

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Spleodar
Seoladh an choláiste	Halla an Phobail Corr na Móna Contae na Gaillimhe
Cód tagartha an choláiste	CGC201

Dáta na cigireachta: 21 Meitheamh 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; 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 GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta na cigireachta	21 Meitheamh 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 agus don leasphríomhoide

Comhthéacs an choláiste

Tá an cúrsa seo lonnaithe i Halla an Phobail i gCorr na Móna. Bhí céad agus a trí déag scoláire ag freastail ar an gcúrsa. Is comlucht é Spleodar a bhfuil sé mar aidhm aige an teanga a chur chun cinn trí chúrsaí Gaeilge a chur ar fáil do dhéagóirí le béim láidir ar chóras cinnireachta éifeachtach agus forbairt tréithe cinnireachta i ndaoine óga.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc go maith ar an iomlán ach bhí scóip chun feabhais i réimsí áirithe; bhí cáilíocht na foghlama sásúil ar an iomlán.
- Bhí cáilíocht eagrúcháin agus bhainistíochta an choláiste ag leibhéal fíor-éifeachtach.
- Moltar tiomantas bhainistíochta agus múinteoirí an chúrsa do chur i bhfeidhm riail na Gaeilge i measc na scoláirí agus do chothú tuiscint na scoláirí ar an gcultúr Gaelach.
- Bhí caighdeán na pleanála don chúrsa, lena n-áirítear soláthar réimse leathan polasaithe agus plean an phríomhoide ag leibhéal an-mhaith.
- Tá córas cinnireachta na n-óg den scoth i bhfeidhm sa choláiste.
- Déantar an-iarracht measúnú a dhéanamh ar cháilíocht an tsoláthair ar an gcúrsa trí fhéinmheastóireacht ach ní dhéantar aon mheasúnú ar dhul chun na scoláirí ag deireadh na thréimhse ar an gcúrsa.

Moltaí

- Ní mór réamhullmhúchán níos fearr a dhéanamh le haghaidh na gceachtanna maidine le cinntiú go bhfuil cáilíocht na foghlama ag leibhéal níos éifeachtaí.
- D'fhéadfaí feabhas a chur ar cháilíocht cleachtas comhchoiteann na múinteoirí trí dheiseanna cumarsáide a éascú a chuirfeadh ar a gcumas modheolaíochtaí agus cuir chuige cumarsáideacha a phlé lena chéile.
- Ba cheart tuairisc scríofa a chur chuig tuismitheoirí na scoláirí ar dhul chun cinn a bpáistí ag deireadh an chúrsa.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc go maith ar an iomlán ach bhí gnéithe de le feabhsú ó thaobh úsáid modheolaíochtaí níos cruthaithí agus níos éifeachtaí.
- Bhí cáilíocht na foghlama ag leibhéal sásúil. Ní mór réamhullmhúchán níos fearr a dhéanamh le haghaidh na gceachtanna maidine le cinntiú go bhfuil cáilíocht na foghlama ag leibhéal níos éifeachtaí.
- Bhí úsáid na Gaeilge le linn na gceachtanna agus le linn an chúrsa go ginéaráilte ag leibhéal an-mhaith ar fad. Moltar tiomantas bhainistíocht agus múinteoirí an chúrsa do chur i bhfeidhm riail na Gaeilge i measc na scoláirí, cur chuige a raibh toradh fóna air.
- Bhí obair ghrúpa agus obair bheirte mar chuid de na ceachtanna go léir, cur chuige a mholtar. Ní mór eiseamláirí teanga a chur ar fáil do scoláirí roimh thasc ranga ionas go bhfuil an téarmaíocht cheart agus na huirlisí teanga cuí acu le dul i ngleic leis an tasc ar bhealach níos éifeachtaí.
- Thagair na múinteoirí d'fhoclóir nua a bheadh á fhoghlaim ag na scoláirí sna ceachtanna seachas na hintinní foghlama a roinnt leo agus dul siar orthu ag an deireadh le cinntiú go bhfuil na spriocanna foghlama bainte amach.
- Tugadh foclóir nua do scoláirí le linn ceachtanna agus go minic iarradh orthu na focail nua a scríobh síos. Ní mór a chinntiú go bhfuil na scoláirí ábalta na focail a fhuaimniú agus iad a úsáid go feidhmiúil sa chaint. D'fhéadfaí úsáid a bhaint as cluichí teanga chun foclóir nua a mhúineadh agus a chleachtadh ar bhealach spreagúil.
- Baineadh úsáid theoranta as teicneolaíocht faisnéise agus na cumarsáide (TFC) agus moltar an úsáid sin ach d'fhéadfaí cur go suntasach le húsáid TFC chun ábhair foghlama níos spéisiúla agus tarraingtí a chur os comhair na scoláirí.
- Chaith múinteoirí roinnt mhaith ama ag scríobh ar an gclár bán, d'fhéadfaí cuid den ábhar seo a bheith réamhullmhaithe ionas go bhféadfaí an t-am sa rang a chaitheamh ar bhealach níos éifeachtaí.
- Chaith múinteoirí roinnt ama ag dul siar ar obair an lae roimhe le cinntiú go raibh na pointí gramadaí a chlúdaíodh agus an téarmaíocht nua sealbhaithe i gceart ag na scoláirí. Moltar an cur chuige seo ó thaobh leanúnachais de.
- Cur chuige a bhí in easnamh le linn an chúrsa ná a chinntiú go raibh na múinteoirí go léir ar an eolas faoina raibh á theagasc sna ceachtanna éagsúla ionas go bhféadfaidís an t-eolas sin a threisiú le linn a gceachtanna féin. Má dhéantar pointe gramadaí ar leith a chlúdach i rang amháin is maith an rud é go mbeadh deis ag múinteoirí eile tagairt a dhéanamh dó agus iad i mbun ceachtanna eile. Sa tslí seo tá deis ag scoláirí gnéithe nuafhoghlamtha den teanga a chleachtadh sna ranganna go léir.
- Moltar feabhas a chur ar cháilíocht cleachtas comhchoiteann na múinteoirí trí dheiseanna cumarsáide a éascú a chinnteodh go mbeidís ar an eolas faoin a bhfuil á theagasc sna ceachtanna uile agus a chuirfeadh ar a gcumas modheolaíochtaí agus cuir chuige cumarsáideacha a phlé lena chéile.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíocht don chúrsa ag leibhéal an-éifeachtach. Bhí príomhoide i gceannas a bhí an-phroifisiúnta agus eagraithe.
- Cuirtear oiliúint ar na múinteoirí roimh an chúrsa ag lá oiliúna agus taispeántar ceachtanna samplacha dóibh. Ba cheart béim bhreise a chur ar cuir chuige nuálacha cruthaitheacha ina mbaintear úsáid as réimse leathan modheolaíochtaí agus ábhair teagaisc, an TFC san áireamh.

- Baintear úsáid as an bhféinmheastóireacht ag deireadh gach cúrsa. Tugann an príomhoide foirm mheastóireachta don fhoireann agus líonann sé ceann freisin. Déantar taighde i measc na scoláirí ar a ndearcadh i leith an chúrsa. Bíonn ar an bpríomhoide tuairisc ar cháilíocht an chúrsa a scríobh do cheann oifig Spleodar. Is deachleachtais iad seo.
- Cuirtear gearragallamh ar na scoláirí roimh theacht chun an coláiste dóibh. Cé gur maith an rud é tuairim a fháil ar chaighdeán Gaeilge na scoláirí roimhré, ní rabhthas ag baint an úsáid is éifeachtaí as. Ba cheart an t-eolas sin a úsáid mar eolas bonnlíne ar féidir comparáid a dhéanamh idir é agus dul chun cinn an scoláirí ag deireadh an chúrsa. Moltar an dul chun cinn seo a mheas trí scrúdú béil gearr. Moltar tuairisc scríofa a chur ar fáil do thuismitheoirí ar dhul chun cinn a bpaistí ag deireadh nó i ndiaidh an chúrsa.
- Cuirtear réimse leathan imeachtaí spéisiúla ar fáil do na scoláirí lena n-áirítear raon leathan spóirt, cócaireacht, ealaíon agus ceoil. Bhí samplaí d'obair ealaíona na scoláirí ar ardchaighdeán ar taispeáint sa halla.
- 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.

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

- Bhí iompar teanga na scoláirí ar fheabhas le linn na cuairte measúnaithe. Le linn cruinnithe le fócasghrúpa scoláirí léiríodar a sástacht leis an gcúrsa, lena ndul chun cinn sa Ghaeilge, leis an rogha spóirt a bhí ar fáil dóibh agus leis na céilithe agus imeachtaí oíche.
- Tugtar grúpaí beaga scoláirí atá ag stracailt le foghlaim na teanga amach as na príomhranganna chun cúnamh sa bhreis a thabhairt dóibh. Luaigh roinnt scoláirí ar cuireadh agallamh orthu mar chuid den chruinniú le fócasghrúpa scoláirí go raibh an tacaíocht bhreise sin ina chabhair mhór dóibh.
- Baintear úsáid an-éifeachtach as córas cinnireachta den scoth chun tacú le haidhmeanna an choláiste maidir le labhairt na Gaeilge i measc na scoláirí go léir.
- Leagtar an-bhéim ar fheasacht na scoláirí ar an nGaeilge agus ar an gcultúr.

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	Spleodar
College address	Halla an Phobail Corr na Móna County Galway
College reference code	CGC201

Date of inspection: 21 June 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 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 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 practise met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Dates of inspection	21 June 2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documentation• Discussion with management• Feedback to the principal and to the deputy principal

College context

This course is located in the Community Hall in Cornamona. One hundred and thirteen students were attending the course. Spleodar is a company that aims to promote the Irish language by providing courses for teenagers with a strong emphasis on an effective leadership system and on developing leadership qualities in young people.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching was good overall but there was scope for improvement in some areas; the quality of learning was satisfactory overall.
- Organisation and management in the college were highly effective.
- The commitment of college management and teachers to implementing the Irish language rule amongst students and to fostering an understanding of Irish culture is commendable.
- The standard of course planning, including the provision of a wide range of policies and the principal's plan, was very good.
- The college has an excellent youth leadership system in place.
- Commendable efforts are made to quality assure the course provision through self-evaluation, but there is no assessment of student progress at the end of the course.

Recommendations

- More preparation is required for the morning lessons to ensure that the quality of learning is at a more effective level.
- The quality of teachers' collective practice could be improved by facilitating opportunities for communication that would enable them to discuss methodologies and communicative approaches with each other.
- A written report should be sent to the parents of students at the end of the course detailing their children's progress.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching was good overall but some aspects needed to be improved in relation to the use of more creative and effective methodologies.
- The quality of learning was at a satisfactory level. Better preparation is required for the morning lessons to ensure that the quality of learning is at a more effective level.
- The use of Irish during the lessons and during the course in general was very good. The commitment of course management and teachers to implementing the Irish language rule amongst students, an approach that yielded worthwhile results, is commendable.
- Group work and pair work formed part of all lessons, and such an approach is commendable. Students need to be provided with language exemplars prior to undertaking a lesson task so that they have the correct terminology and the appropriate language tools to engage more effectively with the task.
- The teachers referred to new vocabulary that the students would be learning in the lessons rather than making them aware of the learning intentions, and revising these at the end of the lesson, to ensure that the learning objectives were achieved.
- Students were provided with new vocabulary during the lessons and they were often asked to write down the new words. It must be ensured that students can pronounce the words and that they can use them purposefully in conversation. Language games could be used to teach and practice new vocabulary in a motivational way.
- Information and communications technology (ICT) was used to a limited extent and although such use is commendable the use of ICT could be greatly extended to present students with more interesting and appealing learning materials.
- Teachers spent quite a lot of time writing on the white board, some of this material could be prepared in advance so that the time in class could be used more effectively.
- Teachers spent some time revising the work from the previous day to ensure that the grammar points covered and the new terminology had been properly acquired by students. Such an approach is commendable in terms of continuity.
- An approach that was absent during the course was ensuring that all teachers were aware of what was being taught in all lessons so that they could emphasise that content within their own lessons. If a particular grammar point is covered in one class it is good for other teachers to have the opportunity to refer to it while engaged in other lessons. In this way students have an opportunity to practice newly learned aspects of the language in all classes.
- It is recommended that the quality of the collective practice of teachers be improved by facilitating opportunities for communication that would ensure that they would be aware of what is being taught in all lessons and that would enable them to discuss methodologies and communicative approaches with each other.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management for the course was at a very effective level. The principal in charge worked in a very professional and organised manner.
- Teachers receive training at a training day prior to the commencement of the course and they are shown sample lessons. Additional emphasis should be placed on innovative, creative approaches in which a wide range of methodologies and teaching materials are used, including ICT.

- Self-evaluation is used at the end of each course. The principal gives the staff an evaluation form and also completes an evaluation form. Research is conducted amongst students on their views of the course. The principal has to write a report on the quality of the course for Spleodar head-office. This is worthwhile practice.
- Short interviews are conducted with the students before they come to the college. Although it is useful to get a sense of students' standard of Irish beforehand, this was not being used to best effect. The information should be used as baseline information that can be compared to students' progress at the end of the course. It is recommended that this progress be assessed by means of a brief oral examination. It is recommended that a written report be provided for parents on their children's progress at the end of the course or after the course.
- Students are provided with a wide range of interesting activities including a wide range of sporting activities, cooking, art and music. A sample of students' high-standard artwork was on display in the hall.
- It was confirmed that a copy of the health and safety statement, the code of behaviour and the anti-bullying policy were available. A health and safety officer was recorded in the principals' plan.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- Students' behaviour in regard to language usage was excellent during the visit. During a student focus-group meeting they indicated their satisfaction with the course, with their progress in Irish, with the range of sports available to them and with the céilís and evening events.
- A small group of students who are struggling with learning the language are withdrawn from the main classes and given additional help. Some students who were interviewed as part of the focus-group meeting mentioned that this additional support was a great support for them.
- An excellent youth leadership system is used to great effect to support the college's aims in terms of ensuring that Irish is spoken amongst all students.
- Commendable emphasis is placed on students' awareness of Irish and Irish culture.

The draft findings and 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 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;