

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

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|----------------------------------|---|
| Ainm an choláiste | Coláiste Uisce |
| Seoladh an choláiste | Cuan Eilí O.P. an Clochair Béal an Átha Contae Mhaigh Eo |
| Cód tagartha an choláiste | CGC181 |

Dáta na cigireachta: 11 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 Leanai** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanai 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 (Leanai agus Daoine Soghonta) 2012 go 2016.

Ní raibh cleachtas an choláiste ag teacht lena n-éilítear maidir le seiceáil 2 agus mar sin ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta. Roimh dheireadh na cuairte, áfach, thug an coláiste fianaise go bhfuil a gcleachtas ag teacht lena n-éilítear maidir leis na riachtanais seo.

CIGIREACHT AR CHÚRSA I gCOLÁISTE GAELIGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

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|---|---|
| Dáta na cigireachta | 11 Iúil 2018 |
| Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn 6 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 d'ionadaí ón Choiste Stiúrtha |

Comhthéacs an choláiste

Cúrsa coicise atá i gceist sa chúrsa seo le formhór na scoláirí ag fanacht i suanliosanna ar shuíomh an choláiste agus líon áirithe scoláirí ag fanacht i dtithe le mná tí ar an Eachléim. Leagtar béim shuntasach sna cúrsaí seo ar fhoghlaim na Gaeilge trí rannpháirtíocht i réimse leathan spóirt uisce chomh maith leis na gnáthranganna Gaeilge.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí caighdeán an teagaisc go maith ar an iomlán le scóip chun feabhais sna ceachtanna ina raibh caighdeán an teagaisc ag leibhéal sásúil.
- Bhí caighdeán na foghlama sásúil ar an iomlán agus ba ghá díriú ar bhealach níos éifeachtaí ar bhaint amach spriocanna foghlama aitheanta agus soiléire.
- Tugadh deis do scoláirí a bheith ag obair i mbeirteanna agus i ngrúpaí, cleachtas a mholtar ach bhí easpa fíordheiseanna cumarsáide i gceachtanna áirithe agus easpa leanúnachais in áiteanna maidir le córas cinnte insealbhaite teanga do na scoláirí.
- Bhí caighdeán na bainistíochta agus eagrúcháin ar an gcúrsa sármhaith, lena n-áirítear córas cinnireachta den scoth, agus moltar díograis agus tiomántas na bainistíochta ina leith seo.
- Rinneadh iarrachtaí fóna riail na Gaeilge a chur i bhfeidhm agus taithí na scoláirí ar an nGaeilge mar theanga labhartha a fhorbairt agus a chothú trí réimse leathan imeachtaí iarnóna agus spóirt uisce a bhí ar ardchaighdeán.
- Léirigh scoláirí ar cuireadh agallamh orthu le linn na cuairte leibhéal an-ard sástachta leis an gcúrsa, na deiseanna foghlama teanga, an réimse spóirt agus an leibhéal aire agus cúraim a tugadh dóibh.

Moltaí

- Ba cheart go bhfeabhsófaí cleachtas comhchoiteann na múinteoirí, trí chumarsáid a éascú faoi mhodhanna múinte éifeachtacha, straitéisí cumarsáide sna ceachtanna agus córas cinnte insealbhaite teanga a aontú trasna na gceachtanna ina bhfuil cur chuige comhtháite i gceist.
- Ba chóir fíordheiseanna cumarsáide a chur ar fáil do na scoláirí le linn na gceachtanna ar ábhair ar spéis leo féin.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc go maith ar an iomlán. Bhí mionlach de cheachtanna ina raibh cáilíocht an teagaisc ag leibhéal sásúil. Bhí scóip chun feabhais maidir le gnéithe áirithe den teagasc; forbairt scileanna cumarsáide, téama spéisúil don cheacht, úsáid níos leithne teicneolaíocht na faisnéise agus na cumarsáide (TFC) agus difreáil sa teagasc do ranganna ilchumais ó thaobh inniúlachta ar an nGaeilge.
- Bhí cáilíocht na foglaima sásúil ar an iomlán ach breathnaíodh cúpla ceacht ina raibh an cáilíocht ag leibhéal maith. Tugadh deiseanna do na scoláirí a bheith ag obair le chéile i ngrúpaí agus i mbeirteanna i bhformhór na gceachtanna. Ní mór, áfach, pleanáil níos éifeachtaí a dhéanamh do na gníomhaíochtaí sin d'fhonn a chinntiú go bhfuil an tasc suimiúil, bunaithe ar ábhar spéise na scoláirí agus go dtugtar na heiseamláirí teanga cuí dóibh roimhré ionas gur féidir leo dul i ngleic leis an tasc i gceart.
- Breathnaíodh cinnirí ag tabhairt cabhrach le linn na gceachtanna. Moltar an cur chuige seo agus is cinnte go raibh fiúntas nach beag ag baint leis go háirithe dóibh siúd a bhí ag streacailt beagán leis an teanga. D'fhéadfaí leas níos fearr a bhaint as na cinnirí, áfach, dá gcuirfí beagán oiliúint chuí orthu roimhré faoi na slite is fearr inar féidir cabhrú le scoláirí.
- Ba ranganna ilchumais iad na ranganna ina raibh scoláirí ar leibhéal an-éagsúil inniúlachta ar an nGaeilge. Moltar a chinntiú go ndéantar an difreáil chuí sa teagasc chun dúshláin chearta a thabhairt do scoláirí áirithe agus tacaíocht a thabhairt do dhaoine eile.
- Baineadh úsáid as TFC i gceachtanna áirithe, rud a chuaigh chun leasa na scoláirí. Baineadh leas freisin as beagán ábhar eile, póstaer agus ábhair léirithe. Go ginearálta, d'fhéadfaí cur le húsáid na n-acmhainní sin, chun tacú le foghlaim na scoláirí go háirithe iad siúd nach bhfuil chomh hinniúil sin ar an nGaeilge.
- Iarradh ar na scoláirí roinnt tascanna scríbhneoireachta a dhéanamh le linn ceachtanna áirithe, tascanna a bhí níos cosúla le gnáthcheachtanna ranga scoile ag leibhéal na sraithe sóisearaí, mar a bhíodh. Moltar cur chuige difriúil a úsáid i gcomhthéacs an choláiste Gaeilge agus na sonraíochta nua don Ghaeilge sa tSraith Shóisearach. Más gá tascanna scríbhneoireachta a thabhairt ba chóir go mbunófaí iad ar fhíorchumarsáid, mar shampla, fíorlitir i nGaeilge a scríobh abhaile chuig tuismitheoir nó cara ar an eispéireas sa Ghaeltacht.
- Tugadh faoi deara gur baineadh úsáid as an aistriúchán i gcásanna áirithe chun tuiscint na scoláirí ar ábhar an cheachta a chinntiú. Is fiú do na múinteoirí plé a dhéanamh le chéile ar straitéisí eile ar féidir úsáid a bhaint astu seachas a bheith ag brath ar an mBéarla.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí caighdeán na bainistíochta agus eagrúcháin ar an gcúrsa sármhaith. Bhí córas cinnireachta éifeachtach i bhfeidhm ar an gcúrsa rud a chabhraigh go mór le scoláirí a spreagadh agus le tacaíocht a thabhairt dóibh.
- Braitheadh in áiteanna go raibh easpa leanúnachais idir na ceachtanna Gaeilge agus go raibh gá le haird a dhíriú ar chóras níos éifeachtaí insealbhaithe teanga do na scoláirí. Moltar deiseanna teacht le chéile a chur ar fáil do na múinteoirí, faoi stiúr an phríomhoide, ionas gur féidir leo modhanna múinte, ábhar na gceachtanna agus straitéisí cumarsáide a phlé agus a aontú le chéile.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cóid iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta cláraithe i bplean an phríomhoide.

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

- Déantar iarrachtaí fóna riail na Gaeilge a chur i bhfeidhm ar bhealach dearfach moltach. Baintear úsáid as réimse comórtais éagsúla chun na scoláirí a spreagadh chun Gaeilge a labhairt agus chun pointí a ghnóthú don ghrúpa lena mbaineann siad.
- Moltar go hard tiomantas na múinteoirí, na n-oiliúnóirí agus na bainistíochta do chur i bhfeidhm riail na Gaeilge ar an gcúrsa, dúshlán leanúnach i gcomhthéacs leibhéal éagsúla cumais sa teanga.
- Spreagadh na scoláirí chun taitneamh agus tairbhe a bhaint as an gcúrsa agus chun a gcuid Gaeilge a chleachtadh i suíomhanna ráthúla trí réimse an-chuimsitheach d'imeachtaí sa choláiste agus spóirt uisce a chur ar fáil. Tugadh suntas don infheistíocht a rinneadh sa treallamh spóirt agus i leathnú an choláiste go dtí an Eachléim, le blianta beaga anuas.
- Léirigh scoláirí ar cuireadh agallamh orthu le linn na cuairte leibhéal an-ard sástachta leis an gcúrsa, na deiseanna foghlama teanga, an réimse spóirt agus an leibhéal aire agus cúraim a tugadh dóibh.
- Leagadh béim inmholta ar shábháilteacht phearsanta gach scoláire agus bhí polasaí frithbhulaíochta láidir i bhfeidhm.

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

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| College name | Coláiste Uisce |
| College address | Cuan Eilí O.P. an Clochair Béal an Átha County Mayo |
| College reference code | CGC181 |

Date of inspection: 11 July 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 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 2 and therefore the college did not comply with the requirements at the time of the inspection visit. However, at the end of the visit the college provided evidence that college practice complied with the requirements with regards to these provisions.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

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| Date of inspection | 11 July 2018 |
| Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during 6 class periods• Interaction with students• Observation of afternoon activities | <ul style="list-style-type: none">• Review of relevant documentation• Discussion with management• Feedback to principal, vice-principal and representative of the Steering Committee |

College Context

This is a two-week course with the majority of students staying in dormitories onsite and a certain number of students staying with families in An Eachléim. Significant emphasis in these courses is placed on learning Irish through participation in a wide range of watersports as well as the usual Irish lessons.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Overall, the quality of teaching was good while there was scope for improvement in lessons where the standard of teaching was satisfactory.
- Overall, the standard of learning was satisfactory and there was a need to focus on more effective methods of achieving clearly identified learning outcomes.
- Students were given the opportunity to work in pairs and groups, a practice that is commended, but there was a lack of real communication opportunities in certain lessons and a lack of continuity in places, regarding a specific language acquisition system for students.
- The standard of management and organisation of the course was excellent, including a very good student leadership system; the enthusiasm and commitment of management in this regard is commended.
- Good efforts were made to implement the Irish language rule and to develop and foster students' experience of Irish as a spoken language through a wide range of high-quality afternoon activities and watersports.
- The students interviewed displayed a very high level of satisfaction with the course, language learning opportunities, the range of sports and the level of care and attention afforded to them.

Recommendations

- Teachers' collective practice should be improved by facilitating communication on effective teaching methods and communication strategies in lessons and agreeing a definite system of language acquisition across lessons using an integrated approach.
- Students should be given real opportunities to communicate during lessons on subjects that interest them.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- Overall, the quality of teaching was good. The quality of teaching in a minority of lessons was satisfactory. There was scope for improvement regarding certain aspects of teaching; the development of communication skills, interesting themes for lessons, wider use of information and communication technology (ICT) and differentiation in teaching mixed-ability classes in relation to language proficiency.
- Overall, the quality of learning was satisfactory, although a few lessons were observed in which the quality of learning was good. Students were given opportunities to work together in groups or pairs in the majority of lessons. However, more effective planning must be done for these activities to ensure that tasks are motivating and based on students' interests, and that appropriate language exemplars are given to them in advance so that they can undertake tasks correctly.
- Student leaders were observed assisting during lessons. This approach is commended and was very worthwhile, especially for those struggling somewhat with the language. Better use could be made of student leaders, however, if they were given some appropriate training in advance on the ways in which they could assist students.
- Classes were mixed ability with students of widely varying proficiency in Irish. Appropriate differentiation in teaching should be ensured to provide suitable challenges for certain students, and support for others.
- ICT was used in some lessons to the benefit of the students. A small amount of other material, including posters and illustrations, was used also. In general, the use of such resources could be enhanced to support students' learning, especially those who are not very proficient in Irish.
- Students were asked to undertake some written tasks during certain lessons. These were similar to the usual school lessons from the older junior cycle specification. A different approach should be taken in the context of Irish College and the new junior cycle specification for Irish. If written tasks must be given, they should be based on real communication; for example sending an actual letter in Irish to a parent or friend describing the Gaeltacht experience.
- The use of translation was noted in certain cases to ensure students' understanding of the lesson content. Teachers should discuss amongst themselves other strategies to be used, rather than depending on English.

2. LEADERSHIP AND MANAGEMENT

- The standard of management and organisation of the course was excellent. An effective system of student leadership was in place which greatly helped to encourage and support students.
- It was felt that in some instances there was a lack of continuity in Irish lessons and that focus should be placed on a more effective system of language acquisition for students. Teachers should be given opportunities to come together, under the guidance of the principal, so that they can discuss and agree on teaching methods, lesson content and communication strategies.
- It was confirmed that a copy of the health and safety statement, code of conduct and anti-bullying policy were available. A health and safety officer was registered in the principal's plan.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- Good efforts are made to implement the Irish language rule in a positive and encouraging manner. A range of competitions is used to motivate students to speak Irish and earn points for their assigned groups.
- The commitment of teachers, trainers and management for the implementation of the Irish language rule on the course is highly commended: an ongoing challenge in the context of mixed abilities in the language.
- Students were encouraged to enjoy the course and derive benefit from it and to practice their Irish in pleasant surroundings through a very comprehensive range of activities and watersports provided by the college. The investment made in recent years in sporting equipment and in expanding the college to Eachléim was noted.
- The students interviewed displayed a very high level of satisfaction with the course, language learning opportunities, the range of sports and the level of care and attention afforded to them.
- Commendable emphasis was placed on the personal safety of every student and a robust anti-bullying policy was in place.

At the end of the evaluation, draft-findings and draft-recommendations of this evaluation were discussed with the principal and 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; |