

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Chara
Seoladh an choláiste	Cill Cartha Contae Dhún na nGall
Cód tagartha an choláiste	CGU 191

Dáta na cigireachta: 4 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 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 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.

CIGIREACTH AR CHÚRSA I gCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dáta na cigireachta	04 Iúil 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus do stiúrthóir an choláiste

Comhthéacs an choláiste

Bunaíodh Coláiste Chara i 2008 faoi chúram coiste stiúrtha. Tá sé mar príomhspríoc an choláiste na scoláirí a spreagadh chun an Ghaeilge a labhairt, imeachtaí iarnóna agus imeachtaí oíche taitneamhacha a chur ar fáil agus go mbeadh cuimhní cinn an-speisialta acu ag fágáil na Gaeltachta. Bhí 66 scoláire cláraithe ar an gcúrsa ar a ndéarnadh meastóireacht, le beirt oidí ranga agus príomhoide a bhí i mbun ranga chomh maith. Scoláirí idir 13 agus 17 bliana d’aois a bhí ann, den chuid ba mó. Tagann cuid mhaith de na scoláirí ar ais go bliantúil go dtí Coláiste Chara. Bhí roinnt scoláirí lae ag freastail ar an gcúrsa comh maith.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí na scoláirí ag baint taitnimh agus tairbhe as a dtréimhse sa Ghaeltacht agus sonraíodh meon an-dearfach uathu i leith na Gaeilge.
- Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh go maith ar an iomlán; b’fhiú na cuspóirí foghlama a roinnt leis na scoláirí ag tús na gceachtanna agus a dhearbhu go bhfuil siad bainte amach acu ag an deireadh.
- Bhí easpa leanúnachais i bhfostaíocht na foirne teagaisc ar an gcúrsa coicise seo agus de bharr seo bhí cáilíocht na ceannaireachta agus na bainistíochta measartha ar an iomlán.
- Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith ar an iomlán; b’fhiú réimse níos leithne d’imeachtaí cultúrtha a chur ar fáil.
- I gcruinniú le fócasghrúpa scoláirí, tuairiscíodh go raibh siad sásta le himeachtaí éagsúla an choláiste don chuid ba mó agus go raibh a gcuid Gaeilge ag feabhsú.

Moltaí

- Moltar don choiste stiúrtha príomhoide agus múinteoirí a cheapadh de réir na *Rialacháin faoina dtugtar aitheantas do Choláistí Gaeilge* agus go mbeadh an fhoireann a bheith in ann seirbhís leanúnach a chur ar fáil don choláiste ó lá tosaithe an chúrsa go dtí deireadh an chúrsa.
- Moltar corás féinmheastóireachta a bhunú chun athbhreithniú a dhéanamh ar phlean an chúrsa ag éirí as cinntí na tuairisce seo maidir le clár teagaisc níos céimnithe a fhorbairt agus úsáid acmhainní sa teagasc.
- Moltar athbhreithniú a dhéanamh ar na himeachtaí cultúrtha atá curtha ar fáil agus amchlár seachtainúil a leagan amach do na himeachtaí iarnóna agus oíche.
- Moltar go reáchtáilfí lá oiliúna do mhúinteoirí roimh thús an chúrsa chun tacú le forbairt an tsoláthair sa choláiste.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh go maith ar an iomlán. Bhí líofacht sa Ghaeilge ag na hoidí agus chuir a gcumas teanga go mór leis na ceachtanna.
- Bhí comhghaol tuisceanach idir na hoidí agus na scoláirí. Don chuid ba mó bhí na scoláirí fuinniúil agus rannpháirteach i ngníomhaíochtaí ranga agus rinne siad an-iarracht an Ghaeilge a labhairt.
- Cruthaíodh deiseanna i ngach rang don chomhoibriú san fhoghlaim trí obair bheirte, obair ghrúpa agus cluichí teanga. Sa chleachtas ab fhearr, ceartaíodh earráidí gramadaí agus bhí na scoláirí ag baint an-sult as díospóireacht ranga. I rang amháin, b'fhiú a thuilleadh béime a chur ar an tréimhse réamhchumarsáide, chun a chinntiú go bhfuil an teanga riachtanach ag na scoláirí roimh dóibh an teanga a chleachtadh i mbeirteanna nó i ngrúpaí.
- Bhí cáilíocht na hullmhachta le haghaidh an teagaisc ag leibhéal sásúil. Chuir an bhainistíocht plean oibre ar fáil don fhoireann agus chuir an príomhoide teimpléid phleanála ar fáil mar threoir. Cuireadh an plean oibre i bhfeidhm de réir cumais agus ábaltachta an ranga.
- Cé go raibh na cuspóirí teagaisc agus an t-ábhar teanga a bhí le múineadh soiléir i bpleanáil na n-oidí, b'fhiú na cuspóirí foghlama a roinnt leis na scoláirí ag tús na gceachtanna agus dul siar orthu ag an deireadh chun an fhoghlaim a mheas.
- Ba teoranta an méid Gaeilge a bhí ar taispeáint sna suíomhanna foghlama. Sna ceachtanna a breathnaíodh, baineadh úsáid theoranta as áiseanna teagaisc lasmuigh den chlár bán agus bileog léitheoireachta. Moltar áiseanna breise a úsáid, ina measc teicneolaíocht faisnéise agus na cumarsáide (TFC), chun tacú le sealbhú teanga.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Cé gur bhain cáilíocht mhaith le gnéithe áirithe den cheannaireacht, bhí cáilíocht na bainistíochta measartha ar an iomlán ionas nach raibh leanúnachas i bhfostaíocht na foirne teagaisc. Ceapadh príomhoide nua agus múinteoir amháin nua don dara seachtain den chúrsa. Chuir seo srian leis an gceannasaíocht a d'fhéadfadh an príomhoide a dhéanamh ar an teagasc agus ar an bhfoghlaim leanúnach i rith an chúrsa. Ní raibh an príomhoide, a bhí i láthair ar lá na cigireachta, ar an eolas faoi na *Rialacháin faoina dtugtar aitheantas do Choláistí Gaeilge* agus an méid atá leagtha síos iontu faoi cheapadh oidí agus pointí tábhachtacha eile.
- Deimhníodh go raibh plean an choláiste don chúrsa Gaeilge ar fáil. B'fhiú an plean seo a fhorbairt ionas go mbeadh sé níos céimnithe chun freastail ar raon chumais na scoláirí agus go mbeadh spriocanna ann maidir le húsáid acmhainní sa teagasc, go háirithe úsáid TFC.
- Thuairisc an príomhoide go gcuirtear scrúdú cainte ar scoláirí ag tús agus ag deireadh an chúrsa chun a ndul chun cinn a mheas. Chuir an t-athrú foirne i mbliana isteach ar éifeacht an chórais measúnaithe seo.
- Léiríodh go raibh deachaidreamh idir na múinteoirí agus na cinnirí agus d'oibrigh an fhoireann iomlán i gcomhpháirt lena chéile chun atmaisféar taitneamhach d'fhoghlaim na Gaeilge a chothú. Thug runaí an choláiste tacaíocht an-mhaith do na hoidí.
- Bhí na rangsheomraí ar chaighdeán an-mhaith mar ionaid teagaisc. Go ginearálta, coinníodh rollaí na scoláirí go soiléir le cuntas ar na ceachtanna a múineadh ar fáil.
- Deimhníodh go raibh cóip den ráiteas sláintíochta agus slándála, cóid iompraíochta agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinteachais agus slándála cláraithe i bplean an príomhoide.

- Chomhlíon na cinnirí a ndualgais le díograis. Spreag siad na scoláirí go fuinniúil bríomhar le páirt a ghlacadh sna himeachtaí éagsúla agus chun an Ghaeilge a úsáid.
- Bhí dul chun cinn sásúil maidir le cur i bhfeidhm líon na moltaí ón meastóireacht i 2016 maidir le polasaithe riaracháin an chúrsa. Tá níos mó oibre le déanamh maidir le cur i bhfeidhm moltaí eile. Moltar oiliúint a chur ar an bhfoireann roimh an chúrsa, go háirithe i dtaobh corás féinmheastóireachta a bhunú chun athbhreithniú a dhéanamh ar phlean an chúrsa agus tosaíochtaí eile cosúil le clár teagaisc níos céimnithe a fhorbairt. B'fhiú freisin go mbunófaí clár meantóireachta chun tacú le hoidí nua sa choláiste.

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

- Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith ar an iomlán. Bhain na scoláirí taitneamh agus tairbhe as na himeachtaí iarnóna a bhain le cursaí spóirt, ceoil, amhráin agus rincí. Bhain fuinneamh agus spraoi leis na himeachtaí. Rinneadh iarracht mhaith an Ghaeilge a chur chun cinn mar theanga na n-imeachtaí seo. Chabhraigh na cinnirí le heagrúchán imeachtaí agus le féinmhuinín na scoláirí i labhairt na Gaeilge a fhorbairt. Bheadh sé tairbheach béaloideas ó cheantar Cill Cartha a roinnt leis na scoláirí chun a n-eispéireas cultúrtha a fhorbairt.
- Tuairiscíodh, le linn an chruinnithe leis an bhfócasghrúpa scoláirí go raibh siad ag baint taitnimh as an gcúrsa ar an iomlán. Léiríodh go raibh atmaisféar an choláiste an-chairdiúil, go raibh leagan amach na ranganna maidine go maith agus gur bhain siad sult as an fhoghlaim ghníomhach. Tuairiscíodh gur chuir an bhainistíocht in iúl dó na scoláirí ó lá go lá na himeachtaí iarnóna agus oíche a bheadh ag dul ar aghaidh. Ní raibh na scoláirí sásta leis an gcóras seo.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus le stiúrthóir an choláiste.

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 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
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 an-mhaith 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 Chara
College address	Kilcar County Donegal
College reference code	CGU 191

Date of inspection: 4 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; a response was not received from the steering committee.

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	4 July 2014
Inspection activities <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documentation• Discussion with management• Feedback to principal and to the director of the college

College Context

Coláiste Chara was established in 2008 under the auspices of a steering committee. The main aim of the college is to encourage students to speak Irish, to provide them with enjoyable afternoon and evening activities and to create very special memories for them as they leave the Gaeltacht. There were 66 students enrolled on the course evaluated; there were two class teachers as well as a teaching principal. For the most part, the age range of the students present was from 13 to 17 years. Many of the students return to Coláiste Chara year after year. Several day students also attended the course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The students were deriving enjoyment and benefit from their time in the Gaeltacht and their very positive disposition towards Irish was notable.
- The quality of teaching and learning in the lessons observed was good overall; learning objectives should be shared with students at the start of lessons and their achievement confirmed at the end of lessons.
- There was a lack of continuity in the employment of teaching staff on this two-week course and because of this the quality of leadership and management was fair overall.
- The quality of students' experience of the Irish language and culture was good overall; a wider variety of cultural activities should be provided.
- During a meeting with a student focus group, it was reported that they were generally satisfied with the various college activities and that their Irish was improving.

Recommendations

- The steering committee is advised to recruit a principal and teachers according to the *Regulations under which Recognition is granted to Irish-Language Colleges* and that staff should be able to provide continuous service to the college from the start to the end of the course.
- A system of self-evaluation should be established to review the course plan arising from the findings of this report in relation to the development of a more differentiated teaching programme and the use of resources during teaching.
- A review should be carried out of the cultural events provided and a weekly timetable set out for afternoon and evening activities.
- A training day for teachers should be held before the course commences to support the development of provision in the college.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning in the lessons observed was good overall. The teachers were fluent Irish speakers and their language ability greatly enhanced the lessons.
- The relationships between teachers and students were amicable. For the most part, students were energetic and participated in class activities and made great efforts to speak Irish.
- Opportunities for cooperative learning were created in all classes through pair work, group work and language games. Where best practice was noted, grammar mistakes were corrected and students really enjoyed class debates. In one class, more emphasis should have been placed on the pre-communication stage, to ensure that the students had the necessary language before practising language in pairs or in groups.
- The quality of preparation for teaching was satisfactory. Management provided a work plan for teachers and the principal provided a planning template as a guide. The work plan was implemented according to the aptitude and ability of the class.
- Although the teaching objectives and language content to be taught were clear in the teachers' planning, the learning objectives should be shared with the students at the start of lessons and reviewed at the end in order to assess learning.
- The amount of Irish on display in the learning environments was limited. In the lessons observed limited use was made of teaching aids apart from the whiteboard and reading sheets. Additional resources, including information and communications technology (ICT), should be used to support language acquisition.

2. LEADERSHIP AND MANAGEMENT

- Although certain aspects of leadership were of good quality, the quality of the management was weak overall, in that there was a lack of continuity in the employment of teaching staff. A new principal and one new teacher were appointed for the second week of the course. This limited the leadership that the principal could offer in providing for continuity of teaching and learning during the course. The principal, who was present on the day of the inspection, was not aware of the *Regulations under which Recognition is granted to Irish-Language Colleges*, nor of what is documented in them about the appointment of teachers and other important points.
- It was confirmed that a college plan was available for the Irish course. This plan should be developed so that it is differentiated further to cater to the range of student abilities and include goals regarding the use of resources in teaching, especially the use of ICT.
- The principal reported that students undergo an oral test at the start and end of the course to assess their progress. The staffing changes this year disrupted the effectiveness of this system of assessment.
- Good relations between teachers and *cinnirí* were apparent and the entire staff cooperated well together to nurture a positive atmosphere for learning Irish. The college secretary provided very good support to the teachers.
- Classrooms were of a very high standard as teaching environments. In general, student registers were maintained clearly with accounts of lessons taught provided.
- It was confirmed that copies of the health and safety statement, code of behaviour and an anti-bullying policy were available. A health and safety office was registered in the principal's plan.

- The *cinnirí* carried out their duties with enthusiasm. They encouraged students actively and energetically to participate in the various activities and to use Irish.
- Satisfactory progress was made in the implementation of the recommendations from the 2016 evaluation regarding course administrative policies. Further work is required to implement other recommendations. Staff should be trained prior to the course, especially in establishing a system of self-evaluation, to review the course plan and to address other priorities such as the development of a more differentiated teaching programme. A mentoring programme should be established to assist new teachers in the college.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The students' experience of Irish language and culture was good overall. The students enjoyed and benefited from the afternoon activities which included sport, music, songs and dancing. The activities were fun and energetic. Good efforts were made to promote Irish as the language of these activities. The *cinnirí* assisted with the organisation of activities and in developing students' self-confidence in speaking Irish. It would be beneficial to share the folklore of Kilcar with students to enhance their cultural experience.
- During a meeting with a student focus group, it was reported that they were enjoying the course on the whole. It was evident that the college atmosphere was very friendly, the morning classes were well structured and the students enjoyed active learning. It was reported that management informed the students on a day-to-day basis of the afternoon and evening activities taking place. The students were not happy with this system.

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

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;