

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Mhuigheo
Seoladh an choláiste	An Cheathrú Thaidhg Béal an Átha Contae Mhaigh Eo
Cód tagartha an choláiste	CGC221

Dáta na cigireachta: 06-07-2018



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 Leanai** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanai 2015* (Uimh. 36 de 2015). Tá an ráiteas sin faofa ag údarás an choláiste agus tiomantas tugtha sa ráiteas i leith athbhreithniú a dhéanamh gach dara bliain nó nuair a thagann athrú ábhartha ar an scéal.
2. Sonraítear ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra a chuirfear ar taispeáint go feiceálach gar do phríomhdhoras an ionaid a bheidh in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go bhfuil an ráiteas tugtha do gach oide atá fostaithe acu agus; (b) Cinntíonn gach oide ar a dtugtar cuairt go bhfuil siad eolach ar a gcuid dualgas mar dhuine faoi shainordú.
4. Deimhníonn údarás an choláiste go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanai agus Daoine Soghonta) 2012 go 2016.

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	06-07-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar imeachtaí iarnónaAthbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

COMHTHÉACS AN CHOLÁISTE

Tá Coláiste Mhuigheo suite ar an gCeathrú Thaidhg, baile beag Gaeltachta i dTuaisceart Mhaigh Eo. Bhí beirt ar chaogaid scoláirí i láthair ar an gcúrsa ar lá na cigireachta. Bhí príomhoide teagaisc agus beirt mhúinteoirí eile ag obair ar an gcúrsa, chomh maith le triúr ardchinnirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go maith; spreagadh na scoláirí go héifeachtach chun an Ghaeilge a úsáid, cé gur leagadh an-iomarca béime ar chleachtaí scríbhneoireachta i rith roinnt ranganna maidine.
- Bhí cáilíocht cheannaireachta agus bhainistíochta an chúrsa go maith; ainneoin go raibh áiseanna amhairc éagsúla curtha ar taispeáint i roinnt seomraí ranga, bhí féidearthachtaí fós ann a leithéid a mhéadú ar fud an choláiste agus iad a úsáid go praiticiúil mar acmhainní teagaisc agus foghlama.
- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith; rinneadh iarracht mhaith cur le hinniúlacht na scoláirí sa teanga.

Moltaí

- Ba chóir níos mó béime a leagan ar an obair ó bhéal i roinnt ranganna agus níos lú béime a leagan ar an scríbhneoireacht, chun cumas labhartha na scoláirí uile a fheabhsú.
- Ba chóir níos mó áiseanna amhairc, cairteacha oideachasúla agus fógraí a chur ar taispeáint ar fud an choláiste, agus iad a úsáid go praiticiúil mar áis theagaisc i rith na gceachtanna agus imeachtaí uile.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go maith ar an gcúrsa seo. Bhí na scoláirí roinnte i dtrí rang. Sa chuid ba mhó de na ranganna, bhí gnéithe den teagasc go han-mhaith. I líon beag de na seomraí ranga bhí gnéithe den teagasc sásúil.
- Bhain struchtúr éifeachtach le beagnach gach ceacht a breathnaíodh. Léirigh na múinteoirí uile díograis agus dúthracht ina gcuid oibre agus bhí siad tiomanta do ghrá don Ghaeilge a chothú sna scoláirí.
- Bhain formhór na múinteoirí úsáid as modhanna grúptheagaisc a bhí éifeachtach. D'éirigh leo a chinntiú go raibh na scoláirí ar fad rannpháirteach sna ceachtanna agus sna gníomhaíochtaí éagsúla a eagraíodh. Thug na múinteoirí seo go leor deiseanna do na scoláirí an teanga a bhí foghlamtha acu a chleachtadh i bpéirí. Ní raibh an cleachtas seo le feiceáil i ngach rang. Moltar modhanna grúptheagaisc a mhéadú agus a leathnú ar fud an choláiste.
- Leagadh an bhéim cheart ar fhorbairt scileanna teanga labhartha na scoláirí sa chuid ba mhó de na ranganna. Spreagadh na scoláirí chun cainte go héifeachtach sna ranganna seo. Sonraíodh i ranganna áirithe, áfach, go raibh an-iomarca béime curtha ar an teanga scríofa a chleachtadh agus ar nótaí a scríobh. Moltar an cleachtas seo a laghdú agus i bhfad níos mó béime a leagan ar an obair ó bhéal sna ranganna maidine uile as seo amach.
- Rinneadh moladh i dtuairisc roimhe seo an t-aistriúchán a sheachaint mar mhodh múinte. Moladh freisin cruinneas na gramadaí a fheabhsú, go háirithe sa scríbhneoireacht ar an gclár bán agus sna bileoga eolais. Is féidir a dheimhniú nár chualathas aistriúchán go Béarla le rudaí a mhíniú le linn na cigireachta i mbliana. Is féidir a dheimhniú freisin go raibh dul chun cinn suntasach déanta maidir le cruinneas na gramadaí a fheabhsú sna háiseanna teagaisc éagsúla.
- Rinneadh moladh i dtuairisc roimhe seo freisin go mba chóir áiseanna amhairc a chur ar fáil chun focail agus frásaí a mhíniú. Le linn na cigireachta i mbliana, bhí go leor cairteacha oideachasúla, pictiúir, léarscáileanna, fógraí, luascháartaí, agus áiseanna léirithe eile le feiceáil ar taispeáint sa chuid ba mhó de na ranganna. Moltar acmhainní mar seo a chur ar fáil i ngach seomra sa choláiste as seo amach. Níos tábhachtaí ná seo, áfach, ba chóir na háiseanna a úsáid ar bhealach praiticiúil níos éifeachtaí chun focail agus frásaí nua a mhíniú, agus an teanga a shaibhriú.
- Bhí formhór na scoláirí cumasach agus muiníneach as an nGaeilge a labhairt, le linn na ranganna maidine agus na dtréimhsí caithimh aimsire. Tuairiscíodh ag an gcruinniú le fócasghrúpa de scoláirí gur fhoghlaim siad an-chuid Gaeilge ar an gcúrsa seo.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus bainistíochta go maith. Ghlac an bhainistíocht leis na moltaí a rinneadh i dtuairiscí roimhe seo i leith an chúrsa agus na háiseanna a sholáthraítear a fheabhsú. Rinne an coláiste infheistiú i raon leathan d'acmhainní teagaisc agus foghlama, mar shampla. Is é an dúshlán atá ag an gcoláiste anois ná a chinntiú go mbainfear úsáid as na hacmhainní seo ar bhealach praiticiúil sna ranganna. Chabhródh sé seo le scileanna teanga labhartha na scoláirí a fheabhsú a thuilleadh.
- Bhí bainistíocht na scoláirí go maith, le béim chuí leagtha ar dhea-iompar agus sábháilteacht. D'oibrigh an príomhoide, na múinteoirí, na hardchinnirí, agus na scoláirí féin, le chéile go han-éifeachtach chun a chinntiú go raibh na ranganna maidine agus na himeachtaí iarnóna dea-eagraithe agus tairbheach.

- 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.
- Tá cleachtas comhoibríoch na foirne, an coiste stiúrtha san áireamh, maidir le pleanáil don fhoghlaim agus athbhreithniú ar cháilíocht an tsoláthair, go maith. Léiríodh é seo sa chaoi a rinne an coiste stiúrtha agus an fhoireann teagaisc iarracht na moltaí a rinneadh i dtuairiscí roimhe seo a chur i bhfeidhm. Tá pleanáil aonair na múinteoirí i gcomhréir le clár foghlama teanga an choláiste. B'fhiú, áfach, níos mó béime a leagan ar an gcaoi a fhreastalaítear ar riachtanais idirdhealaithe na scoláirí.

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

- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith ar an gcúrsa seo. Rinne an coláiste iarracht mhaith inniúlacht na scoláirí sa Ghaeilge a fheabhsú. Bhí sé sin le sonrú sna ranganna maidine agus sna himeachtaí iarnóna.
- Ar lá na cigireachta, eagraíodh na himeachtaí iarnóna cois trá. Ghlac gach scoláire páirt ghníomhach sna himeachtaí éagsúla agus bhí sé soiléir gur bhain siad taitneamh astu. D'fhoghlaim na scoláirí na nathanna cainte Gaeilge a bhí ag teastáil do na himeachtaí spóirt agus cluichí a imirt.

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 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 a Coláiste Gaeilge (Irish College)

REPORT

College name	Coláiste Mhuigheo
College address	An Cheathrú Thaidhg Béal an Átha County Mayo
College reference code	CGC221

Date of inspection: 06-07-2018



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 practice 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	06-07-2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students	<ul style="list-style-type: none">• Observation of afternoon activities• Revision of relevant documentation• Joint discussion with management• Feedback to the principal

CONTEXT OF THE COLLEGE

Coláiste Mhuigheo is situated in Ceathrú Thaidhg, a small Gaeltacht town in North Mayo. There were fifty-two students present on the course on the day of the inspection. There was a teaching principal and two other teachers working on the course, as well as three *ardchinnirí* (student leaders).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning was good; the students were encouraged to use Irish effectively, even though there was too much emphasis on writing exercises during some morning classes.
- The quality of leadership and management of the course was good; although there were various visual aids displayed in some class rooms, there were still opportunities to augment such resources throughout the college and to use them as teaching and learning resources in a practical way.
- The students' experience of Irish language and culture was good; a good attempt was made to enhance students' ability in the language.

Recommendations

- More emphasis should be placed on oral work in some classes and less emphasis on writing, to improve all students' oral language ability.
- More visual aids, educational charts and notices should be displayed throughout the college, and used more practically as a teaching resource during all lessons and activities.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The standard of teaching and learning on this course was good. The students were divided into three classes. In most of the classes, aspects of the teaching were very good. In a small number of classrooms, aspects of the teaching were satisfactory.
- Almost every lesson observed was structured effectively. Each teacher demonstrated enthusiasm and conscientiousness in their work and they were determined to inculcate a love for Irish in the students.
- Most teachers used effective group teaching methods. They succeeded in ensuring that all students participated in the various lessons and activities which organised. These teachers gave students many opportunities to practise the language they had learned in pairs. This practice was not evident in every class. It is recommended that the use of group teaching methods be increased and expanded throughout the college.
- Correct emphasis was placed on the development of students' oral language skills in most classes. Students were encouraged effectively to talk in these classes. It was observed in certain classes, however, that there was too much emphasis placed on practising the written language, and on writing notes. It is recommended that this practice be decreased and that more emphasis be placed on oral work in all morning classes from now on.
- A recommendation was made in a previous report that translation be avoided as a teaching method. It was also recommended that grammatical accuracy be improved, especially in writing on the white board and in the handouts. It can be confirmed that translation to English to explain things was not heard during this year's inspection. It can also be confirmed that significant progress was made in improving grammar in the various teaching aids.
- A recommendation was also made in a previous report that visual resources be used to explain words and phrases. During the inspection this year, many educational charts, pictures, maps, notices, flashcards, and other visual resources were displayed in most classes. It is recommended that resources like these be used in every room in the college from now on. More importantly, however, these resources should be used in a more effective practical way to explain new words and phrases and to enrich the language.
- Most students were competent and confident in speaking Irish during morning classes and in the recreation periods. It was reported at the meeting with a focus group of students that they learned a lot of Irish on this course.

2. LEADERSHIP AND MANAGEMENT

- The standard of leadership and management was good. The management accepted the recommendations made in previous reports about the course and about improving the resources provided. The college has invested in a broad range of teaching and learning resources, for example. The challenge for the college now is to ensure that these resources are used in a practical way in the classes. This would further assist the improvement of students' spoken language skills.
- The management of students was good, with appropriate emphasis placed on good behaviour and safety. The principal, teachers, *ardchinnirí*, and the students themselves, worked together very effectively to ensure that morning classes and afternoon activities were well organised and beneficial.
- It was confirmed that a copy of the health and safety statement, code of behaviour and anti-bullying policy were available. A health and safety officer was registered in the principal's plan.

- The co-operative practice of the staff, including the *coiste stiúrtha* (steering committee), on planning for learning and reviewing the quality of provision, was good. This was evident in the way the *coiste stiúrtha* and the teaching staff attempted to implement the recommendations made in previous reports. Individual teacher planning complements the college's language learning programme. It would be worthwhile, however, placing more emphasis on the way the differentiated language needs of the students are served.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The students' experience of Irish language and culture on this course was good. The college made a good attempt to improve the students' competence in Irish. This was evident in the morning classes and in the afternoon activities.
- On the day of the inspection, afternoon activities were organised on the beach. Every student participated actively in the various activities and it was evident that they enjoyed them. The students learned the Irish phrases which were required to play the sports activities and games.

At the end of the evaluation, the draft findings and draft recommendations of this evaluation were discussed with the principal.

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;