

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
English

REPORT

Ainm na scoile / School name	Scoil Náisiúnta Tír an Fhaidh
Seoladh na scoile / School address	Tír an Fhia Leitir Móir Contae na Gaillimhe
Uimhir rolla / Roll number	176890

Date of inspection: 15-01-2020



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

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

Tá an tuairisc seo scríofa i mBéarla. Tá aistriúchán Gaeilge den tuairisc ar fáil ag deireadh na tuairisce.

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT

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

1. Quality of pupils' learning
2. Supporting pupils' learning through learner experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

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

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

Curriculum Evaluation

Dates of inspection	14-01-2020 to 15-01-2020
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

SCHOOL CONTEXT

Scoil Náisiúnta Tír an Fhaidh is a Gaeltacht school situated in Tír an Fhia, Leitir Móir, County Galway. It participates in the Gaeltacht School Recognition Scheme and is implementing total early immersion education through the medium of Irish; English is not taught in the infant classes. The school operates under the patronage of the Catholic Archbishop of Tuam and participates in the Department of Education and Skills action plan for educational inclusion: Delivering Equality of Opportunity in Schools (DEIS). There are three mainstream class teachers, one of whom is the principal, and one special education teacher (SET). At the time of the evaluation, there were seventy-nine pupils enrolled.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Learning in English is good; skills development in comprehension is an area for improvement.
- The overall quality of teaching in the subject is good; teachers provide some opportunities for pupils to engage in talk and discussion.
- Assessment is satisfactory overall; there is potential to further develop records of pupils' progress in English.
- School planning, including school self-evaluation (SSE), is good.
- The SET is currently deployed inappropriately to teach English to a whole-class group, twice each week.

RECOMMENDATIONS

- A whole-school approach to the development of comprehension skills should be implemented.
- Pupils should be given more opportunities for talk and discussion during lessons.
- Assessment practices should be developed on a whole-school basis in order to continually monitor pupils' learning and progress in English.
- The SET should be deployed in accordance with the provisions of Circular 13/2017 on Special Education Teacher Allocation.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The learning achievements in English of the majority of pupils are good, although the learning outcomes of some pupils require improvement. During the evaluation, most pupils engaged effectively with learning tasks and demonstrated interest in their work.

Early literacy skills in English, including phonemic awareness, word attack and fluency skills, are very well developed in the junior classes. Pupils in all classes read with confidence and appropriate

expression. A whole-school approach to the development of comprehension skills should be implemented to ensure pupils are enabled to analyse and interpret a variety of types of text effectively.

The development of functional writing skills is given due attention from first to sixth class. Good-quality examples of written work were observed during the evaluation. Almost all pupils' handwriting is clear and a whole-school approach to penmanship ensures that the presentation of work is consistent and neat. Most pupils in the senior classes write competently in a variety of genres. It is recommended that this good practice be extended so that pupils in all classes are enabled to develop their writing skills across a range of genres.

Appropriate attention is given to developing oral language skills. Most pupils can describe, give information and explain their points of view confidently. Rhymes and poetry enhance the development of oral skills in the junior classes, while the senior pupils use formal debates to complement work in this area.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

Overall, the quality of support for pupils' learning in English is good. In the focus-group discussion, pupils reported that their learning in English is useful in everyday life and that they most enjoy their learning when they play literacy games.

The quality of teaching is good overall, with aspects of the teaching observed ranging from satisfactory to very good. Where teaching was most effective, the learning intention was clear and the appropriate vocabulary was taught explicitly. The teachers' questioning approaches are effective. However, as the majority of pupils in this school speak English as their second language, it is essential that pupils be given more opportunities for talk and discussion during lessons. It is recommended that pair work and group work be a regular feature of lessons in future.

Classroom environments are supportive of pupils' learning in English. The use of word walls and displays of pupils' work is commendable. Classroom management is positive and respectful relationships were observed between the teachers and pupils and among the pupils themselves. Differentiated readers are used to support learning in the junior classes. While each classroom has a stock of books, there is a need to increase the range of books available and to organise the libraries by genre.

The overall quality of assessment is satisfactory. While the monitoring of pupils' written work is consistent, there is scope to provide more formative feedback at some class levels. Whole-school approaches to dictation are effective in differentiating and assessing the learning of spellings for pupils. There is a need, however, for the school to develop a whole-school approach to class-based assessment to enable teachers to differentiate work more effectively. It is recommended that pupil self-assessment strategies be promoted to enable them to reflect on their learning and identify areas that could be improved.

The school uses results from standardised and diagnostic tests to guide the provision of additional support for pupils. The National Educational Psychological Service (NEPS) *Continuum of Support* is implemented successfully and support plans and learning programmes are in place for all pupils in receipt of literacy support. There is a need to revise the targets in the support plans to ensure that they are specific, measurable and time-bound. The SET is currently deployed inappropriately to teach English to an entire class group twice each week, and should be deployed in accordance with the provisions of Circular 13/2017, *Special Education Teacher Allocation*.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

The overall quality of school planning, including SSE, is good. It is evident that previous SSE and DEIS planning is having a positive effect on learner experiences. For example, the pupils reported enjoying the Peer-Assisted Learning Strategies (PALS) reading programme implemented as part of this planning.

Individual teacher planning is effective and, in most cases, is based on the principles of the *Primary Language Curriculum*. Overall, the whole-school plan for English is good. To develop the plan, so as to ensure consistency at all class levels, it is recommended to include whole-school approaches to the teaching of comprehension skills and writing genres.

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 school's provision of 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 schools in this category the quality of what is evaluated is outstanding and provides an example for other schools 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 pupils' learning. The school 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 school 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-school 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;

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Meastóireacht Curaclaim
Béarla

TUAIRISC

Ainm na scoile	Scoil Náisiúnta Tír an Fhaidh
Seoladh na scoile	Tír an Fhia Leitir Móir Contae na Gaillimhe
Uimhir rolla	176890

Dáta na cigireachta: 15-01-2020



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

MEASTÓIREACHT CURACLAIM

Déanann Meastóireachtaí Curaclaim tuairisciú ar cháilíocht an teagaisc agus na foghlama in ábhair faoi leith i *gCuraclam na Bunscoile* (1999). Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc sa Bhéarla faoi na ceannteidil seo a leanas:

1. Cáilíocht fhoghlaim na ndaltaí
2. Ag tacú le foghlaim na ndaltaí trí eispéiris foghlama agus trí chleachtas na múinteoirí
3. Éifeacht phleanáil scoile, lena n-áirítear FMS, ag cur foghlaim na ndaltaí chun cinn

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáide 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 na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

COSAINN LEANAÍ

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

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.

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

Meastóireacht Curaclaim

Dáta na cigireachta	14-01-2020 go 15-01-2020
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none">Breathnóireacht ar theagasc agus ar fhoghlaimScrúdú ar obair na ndaltaíCaidreamh le daltaíAiseolas don phríomhoide agus do na múinteoirí
<ul style="list-style-type: none">Plé leis an bpríomhoide agus leis na múinteoiríAthbhreithniú ar cháipéisí ábharthaAgallamh le fócasghrúpa daltaí	

COMHTHÉACS NA SCOILE

Is scoil Ghaeltachta í Scoil Náisiúnta Thír an Fhiaidh atá suite i dTír an Fhia, Leitir Móir, Contae na Gaillimhe. Tá sí páirteach sa Scéim Aitheantais Scoileanna Gaeltachta agus tá sí ag cur luath-thumoideachais trí mheán na Gaeilge i bhfeidhm; ní mhúintear Béarla i ranganna na naíonán. Feidhmíonn an scoil faoi phátrúnacht Ardeaspag Caitliceach Thuama agus glacann sí páirt i bplean gníomhaíochta na Roinne Oideachais um chuimsiú oideachais: Comhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS). Tá triúr múinteoirí ranga príomhshrutha sa scoil, an príomhoide san áireamh, agus múinteoir oideachais speisialta amháin. Ag am na meastóireachta, bhí naoi ndalta is seachtó ar an rolla.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá an fhoghlaim sa Bhéarla go maith; tá forbairt scileanna tuisceana mar réimse i gcomhair feabhsúcháin.
- Tá cáilíocht fhoriomlán theagasc an ábhair go maith; tugann múinteoirí roinnt deiseanna do dhaltaí a bheith ag labhairt agus ag plé.
- Tá an measúnú sásúil ar an iomlán; tá féidearthacht ann taifid ar dhul chun cinn na ndaltaí sa Bhéarla a fhorbairt a thuilleadh.
- Tá an phleanáil scoile, féinmheastóireacht scoile (FMS) san áireamh, go maith.
- Tá úsáid mhíchuí á baint as an múinteoir oideachais speisialta faoi láthair chun Béarla a mhúineadh do ghrúpa iomlán ranga, dhá uair sa tseachtain.

MOLTAÍ

- Ba chóir cur chuige scoile uile a chur i bhfeidhm i leith forbairt scileanna tuisceana.
- Ba chóir tuilleadh deiseanna a thabhairt do dhaltaí a bheith ag caint agus ag plé le linn ceachtanna.
- Ba chóir cleachtais mheasúnaithe a fhorbairt ar bhonn scoile uile ionas go ndéanfar monatóireacht leanúnach ar fhoghlaim agus dul chun cinn na ndaltaí sa Bhéarla.
- Ba chóir an múinteoir oideachais speisialta a úsáid de réir fhorálacha Chiorclán 13/2017 ar Leithdháileadh Múinteoirí Oideachais Speisialta.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ

Tá gnóthachtáil fhorfhór na ndaltaí sa Bhéarla go maith, cé gur gá torthaí foghlama roinnt daltaí a fheabhsú. Le linn na meastóireachta, chuaigh formhór na ndaltaí i mbun tascanna foghlama go héifeachtach agus léirigh siad spéis ina gcuid oibre.

Tá scileanna luathlitearthachta sa Bhéarla, feasacht fhóinéimeach, scileanna tabhairt faoi fhocail agus líofachta san áireamh, forbartha go han-mhaith sna ranganna sóisearacha. Léann daltaí i ngach rang le muinín agus le cur in iúl cuí. Ba chóir cur chuige scoile uile i leith forbairt scileanna tuisceana a chur i bhfeidhm chun a chinntiú go gcuirfí ar chumas na daltaí réimse de chineálacha téacs a anailísiú agus a léirthuiscint.

Tugtar aird chuí ar scileanna feidhmeacha scríbhneoireachta ó rang a haon go dtí rang a sé. Breathnaíodh samplaí d'obair scríofa ardháilíochta le linn na meastóireachta. Tá peannaireacht beagnach gach páiste soiléir agus cinntíonn an cur chuige scoile uile peannaireachta go mbíonn cur i láthair na hoibre comhsheasmhach agus slachtmhar. Scríobhann formhór na ndaltaí sna ranganna sinsearacha go hinniúil i réimse seánraí. Moltar an dea-chleachtas seo a leathnú ionas gur féidir le daltaí i ngach rang a scileanna scríbhneoireachta a fhorbairt i réimse seánraí.

Tugtar aird chuí ar scileanna teanga ó bhéal a fhorbairt. Is féidir le formhór na ndaltaí cur síos ar a dtuairimí, iad a mhíniú, agus eolas a thabhairt go muinéach. Cuireann rímeanna agus filíocht le forbairt scileanna ó bhéal sna ranganna sóisearacha agus úsáideann na daltaí sinsearacha díospóireachtaí foirmiúla chun cur lena gcuid oibre sa réimse seo.

2. TACÚ LE FOGHLAIM NA NDALTAÍ: EISPÉIRIS NA BHFOGHLAIMEOIRÍ AGUS CLEACHTAS NA MÚINTEOIRÍ

Tá cáilíocht na tacaíochta d'fhoghlaim na ndaltaí sa Bhéarla go maith ar an iomlán. Sa phlé leis an bhfócasghrúpa, thuairiscigh daltaí go bhfuil a gcuid foghlama sa Bhéarla úsáideach sa ghnáthshaoil agus go mbaineann siad an taitneamh is mó as an bhfoghlaim nuair a imríonn siad cluichí litearthachta.

Tá cáilíocht an teagaisc go maith ar an iomlán, le gnéithe den teagasc a breathnaíodh idir sásúil agus an-mhaith. San teagasc ab éifeachtaí, bhí an cuspóir foghlama soiléir agus múineadh an foclóir cuí go follasach. Tá cuir chuige cheistithe na múinteoirí éifeachtach. Ós rud é go labhraíonn formhór na daltaí sa scoil seo Béarla mar an dara teanga acu, áfach, is gá tuilleadh deiseanna cainte agus plé a thabhairt do dhaltaí le linn ceachtanna. Moltar obair bheirte agus obair ghrúpa mar ghné rialta de cheachtanna amach anseo.

Tacaíonn na timpeallachtaí ranga le foghlaim na ndaltaí sa Bhéarla. Tá úsáid ballaí focal agus taispeántas obair na ndaltaí le moladh. Tá an bhainistíocht ranga dearfach agus breathnaíodh idirghníomhaíochtaí ómósacha idir na múinteoirí agus na daltaí agus i measc na ndaltaí féin. Baintear úsáid as leabhair léitheoireachta difreáilte chun tacú le foghlaim sna ranganna sóisearacha. Cé go bhfuil soláthar leabhar i ngach seomra ranga, is gá cur leis an réimse leabhar atá ar fáil agus na leabharlanna a eagrú de réir seánra.

Tá cáilíocht an mheasúnaithe sásúil ar an iomlán. Cé go ndéantar monatóireacht leanúnach ar obair scríofa daltaí, tá scóip ann aiseolas níos múnlaithí a thabhairt ag cuid de na leibhéil ranga. Tá cuir chuige scoile uile i leith deachtaithe éifeachtach maidir le difreálú, agus chun foghlaim litrithe na ndaltaí a mheasúnú. Is gá don scoil, áfach, cur chuige scoile uile a fhorbairt i leith measúnú rangbhunaithe chun a chur ar chumas múinteoirí obair a dhifreáil níos éifeachtaí. Moltar straitéisí féinmheasúnaithe daltaí a fhorbairt chun a chur ar a gcumas machnamh ar a gcuid foghlama agus réimsí i gcomhair feabhsúcháin a aithint.

Baineann an scoil feidhm as torthaí trialacha caighdeánaithe agus diagnóisithe chun soláthar tacaíocht bhreise a threorú. Is rathúil mar a chuirtear *Contanam Tacaíochta* na Seirbhíse Náisiúnta

Síceolaíochta Oideachais (NEPS) i bhfeidhm agus tá pleananna tacaíochta agus clár foghlama ar bun do gach dalta atá ag fáil tacaíocht litearthachta. Is gá athbhreithniú a dhéanamh ar na spriocanna sna pleananna tacaíochta chun a chinntiú go bhfuil siad sainiúil, intomhaiste agus teoranta ó thaobh ama. Tá úsáid mhíchuí á baint as an múinteoir oideachais speisialta faoi láthair chun Béarla a mhúineadh do ghrúpa iomlán ranga dhá uair sa tseachtain, agus ba chóir an múinteoir seo a úsáid de réir fhorálacha Chiorclán 13/2017 ar Leithdháileadh Múinteoirí Oideachais Speisialta.

3. ÉIFEACTH PHLEANÁIL SCOILE, FÉINMHEASTÓIREACTH SCOILE SAN ÁIREAMH, AG CUR FOGHLAIM NA NDALTAÍ CHUN CINN

Tá cáilíocht na pleanála scoile, FMS san áireamh, go maith ar an iomlán. Is léir go bhfuil tionchar dearfach ag an bpleanáil FMS agus DEIS a rinneadh go dtí seo ar eispéiris foghlaiméirí. Mar shampla, thuairiscigh na daltaí go mbaineann siad taitneamh as an gclár léitheoireachta Peer-Assisted Learning Strategies (PALS) a cuireadh i bhfeidhm mar chuid den phleanáil seo.

Tá pleanáil múinteoirí aonair éifeachtach agus, i bhformhór na gcásanna, bunaithe ar phrionsabail *Churaclam Teanga na Bunscoile*. Tá an plean scoile uile don Bhéarla go maith ar an iomlán. Chun an plean a fhorbairt, chun comhleanúnachas a chinntiú ag gach leibhéal ranga, moltar cuir chuige scoile uile i dteagasc scileanna tuisceana agus seánraí scríbhneoireachta a chur leis.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil 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 na scoile do 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 scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do scoileanna 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 ndaltaí. Ní mór don scoil tógáil ar a cuid 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 easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil 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 ndaltaí; 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 scoil uile 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