

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Gaeilge Inis Meáin
Seoladh an choláiste	Inis Meáin Contae na Gaillimhe
Cód tagartha an choláiste	CGC130

Dáta na Cigireachta: 20-06-2018



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 ceannteidil seo a leanas:

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

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.

Ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le seiceáil 1 agus 4 agus mar sin ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta.

- Seiceáil 1: Cé go bhfuil polasaí ar Chosaint Leanáí i bhfeidhm ag an gcoláiste níl sé faofa ag údarás an choláiste agus níl aon chúram déanta ann faoi athbhreithniú an pholasaí. Ina theannta sin ní dhéanann an measúnú ar riosca aon tagairt do na himeachtaí iarnóna ná oíche ná socruithe atá i bhfeidhm chun na rioscaí a bhaineann leo a laghdú.
- Seiceáil 4: Níl tagairt déanta de cheachtanna a fhorbraíonn folláine na scoláirí i bplean an choláiste.

CIGIREACTH AR CHÚRSA I gCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dáta na cigireachta	20-06-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim i ndá thréimhse rangaIdirgníomhú le scoláiríFócas-ghrúpa le scoláirí	<ul style="list-style-type: none">Breathnú ar imeachtaí iarnónaAthbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus do chathaoirleach an choiste stiúrtha

Comhthéacs an choláiste

Is coláiste nua-bhunaithe é Coláiste Gaeilge Inis Meáin. Tá sé mar príomhaidhm an choláiste 'meas agus grá don teanga a mhuascailt sna scoláirí agus iad a gcumasú i labhairt na Gaeilge i dtraidisiún ársa an oileáin mar ceann scríbe d'fhoghlaiméirí.' Bhí 29 scoláire meanscoile cláraithe ar an gcúrsa ar a ndéineadh meastóireacht.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí foireann an choláiste idir mhúinteoirí, chúntóirí agus an coiste stiúrtha tiomanta do na scoláirí faoina gcúram, don Ghaeilge agus don cheantar.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta sásúil; is gá athbhreithniú a dhéanamh ar phlean agus ar pholasaithe an choláiste.
- Bhí ard chaighdeán Gaeilge ag oidí agus cúntóirí an chúrsa; ní mór cuir chuige múinteoireachta agus córais mheastóireachta an choláiste a fhorbairt a thuilleadh.
- Ba léir go raibh na scoláirí spreagtha i leith na Gaeilge ach bhíodar ró-fhulangach ina bhfoghlaim le linn na gceachtanna a breathnaíodh.
- Bhí eispéireas na scoláirí ar theanga agus cultúr na Gaeilge ar cháilíocht mhaith agus bhí béim fhiúntach curtha ar stair agus saibhreas teanga na n-oileáin le linn an chúrsa.

Moltaí

- Is gá don choiste stiúrtha athbhreithniú a dhéanamh ar an bpolasaí ar chosaint leanaí chun an measúnú ar riosca a chur in oiriúint do chlár an choláiste; caithfear an polasaí a fhaomhú ag cruinniú an choiste agus dáta athbhreithnithe don pholasaí a aontú.
- Ní mór don choiste stiúrtha na céimeanna achomhairc a shoiléiriú sa chód iompraíochta.
- Ba chóir plean teanga agus próisis mheasúnaithe an choláiste a fhorbairt a thuilleadh chun an teanga atá le seabhú faoi théamaí an phlean a shoiléiriú go grinn agus na stráitéisí a úsáidtear chun forbairt teanga na bhfoghlaiméirí a mheas a chinntiú.
- Moltar an cur chuige cumarsáideach a chur i bhfeidhm go follasach chun na scoláirí a ghníomhiú i bhfoghlaim na teanga.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama sásúil.
- Bhí ard-chaighdeán Gaeilge ag na hoidí. Bá léir go raibh scileanna bainistíochta ranga maithe acu agus go raibh gaolmhaireachtaí bríocha cothaithe acu leis na scoláirí. Aontaíodh plean teagaisc idir na hoidí faoi théamaí ginearálta chun freastal ar riachtanais teanga na bhfoghlaimoirí.
- Sa dá cheacht a breathnaíodh, múineadh an Ghaeilge faoi na téamaí seo tríd an modh díreach. Bhí béim ar leith ar an scríbhneoireacht. Dá bharr, bhí na scoláirí fulangach ina bhfoghlaim formhór an ama. Níor úsáideadh áiseanna teagaisc ábhartha chun na scoláirí a spreagadh chun cainte. I suíomh amháin, níor baineadh aon leas as obair bheirte ná obair ghrúpa. Ní raibh meastóireacht reatha déanta ar dhul chun cinn na bhfoghlaimoirí sa teanga.
- Is gá athbhreithniú a dhéanamh ar na cuir chuige teanga a úsáidtear chun fíis an choláiste a chomhlánú. Chuige seo, moltar cur síos grinn a dhéanamh ar an sprioctheanga atá le sealbhú faoi na téamaí teanga i bplean an choláiste. Ba chóir teimpléid phleanála teagaisc agus mheastóireachta a aontú, a chuirfidh an cur chuige cumarsáideach chun tosaigh. Is gá achmhainní teagaisc a shaothrú chun tacú le cur i bhfeidhm an phlean agus na scoláirí a ghníomhú san fhoghlaim.
- Ba léir go raibh na scoláirí spreagtha i leith na Gaeilge. Tuairiscíodh ag plé an fhócasghrúpa leis na scoláirí, go raibh ranganna na maidine taitneamhach agus suimiúil. Mheas na scoláirí go raibh feabhas ar a gcuid Gaeilge agus go raibh tuiscint níos doimhne acu ar an ngramadach de bharr an chúrsa.

2. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAELIGE

- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge ar cháilíocht mhaith. Soláthraíodh réimse leathan d'imeachtaí iarnóna agus oíche dóibh. Eagraíodh turais faoi threoir aoichainteoirí áitiúla chun stair na dúiche a roinnt leis na scoláirí. Dúradh sa ghrúpa fócais go raibh éagsúlacht mhaith sna himeachtaí agus dá bharr, go raibh laethanta na scoláirí lán agus spraiúil.
- Bhí ard-chaighdeán Gaeilge ag na cúntóirí teanga agus thugadar spreagadh agus tacaíocht do na scoláirí an Ghaeilge a shealbhu. B'fhiú ról níos lárnaí a thabhairt dóibh i dtreisiú na sprioctheanga. Chuige seo ba chóir teanga riachtanach na n-imeachtaí, rialacha spóirt agus an sainfhoclóir a bhaineann leis na turais a mhúineadh do na scoláirí ag am scoite. Moltar go mbeadh cur síos beacht déanta ar an teanga seo agus saibhreas teanga an oileáin féin i bplean an choláiste.

3. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta sásúil.
- Ba léir go raibh foireann an choláiste uile idir mhúinteoirí, chúntóirí agus an coiste stiúrtha tiomanta do na scoláirí faoina gcúram, don Ghaeilge agus don cheantar. Cé go gcuireadh cúrsa fiúntach ar fáil do na scoláirí faoi stiúr cathaoirligh an choiste agus an phríomhoide, is gá plean teanga an choláiste a fhorbairt a thuilleadh.
- Bhí imlíne de phlean an chúrsa leagtha amach faoi chinnteacht, ar fáil lá na cigireachta. Is gá an plean seo a leathnú agus clár teanga difreáilte a shainiú go grinn ann. Ba chóir go mbainfí míreanna faoi leith den chlár teanga leis an gceantar máguaird agus cúram folláine na scoláirí. Ní mór modhanna teagaisc, gníomhaíochtaí foghlama, stráitéisí measunaithe agus achmhainní teagaisc a chlárú ann freisin. Is fiú measunú a dhéanamh ar fhiúntas an phlean ag deireadh gach cúrsa.
- Tá próis mheasúnaithe an choláiste le forbairt. Cuireadh na scoláirí faoi agallamh ag tús an chúrsa chun a gcumas teanga a thomhas. Ba chóir meastóireacht reatha ar a ndul chun cinn a dhéanamh le linn an chúrsa agus arís ag a dheireadh. B'fhiú torthaí ar fhorbairt teanga na scoláirí a sheoladh abhaile. Is fiú tuairimí na scoláirí agus a dtuismitheoirí a lorg ar cháilíocht chuile cúrsa mar chuid de fhéinmheastóireacht agus de phlean feabhsúcháin an choláiste féin.

- Bheadh sé chun tairbhe an choláiste lá ullmhúcháin a éascú do na múinteoirí agus do na ceannairí roimh thús gach cúrsa chun iad a chur in aithint don phlean. Thabharfadh seo deis don fhoireann clár a réiteach a luíonn go dlúth le fíis an choláiste.
- Deimhníodh go raibh cóip den ráiteas sláintíochta agus slándála, cóid iompraíochta agus polasáí frithbhulaíochta ar fáil. Is gá athbhreithniú ar dhéanamh ar an gcód iompraíochta chun na céimeanna achomhairc a shoiléiriú ann.

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

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 a Coláiste Gaeilge (Irish College)

REPORT

College name	Coláiste Gaeilge Inis Meáin
College address	Inis Meáin County Galway
College reference code	CGC130

Date of inspection: 20-06-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF A COLÁISTE GAEILGE (IRISH 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 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 school'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 did not meet the requirements in relation to check 1 and 4 and therefore the college did not meet what was required in relation to the checks undertaken during the inspection visit.

- Check 1: Although the college has a Child Protection policy in place it has not been ratified by the college authority and no provision has been made with regard to reviewing the policy. Furthermore, in the risk assessment no reference is made to afternoon or evening activities or to the arrangements in place to reduce the risks associated with them.
- Check 4: No reference is made to lessons which develop the students' wellbeing in the college plan.

INSPECTION OF A COURSE IN A COLÁISTE GAEILGE (IRISH COLLEGE)

INSPECTION ACTIVITIES

Date of inspection	20-06-2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning in two class periods• Interaction with students• Focus group with students	<ul style="list-style-type: none">• Observation of afternoon activities• Review of relevant documents• Meeting with management• Feedback to the principal and chairperson of the steering committee

College context

Coláiste Gaeilge Inis Meáin is a newly established college. The primary aim of the college is to 'enstill a respect and love for the language in students and to empower them in speaking Irish in the ancient tradition of the island as a destination for learners.' There were twenty-nine secondary school students enrolled on the course evaluated.

SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR FURTHER DEVELOPMENT

Findings

- The college staff including teachers, *cinnirí* and the steering committee were committed to the students in their care, to the Irish language and to the locality.
- The quality of leadership and management was satisfactory; however, the college's plan and policies need to be reviewed.
- The teachers and *cinnirí* on the course had a high standard of Irish; college teaching and assessment approaches should be further developed.
- It was evident that the students were motivated with regard to the Irish language but they were too passive in their learning during the lessons observed.
- The students' experience of the Irish language and culture was of a good quality and worthwhile emphasis was placed on the history and richness of the language of the islands during the course.

Recommendations

- The committee needs to review the child protection policy to align the risk assessment with the college plan; the policy should be ratified at a committee meeting and a review date for the policy agreed.
- The steering committee must clarify the stages of the appeal process in the code of behaviour.
- The college's language plan and assessment processes should be further developed to clearly delineate the language that is to be acquired under the plan's themes and to establish the strategies used to assess learners' language development.
- The explicit implementation of the communicative approach is recommended to ensure students are active in the learning of the language.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning was satisfactory.
- The teachers had a high standard of Irish. It was evident that they had good classroom management skills and that they had developed meaningful relationships with the students. A teaching plan was agreed by the teachers under general themes, to meet the language needs of the learners.
- In the two lessons observed, Irish was taught under these themes through the direct method. Particular emphasis was placed on writing. As a result, the students were passive in their learning most of the time. Appropriate teaching resources were not used to encourage the students to converse. In one setting, no use was made of pair work or group work. No ongoing assessment of learners' development in the language was completed.
- The teaching approaches used need to be reviewed in order to fulfil the vision of the college. In order to do this, it is recommended that the target language to be acquired is clearly delineated under the language themes in the college plan. Planning templates for teaching and assessment should be agreed, which will advance the communicative approach. Teaching resources need to be acquired to support the implementation of the plan and to ensure students are active in their learning.
- It was evident that the students were motivated with regard to the Irish language. At the focus group discussion with students, it was reported that the morning classes were enjoyable and interesting. The students believed that their Irish had improved and that they had a deeper understanding of grammar as a result of the course.

2. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The students' experience of the Irish language and culture was of a good quality. A wide range of afternoon and evening activities was made available to them. Tours were organised under the guidance of local speakers in order to share the history of the locality with the students. In the focus group, it was stated that there was good variety in the activities and as a result the students' days were full and fun.
- The *cinnirí* had a high standard of Irish and they encouraged and supported the students to acquire the Irish language. It would be worthwhile giving them a more central role in reinforcing the target language. In order to do this, the essential language of activities, sports rules and particular vocabulary relating to tours should be taught to the students at a discrete time. It is recommended that this language and the richness of the island's language be detailed in the college plan.

3. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was satisfactory.
- It was evident that the entire college staff including teachers, *cinnirí* and the steering committee were committed to the students in their care, to the Irish language and to the locality. Although a worthwhile course was provided to the students under the direction of the committee's chairperson and the principal, the college language plan needs to be further developed.
- An outline of the course plan under headings, was available on the day of inspection. This plan needs to be expanded to delineate a clearly differentiated language programme. Particular sections of the plan should pertain to the locality and to the well-being of the students. Teaching methods, learning activities, assessment strategies and teaching resources should also be detailed in the plan. The quality of the plan should be evaluated at the end of each course.
- The assessment processes of the college are to be developed. The students were interviewed at the beginning of the course to assess their language ability. Ongoing assessment of their progression should be conducted during the course and also at the end. The results of the students' language development should be sent home. It is worthwhile to request the students'

and parents' views on the quality of each course as part of the college's self-evaluation and improvement plan.

- It would be of benefit if the college facilitated a preparation day for the teachers and *cinnirí* before each course began to familiarise them with the plan. This would give staff members the opportunity to prepare a programme that aligns closely with the vision of the college.
- It was confirmed that copies of the health and safety statement, the code of behaviour and the anti-bullying policy were available. The code of behaviour should be reviewed to outline the stages of appeal.

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

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 Irish 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. Overall, learners have access to a basic level of provision. 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 whole-college 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;