An Roinn Oideachais agus Óige
Department of Education and Youth

Cigireacht ar chúrsa i gColáiste Gaeilge
Tuairisc

TUAIRISC

Ainm an choláiste	Coláiste Ó Díreáin - Inis Mór
Seoladh an ionaid	Fearann an Choirce Inis Mór Co. na Gaillimhe
Cód aitheantais an choláiste	42775A
Dáta na cigireachta	10/07/2025
Dáta eisiúna na tuairisce	16/02/2026

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 Forbartha Pobail agus Tuaithe agus Gaeltachta a dhéanann Cigireacht na Roinne Oideachais agus Óige 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-eilítear sna seiceálacha agus na réimsí nach raibh cleachtas an choláiste ag teacht lena n-éilítear sna seiceálacha.

1. Tá Ráiteas um Chosaint Leanaí ag an gcoláiste atá i gcomhréir le forálacha an Achta um Thús Áite do Leanaí 2015. Tá an ráiteas seo faofa ag údaráis an choláiste agus tá tiomantas ann go ndéanfar athbhreithniú gach bliain nó nuair a thagann athrú ábhartha i gceist.	**Níl**
2. Sonraítear ainm an teagmhálaí ainmnithe i bhfógra atá ar taispeáint go feiceálach gar don phríomhdhoras.	**Sonraítear**
3. Deimhníonn údaráis an choláiste gur tugadh cóip den ráiteas um chosaint leanaí do gach oide atá fostaithe ag an gcoláiste.	**Deimhníonn**
4. Deimhníonn gach oide ar bhreathnaigh an cigire ceacht leis/léi, go bhfuil sé/sí eolach ar a c(h)uid dualgas mar dhuine sainordaithe.	**Deimhníonn**

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 seiceálacha agus na réimsí nach raibh cleachtas an choláiste ag teacht lena n-éilítear sna seiceálacha.

1. Tá polasaí frithbhulaíochta forbartha ag an gcoláiste.	**Tá**
2. Deimhníonn gach múinteoir gur thug an cigire cuairt air/ uirthi go bhfuil sé /sí ar an eolas faoi pholasaí frithbhulaíochta an choláiste.	**Deimhníonn**

Cigireacht ar chúrsa i gColáiste Gaeilge

Dáta na cigireachta	10/07/2025
Gníomhaíochtaí na cigireachta • Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga • Idirghníomhú le scoláirí • Breathnú ar imeachtaí iarnóna	• Athbhreithniú ar cháipéisí ábhartha • Comhphlé leis an mbainistíocht • Aiseolas don phríomhoide agus do na múinteoirí

Comhthéacs an choláiste

Is coláiste samhraidh é Coláiste Ó Díreáin a bunaíodh ar Inis Mór, Árainn, Contae na Gaillimhe, sa bhliain 1984. Bhí beirt scoláirí is seachtó cláraithe ar an gcúrsa. Bhí príomhoide, triúr oidí agus ceathrar ardchinnirí ar an bhfoireann ag am na meastóireachta.

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.

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	**Go maith**
Cáilíocht fhoriomlán na ceannaireachta agus na bainistíochta	**Go maith**
Cáilíocht fhoriomlán eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge	**An-mhaith**

Dearcadh na Scoláirí

Léirigh rannpháirtithe an chúrsa dearcadh an-dearfach i leith an chúrsa. Chuir siad in iúl le linn na meastóireachta agus sa ghrúpa fócais go raibh siad ag baint taitneamh agus tairbhe as an gcúrsa. Dúirt siad go muiníneach go raibh feabhas suntasach tagtha ar a gcuid Gaeilge agus ar a gcumas cumarsáide de bharr imeachtaí an chúrsa agus na ndeiseanna tumtha teanga. Mhol siad baill foirne agus an rogha leathan imeachtaí a cuireadh ar fáil le linn an chúrsa chun cabhrú leo an teanga nua-fhoghlamtha a úsáid. D'fhreastail an-chuid de na scoláirí ar an gcoláiste cheana, rud a léirigh an meas leanúnach a bhí acu ar a dtaithí foghlama agus dea-eispéiris sa choláiste.

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:

Ar an iomlán, bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh an-mhaith. Leagadh béim faoi leith ar atmaisféar fáilteach agus spreagúil, chomh maith le caidreamh ómósach, a chothú idir na múinteoirí agus na scoláirí.

Bhí bua na teanga ag na múinteoirí go léir, agus bhí an-chuid acu ina gcainteoirí dúchais, rud a chuir go mór le taithí shaibhir na scoláirí sa sprioc theanga. Ag tús na gceachtanna, cuireadh na hintinní foghlama in iúl go soiléir do na scoláirí agus múineadh ábhar na gceachtanna go héifeachtach i ngach rang a breathnaíodh. I rang amháin, rinneadh athchuairt ar na hintinní foghlama ar bhonn rialta le linn an cheachta. Ba chóir an dea-chleachtas seo a scaipeadh.

Baineadh úsáid an-éifeachtach as an tumadh teanga sna ceachtanna go léir. Bhí na scoláirí moltach faoin aire agus faoin tacaíocht a fuair siad ó bhaill foirne a spreag iad i leith na Gaeilge agus chultúr an oileáin. Cuireadh béim ar leith ar oidhreacht agus ar chultúr an oileáin sna ceachtanna maidine, rud a chuir go mór le tuiscint na scoláirí ar shaibhreas labhartha na Gaeilge ar an oileán.

Bhain cáilíocht mhaith le measúnú na múinteoirí ar an iomlán. Bhain na múinteoirí úsáid éifeachtach as ceisteanna dírithe agus uilíocha chun tuiscint na scoláirí a mheas agus chun iad a ullmhú don chéad chéim eile den fhoghlaim.

Bhí scóip ann chun tuilleadh forbartha a dhéanamh ar an timpeallacht foghlama sna ranganna, mar a moladh i dtuairisc 2023. Bhí an-chuid de bhallaí na seomraí ranga fós lom ar an iomlán, gan acmhainní ar fáil chun timpeallacht foghlama taitneamhach, spreagúil agus tacúil a chruthú. É sin ráite, baineadh úsáid mhaith as an teicneolaíocht dhigiteach i leath de na ceachtanna maidine, chun éagsúlacht na ngníomhaíochtaí a chothú. Chabhraigh an dea-chleachtas seo chun spéis scoláirí san ábhar a neartú sa teanga.

Moltaí:

- Moltar go mbeadh raon leathan d'acmhainní ar fáil ar bhallaí na seomraí, mar scafall do na foghlaimeoirí, agus iad a úsáid chun timpeallacht foghlama tacúil a chruthú sna seomraí ranga.

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:

Bhain cáilíocht éifeachtach le bainistíocht agus ceannaireacht an chúrsa. É sin ráite, bhí scóip ann chun tuilleadh forbartha a dhéanamh ar chuid de dhualgais agus freagrachtaí an choiste stiúrtha agus an phríomhoide.

Ó thús go deireadh an chúrsa, ba léir go raibh fís shoiléir ag ceannairí an choláiste chun dearcadh dearfach a chothú i measc na scoláirí i leith na Gaeilge. Bhí clár teagaisc ar fáil, agus bhí tromlach na gcáipéisí ábhartha ar fáil. Bhí polasaí a bhain le Coláiste Ó Direáin ar fáil chun bulaíocht agus iompar frithshóisialta a chosc, mar a moladh i dtuairisc 2023, cé nach raibh athbhreithniú cuí déanta ar gach uile polasaí.

Cé go raibh ainm an teagmhálaí ainmnithe ar taispeáint ar fhógra go feiceálach gar do phríomhdhoras an ionaid, ní raibh athbhreithniú bliantúil déanta ar an Ráiteas um Chaomhnú Leanaí. Cé go raibh Cód Iompair ar fáil, ní raibh aon eolas sa chód maidir le hachomharc i scríbhinn.

Ag am na meastóireachta, bhí oifigeach sláinte agus sábháilteachta ag an gcoláiste, cé nach raibh cóip den Ráiteas Sláinte agus Sábháilteachta ar fáil. Moltar go mbeadh na polasaithe go léir suas chun dáta agus curtha le chéile in aon fhillteán amháin, agus go mbeadh rochtain ar an bhfillteán, in oifig an choláiste, do mhúinteoirí agus do chuairteoirí, mar is cuí.

Bhí an córas cinnireachta a bhí i bhfeidhm ar ardchaighdeán. Bhí ról aitheanta ag na hardchinnirí chun scoláirí a spreagadh rannpháirtíocht ghníomhach a ghlacadh sna ceachtanna maidine agus in imeachtaí an chúrsa. Chomh maith leis sin, bhí teagmháil ar bhonn rialta idir an príomhoide, an bainisteoir agus na hardchinnirí.

Bhí plean an phríomhoide ar fáil mar is cuí. Ba léir go raibh machnamh cuí déanta ag príomhoide an chúrsa ar mholtaí thuairisc 2023 chun plean an phríomhoide, clár foghlama teanga agus polasaithe an choláiste a fhorbairt a thuilleadh, cé go raibh scóip ann le haghaidh tuilleadh forbartha.

Moltaí:

- Moltar do choiste stiúrtha an choláiste a gcuid freagrachtaí maidir le cosaint leanaí, polasaithe agus riarachán an choláiste a chomhlíonadh, mar atá sonraithe sna Rialacháin Faoina dTugtar Aitheantas do Choláistí Gaeilge faoi scéim na bhFoghlaimeoirí Gaeilge 2019 (Leasaithe, 2025).
- Moltar polasaithe an choláiste a fhorbairt a thuilleadh. Ba chóir go mbeadh na polasaithe curtha le chéile in aon fhillteán amháin, agus go mbeadh rochtain ar an bhfillteán in oifig an phríomhoide do mhúinteoirí agus do chuairteoirí, mar is cuí.

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 raon, rogha agus eagar na n-imeachtaí le linn an chúrsa an-mhaith. Leag na múinteoirí béim ar shaibhreas labhartha na Gaeilge agus ar rannpháirtíocht sna himeachtaí iarnóna agus oíche le linn an chúrsa. Ghlac na scoláirí páirt ghníomhach sna himeachtaí iarnóna agus oíche, ach, bhí scóip ann chun taifead níos fearr a choimeád ar shaibhreas foclóra agus teanga a roinneadh leis na scoláirí le linn na gceachtanna maidine, chun cur le cumas na bhfoghlaimeoirí an teanga a chleachtadh sna himeachtaí iarnóna agus oíche. É sin ráite, baineadh úsáid éifeachtach as an tumadh teanga sna ceachtanna go léir trí obair i mbeirteanna, obair i ngrúpaí, ciorcal cainte agus díospóireachtaí fonnmhara.

Bhí sé le moladh go raibh leabhrán saothair ag scoláirí sna ranganna le heolas faoi fhilí agus fhilíocht an oileáin. Chomh maith leis sin, cuireadh deiseanna ar fáil do na scoláirí le linn an chúrsa saíocht teanga agus chultúrtha an oileáin a bhlaiseadh trí chuairteanna ar áiteanna áitiúla, mar shampla Cill Rónáin.

Moltaí:

- Moltar córas a aontú chun taifead níos fearr a choimeád ar shaibhreas foclóra agus teanga a bhí roinnte leis na scoláirí le linn na gceachtanna maidine, chun é a chleachtadh agus a chur in úsáid i rith na n-imeachtaí iarnóna agus oíche.

4. Téama na Bliana- Rannpháirtíocht bhríoch na scoláirí sa chúrsa

Ba í rannpháirtíocht bhríoch na scoláirí sa chúrsa téama na bliana seo. Leis an mbéim a cuireadh ar rannpháirtíocht fhonnmhar, ghníomhach sna ranganna maidine, na himeachtaí iarnóna agus oíche, d’éirigh le foireann an choláiste rannpháirtíocht bhríoch a chothú go han-éifeachtach. Thuairiscigh na scoláirí sa ghrúpa fócais go raibh rogha leathan suimiúil, bríomhar d’imeachtaí ar fáil le linn an chúrsa. Ba léir go raibh siad ag baint an-taitneamh astu.

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 ngach réimse.

Leibhéal	Cur síos	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	**Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá** eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeáin rí-ard é do scoileanna agus do shuíomhanna eile.	Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis
An-mhaith	**Is é atá i gceist le soláthar an-mhaith** ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach.	An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil
Go maith	**Is é atá i gceist le soláthar atá go maith** ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach.	Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fónta; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann
Teastaíonn feabhas chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach** sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr.	Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaim; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth
Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach** ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní.	Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach

An Roinn Oideachais agus Óige
Department of Education and Youth

Inspection of a course in an Irish-language College
Report

REPORT

College name	Coláiste Ó Díreáin - Inis Mór
College address	Fearann an Choirce Inis Mór Co. na Gaillimhe
College reference code	42775A
Date of the inspection	10/07/2025
Date of issue of report	16/02/2026

Is aistriúchán Béarla é seo ar thuairisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

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

The Inspectorate of the Department of Education and Youth on behalf of the Department of Rural and Community Development and the Gaeltacht, 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 college's provision.

How to read this report

During this inspection, the inspector evaluated the quality of educational provision under the following headings:

1. Leadership and management
2. Teaching, learning and assessment
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 these 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.

1. The college has a Child Protection Statement which is in line with the provisions of the Children First Act 2015. This statement has been approved by the college authorities and there is a commitment in place that a review will take place every year or when there is a material change.	No
2. The name of the Designated Liaison Person is stated on a notice prominently displayed near the main door.	Yes
3. The college authorities confirm that all teachers employed by the college have been provided with a copy of the child protection statement.	Yes
4. Every teacher observed by the inspector in one of his/her lessons confirms that he/she is familiar with his/her duties as a mandated person.	Yes

Anti-bullying

During the evaluation, the following checks in relation to the college's anti-bullying 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.

1. The college has developed an anti-bullying policy.	Yes
2. All teachers visited confirmed that they are aware of the college's anti-bullying policy.	Yes

Inspection of a course in an Irish-language college

Date of inspection	10/07/2025
Inspection activities undertaken • Observation of teaching and learning during three class periods • Interaction with students • Observation of afternoon activities	• Review of relevant documents • Discussion with management • Feedback to the principal and to the teachers

College context

Coláiste Ó Direáin is a summer college founded on Inis Mór, Árainn, County Galway, in 1984. Seventy-two students were enrolled on the course. It was staffed by a principal, three teachers and four student leaders at the time of the evaluation.

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	Good
The overall quality of the students experience of Irish language and culture	Very good

Students' Perspectives

Course participants displayed a very positive attitude towards the course. They reported during the evaluation and in the focus group that they were enjoying and benefitting from the course. They confidently stated that their Irish and communication ability had significantly improved as a result of the course activities and the language immersion opportunities. They praised staff members and the wide selection of activities which were provided during the course to help them use the newly learnt language. A large number of the students had previously attended the college, demonstrating their continued regard for their learning experience and the good experiences provided in the college.

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 for teaching and learning
- Achievement of learning intentions

Summary:

Overall, the quality of teaching and learning in the lessons observed was very good. Particular emphasis was placed on fostering a welcoming and stimulating atmosphere and a respectful relationship between teachers and students.

All teachers had good fluency in the language, with many being native speakers, and this greatly enhanced the students' rich experience in the target language. Learning intentions were communicated clearly to students at the beginning of lessons, with lesson content taught effectively in all classes observed. In one class, the learning intentions were revisited regularly during the lesson. It would be worth disseminating this good practice.

Very effective use was made of language immersion in all lessons. Students were complimentary about the attention and support received from staff, who inspired them in respect of the Irish language and the island's culture. Particular emphasis was placed in the morning lessons on the island's heritage and culture, and this greatly enhanced the students' understanding of the richness of the Irish spoken on the island.

Teachers' assessment was of good quality overall. Teachers made effective use of focussed and global questioning to assess students' understanding and to prepare them for the next stage of learning.

There was scope to further develop the learning environment in the classrooms, as recommended in the 2023 report. Many of the classroom walls were mostly bare, with few resources provided to enhance a stimulating and supportive learning environment. That said, good use was made of digital technology in half the morning lessons to support a variety of activities. This good practice helped strengthen students' interest in the subject and in the language.

Recommendations:

- It is recommended that a wide range of resources be provided on the walls of classrooms to scaffold learning and to create a supportive learning environment.

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 management and leadership of the course was of effective quality. Though there was scope to further develop some of the duties and responsibilities of the steering committee and the principal.

From the beginning to end of the course, it was evident that college leaders had a clear vision to foster a positive attitude towards the Irish language among students. A teaching programme was available, along with most of the relevant documentation. While a policy to prevent bullying and anti-social behaviour in Coláiste Ó Direáin was available, as recommended in the 2023 report, not all policies had been appropriately reviewed.

The name of the designated liaison person was stated on a notice prominently displayed near the main door of the centre, but the Child Protection Statement had not been reviewed annually. While a Code of Conduct was available, this did not contain any information regarding written appeals.

At the time of the evaluation, the college had a health and safety officer, but a copy of the Health and Safety Statement was not available. It is recommended that all policies be up-to-date and incorporated into one folder and that this folder be accessible, in the college office, to teachers and visitors, as appropriate.

The leadership system in place was of a high standard. Student leaders played a recognised role in motivating students to take active part in the morning lessons and course activities. There was also regular contact between the principal, the manager and the student leaders.

The principal’s plan was available, as appropriate. The course principal had clearly given due consideration to the recommendations of the 2023 report in relation to further developing the principal’s plan, the college’s policies and language learning programme, though there was scope for further development.

Recommendations:

- It is recommended that the college steering committee fulfil its responsibilities in relation to child protection and college policies and administration, as specified in the Regulations under which Recognition is Granted to Irish-Language Colleges 2019 (Amended, 2025).
- It is recommended that college policies be further developed. Policies should be incorporated into one folder and this folder should be accessible, in the principal’s office, to teachers and visitors, as appropriate.

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 activities
- 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 variety, selection and arrangement of activities during the course were very good. Teachers emphasised the richness of spoken Irish and the benefits of participation in afternoon and evening activities during the course. Even though students actively participated in the afternoon and evening activities, there was scope to keep a better record of the wealth of vocabulary and language shared with them during the morning lessons, in order to enhance learners' ability to practise the language in the afternoon and evening activities. That said, very effective use was made of language immersion during lessons through pair work, group work, conversation circles and lively discussions.

Commendably, students were provided with a workbook containing information on the island's poets and poetry. They were also provided with opportunities to experience the island's linguistic and cultural heritage through visits to local places such as Cill Rónáin.

Recommendations:

- It is recommended that a system be agreed for keeping a better record of the wealth of vocabulary and language shared with students during the morning lessons, so that they can practise and use this during the afternoon and evening activities.

4. Theme of the year – Meaningful student participation in the course

Meaningful student participation in the course was the theme of the year. Due to the emphasis placed on willing and active participation in the morning classes and afternoon and evening activities, college staff succeeded in very effectively fostering meaningful participation. Students in the focus group reported that there was a wide selection of interesting and lively activities available during the course. It was clear that they were greatly enjoying them.

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 Irish college's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective