



An Roinn Oideachais
Department of Education

Cigireacht ar chúrsa i gColáiste Gaeilge Tuairisc

TUAIRISC

Ainm an choláiste

Coláiste Ghaoth Dobhair

Seoladh an ionaid

Gaoth Dobhair,
Leitir Ceanainn,
Co. Dhún na nGall.

Cód aitheantais an choláiste

CGU211

Dáta na cigireachta

13-06-2023

Dáta eisiúna na tuairisce

Date of issue of report

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

This report is written in Irish. An English translation of the report is provided at the end of the report

Cad is meastóireacht ar chúrsa i gColáiste Gaeilge ann?

Is thar cheann na Roinne Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán a dhéanann Cigireacht na Roinne Oideachais 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, foghlaim agus measúnú
2. Ceannaireacht agus bainistíocht
3. Eispéireas na scoláirí ar theanga agus ar chultúr 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

Cosaint leanaí

Tabhair faoi deara nár áirigh an mheastóireacht seo cigireacht ar áitribh na gColáistí, ar bhainistíocht na n-áitreabh nó ar an gcaoi a ngéilltear, sna háitribh seo, d'fhorálacha an *Achta um Thús Áite do Leanaí (2015)*.

Rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí le linn na meastóireachta. Léiríonn an tábla thíos na réimsí ina raibh cleachtas an choláiste ag teacht lena n-éilítear na seiceanna agus na réimsí nach raibh cleachtas an choláiste ag teacht lena n-éilítear sna seiceanna.

1. Bhí Ráiteas um Chosaint Leanaí ag an gcoláiste a bhí i gcomhréir le forálacha an Achta um Thús Áite do Leanaí 2015. Bhí an ráiteas seo faofa ag údaráis an choláiste agus bhí tiomantas ann go ndéanfaí athbhreithniú air gach dara bliain nó i gcás athrú ábhartha.	Bhí
2. Bhí ainm/ainmneacha an teagmhálaí/ na dteagmhálaithe ainmnithe i bhfógra a bhí ar taispeáint go feiceálach gar don phríomhdhoras.	Bhí
3. (a) Dheimhnigh údaráis an choláiste gur tugadh cóip den ráiteas um chosaint leanaí do gach oide a bhí fostaithe ag an gcoláiste.	Dheimhnigh
(b) Dheimhnigh gach oide ar bhreathnaigh an cigire ceacht leis/léi, go raibh sé/sí eolach ar a c(h)uid dualgas mar dhuine sainordaithe.	Dheimhnigh
4. Dheimhnigh údaráis an choláiste go ndearnadh foráil chun folláine na scoláirí uile a chur chun cinn i soláthair an chlár teagaisc agus foghlama.	Dheimhnigh

Frithbhulaíocht

Rinneadh seiceáil mar seo a leanas ar nósanna imeachta an choláiste maidir le frithbhulaíocht le linn na meastóireachta. Léiríonn an tábla thíos na réimsí ina raibh cleachtas an choláiste ag teacht lena n-éilítear sna seiceanna agus na réimsí nach raibh cleachtas an choláiste ag teacht lena n-éilítear sna seiceanna.

1. Bhí polasaí frithbhulaíochta forbartha ag an gcoláiste.	Bhí
2. Dheimhnigh gach múinteoir, ar thug an cigire cuairt air/uirthi, go raibh sé/sí ar an eolas faoi pholasaí frithbhulaíochta an choláiste.	Dheimhnigh

Cigireacht ar chúrsa i gColáiste Gaeilge

Dáta na cigireachta	13-06-2023
Gníomhaíochtaí na cigireachta	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide / don phríomhoide tánaisteach / do na múinteoirí agus d'ionadaí ón gCoiste Stiúrtha
<ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaIdirghníomhú le scoláiríBreathnú ar imeachtaí iarnóna	

Comhthéacs an choláiste

Tá Coláiste Ghaoth Dobhair lonnaithe i gcompal Ghaoth Dobhair i gContae Dhún na nGall. Bhí 131 scoláire, le deichniúr ardchinnirí san áireamh, rollaithe ar an gcúrsa lá na cigireachta. Bhí an t-ionad pobail áitiúil in úsáid do na ceachtanna maidine agus úsáideadh an t-ionad pobail agus áiseanna eile sa cheantar do na himeachtaí iarnóna agus oíche. Tugadh deis do choiste stiúrtha an choláiste a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

Achoimre ar chaighdeán an tsoláthair sa choláiste

Réimse	Leibhéal
Cáilíocht fhoriomlán na foghlama	An-mhaith
Cáilíocht fhoriomlán an teagaisc	An-mhaith
Cáilíocht fhoriomlán an mheasúnaithe	Maith
Cáilíocht fhoriomlán na ceannaireachta agus na bainistíochta	An-mhaith
Cáilíocht fhoriomlán eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge	An-mhaith

Dearcadh na Scoláirí

Chuir na rannpháirtithe sa ghrúpa fócais in iúl go raibh siad ag baint taitneamh as an gcúrsa agus an t-atmaisféar dearfach, tacúil agus bríomhar a bhain leis. Dúirt said gurbh fhiú go mór dóibh freastal ar an gcúrsa agus go raibh feabhas tagtha ar a gcuid inniúlachta agus muinte sa teanga.

Luaigh na scoláirí go raibh éagsúlacht sna gníomhaíochtaí agus go raibh go leor deiseanna acu, laistigh agus lasmuigh den seomra ranga, chun cleachtadh a dhéanamh ar an teanga nua-fhoghlamtha agus chun úsáid a bhaint as an teanga shóisialta lena gcairde agus le baill foirne.

Mhol siad an spreagadh agus an tacaíocht ó bhaill foirne agus muintir na dtithe lóistín chun an Ghaeilge a úsáid. Luaigh siad go sonrach an cairdeas agus an muintearas, chomh maith leis an nasc leis an gceantar a bhí forbartha acu.

Mionchinntí agus moltaí

1. Cáilíocht fhoriomlán an teagaisc, na foghlama agus an mheasúnaithe

Áirítear na réimsí seo a leanas i gcáilíocht fhoriomlán an teagaisc, na foghlama agus an mheasúnaithe:

- Pleanáil agus ullmhúchán ceachta
- Leibhéal inniúlachta an mhúinteora sa Ghaeilge
- Cuir chuige teagaisc agus eolas oideolaíochta
- Timpeallacht foghlama taitneamhach agus spreagúil
- Soláthar deiseanna ar idirghníomhaithe idir scoláirí
- Leibhéal cuí inniúlachta á léiriú ag scoláirí
- Freagairt do riachtanais foghlama aonair
- Cothú fhéinfheasacht na scoláirí
- Measúnú mar threoir don teagasc agus don fhoghlaim
- Gnóthachtáil na dtorthaí foghlama

Achoimre:

Bhain cáilíocht an-mhaith leis an bhfoghlaim sna ceachtanna ar fad a breathnaíodh. Bhain na scoláirí an-taitneamh as a gcuid foghlama agus ghlac siad páirt an-ghníomhach sna gníomhaíochtaí foghlama. I ngach ceacht, bhain na múinteoirí úsáid as intinní foghlama chun an fhoghlaim faoi chaibidil a chur ar shúile na scoláirí. Bhí sé le moladh go ndeachthas siar ar na hintinní foghlama ag deireadh na gceachtanna d'fhonn rath na foghlama a mheas.

Baineadh úsáid an-rathúil as an gcur chuige comhtháite agus as an gcur chuige cumarsáideach i ngach ceacht. Bhí na timpeallachtaí foghlama tacúil, dearfach agus ómósach agus bhí atmaisféar spráúil agus spreagúil le sonrú iontu. D'úsáid múinteoirí ceol, taibhiú agus geáitsíocht chun scoláirí a spreagadh chun cainte agus chun teanga nua a léiriú i gcomhthéacs. Bhí na múinteoirí ar fad, ar chainteoirí dúchais de bhunadh an cheantair iad, an-inniúil sa teanga. Chuir siad béim an-éifeachtach ar shaibhreas na Gaeilge; chuidigh sé seo le scoláirí chun focail agus cora cainte logánta a thabhairt leo agus chun cumarsáid idirphearsanta dhílis a dhéanamh.

Bhí éagsúlacht an-mhaith i ngníomhaíochtaí na gceachtanna le cothromaíocht idir ionchur an mhúinteora, plé ranga, tascanna aonair agus obair ghrúpa. I ngach ceacht, bhí na gníomhaíochtaí foghlama ailínithe leis na hintinní foghlama, structúrtha go han-mhaith agus bhain leibhéal an-mhaith inrochtana agus dúshláin leo. Dhear na múinteoirí acmhainní a bhí mar scafall don fhoghlaim ar bhonn difreáilte agus bhí scoláirí in inmhe cumarsáid a dhéanamh cothrom lena gcumas dá bharr.

Bhí cáilíocht an mheasúnaithe go maith. Rinneadh measúnú ar chumas na scoláirí ag tús an chúrsa chun a gcumas sa teanga a mheas agus chun bonn fianaise a bhailiú do phleanáil an chúrsa. D'úsáid na múinteoirí ceistiú go héifeachtach chun scoláirí a mheas agus thug siad aiseolas cuiditheach do scoláirí ó bhéal ar ghnéithe de theanga a bhí le forbairt.

Moltaí:

Níl aon mholadh le déanamh anseo.

2. Cáilíocht fhoriomlán na ceannaireachta agus na bainistíochta

Áirítear na réimsí seo a leanas i gcáilíocht fhoriomlán na ceannaireachta agus na bainistíochta:

- Pleanáil ag leibhéal an choláiste
- Ceannaireacht ar theagasc agus ar an bhfoghlaim
- Córais mheasúnaithe agus tuairisceoireachta
- Bainistiú an chúrsa
- Próisis féinmheastóireachta agus cur i bhfeidhm moltaí
- Cumasú na foirne mar cheannairí ar an bhfoghlaim
- Féinspreagthacht scoláirí i leith úsáid na Gaeilge

Achoimre:

Bhí cáilíocht cheannaireacht agus bainistíocht an chúrsa an-mhaith.

Ba léir iarrachtaí suntasacha ag bainistíocht an choláiste chun na moltaí ón tuairisc in 2019 a chur i gcrích ó thaobh na pleanála agus nósanna imeachta i dtaca le cosaint leanaí. Deimhníodh go raibh teagmhálaí do chosaint leanaí agus oifigeach sláinte agus sábháilteachta ceaptha agus bhí ainm an teagmhálaí ainmnithe agus an leas-theagmhálaí ainmnithe ar taispeántas go feiceálach sa limistéar fáiltithe. Léirigh príomhoide an chúrsa díograis i leith na pleanála agus chuir sé na polasaithe cuí ar fáil.

Rinne príomhoide an chúrsa pleanáil agus comhordú an-éifeachtach ar an gclár teagaisc agus ar phleanáil imeachtaí. Bhí sé le moladh chomh maith go raibh pleanáil agus polasaithe ar fáil go leictreonach d'fhonn an phleanáil chomhoibríoch, comhlíonadh tráthúil taifead agus teacht na foirne ar cháipéisíocht, a éascú. Ghníomhaigh an príomhoide go díograiseach chun a chinntiú go raibh pleanáil, sonraí tinrimh agus sonraí measúnaithe cothrom le dáta.

Bhí na timpeallachtaí foghlama dea-fheistithe ó thaobh acmhainní agus troscán ranga de. D'fhéadfaí, áfach, nósanna maidir le stóráil na gcóipleabhair a fhorbairt.

Moltaí:

Ar mhaithe le hobair na scoláirí a chaomhnú, b'fhiú do fhoireann an choláiste nósanna comhchoiteanna a chur ar bun maidir le cóipleabhair na scoláirí a stóráil idir ceachtanna.

3. Eispéireas na Scoláirí ar Theanga agus ar Chultúr na Gaeilge

Áirítear na réimsí seo a leanas i gcáilíocht fhoriomlán eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge:

- Raon, rogha agus eagar na n-imeachtaí
- Taitneamh agus rannpháirtíocht ghníomhach scoláirí

- Úsáid bhríoch na Gaeilge i measc scoláirí
- Daingniú & leathnú ar a bhfuil foghlamtha le linn ceachtanna
- Cothú scileanna cinnireachta agus folláine scoláirí
- Deiseanna ar shaíocht teanga agus chultúrtha an cheantair a bhlaiseadh

Achoimre:

Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go han-mhaith. Bhí raon cuimsitheach d'imeachtaí iarnóna agus oíche eagraithe mar chuid de chlár an chúrsa. Mhol na scoláirí sa ghrúpa fócais na himeachtaí seo agus na heispéiris spráúla a ghabh leo. Thuairiscigh siad gur chuidigh na himeachtaí seo leo chun teanga nua ó na ceachtanna maidine a chleachtadh i gcomhthéacs. Lena chois sin, dúirt siad gur chuir na himeachtaí iarnóna agus oíche lena leibhéal muiníne sa Ghaeilge agus gur chothaigh siad muintearas, cairdeas agus meas eatarthu.

Bhí na himeachtaí a chonacthas dea-eagraithe agus bhain na múinteoirí agus na hardchinnirí sár-úsáid as treoracha agus geáitsíocht le linn na n-imeachtaí chun tuiscint na scoláirí a chinntiú. D'fhéadfaí tacú leis na heispéiris foghlama seo tuilleadh, áfach, fríd teanga na gcluichí agus imeachtaí spóirt a chomhaontú i measc na mball foirne agus fríd deiseanna a thapú chun an teanga seo a mhúineadh go follasach.

Moltaí:

Ba chóir an téarmaíocht agus structúir teanga chuí a bhaineann le gníomhaíochtaí spóirt a chleachtadh leis na scoláirí roimhré d'fhonn tacú leis an sealbhú teanga.

4. Téama na Bliana - Deiseanna um shealbhú teanga le linn theagasc, fhoghlaim agus ghníomhaíochtaí an chúrsa

Sna ceachtanna a breathnaíodh, bhí an Ghaeilge go mór in uachtar agus baineadh úsáid an-rathúil as an gcur chuige cumarsáideach agus an cur chuige comhtháite. Bhí scoláirí spreagtha sna ceachtanna chun diriú ar an bhfoghlaim a bhí le baint amach agus bhí siad ag súil le gnóthachtáil shuntasach ó thaobh an tsealbhaithe teanga, lena n-áiríodh leathnú stór focal agus nathanna. Ghlac scoláirí páirt go tairbheach i ngníomhaíochtaí foghlama agus iad ag tarraingt ar réamhfhoghlaim agus foghlaim nua.

Bhí réimse leathan gníomhaíochtaí iarnóna agus oíche reachtáilte a thacaigh leis an sealbhú teanga. Thuairiscigh rannpháirtithe an ghrúpa fócais gur chuidigh na ceachtanna, imeachtaí agus muintir na dtithe lóistín leo chun an teanga a shealbhú agus lena gcuid muiníne sa teanga a fhorbairt. Thairis sin, dúirt siad gur chothaigh an cúrsa dáimh acu leis an teanga agus an Ghaeltacht.

Chuir an bhainistíocht béim an-mhaith ar úsáid na Gaeilge, mar theanga an choláiste agus mar theanga an tsóisialaithe, mar mhodh chun teanga nua a shealbhú. Phléigh an bhainistíocht rial na Gaeilge leis na scoláirí agus an tábhacht a bhain leis an eispéireas tumtha. Léirigh na freagraí ó scoláirí sna ceachtanna agus sa ghrúpa fócais go raibh siad ag baint taitneamh as an gcúrsa, agus go raibh ag éirí leo teanga nua a shealbhú trí imeachtaí an chúrsa agus trí cumarsáid a dhéanamh le muintir na dtithe lóistín agus leis an bpobal áitiúil.

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 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 cuid 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 easnaimh 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 uile 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



An Roinn Oideachais
Department of Education

Inspection of a course in an Irish-language College Report

REPORT

College Name Coláiste Ghaoth Dobhair

Centre Address Gaoth Dobhair,
Leitir Ceanainn,
Co. Dhún na nGall.

College reference code CGU211

Date of inspection 13-06-2023

Date of issue of report Dáta eisiúna na tuairisce

This report is written in Irish. An English translation of the report is provided at the end of the report.

What is an evaluation of a course in an Irish-language college?

The Inspectorate of the Department of Education, on behalf of the Department of Tourism, Culture, Arts, Gaeltacht, Sport and the Media, evaluates each year the quality of educational provision in a number of courses provided 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 the quality of educational provision under the following headings:

3. Teaching, learning and assessment
4. Leadership and management
5. 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

Please note that this evaluation did not include an inspection of College premises, of the management of these premises nor of the way in which the provisions of the *Children First Act (2015)* are adhered to in these premises.

During the evaluation, the following checks in relation to the college's child protection procedures were conducted. The table below shows the areas where the college's practice was in line with what is required in the checks and the areas where the college's practice was not in line with what is required in the checks.

6. The college had a Child Protection Statement which was in line with the provisions of the Children First Act 2015. This statement was approved by the college authorities and there was a commitment in place that a review would take place every two years or in the case of a material change	Yes
7. The names of the Designated Liaison Person was/were stated on a notice prominently displayed near the main door.	Yes
8. (a) The college authorities confirmed that all teachers employed by the college were provided with a copy of the child protection statement.	Yes
(b) Every teacher observed by the inspector in one of his/her lessons confirmed that he/she is familiar with his/her duties as a mandated person.	Yes
9. The college authorities confirmed that provision was made to promote the well-being of all students in the provision of its teaching and learning programme.	Yes

Anti-bullying

The following checks in relation to the college's anti-bullying procedures were conducted during the evaluation. The table below shows the areas where the college's practice was in line with what is required in the checks and the areas where the college's practice was not in line with what is required in the checks.

10. The college had developed an anti-bullying policy.	Yes
11. Every teacher that the inspector visited confirmed that he/she was aware of the college's anti-bullying policy.	Yes

Inspection of a course in an Irish-language College

Date of inspection	13-06-2023
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 documents• Dialogue with management• Feedback to principal / to the vice-principal / to the teachers and to a representative of the Steering Committee

College context

Coláiste Ghaoth Dobhair is located in Gaoth Dobhair in County Donegal. On the day of the evaluation 131 students, including ten student leaders, were enrolled on the course. The local community centre was used for the morning lessons while the community centre and other facilities in the area were used for afternoon and evening activities. The steering committee 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.

Summary of the quality of provision in the college

Area	Level
Overall quality of learning	Very good
Overall quality of teaching	Very good
Overall quality of assessment	Good
Overall quality of leadership and management	Very good
Overall quality of the students' experience of Irish language and culture	Very good

Students' Perspectives

The participants in the focus groups stated that they were enjoying the course and the positive, supportive and fun atmosphere. They said it was worth attending the course and that their competence and confidence in the language had improved.

Students mentioned that there was variety in the activities and that they had a lot of opportunities, inside and outside the classroom, to practice newly-acquired language and to use the language socially with their friends and staff members.

They praised the encouragement and support in using the language from staff members and from the families in the host houses. They specifically mentioned the friendship and the sense of belonging, as well as the connection they had developed with the area.

Detailed findings and recommendations

1. The overall quality of teaching, learning and assessment

The overall quality of teaching, learning and assessment includes the following areas:

- Lesson planning and preparation
- The teacher's level of competence in Irish
- Teaching approaches and pedagogical knowledge
- Pleasant and stimulating learning environment
- Provision of opportunities for student interaction
- Demonstration by students of an appropriate level of competence
- Response to individual learning needs
- Fostering of students' self-awareness
- Assessment as a guide to teaching and learning
- Achievement of learning intentions

Summary:

The quality of learning in all of the lessons observed was very good. Students derived great enjoyment from their learning and they played an active part in the learning activities. In every lesson, teachers used learning intentions to make the students aware of the intended learning. It is commendable that learning intentions were revisited at the end of lessons to assess the success of the learning.

The integrated approach and the communicative approach were used very successfully in every lesson. Learning environments were supportive, positive and respectful while fun and encouraging atmospheres were evident in all cases. Teachers used music, performance and gestures to encourage students to speak and to demonstrate new language in context. All of the teachers, who were native speakers from the area, were very competent in the language. They placed very effective emphasis on the richness of the language; this helped the students to learn local words and phrases and to communicate interpersonally in an authentic manner.

There was very good variety in the activities in lessons with a balance between teacher input, class discussion, individual tasks and group work. In every lesson, the learning activities were aligned with the learning intentions, were very well structured and had a very good level of accessibility and challenge. Teachers designed resources that were a scaffold for learning on a differentiated basis and as a result students were capable of communicating in a manner commensurate with their ability.

The quality of assessment was good. Students' abilities were assessed at the beginning of the course to assess their ability in the language and to collect a baseline of evidence for course planning. Teachers made effective use of questioning to assess students and they gave constructive oral feedback to students regarding aspects of the language for development.

Recommendations:

There is no recommendation to be made here.

2. Overall quality of leadership and management

The overall quality of leadership and management includes the following areas:

- Planning at college level
- Leadership of teaching and learning
- Assessment and reporting systems
- Course management
- Self-evaluation processes and implementation of recommendations
- Empowerment of staff as leaders of learning
- Students' self-motivation in the use of the Irish Language

Summary:

The quality of leadership and management of the course was very good.

It was evident that the college's management made significant efforts to implement the recommendations from the 2019 report regarding planning and procedures in relation to child protection. It was confirmed that a liaison person for child protection and a health and safety officer had been appointed and the names of the designated liaison person and deputy designated liaison person were prominently displayed in the reception area. The principal of the course showed dedication regarding planning and he made the appropriate policies available.

The principal planned and coordinated the teaching programme and the planning of activities very effectively. It was commendable also that planning and policies were available electronically to facilitate cooperative planning, timely record keeping and staff access to documentation. The principal acted diligently to ensure that planning, attendance details and assessment details were up to date.

The learning environments were well equipped regarding resources and classroom furniture. However, procedures for the storage of copybooks could be developed.

Recommendations:

In order to protect students' work, it would be worthwhile for the staff to implement common procedures regarding storage of student copybooks between lessons.

3. Students' experience of the Irish language and Culture

The quality of students' experience of the Irish language and culture includes the following areas:

- Scope, selection and arrangement of events

- Students' enjoyment and active participation
- Meaningful use of Irish among students
- Consolidation & extension of what has been learned during lessons
- Fostering of students' leadership skills and well-being
- Opportunities to experience linguistic and cultural learning of the locality

Summary:

The quality of students' experience of the Irish Language and culture was very good. A wide range of afternoon and evening activities was organised as part of the course programme. Students in the focus group praised these activities and the fun experiences associated with them. They reported that these activities helped them to practise new language from the morning lessons in context. In addition, they said that the afternoon and evening activities enhanced their level of confidence in Irish and fostered a sense of belonging, friendship and respect between them.

The activities observed were well organised and the teachers and the student leaders made excellent use out of directions and gesture during the activities to ensure students' understanding. These learning experiences could be supported more, however, through agreeing the language used for games and sports activities among the staff and through availing of opportunities to teach this language overtly.

Recommendations:

The appropriate terminology and language structure regarding sports activities should be practiced with the students beforehand to support language acquisition.

4. Theme of the Year – Opportunities for language acquisition during course teaching, learning and activities

In the lessons observed, the Irish language was very much to the fore where both the communicative approach and the integrated approach were used very successfully. Students were motivated in the lessons to focus on the learning to be achieved and they expected significant achievement in relation to language acquisition, which included broadening their vocabulary and phrases. Students benefitted from participating in learning activities where they drew on pre-learning and new learning.

A wide range of afternoon and evening activities, which supported language acquisition, was organised. Participants in the focus group reported that the lessons, activities and the host families helped them to acquire the language and to develop their confidence in the language. Furthermore, they said that the course had developed a positive disposition towards the Irish language and the Gaeltacht.

Management placed very effective emphasis on the use of Irish, as the language of the college and as the language of socialisation, as a way to acquire new language. Management discussed the Irish language rule with students as well as the importance of the immersive experience. Responses from students in lessons and in the focus group showed that they were enjoying the course, and that they were managing to acquire new language through the course activities as well as through communicating with their host families and the local community.

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 of quality the 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. 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