

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste na nOileán
Seoladh an choláiste	Tír an Fhia Leitir Móir Co. na Gaillimhe
Cód tagartha an choláiste	CGC 122

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 nCOLÁISTE 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 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 6 thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don príomhoide agus d'ionadaí ón gCoiste Stiúrtha

Comhthéacs an choláiste

Réachtálann Coláiste na nOileán dhá chúrsa ag an am céanna ar dhá ionad atá gar dá chéile i dTír an Fhia i nGaeltacht na Gaillimhe. I mí an Mheithimh bhí 175 scoláire ag freastal ar Chúrsa A agus bhí 100 scoláire ar na rollaí do Chúrsa D. Bhí an príomhoide céanna ag stiúradh an dá chúrsa. Baineann an mheastóireacht seo le Cúrsa A amháin.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama araon go maith sna ceachtanna ar an iomlán; bhí cleachtas eiseamláireach in aon trian de na ceachtanna agus bhain cáilíocht shásúil leis an gcleachtas i gcás an bheagáin; tá gá le díriú ar an difreáil agus cur le réimse na n-acmhainní teagaisc.
- Bhí cáilíocht bhainistíochta agus cheannaireachta an chúrsa go maith; tá gá le hatheagar a dhéanamh ar ról an príomhoide sa dá ionad éagsúla.
- Soláthraíodh réimse maith imeachtaí teanga agus cultúrtha do na scoláirí agus bhí dea-atmaisféar i réim sa choláiste; tá gá le forbairt a dhéanamh ar leabhrán an choláiste.
- Bhí dul chun cinn an-mhaith déanta i bforfheidmniú leath de na moltaí a rinneadh i dtuairisc na bliana seo caite; ní raibh fianaise ann go raibh aon dul chun cinn curtha i gcrích maidir leis an dá mholadh eile a bhrú ar aghaidh.

Moltaí

- Moltar príomhoide ar leith a bheith i bhfeighil sa dá ionad éagsúla agus athbhreithniú a dhéanamh ar an gcóimheas idir líon na múinteoirí atá ar dualgas i gcaitheamh imeachtaí an chúrsa agus líon na scoláirí atá faoina gcúraim.
- Tá sé tráthúil leabhrán an choláiste a athbhreithniú agus modhanna teagaisc, gníomhaíochtaí foghlama, straitéisí measúnaithe agus acmhainní a chuirfeadh le heispéireas foghlama na scoláirí le linn a gcuid ama sa Ghaeltacht a lua go sonrath ann.
- Is den riachtanas é tuilleadh forbartha a dhéanamh ar cleachtais na difreála agus réimse níos leithne acmhainní teagaisc a bheith in úsáid sna ceachtanna ar fad.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama araon go maith sna ceachtanna ar an iomlán; bhí cleachtas eiseamláireach in aon trian de na ceachtanna agus bhí cáilíocht an chleachtais sásúil i gcás an bheagáin.
- Bhí an fhoghlaim ghníomhach agus forbairt ar scileanna cumarsáide labhartha chun tosaigh i mórán gach ceacht, cuir chuige a chruthaigh deiseanna luachmhara do scoláirí a bheith páirteach sa phróiseas foghlama.
- Sna ceachtanna ab fhearr cuireadh eiseamláirí teanga ar fáil do na scoláirí roimh an obair thasc-bhunaithe chun cabhrú leo an méid a bhí foghlamtha a chleachtadh go feidhmiúil ó bhéal. Bhí cleachtas na difreála mar shainthréith sna ceachtanna ba bhisiúla freisin.
- Thacaigh straitéisí ceistiúcháin an mhúinteora le difreáil na foghlama i bhformhór na gceachtanna mar ba chúil agus i gcás mhionlach de na ceachtanna bhí luí rómhór leis an slua-fhreagairt.
- Ba í an Ghaeilge a bhí in úsáid sa teagasc do gach idirghníomhaíocht ranga sna ceachtanna go léir. Bhí úsáid iomarcach mhodh an aistriúcháin le léamh sna cóipleabhair a scrúdaíodh go randamach i ngach aon cheacht. Moltar aird a dhíriú i gcónaí ar an sprioctheanga.
- Tapaíodh gach deis i gceacht amháin an bhéim a chur ar chruinneas gramadaí agus cruinnfhoghraíocht na scoláirí a fheabhsú tuilleadh ach cailleadh deiseanna luachmhara pointí gramadaí agus canúna a mhúineadh i rang-ghrúpaí eile.
- Sonraíodh dea-chaidreamh idir na múinteoirí agus bhí atmasféar taitheamhach sna ranganna.
- Bhí áiseanna teicneolaíocht faisnéise agus cumarsáide (TFC) sna seomraí ranga go léir ach níor baineadh úsáid éifeachtach astu ach i gcás leath de na ceachtanna. Ba cheart úsáid a bhaint as réimse níos leithne acmhainní teagaisc, úsáid TFC san áireamh.
- Bhí timpeallacht phrionta shuibhir agus ábhartha mar thaca don fhoghlaim sna seomraí ranga agus ar na ballaí ar fud an aonaid.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht bhainistíochta agus cheannaireachta an chúrsa go maith agus bhí na polasaithe riachtanacha ar fáil agus i bhfeidhm.
- Bhí curaclam ar fáil don chúrsa i bhfoirm leabhráin atá deartha ag an mbainistíocht le tamall de bhlianta. Ag teacht le moladh a rinneadh i dtuairisc chigireachta anuraidh, moltar athbhreithniú a dhéanamh ar na téamaí atá luaite sa leabhrán chun naisc níos mó a dhéanamh idir an teanga a mhúintear sna ceachtanna maidine agus gar-riachtanais teanga na scoláirí le linn a gcuid ama sa Ghaeltacht.
- Ar mhaithe leis a leabhrán seo a fhorbairt moltar ríomhleabhar a dhéanamh de ina bhfuil modhanna teagaisc, gníomhaíochtaí foghlama, straitéisí measúnaithe agus acmhainní a chuirfeadh le heispéireas foghlama luaite go sonrath ann.
- Moltar príomhoide ar leith a bheith i bhfeidhm sa dá ionad éagsúla agus athbhreithniú a dhéanamh ar an gcóimheas idir líon na múinteoirí atá ar dualgas i gcaitheamh imeachtaí an chúrsa agus an líon na scoláirí faoina gcúram.

- 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.
- Bhí dul chun cinn maith déanta ar mholtaí ón meastóireacht dheiridh maidir le deiseanna oiliúna i modheolaíochtaí teagaisc a chur ar fáil do na múinteoirí agus i dtaobh socrúithe níos foirmeálta a fhorbairt don mheasúnú ar dhul chun cinn na scoláirí sa teanga. Ní raibh aon athrú déanta ar leabhrán an choláiste agus bhí gá i gcónaí réimse níos leithne acmhainní teagaisc a bheith in úsáid sna ceachtanna.

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

- Soláthraíodh réimse maith imeachtaí teanga agus cultúrtha do na scoláirí agus bhí dea-atmaisféar i réim sa choláiste.
- Bhí na himeachtaí seo go léir dea-eagraithe agus chuir an obair chomhordaithe a bhí déanta ag na hardchinnirí go mór le rath agus le tairbhe na n-imeachtaí seo do na scoláirí.
- Tá sé le moladh go raibh córas pointí in úsáid i rith imeachtaí uile an chúrsa chun labhairt na Gaeilge a chur chun cinn.
- Tuairiscíodh san fhócsghrúpa leis na scoláirí go raibh siad an-sásta le ranganna na maidine agus le héagsúlacht na n-imeachtaí iarnóna agus oíche.

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
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 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
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	Coláiste na nOileán
College address	Tír an Fhia Leitir Móir Co. Galway
College reference code	CGC 122

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.

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 college'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.
 - (a) The college authority ensures that the statement is given to every teacher employed by them, and;
3. 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

Date of inspection	21 June 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 events	<ul style="list-style-type: none">• Review of relevant documents• Dialogue with management• Feedback to the principal and a representative from the steering committee

College context

Coláiste na nOileán runs two courses simultaneously at two sites located close together in Teeranea in the Galway Gaeltacht. In June, 175 students attended Course A and 100 students were on the roll for Course D. The same principal was in charge of both courses. This evaluation relates to Course A only.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Overall, the quality of both teaching and learning was good during lessons; there was exemplary practice in one third of lessons and practice was of satisfactory quality in a minority of lessons. There is a need to focus on differentiation and on increasing the range of teaching resources.
- The quality of management and leadership on the course was good; there is a need to re-organise the role of principal in the two different sites.
- A good range of language and cultural events was delivered to students and there was a good atmosphere in the college; there is a need to develop the college handbook.
- Very good progress had been made in implementing half the recommendations made in last year's report; there was no evidence of any progress being made in relation to pursuing the other two recommendations.

Recommendations

- It is recommended that a separate principal presides over the two different centres and that the ratio between teachers on duty and the number of students in their care during course activities be reviewed.
- It is timely to review the college handbook, specifically mentioning teaching methods, learning activities, assessment strategies and resources that would add to the students' learning experience during their time in the Gaeltacht.
- There is a need to further develop differentiation practices and to use a wider range of teaching resources during all lessons.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- Overall, the quality of both teaching and learning was good during lessons; there was exemplary practice in one third of lessons and practice was of a satisfactory quality in a minority of lessons.
- Active learning and development of oral communication skills were a central aspect of almost all lessons, an approach that created valuable opportunities for students to take part in the learning process.
- In the best lessons, language exemplars were provided to students before the task-based work to help them effectively practice orally what they had learned. Differentiation was also a characteristic feature of the most productive lessons.
- The teachers' questioning strategies supported differentiation of learning in the majority of lessons as appropriate and, in the case of a minority of lessons; there was an over-reliance on group responses.
- Irish was the language used for all interaction in lessons. In copybooks randomly reviewed, excessive use of the translational method was in evidence. It is recommended that attention be directed always to the target language.
- Every opportunity was taken in one lesson to place emphasis on grammatical accuracy and on further improving the students' pronunciation but valuable opportunities to teach grammatical and dialectal points were lost in other lessons.
- A good relationship between teachers and students was noted and there was a positive atmosphere in all classes.
- Information and communications technology (ICT) facilities were available in all classrooms but these were used effectively in only half the lessons. Use should be made of a wider range of teaching resources, including ICT.
- A rich, relevant print environment had been created to support learning in classrooms and on walls throughout the building.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management on the course was good and the necessary policies were in place and available for review.
- A curriculum for the course was available in handbook form, designed by the management a number of years ago. Consistent with a recommendation made in an inspection report last year, it is recommended that the themes mentioned in this booklet be reviewed in order to create greater links between the language taught in the morning classes and the related language needs of students during their time in the Gaeltacht.
- In order to develop this handbook, it is recommended that it is provided as an e-booklet, specifically mentioning teaching methods, learning activities, assessment strategies and aids that would add to the learning experience.
- It is recommended that separate principals preside over the two different sites and that the ratio between teachers on duty and the number of students in their care during course activities be reviewed.

- 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.
- Good progress had been made on the recommendations from the last evaluation with regard to providing training opportunities in teaching methodologies to teachers and in developing more formal arrangements for assessing the students' progress in the language. No change had been made to the college handbook and there remains a need to incorporate a wider range of teaching resources during lessons.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- A good range of language and cultural events was delivered to students and there was a good atmosphere in the college.
- All of these events were well organised and the coordinated work carried out by the *ard-chinnirí* contributed greatly to the success and usefulness of these activities for students.
- It is commendable that a points system was in use during all course activities in order to promote the use of Irish.
- It was reported at the student focus-group that they were very satisfied with the morning classes and with the variety of afternoon and evening activities.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and chairperson of the steering committee 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. 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