

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Chonnacht
Seoladh an choláiste	An Spidéal Contae na Gaillimhe
Cód tagartha an choláiste	CGC051

Dáta na cigireachta: 21-06-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

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

CAD IS MEASTÓIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE ANN?

Is thar cheann na Roinne Cultúir, Oidhreachta agus Gaeltachta a dhéanann Cigireacht na Roinne Oideachais agus Scileanna meastóireacht gach bliain ar cháilíocht an tsoláthair oideachais i líon áirithe de na cúrsaí a sholáthraíonn coláistí Gaeilge. Dearbhaítear dea-chleachtas sna tuairiscí agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an soláthar a dhéanann an coláiste.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar cháilíocht an tsoláthair oideachais faoi na ceanteidil seo a leanas:

1. Teagasc agus foghlaim
2. Ceannaireacht agus bainistíocht
3. Eispéireas na scoláirí ar theanga agus cultúr na Gaeilge

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste sa trí réimse.

Tugadh deis do choiste stiúrtha an choláiste Gaeilge a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an gcoiste stiúrtha glacadh leis an tuairisc gan freagra a thabhairt.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí:

1. Tá **Ráiteas um Chosaint Leanáí** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanáí 2015* (Uimh. 36 de 2015). Tá an ráiteas sin faofa ag údarás an choláiste agus tiomantas tugtha sa ráiteas i leith athbhreithniú a dhéanamh gach dara bliain nó nuair a thagann athrú ábhartha ar an scéal.
2. Sonraítear ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra a chuirfear ar taispeáint go feiceálach gar do phríomhdhoras an ionaid a bheidh in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go bhfuil an ráiteas tugtha do gach oide atá fostaithe acu agus; (b) Cinntíonn gach oide ar a dtugtar cuairt go bhfuil siad eolach ar a gcuid dualgas mar dhuine faoi shainordú.
4. Deimhníonn údarás an choláiste go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanáí agus Daoine Soghonta) 2012 go 2016.

Bhí cleachtas an choláiste ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

CIGIREACHT AR CHÚRSA I gCOLÁISTE GAELIGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta na cigireachta	21-06-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide, don leasphríomhoide agus do chathaoirleach an choiste stiúrtha

COMHTHÉACS AN CHOLÁISTE

Bunaíodh Coláiste Chonnacht sa Spidéal, Contae na Gaillimhe, sa bhliain 1910. Bhí an cúrsa a ndearnadh cigireacht air dírithe ar scoláirí iarbhuncoile a bhí sa chéad nó sa dara bliain. 210 scoláire a bhí ag freastal ar an gcúrsa.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Léirigh na scoláirí go raibh siad ag baint an-taitneamh agus tairbhe as an gcúrsa sa Ghaeltacht.
- Bhí cáilíocht an teagaisc agus na foghlama go maith sna ceachtanna a breathnaíodh; bhí scóip chun forbartha ann maidir le ceisteanna breise a chleachtadh i measc na scoláirí.
- Bhí cáilíocht an mheasúnaithe sásúil; cuireadh réamh-agallamh ar scoláirí sular tháinig siad agus bhí tús curtha le féin-mheasúnú agus piar-mheasúnú mar chuid den chúrsa.
- Cruthaíodh naisc láidre idir an coláiste agus an pobal áitiúil agus bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go han-mhaith dá bharr.
- Soláthraíodh éagsúlacht imeachtaí a bhí dea-eagraithe agus spreagthach do na scoláirí agus a thacaigh leo an Ghaeilge mar theanga bheo a úsáid le fonn.
- Bhí ceannaireacht agus bainistíocht an chúrsa go han-éifeachtach; bhí easnamh amháin ag baint leis an ráiteas sláintíochta agus slándála, ach rinne ceannairí an choláiste dul chun cinn an-mhaith maidir le cur i bhfeidhm na moltaí a rinneadh i meastóireachtaí roimhe seo.

Moltaí

- Ba chóir deiseanna níos mó a thabhairt do scoláirí ceisteanna a chur ar a chéile sna ceachtanna.
- B'fhiú don fhoireann bhainistíochta agus do na múinteoirí smaoineamh ar conas an dea-chleachtas maidir le féin-mheasúnú, piar-mheasúnú agus béaltrialacha a leathnú amach chuig scoláirí eile le linn an chúrsa.
- Ba chóir a lua go soiléir sa ráiteas sláintíochta agus slándála gurb ionann an t-oifigeach sláinteachais agus slándála atá cláraithe sa phlean agus an príomhoide atá i gceannas ar an gcúrsa ábhartha agus é/í a ainmniú.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go maith sna ceachtanna a breathnaíodh agus bhain beocht, fuinneamh agus gluaiseacht inmholta leo. Bhí scóip chun forbartha ann maidir le ceisteanna breise a chleachtadh i measc na scoláirí.
- Rinneadh ullmhúchan an-mhaith roimh ré don teagasc. Baineadh úsáid thairbheach as acmhainní breise ar nós bileoga oibre agus ábhar theicneolaíocht faisnéise agus cumarsáide (TFC) chun tacú leis an bhfoghlaim.
- Bhain na scoláirí taitneamh agus tairbhe as a gcuid foghlama agus bhí siad spreagtha chun foghlama. Ghlac siad páirt thairbheach i ngníomhaíochtaí foghlama fiúntacha lenár áiríodh obair bheirte, obair ghrúpa, rólghlacadh, cur i láthair agus plé oscailte, a leag béim chuí ar an teanga labhartha agus ar fhéin-mhuinín na scoláirí a chothú.
- Léirigh na múinteoirí ardchumas sa Ghaeilge agus dúil mhór san obair a bhí ar siúl acu. Bhí comhphleanáil éifeachtach agus comhoibriú gairmiúil le haithint ar na pleannanna teagaisc cuimsitheacha agus difreáilte a leagadh amach do gach rang.
- Bhí cáilíocht an mheasúnaithe sásúil ar an iomlán. Bhí tús curtha le féin-mheasúnú agus le piar-mheasúnú a fhorbairt ar an gcúrsa. Sna ceachtanna ab fhearr a breathnaíodh bhí ar na scoláirí ceisteanna a chur ar a chéile. I gceacht amháin d'éirigh níos fearr leis an gcur i láthair a rinne an grúpa scoláirí nuair a chuir a gcomhscoláirí ceisteanna orthu faoi.
- Moltar deiseanna níos mó a thabhairt do scoláirí ceisteanna a chur ar a chéile sna ceachtanna. B'fhiú do cheannairí an chúrsa smaoinemh ar conas an dea-chleachtas maidir le féin-mheasúnú agus piar-mheasúnú a leathnú amach chuig ranganna eile.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí ceannaireacht agus bainistíocht an chúrsa go han-éifeachtach. Léiríodh cleachtas láidir comhoibríoch idir an fhoireann, ceannairí an chúrsa agus an coiste stiúrtha. Bhí an-ord agus eagar ar chúrsaí riaracháin.
- Deimhníodh go raibh cóip den chód iompair, polasaí frithbhulaíochta agus ráiteas sláintíochta agus slándála ar fáil. Tugadh faoi deara nár ainmníodh an t-oifigeach sláinteachais agus slándála i bplean an choláiste. Moltar go luafaí go soiléir gurb ionann an t-oifigeach sláinteachais agus slándála atá cláraithe sa phlean agus an príomhoide atá i gceannas ar an gcúrsa ábhartha agus é/í a ainmniú.
- Tugadh faoi deara le linn na cigireachta go raibh na ceannairí ag cloí le Rialacháin 2018 maidir le ceapadh agus dáileadh na foirne, bainistiú agus maoirseacht ar scoláirí, bainistíocht ar acmhainní agus timpeallacht foghlama shlán agus ordúil a sholáthar.
- Léirigh plean an phríomhoide go raibh sé mar aidhm inmholta ag ceannairí an choláiste feabhsú agus cruthaitheacht san fhoghlaim, sa teagasc agus sa mheasúnú a chur chun cinn. Chun na críche sin cuireadh lá oiliúna ar fáil don fhoireann.
- Ag deireadh an chúrsa níor cuireadh béaltriall ach ar na scoláirí sinsearach amháin. B'fhiú do cheannairí an chúrsa smaoinemh ar bhéaltrialacha a thairiscint do scoláirí eile freisin chun a ndul chun cinn a mheas. Scaipeadh ceistneoir tairbheach ar scoláirí agus ar thuismitheoirí chun aiseolas cuiditheach a fháil mar chuid den phróiseas féin-mheastóireachta.

- Tá ceannairí an choláiste le moladh as dul chun cinn an-mhaith a dhéanamh maidir le cur i bhfeidhm na moltaí i rinneadh i meastóireachtaí roimhe seo. Bhí fianaise ann go raibh na háiseanna teagaisc á n-eagrú go lárnach agus gur soiléiríodh laethanta turais ar an bhfoirm eolais, mar a moladh.

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

- Cruthaíodh naisc láidre idir an coláiste agus an pobal áitiúil. Bhí múinteoirí agus ardchinnirí ón gceantar fostaithe ar an gcúrsa agus bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go han-mhaith.
- Soláthraíodh éagsúlacht imeachtaí a bhí dea-eagraithe agus spreagthach do na scoláirí agus a thacaigh leo an Ghaeilge mar theanga bheo a úsáid.
- Eagraíodh turas tairbheach chuig na hOileáin Árann a thaitin leis na scoláirí. Labhair aoichainteoirí leis na scoláirí faoi shaol na Gaeltachta agus faoi chúrsaí an tsaoil. Dúirt na scoláirí gur bhain siad tairbhe as na deiseanna sin.
- Ghlac na scoláirí rannpháirtíocht ghníomhach sna himeachtaí spóirt, spraoi agus cultúrtha a cuireadh ar fáil san iarnóin. Spreagadh iad chun Gaeilge a labhairt eatarthu féin lena linn. Istoíche bhain siad taitneamh as céilithe, ceolchoirmeacha, seó tallainne agus scoraíocht, mar shampla.
- Chuir grúpa scoláirí in iúl le linn na meastóireachta go raibh siad lán-sásta leis an gcúrsa. Bhraith siad go raibh feabhas tagtha ar a gcuid Gaeilge labhartha, go háirithe. Mhol siad foireann an choláiste a bhí thar a bheith cairdiúil, tacúil agus cuiditheach leo.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis an leas-phríomhoide agus le cathaoirleach an choiste stiúrtha.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do choláistí eile de 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 láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na scoláirí. Ní mór don choláiste tógáil ar a chuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don choláiste gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste Chonnacht
College address	An Spidéal County Galway
Course reference code	CGC051

Date of Inspection: 21-06-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF AN IRISH-LANGUAGE COLLEGE?

The Inspectorate of the Department of Education and Skills, on behalf of the Department of Culture, Heritage and the Gaeltacht, evaluates the quality of educational provision in a certain number of courses provided each year by Irish colleges. The reports affirm good practice and make recommendations, where appropriate, to aid the further development of the provision provided by the college.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in Irish under the following headings:

1. Teaching and learning
2. Leadership and management
3. Students' experience of the Irish language and culture

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in three areas.

The steering committee of the Irish-language college was given an opportunity to comment on the findings and recommendations of the report; the steering committee chose to accept the report without response.

CHILD PROTECTION

During the evaluation, the following checks in relation to the college's child protection procedures were conducted:

1. The college has a **Child Protection Statement** in place in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015). That statement is approved by the college authority and a commitment is made to conduct a review every two years or when a relevant change occurs.
2. The names of the Designated Liaison Person (DLP) and the Deputy DLP are stated on a notice which is displayed clearly near the main door of the college premises.
3. (a) The college authority ensures that the statement is given to every teacher employed by them, and;
(b) Every teacher visited confirmed that he/she is aware of his/her responsibilities as a mandated person.
4. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
5. The college complies with all relevant provisions of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

The college practice met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date of Inspection	21-06-2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three lessons• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Dialogue with management• Feedback to principal, deputy principal and to the chairperson of the steering committee

COLLEGE CONTEXT

Coláiste Chonnacht was established in an Spidéal, County Galway in 1910. The course inspected was aimed at teenagers in first or second year of post primary school. 210 students attended the course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The students demonstrated that they were enjoying the course in the Gaeltacht very much.
- The quality of teaching and learning in the lessons observed was good; there was scope for development in relation to facilitating students to ask each other more questions.
- The quality of assessment was satisfactory; students were interviewed prior to their arrival and self-assessment and peer assessment had been introduced as part of the course programme.
- Strong links had been created between the college and the local community and, as a result, the students' experience of the Irish Language and Culture was very good.
- A variety of events was provided; these were well organised and stimulating for the students and supported them in their enjoyable use of Irish as a living language.
- The quality of leadership and management of the course was very effective; the health and safety statement was deficient in one respect, but the college authorities had made very good progress in relation to the implementation of recommendations made in previous evaluations.

Recommendations

- Students should be afforded more opportunities to ask each other questions during the lessons.
- It would be beneficial if management and staff were to consider ways in which best practice in relation to self-assessment, peer assessment and oral tests could be extended to other students during the course.
- It should be stated clearly in the health and safety statement that the health and safety officer registered in the plan is the principal in charge of the relevant course and he/she should be named.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning in the lessons observed was good. Lessons were characterised by a commendable level of energy, vigour and pace. There was scope for development in relation to facilitating students to ask each other more questions.
- The lessons had been very well prepared beforehand. Worthwhile use was made of extra resources such as work sheets and information and communications technology (ICT) to support the learning process.
- The students enjoyed their learning, benefitted from it and were motivated to learn. They participated effectively in worthwhile learning activities including pair work, group work, role play, presentations and open discussion. There was an appropriate emphasis placed on the spoken language and on fostering the students' self-confidence.
- The teachers demonstrated a high level of competence in Irish and great enthusiasm for the work they were doing. The comprehensive and differentiated teaching plans prepared for each class demonstrated evidence of effective collaborative and professional planning among staff.
- The quality of assessment was satisfactory, overall. A start had been made on the development of self-assessment and peer assessment on the course. In the best lessons observed, the students were required to ask each other questions. In one lesson, the presentation made by a group of students was particularly successful when their fellow students were facilitated to question them in depth.
- It is recommended that students be afforded more opportunities to ask each other questions during the lessons. It would be beneficial if management and staff were to consider ways in which best practice in relation to self-assessment and peer assessment could be extended to more lessons.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management of the course was very effective. A strong spirit of cooperation was evident between the staff, the course leaders and the steering committee. Administrative matters were conducted in a highly efficient manner.
- It was confirmed that copies of the code of conduct, the anti-bullying policy and the health and safety statement were available. It was noted that the health and safety officer had not been named in the college plan. It is recommended that it should be stated clearly in the health and safety statement that the health and safety officer registered in the plan is the principal in charge of the relevant course and he/she should be named.
- It was noted during the inspection that the college authorities were complying with the 2018 Regulations in relation to the appointment and deployment of staff, the supervision of students, the management of resources and the provision of a safe and orderly learning environment.
- It is commendable that the principal's plan included a key objective to further promote innovation and creativity in learning, teaching and assessment. A training day had been provided to staff for that purpose.

- At the end of the course only the senior students underwent an oral test. It would be worthwhile for the college authorities to consider offering oral tests to other students in order to assess their progress. It is commendable that the college surveys students and parents on the quality of the courses provided in order to obtain helpful feedback as part of its self-evaluation process.
- The college authorities are to be commended for making very good progress in relation to the implementation of the recommendations made in previous evaluations. There was evidence that teaching resources were being centrally organised and that the dates of tours were clearly outlined on the information form, as had been recommended.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- Strong links had been created between the college and the local community. Teachers and *ardchinnirí* (student leaders) from the local area were employed on the course and the students' experience of the Irish Language and Culture was very good.
- A variety of events was provided which were well organised and stimulating for the students and which supported them in their use of Irish as a living language.
- A beneficial trip to the Aran Islands was organised which the students enjoyed. Guest speakers spoke to the students about life in the Gaeltacht and about current affairs. The students indicated that they benefitted from these opportunities.
- The students participated actively in the sporting, leisure and cultural events that were available to them in the afternoons. They were encouraged to speak Irish among themselves during these events. At night, they enjoyed events such as céilís, concerts, talent shows and stage performances.
- Students at a focus group meeting during the evaluation stated that they were very satisfied with the course. They felt that their spoken Irish, in particular, had improved. They praised the college staff for their very friendly, helpful and supportive approach.

At the end of the evaluation, the draft findings and draft recommendations of this evaluation were discussed with the principal, the deputy principal and the chairperson of the steering committee.

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 colleges in this category the quality of what is evaluated is outstanding and provides an example for other colleges of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent: outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of students' learning. The college needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a 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 students' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated action by the college is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties