An Roinn Oideachais
Department of Education

Cigireacht ar chúrsa i gColáiste Gaeilge
Tuairisc

TUAIRISC

Ainm an choláiste	Coláiste an Phiarsaigh
Seoladh an ionaid	Dún Lúiche, Contae Dhún na nGall
Cód aitheantais an choláiste	CGU241
Dáta na cigireachta	07-07-2022
Dáta eisiúna na tuairisce	07/10/2022

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 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 meastóireacht 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 ná ar an gcaoi a ngéilltear, sna háitribh seo, d'fhorálacha an *Achta um Thús Áite do Leanaí (2015)*.

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

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 dara bliain nó nuair a thagann athrú ábhartha i gceist.	Tá
Sonraítear ainmneacha an teagmhálaí ainmnithe i bhfógra atá ar taispeáint go feiceálach gar don phríomhdhoras.	Tá
(a) Deimhníonn údaráis an choláiste gur tugadh cóip den ráiteas um chosaint leanaí do gach oide atá fostaithe ag an gcoláiste.	Tá
(b) Deimhníonn gach oide ar bhreathnaigh an cigire ceacht leis/léi, go bhfuil sé/sí eolach ar a c(h)uid dualgas mar dhuine sainordaithe.	Tá
Dheimhnigh údaráis an choláiste go ndéantar foráil chun folláine na scoláirí uile a chur chun cinn i soláthair an chláir teagaisc agus foghlama.	Tá

Cigireacht ar chúrsa i gColáiste Gaeilge

Dáta(í) na cigireachta	07-07-2022
Gníomhaíochtaí na cigireachta • Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga • Caidreamh le scoláirí • Agallamh le grúpa fócais de scoláirí • Breathnú ar imeachtaí iarnóna	• Athbhreithniú ar cháipéisí ábhartha • Comhphlé leis an mbainistíocht • Aiseolas don phríomhoide

Comhthéacs an choláiste

Tá Coláiste an Phiarsaigh lonnaithe i nDún Lúiche, Contae Dhún na nGall. Ar lá na cigireachta bhí 104 scoláire idir deich agus naoi mbliana déag d'aois cláraithe ar rollaí an choláiste do chúrsa C. Bhí Príomhoide, cúigear múinteoirí agus ceathrar ardchinnirí ar an bhfoireann. Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an mbord glacadh leis an tuairisc gan freagra a thabhairt.

Achoimre ar chaighdeán an tsoláthair sa choláiste

Réimse	Leibhéal
Cáilíocht fhoriomlán na foghlama	**Maith**
Cáilíocht fhoriomlán an teagaisc	**Sásúil**
Cáilíocht fhoriomlán an mheasúnaithe	**Sásúil**
Cáilíocht fhoriomlán na ceannaireachta agus na bainistíochta	**Sásúil**
Cáilíocht fhoriomlán eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge	**Maith**

Dearcadh na Scoláirí

Thuairiscigh na scoláirí le linn agallamh le fócas ghrúpa mar pháirt den mheastóireacht gur bhain siad sult agus tairbhe as a gcuid ama sa choláiste, go raibh dul chun cinn déanta acu ó thaobh líofacht sa Ghaeilge labhartha agus go raibh éagsúlacht mhaith á soláthar dóibh le linn an chúrsa. Labhair siad go han-díograsach mar gheall ar na himeachtaí iarnóna agus an meas a bhí acu ar an gceantar agus ar mhuintir na háite.

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 idirghníomhú 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: • Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh idir sásúil agus maith ar an iomlán. Rinne na múinteoirí pleanáil oiriúnach don teagasc agus don fhoghlaim chun leanúnachas a sholáthar sna ceachtanna do na cumais éagsúla sa teanga. Bhí deiseanna éifeachtacha cumarsáide curtha ar fáil i dtromlach na gceachtanna a breathnaíodh. Bhain na múinteoirí úsáid luachmhar as modheolaíochtaí gníomhacha, mar shampla, cluichí cainte, comhrá beirte, saorchomhrá, díospóireachtaí agus obair chomhoibríoch. Sa chleachtas ab fhearr, bhí na hintinní foghlama roinnte go soiléir leis na scoláirí. Bhí an timpeallacht teoranta maidir le taispeántais shaibhir teanga a bheith ar taispeáint ar fud an choláiste. • Bhí atmaisféar dearfach fáiltiúil ar an láthair agus bhí ionchais arda ann do na scoláirí mar fhoglaimeoirí. Bhí caidreamh measúil i measc scoláirí agus múinteoirí agus bhain na múinteoirí úsáid as suimeanna na scoláirí i bpleanáil agus soláthar na foghlama den chuid ba mhó. • Bhí ullmhúchán na múinteoirí go maith ar an iomlán. Bhí clár foghlama an lae leagtha amach i bpleananna gach oide agus bhí pleanáil chuí ar fáil do na ceachtanna áirithe a bhí ar siúl ar maidin. Ní raibh an phleanáil léirithe ar rollaí an choláiste. • Bhí cáilíocht an mheasúnaithe sásúil ar an iomlán le gnéithe áirithe le feabhsú. Sa chleachtas ab fhearr bhí réimse maith ceisteanna in úsáid chun spreagadh a thabhairt do scoláirí doimhneacht i bhfreagraí a léiriú agus saibhriú teanga a chur chun cinn. • Bhí atmaisféar an-dearfach cothaithe i leith na Gaeilge agus bhí ionchais léirithe ó thaobh an teanga a bheith in úsáid an t-am ar fad. Bhí scoláirí in ann iad féin a chur in iúl go muiníneach agus bhí tuiscint mhaith acu ar thopaicí a bhí clúdaithe sna ceachtanna.
Moltaí: • Tá gá le timpeallachtaí saibhre sa teanga a chruthú i ngach rang agus ar fud an choláiste chun deis sa bhreis a thabhairt do scoláirí a bheith tumtha sa teanga chun a ndul chun cinn in úsáid na teanga a éascú. • B'fhiú na hintinní foghlama agus critéir ratha a roinnt leis na scoláirí ag tús gach ceachta i ngach rang chun tacú le rannpháirtíocht na scoláirí i ndúshlán na gceachtanna agus i bhforbairt straitéisí measúnaithe.

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 bhainistíocht an chúrsa sásúil. Ar lá na cigireachta rinne Príomhoide an choláiste cur síos ar chleachtas nua tionóla a bhí ann chun folláine na scoláirí a neartú agus bhí béim luachmhar léirithe ar fhorbairt caidreamh dearfach i measc na scoláirí. Bhí deis ag na scoláirí plé a bheith acu leis na múinteoirí chun fadhbanna nó ábhair cheiliúrtha a phlé agus a réiteach roimh thús na gceachtanna.
- Bhí ceannaireacht laethúil an Phríomhoide ar cháilíocht mhaith agus bhí monatóireacht chuí déanta aige ar chaighdeán an tsoláthair do scoláirí. Bhí plean nua teagaisc curtha le chéile leis na polasaithe cuí, ábhar teagasic, áiseanna agus moltaí cigireachta sonraithe ann don fhoireann.
- Bhí rannadóir infhillte ag scaradh seomraí nach raibh in ann dúnadh go hiomlán agus de bharr sin bhí tionchar diúltach ar eispéiris na scoláirí mar gheall ar an torann a bhí ag gluaiseacht ó rang go rang.
- Bhí beirt oidí fostaithe ar an gcúrsa nach raibh ar liosta na n-oidí a cuireadh chuig an Roinn Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán (RTCEGSM) agus bhí rang amháin breise i bhfeidhm. Ní raibh na hathruithe suntasacha seo curtha in iúl do RTCEGSM ná don Roinn Oideachas mar atá léirithe sna *Rialacháin faoina dtugtar Aitheantas do Choláistí Gaeilge (2019)*. De bharr deacrachtaí digiteacha ar líonadh na rollaí, ní raibh an t-ábhar teagaisc ná cúram d'fholláine na scoláire cláraithe sna rollaí laethúla.
- Bhí dul chun cinn i bpáirt déanta ó thaobh chur i bhfeidhm na moltaí ón mheastóireacht ar obair an choláiste in 2019. Bhí nósanna imeachta an choláiste maidir le caomhnú leanaí ag cloí leis na dualgais, bhí clár nua teagaisc cumtha agus in úsáid ag na múinteoirí agus bhí riail na Gaeilge curtha i bhfeidhm go han-éifeachtach. Ní raibh dul chun cinn léirithe ó thaobh timpeallacht shaibhir teanga, úsáid an mheasúnaithe sa teagasc ná nósanna imeachta an choláiste a bheith ag cloí go hiomlán leis na *Rialacháin faoina dtugtar Aitheantas do Choláistí Gaeilge (2019)* maidir le marcáil rollaí agus fostú múinteoirí.

Moltaí:

- Is gá don choiste stiúrtha na feabhsúcháin chuí a dhéanamh chun an torann sa bhreis a sheachaint le linn an teagaisc sna ranganna maidine ionas gur féidir leis na scoláirí agus múinteoirí luach na foghlama a mhéadú sna seomraí ranga.
- Is gá don bhainistíocht na moltaí ó thuairisc 2019 a chur i bhfeidhm ina iomláine maidir le timpeallacht shaibhir teanga a sholáthar, úsáid an mheasúnaithe sa teagasc, marcáil rollaí agus fostú múinteoirí chun dul cun cinn a dhéanamh ar na bearnaí aitheanta.

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:

- Is inmholta an clár leathan d'imeachtaí iarnóna agus oíche a bhí eagraithe do na scoláirí. Ina measc bhí imeachtaí spóirt, ceol, dramaíocht, ranganna aclaíochta agus siúlóidí áitiúla. Bhí rannpháirtíocht iomlán na scoláirí curtha chun cinn le linn na n-imeachtaí iarnóna a breathnaíodh.
- Bhí scóp ann nasc a chruthú leis na hionaid, le saineolaithe agus le grúpaí cultúrtha teanga áitiúla chun cur leis an soláthar agus saibhriú teanga agus cultúrtha do na scoláirí.
- Bhí taitneamh léirithe ag na scoláirí sna himeachtaí iarnóna. Phléigh na scoláirí an sult agus an tairbhe a bhain siad as na seisiúin iarnóna le linn an agallaimh ghrúpa fócais. Bhí na himeachtaí iarnóna dírithe ar shuimeanna na scoláirí agus bhí sé soiléir gur chuir an fhoireann béim ar ghuth na scoláirí.

Moltaí:

- Is fiú nasc níos láidre a chothú leis na hionaid, leis na saineolaithe agus leis na grúpaí cultúrtha teanga áitiúla chun cur le heispéireas na scoláirí i saibhreas teanga an cheantar.

4. Téama na Bliana

Bhí cáilíocht chúram an choláiste d'fholláine na scoláirí sásúil. Bhí clár leagtha amach i bplean an Phríomhoide don fholláine ach ní raibh tagairt sonrach i bpleananna na múinteoirí ná sna rollaí. Bhí taispeántais teoranta thart timpeall an choláiste. Bhí caidreamh an-dearfach agus rathúil cruthaithe i measc na scoláirí agus bhí guth na scoláirí lárnach nuair a bhí an fhoireann ag déanamh na socruithe cuí chun na himeachtaí iarnóna a reáchtáil. Chuir an cleachtas tionóil go mór le forbairt fholláine na scoláirí. Bhí sé soiléir an méid sásaimh agus spraoi a bhain na scolairí as a rannpháirtíocht sa chúrsa le linn an agallaimh ghrúpa fócais.

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 do 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 cúrsaí sa chatagóir seo bíonn cáilíocht an tsoláthair ar a ndéantar meastóireacht ***thar cionn*** agus is sampla é do chúrsaí eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas***:*** thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtai 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 *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 ndaltaí; 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

DRAFT REPORT FOR FACTUAL VERIFICATION

College Name	Coláiste an Phiarsaigh
Centre Address	Dún Lúiche, County Donegal
College reference code	CGU241
Date of inspection	07-07-2022
Date of issue of report	

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:

4. Teaching, learning and assessment
5. Leadership and management
6. 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.

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 two years or when there is a material change	Yes
The names of the Designated Liaison Person are stated on a notice prominently displayed near the main door.	Yes
(a) The college authorities confirm that all teachers employed by the college have been provided with a copy of the child protection statement.	Yes
(b) 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
The college authorities have confirmed that provision is made to promote the well-being of all students in the provision of its teaching and learning programme.	Yes

Inspection of a course in an Irish-language College

Date(s) of inspection	07-07-2022
Inspection Activities • Observation of teaching and learning during three class periods • Interaction with students • Interview with a focus group of students • Observation of afternoon activities	• Review of relevant documents • Discussion with management • Feedback to principal

College context

Coláiste an Phiarsaigh is situated in Dún Lúiche, County Donegal. On the day of the inspection 104 students between ten and nineteen years of age were registered on the college's rolls for course C. The staff included a Principal, five teachers and four *ardcinnirí* (senior student leaders). The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

Summary of the quality of provision in the college

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

Students' Perspectives

Students reported during a focus group interview as part of the evaluation that they enjoyed the course and were benefitting from their time in the college, that their fluency in spoken Irish had improved and that a good variety was being provided to them during the course. They spoke with great enthusiasm about the afternoon activities and their respect for the area and the local people.

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 teaching and learning in the lessons observed ranged between satisfactory and good overall. Teachers planned appropriately for teaching and learning in order to provide continuity in the lessons for the varying abilities in the language. Effective opportunities for communication were provided in the majority of classes observed. Teachers made valuable use of active methodologies, for example, speech games, two person conversations, free conversation, debates and collaborative work. In the best practice, the learning intentions had been clearly shared with students. The environment as regards language rich displays being shown throughout the college was limited. • There was a positive, welcoming atmosphere on the site and there were high expectations for students as learners. The interaction between students and teachers was respectful and for the most part teachers made use of students' interests in the planning and provision of learning. • Teachers' preparation was good overall. The learning programme for the day was laid out in each teacher's plans and appropriate planning was made for the particular classes taking place in the morning. The planning was not shown on the college's rolls. • The quality of assessment was satisfactory overall with some aspects in need of improvement. In the best practice a good range of questions was used to encourage students to show depth in their answers and promote language enrichment. • A very positive attitude towards the Irish Language had been fostered and expectations were expressed regarding the use of the language at all times. Students were capable of expressing themselves with confidence and had a good understanding of the topics covered in the lessons.
Recommendations: • There is a need to create language rich environments in each class and throughout the college to give students an extra opportunity to become immersed in the language in order to facilitate their progress in the use of the language. • Sharing the learning intentions and the criteria for success with students at the beginning of each lesson would be worthwhile in order to support students' participation in the challenge of lessons and in the development of assessment strategies.

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 on the course was satisfactory. On the day of the inspection, the college Principal described a new assembly practice that had been put in place to strengthen the wellbeing of students and a valuable emphasis had been placed on the development of positive relationships between students. Students had an opportunity to speak with teachers in solving problems and holding discussions such as causes for celebration before lessons began.
- The quality of the principal's day to day leadership was good and he had carried out appropriate monitoring of the quality of provision for students. A new teaching plan had been compiled which specified the appropriate policies, teaching material, and inspection recommendations for the staff.
- Rooms were separated by a folding screen that did not close completely which negatively impacted students' experience as a result of the noise travelling from class to class.
- Two teachers were employed on the course who were not on the list submitted to the Department of Tourism, Culture, Arts, Gaeltacht, Sport and the Media (DTCAGSM) and there was one extra class in place. Neither DTCAGSM nor the Department of Education had been informed of these significant changes as outlined in the *Regulations for Recognising Irish Colleges (2019).* Due to digital difficulties in completing the rolls, neither the teaching material nor the care for students' wellbeing had been recorded in the daily rolls.
- Partial progress had been made in the implementation of recommendations from the evaluation of the college's work in 2019. The college's procedures in relation to child protection complied with the obligations, a new teaching programme had been devised and was being used by teachers and the Irish speaking rule was being implemented very effectively. No progress was shown in relation to a language rich environment, the use of assessment in teaching or in relation to college procedures being in total compliance with the Regulations for Recognising Irish Colleges (2019) as regards the marking of rolls and the employment of teachers.

Recommendations:

- The steering committee needs to carry out the necessary improvements to avoid excess noise during teaching in the morning classes so that students and teachers can increase the value of learning in the classrooms.
- Management needs to implement in full the recommendations from the 2019 report as regards providing a language rich environment, the use of assessment in teaching, marking rolls and the employment of teachers to achieve progress in the identified breaches.

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 broad programme of afternoon and evening activities which had been organised for students is commendable. They included sports events, music, drama, exercise classes and local walks. The full participation of students was promoted during the afternoon activities observed.
- There was scope to create a link with local centres, experts and cultural language groups to enhance provision and language and cultural enrichment for students.
- Students demonstrated enjoyment in the afternoon activities. Students reported during the focus group interview that they enjoyed the afternoon sessions and benefited from them. The afternoon activities were focused on students' interests and it was clear that staff emphasised students voice.

Recommendations:

- It is worth creating a link with local centres, experts and cultural language groups to enhance the experience of students in the language richness of the area.

4. Theme of the Year

The quality of the college's care for the wellbeing of students was satisfactory. A programme for wellbeing had been outlined in the Principal's plan but there was no specific reference to it in teachers' plans or in the rolls. The displays around the college were limited. Very positive and good relationships had been established among students and the student voice was fundamental when staff members were making the appropriate arrangements to conduct the afternoon activities. The assembly practice contributed significantly to the development of students' wellbeing. The satisfaction and fun that the students derived from their participation in the course was evident in the focus group interview.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the college using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the college's provision 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 courses in this category quality of what is evaluated is ***outstanding*** and provides an example for other courses 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 *very good* 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 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 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