An Roinn Oideachais
Department of Education

Cigireacht ar chúrsa i gColáiste Gaeilge
Tuairisc

TUAIRISC

Ainm an choláiste	Coláiste Chamuis - An Tulach
Seoladh an ionaid	Scoil Náisiúnta Cholmcille, An Tulach, Baile na hAbhann, Contae na Gaillimhe
Cód aitheantais an choláiste	CGC083
Dáta na cigireachta	07-07-2022
Dáta eisiúna na tuairisce	14/11/2022

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

• 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 soláthar 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 sé thréimhse ranga • Caidreamh le scoláirí • Breathnú ar imeachtaí iarnóna	• Athbhreithniú ar cháipéisí ábhartha • Comhphlé leis an mbainistíocht • Aiseolas don phríomhoide agus d'ionadaithe ón gcoiste stiúrtha

Comhthéacs an choláiste

Tá Coláiste Chamuis ag soláthar cúrsaí Gaeilge do scoláirí ó 1973. Baineann an tuairisc seo le cúrsa a bhí ar siúl ar an Tulach, ceann de cheithre ionad a bhíonn in úsáid ag Coláiste Chamuis gach samhradh. Bhí 139 scoláire i láthair le linn na gcuairteanna ar cheachtanna na maidine. Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

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

Bhí na scoláirí sa ghrúpa fócais thar a bheith dearfach faoin gcúrsa. Labhair siad go háirithe faoin bhfreastal a bhí á dhéanamh ar a bhfolláine shóisialta. Thuairiscigh roinnt scoláirí nach raibh aithne acu ar aon scoláire eile nuair a tháinig siad ar an gcúrsa ach gur chothaigh na múinteoirí agus na cinnirí muintearas agus cairdeas i measc na scoláirí. Dúirt na rannpháirtithe sa ghrúpa fócais go raibh siad buíoch freisin go raibh siad á dtumadh go hiomlán sa Ghaeilge agus go raibh an tumoideachas seo ag dul i bhfeidhm go mór ar a gcuid muiníne agus inniúlachta sa teanga. Tuairiscíodh go raibh na mná tí ag tabhairt an-tacaíocht do scoláirí maidir le cúrsaí folláine agus maidir le foghlaim agus úsáid leaganacha cainte ó chanúint an cheantair.

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 an-mhaith i gcoitinne. Sna ceachtanna a breathnaíodh, léirigh na múinteoirí cumas teanga, eolas oideolaíochta agus scileanna bainistíochta ranga a bhí ar chaighdeán an-ard.

Bhí na cuir chuige teagaisc an-éifeachtach ar an iomlán. Bhí luas an teagaisc in oiriúint do na scoláirí agus bhí atmaisféar breá, dearfach sna seomraí uilig. Bhí struchtúr maith ar na ceachtanna agus bhí éagsúlacht sna gníomhaíochtaí foghlama. I ngach ceacht, cuireadh na scoláirí ag obair ina mbeirteanna nó i ngrúpaí beaga ar thascanna cumarsáide a bhí oiriúnach agus fiúntach. D'fhéadfaí foghlaim na scoláirí a dhéanamh níos éasca fós trí úsáid a bhaint as áiseanna amhairc sna seomraí ranga.

Bhí cáilíocht fhoriomlán na foghlama an-mhaith. Ba léir go raibh na scoláirí gafa san fhoghlaim agus go raibh taitneamh á bhaint acu as na ceachtanna. Ba léir freisin go raibh siad á gcur chun cinn go mór maidir le saibhreas agus cruinneas a gcuid cainte agus an dearcadh a bhí acu i leith na teanga.

Bhí cáilíocht an mheasúnaithe go maith ar an iomlán. Bhí úinéireacht maidir le dul chun cinn a gcuid foghlama agus tiomantas d'fheabhsú a gcuid Gaeilge á gcothú i measc na scoláirí. Bhí na scoláirí i gcoitinne ábalta cur síos a dhéanamh ar an bhfeabhas a bhí tagtha ar a gcuid inniúlachta féin sa Ghaeilge le linn an chúrsa.

Bhí teimpléad an-úsáideach don phleanáil agus don mheasúnú curtha ar fáil do na múinteoirí ag bainistíocht an choláiste. Ba chóir do gach múinteoir na heiseamláirí teanga atá le sealbhú ag na scoláirí a thaifeadadh ar an teimpléad sin, chomh maith le sonraí an mheasúnaithe a dhéantar ag deireadh an cheachta. B'fhiú go mór an measúnú deireadh ceachta a dhéanamh i gcomhpháirt leis na scoláirí ar mhaithe le forbairt an fhéinmheasúnaithe agus an phiarmheasúnaithe.

Moltaí:

- Ba chóir go mbainfí úsáid as cairteacha agus áiseanna amhairc eile sna seomraí ranga chun cur leis an tacaíocht agus an scafláil d'fhoghlaim agus úsáid na Gaeilge i measc na scoláirí.

- Ba chóir do gach múinteoir na heiseamláirí teanga atá le sealbhú ag na scoláirí a thaifeadadh ar an teimpléad pleanála agus measúnaithe a sholáthraíonn an bhainistíocht, chomh maith le sonraí an mheasúnaithe a dhéantar ag deireadh an cheachta.

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 an cheannaireacht agus an bhainistíocht ag leibhéal an choiste stiúrtha ar chaighdeán sármhaith. D'oibrigh baill an choiste go teagmhálach leis an bpríomhoide le linn an chúrsa agus chuir siad tacaíocht neamhghnách ar fáil dó. Féachadh chuige go raibh fís bhunaidh an choláiste leabaithe i gcleachtas laethúil na foirne. Is inmholta an obair a bhí déanta ag bainistíocht Choláiste Chamuis roimh an bpaindéim COVID-19 chun dea-chleachtas teagaisc agus measúnaithe a fhorbairt agus a bhuanú. Bhí ball den choiste stiúrtha i láthair ag gach ceann de na cruinnithe aiseolais leis na múinteoirí aonair.

Bhí comhordú éifeachtach á dhéanamh ag an bpríomhoide ar an teagasc, ar dháileadh amach na bhfreagrachtaí éagsúla agus ar riaradh imeachtaí an chúrsa. Bhí bainistiú agus maoirseacht an-éifeachtach á ndéanamh ar iompar na scoláirí. B'éifeacthach go háirithe an mhaoirseacht a bhí á déanamh ar iompar teanga na scoláirí, a bhí ar fheabhas. Tugadh tús áite do thacaíochtaí d'fholláine phearsanta agus shóisialta. Sa ghrúpa fócais le scoláirí, dúradh gur láidreachtaí iad an bhéim ar fholláine agus an t-atmaisféar teaghlaigh a bhí cothaithe ar an gcúrsa.

Bhí na seomraí ranga, an halla agus na háiseanna lasmuigh á gcoimeád go glan, néata. Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta ainmnithe i bplean an phríomhoide.

Moltaí: Níl aon mholadh le déanamh.

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:

Cuireadh éispéireas an-mhaith ar fáil ar theanga agus ar chultúr na Gaeilge agus na Gaeltachta. Bhí sé seo i bhfianaise sna ceachtanna maidine, sna himeachtaí iarnóna agus sna teagmhálacha go léir a chonacthas le linn na cuairte.

Bhí raon leathan d'imeachtaí iarnóna agus oíche ar fáil do na scoláirí, ina raibh daingniú agus leathnú á ndéanamh ar a raibh foghlamtha i gceachtanna na maidine. Ba léir gur chuir na gníomhaíochtaí cumarsáideacha seo le forbairt inniúlachta na scoláirí sa Ghaeilge agus

lena bhfeasacht chultúrtha. Sna ranganna maidine agus sna himeachtaí iarnóna araon, leagadh béim inmholta ar shaibhreas cainte a chothú agus ar chumasú na scoláirí chun nathanna cainte áitiúla a úsáid. Sa ghrúpa fócais, luaigh na scoláirí gur mhór acu na deiseanna foghlama seo.

Moltaí: Níl aon mholadh le déanamh.

4. Téama na bliana

Bhí cáilíocht an chúraim a dhéantar d'fholláine na scoláirí mar théama speisialta na bliana seo. Tá forbairt phearsanta an fhoghlaimeora mar chuid lárnach d'fhís Choláiste Chamuis leis na blianta. Ba léir go raibh an-chúram á dhéanamh d'fholláine na scoláirí le linn an chúrsa seo. Bhí an cúram seo i bhfianaise ó na breathnóireachtaí ranga agus ó chomhráite le baill an choiste stiúrtha, le múinteoirí agus leis na scoláirí féin. Bhí sé i bhfianaise go mór freisin in eagrú na n-imeachtaí iarnóna.

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

REPORT

College name	Coláiste Chamuis, An Tulach
College address	Scoil Náisiúnta Cholmcille, An Tulach, Baile na hAbhann, Co. na Gaillimhe
College reference code	CGC083
Date of the inspection	07-07-2022
Date of issue of report	Date of issue of report

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 on behalf of the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media, evaluates the quality of educational provision in a number of courses provided by Irish colleges each year. 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.

• 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 wellbeing 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
• Observation of teaching and learning during six class periods • Interaction with students • Observation of afternoon activities	• Review of relevant documents • Discussion with management • Feedback to the principal and to representatives of the steering committee

College context

Coláiste Chamuis has been providing Irish language courses for students since 1973. This report relates to a course that took place in An Tulach, one of four venues used by Coláiste Chamuis every summer. There were 139 students present during the visits to the morning lessons. The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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 students in the focus group were extremely positive about the course. In particular, they spoke about the attention that was given to their social wellbeing. Some students reported that they did not know any other students when they began the course but that the teachers and *cinnirí* (student leaders) encouraged a sense of belonging and friendship. The focus-group participants said that they appreciated being fully immersed in Irish and that this immersion had a significant influence on their confidence and competence in the language. It was reported that the *mná tí* (hostesses) were very supportive of the students' wellbeing and also supported students' learning and use of expressions from the local dialect.

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:

The overall quality of teaching and learning was very good. In the lessons observed, the teachers demonstrated a very high standard of language ability, pedagogical knowledge and classroom management skills.

Teaching approaches were very effective overall. The pace of lessons was appropriate for the students and there was a good, positive atmosphere in all classrooms. The lessons observed were well structured and included a good variety of learning activities. There were effective opportunities in each lesson for students to work in pairs or small groups on appropriate and worthwhile communication tasks. Students' learning could be supported further through the use of visual aids in the classrooms.

The overall quality of learning was very good. It was evident that the students were engaged in their learning and that they enjoyed the lessons. It was also evident that they were making significant improvement in relation to the richness and accuracy of their spoken Irish and their attitude towards the language.

Overall, the quality of assessment was good. The course fostered a sense of ownership of learning among the students, as well as a commitment to improvement. Students were able to describe improvements that had taken place in their Irish during the course.

The college management had provided the teachers with a very useful template for planning and assessing lessons. Each teacher should record the language exemplars to be learned by students during the lesson on that template, as well as details of the assessment carried out at the end of the lesson. It would be very useful to do the end-of-lesson assessment in collaboration with the students, in order to develop their self-assessment and peer-assessment skills.

Recommendations:

- Charts and other visual aids should be used in the classrooms to further support and scaffold students' learning and use of Irish.
- Each teacher should record the language exemplars to be acquired by the students on the planning and assessment template provided by the management, as well as details of the assessment carried out at the end of the lesson.

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 leadership and management provided by the steering committee were excellent. Members of the committee worked closely with the principal during the course and provided outstanding support. The founding vision of the college was evident in the daily practice of the team. The work done by the management of Coláiste Chamuis before the COVID-19 pandemic, to develop and maintain good teaching and assessment practice, is commendable. A member of the steering committee was present at each of the feedback meetings with the individual teachers.

The principal provided effective co-ordination of teaching, delegation of various responsibilities and course administration. The students' behaviour was managed and supervised very effectively. This was particularly evident in the language behaviour of the students, which was excellent. Priority was given to supports for personal and social wellbeing. In the focus group with students, it was reported that the emphasis on wellbeing and the fostering of a family atmosphere were among the strengths of the course.

The classrooms, hall and outdoor facilities visited were clean and tidy. Copies of the health and safety statement, code of conduct and anti-bullying policy were available. A health and safety officer was identified in the principal's plan for the course.

Recommendations: No recommendation is made.

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 wellbeing
- Opportunities to experience linguistic and cultural heritage of the locality

Summary:

A very good experience was provided in relation to Irish language and culture and the culture of the Gaeltacht. This was evident in the morning lessons, the afternoon activities and all of the interactions observed during the visit.

A wide range of afternoon and evening activities was available to the students, in which their learning from the morning's lessons was reinforced and extended. It was evident that these communicative activities contributed to the development of the students' competence in Irish and to their cultural awareness. In both morning classes and afternoon activities, there was a commendable emphasis on language enrichment and on enabling students to use expressions from the local dialect. In the focus group, students expressed their appreciation of these learning opportunities.

Recommendations: No recommendation is made.

4. Theme of the year

This year's special theme was the quality of the care given to the wellbeing of students. The personal development of the learner has been an integral part of the vision of Coláiste Chamuis over the years. It was evident that students' wellbeing was prioritised during this course. This was evident from class observations and from conversations with members of the steering committee, teachers and the students themselves. This was very evident also in the organisation of the afternoon activities.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of 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 schools in this category the quality of what is evaluated is ***outstanding*** and provides an example for other schools 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 pupils' learning. The school 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 school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	***Weak*** applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;