

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Chiaráin
Seoladh an choláiste	An Crompán An Cheathrú Rua Contae na Gaillimhe
Cód tagartha an choláiste	CGC171

Dáta na cigireachta: 20 Meitheamh 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 i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

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 Leanai** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanai 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 (Leanai 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 Meitheamh 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn 8 dtréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas do dhuine de na príomhoidí agus do bheirt príomhoidí tánaisteacha.

Comhthéacs an choláiste

Tá Coláiste Chiaráin lonnaithe ar an gCeathrú Rua i nGaeltacht Chonamara. Bhí 335 scoláire cláraithe don chúrsa seo. Do ranganna na maidine, bhí na scoláirí lonnaithe i gceann amháin de dhá ionad a bhí iomlán neamhspleách ar a chéile agus a raibh príomhoide agus príomhoide tánaisteach dá gcuid féin acu. Tháinig na scoláirí agus an fhoireann ar fad le chéile do na himeachtaí iarnóna agus oíche. Tá sé mar pholasáí ag an gcoláiste gurb iad muintir na háite, ar chainteoirí dúchais le hardchaighdeán Gaeilge iad, a cheaptar ar fhoireann an choláiste, idir bainisteoirí, oidí agus cúntóirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Ní raibh na hionchais a léiríodh maidir le mianach na scoláirí ar Ghaeilge a labhairt lena chéile nó leis na daoine fásta mórthimpeall orthu ard go leor; mar thoradh air seo ní raibh an leibhéal teanga a bhí á shealbhú agus á úsáid ag scoláirí sásúil.
- Bhí cáilíocht na foghlama measartha de bharr gur minic nach raibh na gnéithe nua-mhúinte den teanga á sealbhú go sásúil ag na scoláirí le linn ceachtanna.
- Bhí cáilíocht an teagaisc sna ceachtanna a breathnaíodh sásúil ar an iomlán; cuireadh gnéithe nua den teanga i láthair scoláirí agus cuireadh i mbun tascanna iad chun an teanga seo a chleachtadh.
- Bhí cáilíocht na bainistíochta go maith mar a bhain le bainistiú laethúil an chúrsa: bhí cáilíocht mheasartha ag baint leis an gceannaireacht sa bhforiomlán toisc nach raibh aird chuí dírithe ar iompar teanga na scoláirí nó ar ghnéithe dá gcuid folláine, mar a léiríodh ina gcuid iompraíochta le linn ceachtanna áirithe agus sa bhruscar i gceann de na hionaid.
- Bhí eispéireas na scoláirí ar na himeachtaí iarnóna le moladh; cuireadh raon leathan gníomhaíochtaí ar siúl a d'fhreastail ar éagsúlacht buanna agus réimsí spéise.
- Bhí dul chun cinn áirithe déanta maidir le cur i bhfeidhm moltaí ó mheastóireachtaí roimhe seo.

Moltaí

- Ba cheart go léireodh pobal an choláiste uile ionchais níos airde maidir le hiompar teanga na scoláirí.
- Ní mór dul i ngleic leis an srian atá ar an bhfoghlaim le linn ranganna na maidine agus na tacaí breise ar ghá chun úsáid na Gaeilge a spreagadh i measc na scoláirí féin a aithint.

- Ta gá le timpeallacht fhoghlama níos folláine a chruthú ina ngníomhaíonn pobal an choláiste uile go comhoibríoch chun roghanna freagracha a dhéanamh, go háirithe ó thaobh iompar teanga agus cruthú timpeallacht ordúil de.

MIONCHINTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht na foghlama measartha sa mhéid a bhain leis an sealbhú a rinne scoláirí ar an teanga le linn na gceachtanna a breathnaíodh; bhí gá le breis béime a leagadh ar ghníomhaíochtaí foghlama a chuirfeadh scoláirí ag cleachtadh agus ag sealbhú na teanga nua-mhúinte. Bhí gá leis an uchtach cuí a chothú iontu le go bhféadfaidís an teanga a labhairt go leanúnach lena chéile agus leis na daoine fásta mórtimpeall orthu.
- Is gá dul i ngleic leis an leibhéal íseal féinspreagthachta chun foghlama a léirigh mórán scoláirí le linn na ngníomhaíochtaí a breathnaíodh. Chuige seo ba cheart ionchais níos airde á léiriú maidir lena n-iompar teanga i gcoitinne. Ina theannta seo, ní mór a gcuid féinfheasachta mar fhoghlaimeoirí teanga a chothú trí dheiseanna úsáide teanga a chur ar fáil a spreagann na scoláirí chun páirt lárnach a ghlacadh sna gníomhaíochtaí ranga.
- Tugadh suntas do leibhéal an tsealbhaithe a rinne scoláirí sna cásanna ina raibh an réamh-mhachnamh cuí déanta ar na gnéithe den teanga a bheadh á sealbhú ag scoláirí agus ar na himeachtaí ranga ab oiriúnaí chun deiseanna a chruthú dóibh ar na focail agus na frásaí nua a chleachtadh. Ba chóir an dea-chleachtas seo, a chonacthas in aon cheathrú de na ceachtanna, a leathnú go dtí na ranganna uile.
- Bhí cáilíocht an teagaisc sásúil ar an iomlán. Cuireadh gnéithe nua den teanga i láthair na scoláirí agus is minic a cuireadh i mbun tascanna cuí iad a raibh sé mar aidhm leo an teanga seo a chleachtadh. I gcás dhá cheacht a breathnaíodh, chruthaigh na tascanna seo deiseanna fóna ar chumarsáid idir na scoláirí.
- Ba mhaith an ní é go ndearnadh cúram don chruinneas gramadaí agus foghraíochta go comhtháite le linn roinnt ceachtanna. B'ínmholta leis é gur díriodh aird na scoláirí ar ghnéithe den chanúint agus go ndearnadh iarracht ar chuid den saibhreas canúnach a roinnt leo.
- Cé go raibh ábhar cainte luaite le gach ceacht, ba mhinic nár cruthaíodh nasc láidir go leor idir ábhar an cheachta agus réimsí spéise na scoláirí féin, rud a chuaigh i bhfeidhm ar a gcuid rannpháirtíochta. Measadh go mbeadh breis ratha ar na ceachtanna úd dá ndéanfaí cúram níos fearr roimh ré d'aithint cuspóirí foghlama, do dhearadh tascanna agus do réiteach acmhainní cuí.
- Is maith an rud é go ndéantar cumas na scoláirí a mheas roimh thús na gcúrsaí. Is gá an córas measúnaithe a fhorbairt chun a chinntiú go bhfuil na páirtithe leasmhara uile ar an eolas faoi leibhéal cumais na bhfoghlaimeoirí ag tús an chúrsa, ar an dul chun cinn a dhéantar i rith an chúrsa agus ar na réimsí feabhais ar cheart díriú orthu amach anseo.
- Tá acmhainní ullmhaithe ag an gcoláiste a thugann treoir áirithe d'oidí i dtaobh ábhar a gcuid ceachtanna agus tascanna ranga oiriúnacha. Ina theannta seo, i mbliana réachtáladh ceardlann oiliúna roimh thús na gcúrsaí a d'fhéach ar fhéidearthacht na drámaíochta chun tacú le foghlaim na Gaeilge mar dara teanga. Ní mór tógáil ar an obair seo trí bhreis ócáidí oiliúna a réachtáil, chomh maith le planáil chomhoibríoch leanúnach idir oidí a éascú.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí cáilíocht na bainistíochta mar a bhain le bainistiú laethúil an chúrsa go maith; bhí dea-eagar ar na himeachtaí uile, bhí na cáipéisí riachtanacha ar fáil, bhí cáilíocht mhaith ag baint le cuid den chóiríocht agus bhí córais éifeachtacha maoirseachta i bhfeidhm.
- I gcás ionad amháin, bhí gá le cúram níos fearr a dhéanamh do ghlaineacht an fhoirgnimh agus le deimhin a dhéanamh de go raibh na seomraí ranga agus pasáistí saor ó bhruscar.
- Bhí dea-chaidrimh cothaithe idir na baill fhoirne agus na scoláirí. Chomh maith leis seo, is iomaí ball foirne, a léirigh tiomantacht d'fheabhsú chaighdeán an tsoláthair.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta cláraithe i bpleananna na bpríomhoidí.
- Bhí cáilíocht na ceannaireachta, mar a bhain le forbairt straitéiseach an choláiste mar shuíomh tumtha a éascaíonn foghlaim na teanga ag daoine óga, measartha. Is den tábhacht é go léireodh ceannairí an choláiste ionchais níos airde maidir le hiompar teanga na scoláirí.
- Ba cheart, mar chuid de phróiseas féinmheastóireachta an choláiste, tosaíocht a thabhairt d'iompar teanga agus do ghnéithe d'fholláine na scoláirí a fheabhsú chomh maith leis na laigí a aithníodh sa chleachtas ranga a cheansú.
- Bhí iarracht áirithe déanta ar na moltaí a d'eascair as cuairt chigireachta 2017 a chur i bhfeidhm: cé go moltar an chéad chéim seo, tá gá le breis gníomhaíochta ina leith.

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

- Bhí cáilíocht shásúil ag baint le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge sa bhforiomlán.
- Tugadh suntas don ardchaighdeán teanga a bhí mar eiseamláir ag na scoláirí óna gcuid oidí agus cúntóirí agus don saibhreas canúnach a bhí mórthimpeall orthu go leanúnach agus iad ag glacadh páirte in imeachtaí éagsúla. Is láidreacht shuntasach í seo.
- In ainneoinn na n-iliomad deiseanna tumtha a fuair scoláirí, níor díródh dóthain airde ar a chinntiú gur shealbhaigh scoláirí leibhéal cuí den teanga a bhí ag teacht lena n-aois agus lena gcumas.
- B'fhiú córas ardchinnireachta a bhunú ar mhaithe le labhairt na Gaeilge a spreagadh i measc na scoláirí féin.
- Cuireadh raon leathan d'imeachtaí ar siúl do scoláirí gach tráthnóna; chinntigh seo go raibh siad lánghníomhach, go raibh caidreamh acu le muintir na háite agus go bhfuair siad fíorbhlaiseadh de shaol na Gaeltachta.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo le duine de na príomhoidí agus leis an mbeirt phríomhoidí tánaisteacha.

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 Chiaráin
College Address	An Crompán An Cheathrú Rua County Galway
College reference code	CGC171

Date of inspection: 20 June 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 in writing on the findings and recommendations of the report; a response was not received from the steering committee.

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

INSPECTION OF A COURSE IN AN IRISH LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date of inspection	20 June 2018
Inspection Activities <ul style="list-style-type: none">• Observation of teaching and learning during eight class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Dialogue with management• Feedback to one of the principals and to both deputy principals

College context

Coláiste Chiaráin is situated in an Cheathrú Rua in the Connemara Gaeltacht. There were 335 students enrolled on this course. For the morning classes, students were located in one of two centres that operated completely independently of each other, each having a principal and a deputy principal. The students and staff of both centres came together for afternoon and evening activities. The college has a policy of appointing local people, who are native speakers with a very high standard of Irish, as staff members, be they managers, teachers or assistants.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Expectations in relation to the students' ability to speak in Irish to each other and to the adults around them were not sufficiently high; consequently, the level of language being acquired and used by students was less than satisfactory.
- The quality of learning was fair as newly taught aspects of the language were often not acquired satisfactorily by the students during lessons.
- The quality of teaching in the observed lessons was satisfactory overall; new aspects of the language were presented to students and they were given tasks to practise this language.
- The quality of management was good as it related to the day-to-day managing of the course; the overall quality of leadership was fair as sufficient attention was not paid to the quality of the language used by students or to elements of their well-being, as manifested in their behaviour during certain classes and in the littering evident in one of the centres.
- Students' experience of the afternoon activities was commendable; a wide range of activities was organised which catered for a variety of aptitudes and interests.
- Partial progress had been made in relation to the implementation of recommendations in previous evaluations.

Recommendations

- The whole-college community should have higher expectations with regard to the students' use of Irish.
- There is a need to address the limits on learning during morning classes and to identify the extra supports necessary to encourage the use of Irish among the students themselves.
- There is a need to create a learning environment that is more conducive to promoting the well-being of all, whereby the whole-college community acts collaboratively and makes responsible choices, especially in relation to language use and the creation of an orderly environment.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of learning was fair in so far as it related to the students' language acquisition during the lessons observed; there was a need to place greater emphasis on learning activities which ensure that students practise and acquire the newly taught language. Fostering the necessary confidence in students is required so that they speak Irish more fluidly to each other and to the adults around them.
- There is a need to address the low level of self-motivation to learn exhibited by many students during observed activities. To that end, higher expectations for their use of the language should be exhibited. There is also a need to foster their self-awareness as language learners by providing opportunities for language use that encourage them to take an active part in classroom activities.
- The level of language acquisition was noteworthy in cases where appropriate consideration had been given in advance to the aspects of the language which the students were to acquire during the lesson and to the activities most suited to creating opportunities for them to use new words and phrases. This good practice, which was seen in a quarter of the lessons, should be extended to all lessons.
- The quality of teaching was satisfactory overall. New aspects of the language were presented to students and, in most instances, they were set appropriate tasks for the purpose of practising this language. In two of the lessons observed, these tasks created good opportunities for communication between students.
- It was good that attention to grammatical accuracy and pronunciation was integrated into some lessons. In these lessons, it was commendable that students' attention was drawn to aspects of the dialect and that an effort was made to share some of this dialectical richness with them.
- Even though each lesson had a theme, frequently the link between the content of the lesson and the students' own areas of interest was not sufficiently strong and this impacted on their participation levels. Lessons would have been more successful if greater attention had been paid in advance to the identification of learning objectives, the design of tasks and the preparation of appropriate resources.
- It is good practice that the students' abilities are assessed before the commencement of the courses. The assessment system needs to be developed to ensure that the ability level of all learners at the beginning of the course, the progress made by them during the course, and areas that still require improvement are evident to all stakeholders.
- Commendably, the college has prepared resources which give a certain amount of direction to teachers in relation to the content of their lessons and suitable class activities. In addition, a training workshop for teachers was held this year prior to the commencement of the courses which explored the potential to use drama as an aid to the learning of Irish as a second language. It is necessary to build on this work by organising further training events, as well as facilitating ongoing collaborative planning between teachers.

2. LEADERSHIP AND MANAGEMENT

- The quality of management, as it related to the day-to-day managing of the course, was good; all activities were well organised, the required documents were available, some of the accommodation was of good quality and effective supervision systems were in place.

- In the case of one centre, there was a need to pay greater attention to the cleanliness of the building and to ensure that the classrooms and passages were free of litter.
- A good relationship had been fostered between staff members and students. Many staff members showed a strong commitment to improving the standard of provision.
- It was confirmed that copies of the health and safety statement, the code of conduct and the anti-bullying policy were available. A health and safety officer had been registered in the principals' plans.
- The quality of leadership, as it related to the strategic development of the college as an immersion setting which facilitates language learning by young people, was fair. It is important that the college leaders set higher expectations for the students' use of Irish.
- As a priority, the college's self-evaluation process should support improvement in the students' use of Irish and identified elements of their well-being, as well as address weaknesses identified in classroom practice.
- Some effort had been made to implement the recommendations arising out of the 2017 inspection visit; while this first step is commended, more needs to be done.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of the students' experience of the Irish language and culture was satisfactory overall.
- The students had exposure to a very high standard of Irish, as exemplified by their teachers' and assistants' language use and the dialectical richness that surrounded them on an ongoing basis as they participated in various events. This is a notable strength of the college.
- Despite the many immersion opportunities for students, the focus on ensuring that the students acquired a level of language appropriate to their age and ability was insufficient.
- A student leadership system should be established to encourage the speaking of Irish among the students themselves.
- A wide range of activities was organised for students each afternoon; this ensured that they were fully active, they had contact with the local people and they got a true sense of Gaeltacht life.

The draft findings and recommendations arising out of this evaluation were discussed with one of the principals and with the two deputy principals at the conclusion of the evaluation.

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