

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste na bhFiann
Seoladh an choláiste	Ionad Óige na hÉireann Droim Rí Co. na Mí
Cód tagartha an choláiste	CGL234

Dáta na cigireachta: 23 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 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 23 Iúil 2018	
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí tréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

Comhthéacs an choláiste

Is i ndeisceart Chontae na Mí, gar do shráidbhaile Dhroim Rí, atá an coláiste seo lonnaithe. Bhí seasca scoláire, idir bhuachaillí agus chailíní, ag freastal ar an gcúrsa.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama sna ranganna foirmeálta go maith ar an iomlán le luas agus struchtúr éifeachtach ag baint leis an múinteoireacht; d'fhéadfaí tuilleadh úsáide a bhaint as raon acmhainní amhairc sna ceachtanna.
- Cuireadh plean an-chuimsitheach ar fáil ina raibh treoir shoiléir ann don mhúinteoireacht, agus ba léir go raibh na hoidí á úsáid.
- D'éirigh leis an bhfoireann, agus iad uile ag comhoibriú ar bhealach an-dearfach faoi stiúir an phríomhoide, eispéreas ar theanga agus ar chultúr na Gaeilge a bhí ar cháilíocht an-ard a sholáthar do na scoláirí.
- Cé gur tugadh tacaíocht chuí do dhaltaí níos laige le linn na gceachtanna, ba léir nach raibh ábhar na gceachtanna dúshlánach go leor do na scoláirí ardchumais.
- Cuireadh timpeallachtaí foghlama slán sábháilte ar fáil laistigh agus lasmuigh; níor baineadh dóthain úsáide as na timpeallachtaí foghlama sna ranganna foirmeálta chun tacú le foghlaim teanga.
- Ar an iomlán, bhí dul chun cinn maith déanta maidir le cur i bhfeidhm moltaí a rinneadh roimhe seo.

Moltaí

- Ba chóir do na hoidí a chinntiú go bhfuil ábhar na gceachtanna idirdhealaithe go leor chun freastal ar éagsúlacht chumais na scoláirí.
- Moltar go núsáidfí acmhainní agus áiseanna amhairc, teicneolaíocht faisnéise agus cumarsáide san áireamh, níos minicí le linn na ranganna foirmeálta.
- Ní mór tuilleadh úsáide a bhaint as áiseanna úsáideacha sna timpeallachtaí foghlama na seomraí ranga chun tacú le foghlaim teanga na scoláirí.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Ar an iomlán, bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh go maith. Ba léir go raibh scileanna bainistíochta ranga faoi leith ag na hoidí agus dá réir sin, cruthaíodh dea-atmaisféar foghlama i ngach suíomh. Bhí na scoláirí ag glacadh páirt tairbheach sna gníomhaíochtaí foghlama a cuireadh ar fáil dóibh.
- Bhí struchtúr maith agus luas éifeachtach ag baint leis an teagasc. Chinntigh sé seo gur spreagadh na scoláirí le linn na gceachtanna, agus gur tugadh tacaíocht chuí d'fhorbairt a scileanna éisteachta agus labhartha.
- B'ínmholta í an chaoi shoiléir gur roinn gach oide leis na scoláirí na spriocanna foghlama ag tús gach ceachta. Ina theannta sin, tháinig gach oide ar ais chuig na spriocanna sin ag deireadh na gceachtanna chun an fhoghlaim a dhaingniú i measc na scoláirí ar bhealach éifeachtach agus comhsheasmhach. San iomlán, úsáideadh áiseanna teagaisc ar bhealach oiriúnach, agus i rang amháin baineadh dea-úsáid astu. Moltar do na hoidí tuilleadh leasa a bhaint as áiseanna agus acmhainní concreideacha, teicneolaíocht faisnéise agus cumarsáide (TCF) san áireamh, chun sprioctheanga a mhíniú agus a mhúineadh.
- Tugadh deiseanna do na scoláirí dul i ngleic le raon tascanna labhartha i rith na gceachtanna, agus dá bhrí sin, bhí idirghníomhaíocht oiriúnach cruthaithe eatarthu agus iad ag cleachtadh sprioctheanga faoi leith.
- Le linn na dtascanna a cuireadh ar fáil sna ceachtanna, thug na múinteoirí tacaíocht éifeachtach ar bhealach an-dearfach do scoláirí a raibh deacrachtaí tuisceana agus foghlama acu. Sna ranganna, áfach, ba léir nach raibh ábhar na gceachtanna sách dúshlánach do na scoláirí ardchumais. Ní mór do na hoidí dul i ngleic leis an saincheist seo ina gcuid pleanála, a gcuid réamhullmhúcháin don teagasc, agus an teagasc féin, ionas go mbeidh sprioctheanga na gceachtanna roghnaithe agus míinte in oiriúint do chumais na scoláirí uile – na scoláirí ardchumais san áireamh.
- Bhain gach oide úsáid chomhsheasmhach as an gcreatlach pleanála a cuireadh ar fáil dóibh ag an gcoláiste. Bhí córas éifeachtach don mheasúnú leagtha amach sa chreatlach sin, agus ba léir ó iniúchadh na ndoiciméad pleanála go raibh na hoidí ag clárú a mbreithiúnais maidir le measúnú na foghlama i ndiaidh gach ceacht ar bhealach an-mhaith.
- Ní mór do na hoidí tuilleadh úsáide a bhaint as áiseanna sna timpeallachtaí foghlama chun foghlaim teanga na scoláirí a thacú. Ba chóir sprioctheanga na gceachtanna agus achoimrí na foghlama a thaispeáint go rialta ar phostaeir, pictiúirí agus lipéid i ngach seomra ranga. D'fhéadfaí tarraingt orthu siúd go minic chun tacú le comhdhlúthú na foghlama.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta ar ardchaighdeán sa choláiste. Tugadh faoi deara dea-atmaisféar dearfach, cairdiúil, ómósach i measc na múinteoirí, ardchinnirí, cinnirí agus na scoláirí, faoi stiúir an phríomhoide.
- Cuireadh plean an-chuimsitheach agus úsáideach ar fáil ag an mbainistíocht don choláiste. Thug an plean treoir shoiléir do chúrsaí reachtála agus do chúrsaí slándála mar aon le treoir chuimsitheach do na hoidí maidir le teagasc, foghlaim agus measúnú na foghlama.
- Bhí cruinniú ag an bpríomhoide agus na múinteoirí gach maidin chun cúrsaí teagaisc agus foghlama a phlé agus a shocrú don lá. Bhí torthaí na gcruinnithe sin le feiscint ar na postaeir a bhí ar thaispeáint sa seomra foirne, le béim ar chruinneas teanga sonraithe iontu. Moltar an straitéis seo. Ba chóir don fhoireann tabhairt faoi straitéisí a dhearadh chun breis forbartha a dhéanamh ar an soláthar do na scoláirí ardchumais.
- Bhí córas éifeachtach deartha ag an gcoláiste chun tabhairt faoi mheasúnú. Tugadh béaltriall do na scoláirí ag tús, i lár, agus ag deireadh an chúrsa. Rinneadh taifid de na béaltrialacha úd

chun dul chun cinn na scoláirí a mheas agus a chlárú. Chuir an príomhoide in iúl go bhfuil sé de nós ag an gcoláiste go roinntear torthaí na mbéaltrialacha leis na tuismitheoirí go foirmeálta ag deireadh an chúrsa.

- Ní mór don bhainistíocht a chinntiú amach anseo go mbainfí tuilleadh úsáide as raon níos leithne d'acmhainní amhairc, TCF san áireamh, le linn na gceachtanna foirmeálta. Chomh maith le sin, ní mór don bhainistíocht a chinntiú go núsáidfí raon d'áiseanna amhairc chun timpeallachtaí foghlama níos tarraingtí a chruthú sna seomraí ranga agus chun tacaíocht a thabhairt don fhoghlaim teanga.
- 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.
- Ar an iomlán, tá dul chun cinn maith déanta ag an gcoláiste maidir le cur i bhfeidhm moltaí a rinneadh sa tuairisc dheireanach. Cé go mbreathnaíodh cleachtas idirdhealaithe do scoláirí le laigí faoi leith, ba léir go raibh scoláirí ardchumais ann nach raibh dóthain de dhúshlán sna ceachtanna cruthaithe dóibh. Roinneadh spriocanna foghlama na gceachtanna go rialta leis na scoláirí ar bhealach an-éifeachtach. San iomlán, ní raibh ach cáilíocht mheasartha ag baint leis na timpeallachtaí foghlama a cuireadh ar fáil sna ranganna a breathnaíodh. Tá tuilleadh oibre fós le déanamh ionas go mbeidh timpeallachtaí foghlama a thugann dóthain tacaíochta don fhoghlaim teanga curtha ar fáil go comhsheasmhach sna seomraí ranga.

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

- Bhí cáilíocht an-ard ag baint le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge.
- Cuireadh go leor imeachtaí iarnóna agus oíche a bhí ar ardchaighdeán ar fáil do na scoláirí. Bhí roghanna ag na scoláirí maidir leis na himeachtaí siúd, agus cinntíodh go raibh gach éinne páirteach iontu. D'oibrigh na cinnirí agus na hardchinnirí go han-mhaith leis na múinteoirí chun cáilíocht na nimeachtaí a chur chun cinn. Spreagadh na scoláirí chun cainte ar bhealach an-éifeachtach agus dearfach.
- Baineadh dea-úsáid as ceol le linn roinnt de na himeachtaí laistigh agus is minic a chualthas scoláirí ag rá amhrán Gaelach agus iad ar a suaimhneas nó i mbun na ngníomhaíochtaí. Ina theannta sin, fuair na scoláirí deiseanna a gcuid buanna ceoil a fheabhsú.
- Chuir na scoláirí sa fócasghrúpa in iúl gur múineadh foclóir agus teanga sna ranganna maidne a bhain leis na himeachtaí iarnóna agus oíche. Bhí siad ar aon intinn go raibh sé seo thar a bheith cabhrach dóibh. Mhol siad an coláiste go hard. Bhí siad den tuairim go raibh cairde déanta acu trí Ghaeilge, agus go raibh siad ag baint sult, spraoi agus tairbhe as 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
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 na bhFiann
College address	Ionad Óige na hÉireann Droim Rí Co. na Mí
College reference code	CGL234

Date of inspection: 23 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 practice 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 23 July 2018	
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Engagement with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Discussion with management• Feedback to principal

College Context

This college is based in south County Meath, near the village of Drumree. Sixty boys and girls were attending the course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Overall, the quality of teaching and learning in the formal classes was good, with both the structure and pace of teaching being effective; more use could be made of a range of visual resources in the lessons.
- A very comprehensive plan was made available which provided clear guidance for teachers, and it was clear that the teachers were making use of it.
- The staff succeeded in providing a high-quality experience of Irish culture and language to the students, while collaborating very positively under the direction of the principal.
- Although appropriate support was given to less able students during lessons, it was clear that lesson material was not sufficiently challenging for high-ability students.
- A safe, secure learning environment was provided both inside and outside; insufficient use was made of the learning environments in the formal classes to support language learning.
- Overall, good progress had been made in implementing previous recommendations.

Recommendations

- Teachers should ensure that lesson material is sufficiently differentiated to address the varied abilities of the students.
- It is recommended that more frequent use be made of visual resources and facilities, including information and communication technology, during formal classes.
- More use should be made of suitable resources in the learning environments of the classrooms to support students' language learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- Overall, teaching and learning in the lessons observed were of good quality. It was clear that the teachers had particular classroom management skills and accordingly, a good learning atmosphere was created in each setting. Students were fruitfully engaged in the learning activities provided to them.
- Teaching was characterised by an effective pace and good structure. This ensured that students were motivated during lessons, and that appropriate support was given to the development of their speaking and listening skills.
- Commendably, teachers shared the learning objectives with the students at the beginning of each lesson. In addition, these objectives were consistently and effectively revisited by each teacher at the end of the lessons in order to consolidate learning among students. In general, teaching facilities were used in a suitable way and, in one class, they were used very well. It is recommended that teachers make more use of concrete resources and facilities, including information and communication technology (ICT), to explain and teach the target language.
- Students were given opportunities to engage in a range of spoken tasks during lessons, and because of that, suitable interaction was generated between them as they practised particular elements of the target language.
- During the tasks provided in the lessons, teachers gave effective support in a very positive way to students who had comprehension or learning difficulties. In the classes, however, it was clear that the lesson material was not sufficiently challenging for the students of higher ability. Teachers should address this issue in their planning, their preparation for teaching, and in the teaching itself, so that the target language of the lessons is chosen and taught in a way that is suited to the abilities of all students, including higher-ability students.
- Each teacher consistently used the planning framework provided to them at the college. An effective system of assessment was laid out in that framework, and it was clear from an examination of the planning documents that teachers were recording their judgement on the assessment of learning from each lesson in a very good way.
- Teachers should make more use of resources in the learning environments to support the students' learning. The target language of the lessons and summaries of learning should be regularly displayed on posters, pictures and labels in each classroom. These could be drawn on to support the consolidation of learning.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management in the college was of a high standard. A positive, friendly and respectful atmosphere was noted among the teachers, *ardchinnirí*, *cinnirí* (student leaders) and students, under the direction of the principal.
- A very comprehensive and useful plan was made available by college management. The plan gave clear guidance on organisational and safety matters as well as clear guidance to the teachers on teaching, learning and the assessment of learning.
- The principal and teachers convened a meeting each morning to discuss and organise that day's teaching and learning. The results of those meetings were to be seen on the posters displayed in the staff room, with particular emphasis on linguistic accuracy. This strategy is to be praised. Staff should undertake the design of strategies to further develop the provision for high-ability students.

- The college had designed a very effective system for undertaking assessment. Students were given an oral test at the beginning, the middle and at the end of the course. Those tests were recorded to assess and register the progress of students. The principal stated that it is college policy to formally share the results of these oral tests with parents at the end of the course.
- Management should ensure in future that more use be made of a broader range of visual resources, including ICT, during formal classes. In addition, management should ensure that a broad range of visual resources be used to create more attractive learning environments in classrooms and to support language learning.
- 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.
- Overall, the college has made good progress in implementing the recommendations made in the last report. Although differentiated practice was noted in relation to students with particular weaknesses, it was clear that there were high-ability students for whom insufficient challenge was created in the classes observed. Learning objectives were shared regularly in a very effective way with the students. Overall, the learning environments provided in the classes observed were of a fair quality. More work remains to be done so that learning environments are provided which give sufficient and consistent support to language learning in classrooms.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The students' experience of Irish language and culture was of a very high quality.
- Plenty of afternoon and evening activities which were of a high standard were provided to the students. Students were offered a choice in those activities, and it was ensured that everyone participated. *Cinnirí* and *ardchinnirí* (student leaders) worked very well with teachers to enhance the quality of the activities. Students were encouraged, in a very positive and effective manner, to talk.
- Music was used very well during some of the indoor activities, and students were often heard singing an Irish song while relaxing or engaged in the activities. In addition, students got the opportunity to improve their music skills.
- The students in the focus group stated that in the morning class, vocabulary and language relevant to the afternoon and evening activities were taught. They were all of the view that this was of great advantage to them. They praised the college highly. They were of the opinion that they had made friends through Irish, and that they were enjoying the course and benefitting from it.

At the end of the evaluation, the draft findings and draft 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;