

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Sheosaimh
Seoladh an choláiste	Ionad Pobail Chill Chiaráin Cill Chiaráin Co. na Gaillimhe
Cód tagartha an choláiste	CGC101

Dáta na cigireachta: 25 Iúil 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 ceannteidil 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 i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

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 GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta(i) na cigireachta	25 Iúil 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar imeachtaí iarnónaAthbhreithniú ar cháipéisí ábharthaAiseolas don phríomhoide

Comhthéacs an choláiste

Tá Coláiste Sheosaimh lonnaithe in Ionad Pobail, Chill Chiaráin, sráidbhaile i lár Chonamara, i gContae na Gaillimhe. Ar lá na meastóireachta bhí 203 scoláirí, idir bhuachaillí agus chailíní ag freastal ar an gcúrsa.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Faoi stiúir dhúthrachtach an phríomhoide, d'éirigh leis an bhfoireann dea-atmaisféar foghlama a chruthú ar an gcúrsa a bhí taitneamhach agus tairbheach do na scoláirí.
- Bhain sárchaighdeán le cáilíocht eispéireis na scoláirí ar theanga agus ar chultúr na Gaeilge.
- Bhí caighdeán maith ag baint le cáilíocht an teagaisc agus na foghlama; bhí laigí maidir le pleanáil oidí aonair do cheachtanna na maidine ó thaobh struchtúr de agus ó thaobh sprioctheanga a léiriú agus dul chun cinn na foghlama a mheas.
- Níor baineadh dóthain úsáide as áiseanna amhairc le linn an teagaisc, ná chun timpeallachtaí foghlama na ranganna a dhéanamh níos tarraingtí.
- Cé go raibh bainistíocht éifeachtach i bhfeidhm ar an gcoláiste, bhí roinnt réimsí le feabhsú.

Moltaí

- Ní mór do gach oide plean ceachta a dhearadh do gach ceacht ina n-áirítear go soiléir sprioctheanga an cheachta, na trí tréimhsí cumarsáide, agus córas simplí chun an fhoghlaim a mheas agus a thaifead.
- Ba chóir go mbainfeadh gach oide tuilleadh úsáide as achmhainní amhairc le linn an teagaisc, agus timpeallachtaí teanga-shaibhir a chruthú don fhoghlaim.
- Moltar go dtabharfar treoracha cuimsitheacha do na hoidí dá gcleachtais teagaisc i bplean an chúrsa, agus go ndéanfar cinnte de go leanann gach múinteoir na treoracha sin.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama ar chaighdeán maith ar an iomlán. Bhí éagsúlacht le sonrú sa chleachtas a breathnaíodh, le gnéithe de na ceachtanna a bhí ar ardchaighdeán agus gnéithe eile ar chaighdeán sásúil.
- I ngach suíomh ranga, cruthaíodh dea-chaidreamh ómósach idir na múinteoirí agus na scoláirí. Ba léir go raibh scileanna bainistíochta dearfacha faoi leith ag na hoidí agus chinntigh sé seo go raibh na scoláirí breá sásta páirt a ghlacadh sna gníomhaíochtaí agus tascanna a cuireadh ar fáil dóibh. I bhformhór na ranganna, ba inmholta an bealach a mealladh teanga labhartha ó na scoláirí. Ní mór an ghné láidir seo den chleachtas a leathnú go dtí gach suíomh foghlama.
- Bhí togha na Gaeilge ag na múinteoirí agus ba bhuntáiste mór é do na scoláirí go raibh deiseanna comhsheasmhacha acu bheith ag éisteacht le Gaeilge shaibhir le linn na gceachtanna.
- Bhain struchtúr agus luas maith leis na ceachtanna i gcoitinne. Roinneadh na spriocanna foghlama go soiléir leis na scoláirí ag tús gach ceachta. Múineadh ábhar na gceachtanna go héifeachtach, tugadh tascanna do na scoláirí ionas go bhféadfaidís a bheith ag idirghníomhú le chéile, agus rinneadh dul siar ar an bhfoghlaim ag deireadh gach ranga.
- Léirigh na scoláirí muinín i bhfoghlaim na teanga. Bhíodar toilteanach triail a bhaint as an méid Gaeilge a bhí acu. Ba léir go raibh raon de struchtúir theanga foghlamtha acu agus bhíodar ar bís tuilleadh feabhais a chur ar a dteanga ó bhéal. Moltar do na hoidí tuilleadh deiseanna cainte a chruthú le linn na gceachtanna ionas go dtabharfar go leor straitéisí do na scoláirí bheith ag caint lena chéile agus dul i ngleic le ceisteanna a chumadh agus a fhreagairt go cumarsáideach.
- Ní mór do gach oide plean ceachta a chur ar fáil do gach uile ceacht. Ba chóir sprioctheanga an cheachta a chur san áireamh go soiléir i ngach plean ceachta. Ina theannta sin, ní mór na cuir chuige agus na háiseanna a úsáidfear do thrí thréimhse cumarsáide an cheachta a rianú sa phlean. Moltar do na hoidí straitéisí measúnaithe agus dul chun cinn na foghlama a chlárú sa phlean chomh maith.
- Níor baineadh dóthain úsáide as na timpeallachtaí foghlama chun tacú le foghlaim theanga na scoláirí. D'fhéadfaí raon d'áiseanna amhairc a úsáid sna seomraí ranga a bheadh tarraingteach agus úsáideach don fhoghlaim.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta go maith.
- Faoi stiúir thiomanta an phríomhoide, agus le comhoibriú díograsach na múinteoirí, na gcúntóirí agus na gcinnirí, cruthaíodh dea-atmaisféar foghlama do na scoláirí a bhí thar a bheith dearfach agus tairbheach dóibh.
- Bhí bainistíocht an-éifeachtach ag baint le h-imeachtaí an lae laistigh agus lasmuigh.
- Chuaigh an bhainistíocht i ngleic le hathbhreithiú a dhéanamh ar phlean an choláiste mar a moladh i gcigireachtaí roimhe seo. Tá go leor oibre déanta sa phlean chun sealbhú teanga fhiúntach a chinntiú agus san iomlán, tá cáilíocht mhaith ag baint leis. Ba chóir go dtabharfadh plean an chúrsa treoir shoiléir chuimsitheach do na hoidí maidir lena bpleanáil ceachta. B'fhiú don bhainistíocht, in éindí leis na hoidí, creatlach pleanála ceachta a dhearadh ina chlúdaítear na trí thréimhsí cumarsáide den cheacht, chomh maith le straitéisí chun measúnú na foghlama a chlárú ar bhealaí simplí. Ní mór don bhainistíocht a chinntiú go núsáidfidh na hoidí an córas pleanála aontaithe seo dá gcuid ceachtanna.

- D'éirigh leis an mbainistíocht suíomh tarraingteach, sábháilte a sholáthar don chúrsa, agus i gcoitinne, baineadh dea-úsáid as na timpeallachtaí foghlama laistigh agus lasmuigh. I seomra ranga amháin, áfach, níor soláthraíodh an spás íosta do gach scoláire mar atá sonraithe i *Rialacháin Faoina dTugtar Aitheantas do Choláistí Gaeilge (2018)*. Ní mór don bhainistíocht teacht ar réiteach na saincheiste seo.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta cláraithe i bplean an phríomhoide.
- Ar an iomlán, tá dul chun cinn áirithe déanta ag an gcoláiste maidir leis na moltaí ó mheastóireachtaí a rinneadh roimhe. Tá tuilleadh oibre le déanamh le go mbeidh na tréimhsí ceachta den chur chuige cumarsáideach curtha i bhfeidhm go follasach.

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

- Bhí cáilíocht eispéireis na scoláirí ar theanga agus ar chultúr na Gaeilge ar shárchaighdeán.
- Cuireadh raon leathan d'imeachtaí iarnóna agus oíche ar fáil do na scoláirí. Ghlac gach scoláire páirt ghníomhach iontu agus ba léir go raibh siad ag baint sult agus spraoi astu. San fhocasghrúpa, a eagraíodh le linn na meastóireachta, mhol na scoláirí an coláiste go hard; luaigh siad go raibh siad an-sásta leis na himeachtaí agus gur chabhraigh na hoidí, na cúntóirí agus na cinnirí leo a gcuid Gaeilge labhartha a úsáid ar bhonn rialta.
- B'íarscoláirí de chuid an chúrsa seo cuid mhaith díobh, rud a léirigh an meas a bhí acu ar an gcoláiste. Ba mhinic a rinne na rannpháirtithe san fhócasghrúpa tagairt do dhea-atmaisféar cairdiúil an choláiste. Ina theannta sin, mheas tromlach mór díobh go raibh barr feabhais tagtha ar a gcuid Gaeilge labhartha, agus go rabhadar muiníneach maidir le labhairt na Gaeilge de bharr an chúrsa.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide.

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

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College Name	Coláiste Sheosaimh
College Address	Ionad Pobail Chill Chiaráin Cill Chiaráin Co. Galway
College reference code	CGC101

Date of inspection: 25 July 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF A COURSE IN 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 inspectors evaluated educational provision 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 college's provision in three areas.

The steering committee of the Irish-language college 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.

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 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	25 July 2018
Inspection Activities <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students	<ul style="list-style-type: none">• Observation of afternoon activities• Review of relevant documents• Feedback to principal

College context

Coláiste Sheosaimh is situated in Ionad Pobail, Chill Chiaráin, a village in the middle of Connemara, in County Galway. On the day of the evaluation, 203 students, both boys and girls, were attending the course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Under the diligent guidance of the principal, the staff succeeded in creating a good learning atmosphere on the course which was pleasant and beneficial for the students.
- The quality of the students' experience of Irish language and culture was of an exceptionally high standard.
- The quality of teaching and learning was of a good standard; there were weaknesses in teachers' individual planning for the morning classes in relation to structure, the documenting of target language, and the assessment of learning progress.
- Not enough use was made of visual aids during teaching, or to create a more attractive learning environment in classes.
- Even though the management of the college was effective, there were some areas for improvement.

Recommendations

- All teachers should design a lesson plan for each lesson which clearly specifies the lesson's target language, the three communication periods, and a simple system to assess and record learning.
- Each teacher should make more use of visual aids during teaching, and create language-rich environments for learning.
- It is recommended that teachers be given comprehensive guidance in the course plan with regard to their teaching practices, and that it is ensured that each teacher follows this guidance.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning was good overall. There was variation in the practice observed, with some aspects of the lessons being of a high standard and other aspects which were of a satisfactory standard.
- In each class setting, a positive, respectful relationship was created between teachers and students. It was evident that the teachers had particularly positive management skills and this ensured that students were very willing to participate in the activities and tasks provided for them. In most classes, the manner in which spoken language was encouraged from students was commendable. This strong aspect of practice should be extended to all learning settings.
- The teachers had excellent Irish and it was of great benefit to students that they had consistent opportunities to listen to fluent Irish during the lessons.
- In general, lessons were well structured and had good pace. Learning objectives were shared clearly with students at the beginning of each lesson. The lesson subject matter was taught effectively, students were given tasks so that they could interact with each other, and learning was revised at the end of each class.
- Students showed confidence in learning the language. They were willing to try out the amount of Irish they had acquired. It was evident that they had learned a range of language structures and they were eager to further improve their spoken language. It is recommended that teachers create more speaking opportunities during lessons so that students are given enough strategies to speak to each other, and to deal with composing and answering questions in a communicative manner.
- Each teacher should provide a lesson plan for each lesson. The lesson's target language should be clearly identified in each lesson plan. The approaches and resources that will be used for the lesson's three communicative periods should also be outlined. It is recommended that teachers should also record assessment strategies and learning progress in the plan.
- Not enough use was made of the learning environments to support the students' language learning. A range of visual aids could be used in the classrooms which would be both attractive and useful to the learner.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was good.
- Under the committed direction of the principal, and with the enthusiastic co-operation of teachers, assistants and cinnirí (student leaders), a good learning atmosphere was created for students which was extremely positive and beneficial for them.
- The daily activities, both indoor and outdoor, were managed very effectively.
- Management undertook a review of the college plan as recommended in previous inspections. Much work has been done in the plan to ensure worthwhile language acquisition and its overall quality is good. The college plan should give teachers clear, comprehensive guidance in relation to their lesson planning. It would be worthwhile for management, together with teachers, to design a lesson planning framework in which the three communicative periods of the lesson are included, as well as strategies to record learning assessments in a simple manner. Management should ensure that teachers use this agreed planning system for their lessons.

- Management succeeded in providing an attractive, safe setting for the course and, in general, the learning environments both indoor and outdoor were well used. However, in one classroom, the minimum space was not provided for each student as specified in *Regulations under which Recognition is granted to Irish-Language Colleges (2018)*. Management should find a solution to this issue.
- It was confirmed that copies of the health and safety statement, the code of conduct and the anti-bullying policy were available. A health and safety officer had been registered in the principal's plan.
- Overall, good progress has been made in relation to recommendations from previous evaluations. More work needs to be done in order to ensure that the three periods of the communicative approach will be implemented effectively.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of the students' experience of Irish language and culture was of an exceptionally high standard.
- Students were provided with a wide range of afternoon and evening activities. All students participated actively in these activities, and it was evident that they were a source of fun and enjoyment for them. In the focus group, which was organised during the evaluation, the college was praised highly by the students; they stated that they were very satisfied with the activities, and that teachers, assistants and cinnirí helped them to use their spoken Irish on a regular basis.
- Many of them were former students of this course, which was an indication of the esteem with which they regard the college. The participants in the focus group referred regularly to the good friendly atmosphere in the college. The vast majority of them also felt that their spoken Irish had improved greatly, and that they were confident speaking Irish as a result of the course.

The draft findings and draft recommendations arising out of this evaluation were discussed with the principal at the conclusion of the evaluation.

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 <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The college will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on students' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated action by the college is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties