students. Students displayed a good standard of fluency and good confidence in Irish conversation overall. During the interview organised with them, the focus group of students reported that they benefited from and enjoyed the morning classes.
- There were not comprehensive visual resources available on the course overall, to support teaching and learning, which diminished possibilities in teaching and differentiation. Visual equipment, which comprises of audiovisual equipment, should be provided and used during morning lessons, especially as supports for students with low levels of confidence in the language.
- Overall, there was not satisfactory written planning provided in every setting which described exactly the work programme on the course. College authorities must ensure that every teacher provides a satisfactory written preparation of his/her lessons. It was not evident that formal emphasis was placed on assessment and there were no documents in relation to assessment provided.
- Besides the above findings, it was evident that a great number of students had a good standard of fluency and good confidence in Irish conversation. There was a good atmosphere in relation to every setting in which teaching and learning was observed. Significant emphasis was placed upon maintaining lengthened communication among students. The students reported that they enjoyed working collaboratively together.

### 2. LEADERSHIP AND MANAGEMENT

- The quality of management and leadership of the course was satisfactory, overall. There was good organisation in relation to the daily administration of the college and the principal illustrated that he had a good understanding of the requirements of students and staff. He worked energetically and with enthusiasm to inspire the students to use and enrich their Irish. The practice of the college in relation to child protection however, did not completely fulfil the checks required.
- It was confirmed that there was a copy of the health and safety statement, behaviour code and anti-bullying policy available. There was not however, a designated health and safety officer as there should be in the policy in the principal's plan. The college management must ensure that the name of this officer is registered correctly in it in the future.
- There was very good punctuality in relation to the class timetable and with the other activities of the day during the inspection visit.
- There was a good student leader system implemented which constructively helped the students to remain loyal to the use of Irish.
- There was an abundance of resources available for field games and indoor games. Practical use was made of the beach as a sporting and learning setting.

- It was evident during this inspection that there was very good progress made regarding the recommendation in the last evaluation in relation to instilling communication skills further during formal classes. There was part progress made regarding success criteria and providing good language examples, as the teachers provided comprehensive examples during lessons; the sharing of success criteria was not observed, however. There was no progress observed regarding the recommendation in relation to planning.

### **3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE**

- There was very good quality regarding the experiences students had with Irish culture. There was good organisation regarding the events observed and the various resources were suitable for them. A range of sporting activities were provided to students also. Teachers and 'cinnirí' (student leaders) took an active role in the direction of these events. Regular céilí's and other beneficial activities took place at night. During the interview with them the group of students who participated in it confirmed that they really enjoyed these events.
- The 'cinnirí' took an active part in these parallel events.
- During the interview conducted with the group of students they commended the spirit which the teachers showed and how attentive they were.
- These students praised the work of the 'ceannairí' relating to the benefit of Irish and the good atmosphere which the course had.

At the end of the course, the 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
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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 inspection report that was issued on 21 November, 2018 is welcomed. Its recognition of the ongoing work of the college in enriching and developing the accurate spoken Irish of the students as well as the dedication of our students to stimulate and perpetuate the use of the Irish language is significant. Despite all the good work that is done it happens, at times, that the highest levels of perfection are not achieved on the day of an inspection. It should not be assumed that this is how it always is nor that an exceptional occurrence has a lessening effect on the value of a course.

Normally, the names of the designated liaison person and their deputy are on display. It was an error not to have noticed the sign had fallen and this was rectified. A health and safety officer is named, while it was not available in print for this particular course.

The work of the teachers in their classes was praised highly and it is accepted that plans for lessons should be in the possession of teachers at all times.

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

Regular checks will be made to ensure that the sign containing the names of the designated liaison person and their deputy is hung in such a way that there is no danger of it falling during any course.

The health and safety file will be updated as required to ensure it clearly indicates the name of the appropriate Officer (for that course).

The Community Committee, from which the college rents the building, will be engaged with in order to obtain permission to use more visual resources in the classrooms.

It will be emphasised to teachers that it is not sufficient to conduct very good lessons without having plans for these lessons with them every day, and it will be ensured that they have.

*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).*