

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

**Curriculum Evaluation**  
**English**

**REPORT**

<b>Ainm na scoile / School name</b>	Gaelscoil Dara
<b>Seoladh na scoile / School address</b>	Bóthar Bhaile An Locháin An Rinn Mhór Gaillimh
<b>Uimhir rolla / Roll number</b>	19858V

**Date of inspection: 09-05-2019**



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Department of  
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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(s) 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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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

<b>Date of inspection</b>	09-05-2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Discussion with principal and teachers</li><li>• Review of relevant documents</li><li>• Pupil focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal and teachers</li></ul>

### SCHOOL CONTEXT

Gaelscoil Dara is a co-educational urban primary school in which all areas of the curriculum with the exception of English are taught through Irish. The school has seventeen mainstream teachers, six special education teachers (SETs) at the time of this inspection. Gaelscoil Dara operates under the patronage of the Catholic Bishop of Galway. There are 463 pupils enrolled. There is full immersion in Irish for the pupils' first year and a half in school. Teaching in English does not commence until after Christmas in Senior Infants.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### FINDINGS

- The overall quality of learning was good; while pupils' written work was well presented, they would benefit from opportunities to engage in writing in a range of genres.
- The overall quality of teaching was good; in the lessons observed the quality ranged from very good to satisfactory.
- The overall quality of curriculum planning was satisfactory; there is a need for a review of whole-school planning for English with a view to promoting consistent whole-school approaches.

#### RECOMMENDATIONS

- The school should implement whole-school strategies for the development of writing genres and the teaching of comprehension skills.
- The school should review its whole-school plan for English so that it provides an accessible framework for teachers' planning and assessment, and a progressive literacy journey for all pupils.
- Management should organise formal opportunities for teachers' collaborative and collective practice in the development of literacy.

### DETAILED FINDINGS AND RECOMMENDATIONS

#### 1. THE QUALITY OF PUPILS' LEARNING

The quality of pupils' learning was good. Pupils were engaged and motivated to learn. They discussed their work effectively and all interactions observed were respectful. The learner experiences included opportunities to work in groups. Very good learner experiences and outcomes were observed in some instances. In one class, the pupils created poetry based on themes drawn from their class novel. The pupils, working in pairs, used five different poetry formats to compose their own work. They then performed their work for their peers. The learner outcomes were clear and were achieved effectively

in the classes observed. Overall, pupils would benefit from more consistent whole-school approaches regarding the teaching of writing genres and the development of comprehension skills.

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

The overall quality of teaching was good; this ranged from very good to satisfactory. The learner experiences in the junior classes were appropriately challenging and clearly motivated the pupils to engage very effectively in learning. The school used station teaching to good effect to develop the strands of oral language, reading and writing in the junior classes. Teachers planned well for their individual classes. There is a need for shared approaches to the teaching of literacy in the senior classes. The national implementation of the Primary Language Curriculum in senior classes from September 2019 will provide a very good opportunity for the school in this regard.

The visual environment was print rich. However, the classroom libraries need to be organised more effectively. This organisation should reflect the genre selected for development each term. Classroom management was characterised by positivity and respect. As a result, very good classroom relationships and high pupil self-confidence were achieved.

The overall quality of assessment was satisfactory. The school used the results of standardised tests and diagnostic tests to guide the provision of support for individual pupils and groups of pupils. Oral feedback was very positive and correction in the pupils' copies was consistent. The effectiveness of differentiation varied from class to class. The teachers need to decide collectively on a consistent whole-school approach to assessment; this would enable them to use differentiation more effectively.

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

The management of resources within the school is good. Teachers reported that they feel supported in their work by management. The quality of curriculum planning was satisfactory. More opportunities for staff collaboration should be organised on a formal, regular basis.

The school should provide more effective guidance for teachers regarding the teaching of the writing genres, the development of comprehension skills and the use of assessment. There is a strong culture of collaboration and improvement in the school. This culture should be supported formally by management to ensure a consistency of approach to the teaching of literacy. This consistency of approach should also include a whole-school plan for the provision of in-class support.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

**Part A: Observations on the content of the inspection report**

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**Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

We welcome the Inspection Report in English in May 2019. The following are the main steps we propose to address the recommendations made in the report:

- The writing genres are our subject for School Self Evaluation this year. We received advice and a visit from the school inspector in this regard.
- Class libraries are organised by genre.
- The school has purchased a new digital management system for the school library.
- We are implementing whole-school strategies currently for the development of comprehension skills and the writing genres on a phased basis.
- The school management has provided time for teachers to promote the whole-school planning as part of Haddington Road hours.
- The in-school management (ISM) team has organised CPD for differentiation and PM Benchmarking is used as part of assessment in English.
- Great investment has been made in reading materials, PM and 'Big CAT' in English and 'Cleite' in Irish, to support literacy and the Primary Language Curriculum.
- Indeed, the Primary Language Curriculum in English and in Irish is being implemented in the senior classes in all primary schools in the school year (2019-2020) and this will be the case in Gaelscoil Dara.
- In light of the points above, the whole-school plan in English will be reviewed to provide an accessible framework for planning and assessment and to provide a progressive literacy journey for all pupils.

*[This is a translation of the response received from the school.]*

## 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
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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;

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**Meastóireacht Curaclaim**  
**Béarla**

**TUAIRISC**

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**Dáta na Cigireachta: 09-05-2019**



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## **CAD IS MEASTÓIREACHT CURACLAIM ANN?**

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/na cigirí 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 ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

## **COSAINT 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	09-05-2019
Gníomhaíochtaí na cigireachta ar tugadh fúthu	<ul style="list-style-type: none"><li>Breathnóireacht ar theagasc agus ar fhoghlaim</li><li>Scrúdú ar obair na ndaltaí</li><li>Caidreamh le daltaí</li><li>Aiseolas donphríomhoide agus do na múinteoirí</li></ul>
<ul style="list-style-type: none"><li>Plé leis an bpríomhoide agus le múinteoirí</li><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Agallamh le fócasghrúpa daltaí</li></ul>	

### COMHTHÉACS NA SCOILE

Bunscoil chomhoideachais uirbeach is ea Gaelscoil Dara, ina mhúintear gach réimse den churaclam, ach amháin Béarla, trí mheán na Gaeilge. Tá seachtar déag múinteoirí príomhshrutha ag an scoil mar aon le seisear múinteoirí oideachais speisialta. Oibríonn an scoil faoi phátrúnacht Easpaig Chaitlicigh na Gaillimhe. Tá 463 dalta ar rolla na scoile. Bíonn tumadh iomlán curtha i bhfeidhm don chéad bhliain go leith ag na daltaí. Ní thosnaíonn múineadh an Bhéarla do na daltaí ach i ndiaidh na Nollag sna Naíonáin Móra.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

#### CINNTÍ

- Bhí cáilíocht na foghlama go maith ar an iomlán; cé gur maith an tslí ina raibh obair scríofa na ndaltaí curtha i láthair bheadh deiseanna scríbhneoireachta i réimse seánraí chun tairbhe dóibh.
- Bhí cáilíocht an teagaisc go maith ar an iomlán; sna ceachtanna a breathnaíodh bhí cleachtas a bhí an-mhaith agus cleachtas a bhí sásúil.
- Bhí cáilíocht na pleanála curaclaim sásúil ar an iomlán; tá gá le hathbhreithniú a dhéanamh ar phleanáil scoile-uile don Bhéarla, d'fhonn cuir chuige scoile-uile comhsheasmhacha a chur chun cinn.

#### MOLTAÍ

- Ba chóir don scoil straitéisí scoile-uile a chur i bhfeidhm chun seánraí scríbhneoireachta a fhorbairt agus scileanna tuisceana a mhúineadh.
- Ba chóir don scoil athbhreithniú a dhéanamh ar an bplean scoile-uile don Bhéarla chun creat inrochtana do phleanáil agus measúnú a sholáthar agus turas litearthachta forchéimnitheach a chur ar fáil do gach dalta.
- Ba chóir don bhainistíocht deiseanna foirmiúla a eagrú do chleachtas comhoibritheach na múinteoirí i bhforbairt na litearthachta.

### MIONCHINNTÍ AGUS MOLTAÍ

#### 1. CÁILÍOCHT FOGHLAMA NA nDALTAÍ

Bhí cáilíocht foghlama na ndaltaí go maith. Bhí na daltaí rannpháirteach agus spreagtha chun foghlama. Phléadar a gcuid oibre go héifeachtach agus bhí na caidrimh ar fad a breathnaíodh measúil. Ar eispéiris an fhoghlaiméora áiríodh deiseanna obair i ngrúpaí a dhéanamh. Breathnaíodh eispéiris foghlaiméora agus torthaí den scoth i gcásanna áirithe. I rang amháin chum na daltaí píosaí filíochta a bhí bunaithe ar théamaí ón úrscéal ranga a bhí á léamh acu. Bhain na daltaí, agus iad ag obair i mbeirteanna, úsáid as cúig fhormaidí filíochta éagsúla. Ansin d'aithris siad a gcuid saothair dá gcuid comhdhaltaí. Bhí na

torthaí foghlaimeora soiléir agus baineadh amach go héifeachtach iad sna ranganna a breathnaíodh. Ar an iomlán, bheadh sé tairbheach do na daltaí dá mbeadh cuir chuige scoile uile níos seasmhaí á gcur i bhfeidhm maidir le múineadh seánraí scríbhneoireachta agus forbairt scileanna tuisceana.

## **2. TACÚ LE FOGHLAIM NA nDALTAÍ: EISPÉIRIS NA bhFOGHLAIMEOIRÍ AGUS CLEACTAS NA MÚINTEOIRÍ**

Bhí cáilíocht an teagaisc go maith ar an iomlán. Sna ceachtanna a breathnaíodh, bhí cleachtas a bhí an-mhaith agus cleachtas a bhí sásúil. Bhain dóthain dúshlán le heispéiris na bhfoghlaimeoirí sna ranganna sóisearacha agus ba léir go raibh na daltaí á spreagadh chun tabhairt faoin bhfoghlaim go héifeachtach. Bhain an scoil leas as teagasc stáisiúin go héifeachtach d'fhonn snáithe na teanga ó bhéal, léamh agus scríobh sna ranganna sóisearacha a chur chun cinn. Rinne na múinteoirí pleanáil mhaith i gcomhair a gcuid ranganna. Tá gá le cuir chuige chomhroinnte i leith múineadh litearthachta sna ranganna sinsearacha. Cuirfear cur i bhfeidhm náisiúnta Churaclam Teanga na Bunscoile sna hardranganna deis an-éifeachtach ar fáil don scoil sa chás seo.

Bhí neart ábhar priontáilte sna seomraí ranga. Ba ghá eagar níos éifeachtaí a chur ar leabharlanna na seomraí ranga, áfach. Ba chóir go léireodh an t-eagar seo an seánra a roghnaítear le haghaidh forbartha gach téarma. Bhí na daltaí á mbainistiú ar bhealach a bhí dearfach agus ómósach. Dá thoradh sin baineadh caidrimh an-mhaithe amach sa seomra ranga chomh maith le féinmhuinín láidir i measc na ndaltaí.

Bhí cáilíocht an mheasúnaithe sásúil ar an iomlán. Bhain an scoil úsáid as torthaí tástálacha caighdeánaithe agus tástálacha diagnóiseacha chun soláthar tacaíochta do dhaltáí aonair agus do ghrúpaí daltaí a threorú. Bhí an t-aiseolas ó bhéal a fuair na daltaí an-dearfach agus bhí an ceartú i gcóipleabhair na ndaltaí comhsheasmhach. Sonraíodh éagsúlacht ó rang go chéile in éifeachtacht na difreála. Ní mór do na múinteoirí cinneadh a dhéanamh le chéile faoi chur chuige scoile uile i leith measúnaithe; chuirfeadh a leithéid ar a gcumas úsáid níos éifeachtaí a bhaint as difreáil.

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

Tá bainistíocht acmhainní laistigh den scoil go maith. Thuairiscigh na múinteoirí go mothaíonn siad go bhfuil tacaíocht á fáil acu ón mbainistíocht ina gcuid oibre. Bhí cáilíocht na pleanála curaclaim sásúil. Ba chóir deiseanna a chur ar fáil ar bhonn rialta do chleachtas comhoibritheach na múinteoirí.

Ba chóir don scoil treoir níos éifeachtaí a chur ar fáil do mhúinteoirí maidir le múineadh na seánraí scríbhneoireachta, forbairt scileanna tuisceana agus úsáid an mheasúnaithe. Tá cultúr láidir an chomhoibrithe agus an fheabhsaithe sa scoil. Ba chóir don bhainistíocht tacú go foirmiúil leis an gcultúr seo d'fhonn comhsheasmhacht a chinntiú maidir le múineadh na litearthachta. Ba chóir plean scoile-uile le haghaidh tacaíochta in-ranga a chur ar fail mar chuid den obair seo.

**Aguisín**

**Freagra na Scoile ar an Tuairisc**

**Arna chur isteach ag an Bord Bainistíochta**

## **Cuid A: Tuairimí ar ábhar na tuairisce scoile**

*(Folamh)*

## **Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm**

Fáiltíonn muid roimh an Tuairisc Cigireachta a déanadh ar Bheárla i mí Bealtaine 2019. Seo thíos na mórchéimeanna atá beartaithe againn chun aghaidh a thabhairt ar na moltaí a rinneadh sa tuairisc:

- Tá na seánraí i mBéarla mar ábhar againn don Fhéinmheastóireacht Scoile i mbliana. Fuaireamar comhairle agus cuairt ón gcigire scoile maidir leis seo.
- Tá na leabharlanna ranga eagraithe de réir seánraí againn.
- Tá córas nua bainistíochta digiteach ceannaithe ag an scoil don leabharlann scoile.
- Tá stráitéisí uile scoile chun scileanna tuisceana a fhorbairt ar bhun céimnithe chomh maith leis na seánraí á fhorbairt againn faoi láthair.
- Tá am curtha ar fáil do na múinteoirí ag bainistíocht na scoile chun an pleanáil uile scoile seo a chur chun cinn mar chuid de uaireanta Sráid Haddington.
- Tá CPD/FPL eagraithe ag an bhFoireann Inbhainistíochta Scoile maidir le Difreáil agus tá “PM benchmarking” á úsáid mar chuid den mheasúnú don Bhéarla.
- Tá infheistíocht mhór déanta ó thaobh ábhar léitheoireachta, ‘PMS’ agus ‘Big Cat’ sa Bhéarla agus ‘Cleite’ sa Ghaeilge, le tacú leis an litearthacht agus an Curaclam Teanga Nua.
- Ar ndóigh, tá an Curaclam Teanga Nua i mBéarla agus i nGaeilge á chur i bhfeidhm sna hard ranganna i ngach bunscoil i mbliana (2019-2020) agus beidh sé amhlaidh i nGaelscoil Dara.
- I bhfianaise an méid thuasluaite beidh ath-bheithniú á dhéanamh ar an bplean uile scoile don Bhéarla chun creat inrochtana do phleanáil agus measúnú a sholáthar agus turas litearthachta forchéimnitheach a chur ar fáil do gach dalta.

## 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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 tá cáilíocht an tsoláthair ar a rinneadh meastóireacht <b>thar cionn</b> agus is sampla é do scoileanna eile de shárchaighdeán 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.
<b>Go maith</b>	Úsáidtear <b>Go maith</b> 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 an-mhaith a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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
<b>Lag</b>	Úsáidtear <b>Lag</b> 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;