

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Gleann Maghair
Seoladh an choláiste	Gaelachas Teoranta Gleann Maghair Contae Chorcaí
Cód tagartha an choláiste	CGM021

Dáta na cigireachta: 05-07-2018



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 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	5/07/2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an bpríomhoideAiseolas don phríomhoide

Comhthéacs an choláiste

Tá Coláiste Gleann Maghair lonnaithe i nGleann Maghair i gContae Chorcaí. Is coláiste cónaithe é seo faoi bhainistíocht Gaelachas Teoranta agus tá an lóistín suite taobh le háras an choláiste féin. Freastlaíonn an coláiste ar scoláirí idir deich mbliana d'aois agus cúig bliana déag d'aois. Bhí beirt dhalta is caoga ar an gcúrsa ag am na cuairte, chomh maith le príomhoide teagaisc agus múinteoir ranga amháin eile.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí caighdeán an teagaisc agus caighdeán na foghlama sásúil ar an iomlán lena n-áirítear gnéithe den chleachtas a bhí go maith.
- Rinne na múinteoirí go léir iarracht mhaith na scoláirí a spreagadh chun an Ghaeilge a úsáid.
- Bhí caighdeán measartha ar an iomlán ag baint le cáilíocht na hullmhuchta le haghaidh teagaisc.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta don chúrsa go maith.
- Bhí cáilíocht eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge go maith agus bhain na scoláirí an-taitneamh agus tairbhe as na gníomhaíochtaí éagsúla a eagraíodh dóibh.
- Ó thaobh na bpríomhmoltaí sa tuairisc dheireanach de, bhí dul chun cinn áirithe déanta maidir leis na polasaithe riaracháin a thabhairt suas chun dáta, ach ní raibh an ráiteas sláinte agus sábháilteachta ar fáil ar lá na cuairte agus ní raibh plean oibre an choláiste forbartha go leibhéal sásúil.

Moltaí

- Ba chóir anois straitéisí éagsúla a úsáid chun an tréimhse chumarsáide den cheacht a fhorbairt, difreáil chuí a dhéanamh do na cumais éagsúla sna ranganna, agus timpeallacht Ghaelach a chruthú sna seomraí ranga.
- Ba chóir cur chuige pleanála comónta a dhearadh do mhúinteoirí, a léiríonn cuspóirí foghlama difreáilte, ábhar an cheachta, feidhmeanna teanga agus modhanna múinte, chomh maith leis na hacmhainní a úsáidtear.
- Mar a moladh i dtuairisc roimhe seo, is gá ráiteas sláinte agus sábháilteachta a fhorbairt don choláiste agus oifigeach sláinteachais agus slándála a ainmniú.
- Ba chóir cur le plean an phríomhoide agus clár foghlama teanga an choláiste chun obair an choláiste, an obair ranga agus na cleachtais teagaisc, foghlama agus measúnaithe a chur chun cinn agus a stiúradh.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí caighdeán an teagaisc sásúil ar an iomlán, ach bhí gnéithe maithe de chleachtas le feiscint chomh maith. Rinne na múinteoirí go léir iarracht mhaith na scoláirí a spreagadh chun an Ghaeilge a úsáid. I measc na ndea-chleachtas a breathnaíodh, thug an múinteoir ionchur saibhir teanga do na scoláirí le linn an teagaisc agus baineadh úsáid as straitéisí éifeachtacha ina n-áirítear obair bheirte. Ba chóir anois tuilleadh úsáide a bhaint as straitéisí éagsúla chun deiseanna cumarsáide fiúntacha rialta a chruthú do na scoláirí agus an tréimhse chumarsáide den cheacht a fhorbairt chun an fhoghlaim a dhaingniú. Moltar chomh maith difreáil chuí a dhéanamh do na cumais éagsúla sna ranganna agus na ceachtanna a chur in oiriúint d'ábaltacht na scoláirí. Ba chóir timpeallacht Ghaelach a chruthú sna seomraí ranga le frásaí úsáideacha, cairteacha oideachasúla, agus samplaí d'obair na scoláirí curtha ar taispeáint.
- Bhí caighdeán na foghlama sásúil. Tuairiscíodh ag an bplé le fócasghrúpa de scoláirí, go raibh ranganna na maidine suimiúil agus taitneamhach agus gur bhraith siad go raibh feabhas ag teacht ar a scileanna teanga.
- Bhí tús curtha le córas measúnaithe a chur i bhfeidhm i mbliana. Mheas na múinteoirí caighdeán scileanna Gaeilge na ndaltaí ag tús an chúrsa agus bhí sé ar intinn acu agallamh eile a dhéanamh arís ag an deireadh. Is fiú anois an córas seo a fhorbairt a thuilleadh agus torthaí an mheasúnaithe a úsáid chun na ceachtanna a threorú go leanúnach. B'fhiú machnamh a dhéanamh faoin eolas seo a roinnt leis na tuismitheoirí.
- Bhí caighdeán measartha ar an iomlán ag baint le cáilíocht na hullmhuchta le haghaidh teagaisc. Moltar anois cur chuige pleanála comónta a dhearadh, a léiríonn cuspóirí foghlama difreáilte, ábhar an cheachta, feidhmeanna teanga agus modhanna múinte, chomh maith leis na hacmhainní a úsáidfear.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta don chúrsa go maith.
- Stiúir an príomhoide obair laethúil an choláiste go díograiseach agus chuir sí riachtanais na scoláirí chun cinn. Bhí dea-chaidreamh le mothú idir an phríomhoide, an múinteoir agus na hardcinnirí.
- Bhí cáilíocht na pleanála don chúrsa ag leibhéal na bainistíochta measartha.
- Cuireadh plean gearr ar fáil do mhúinteoirí chun cur síos a dhéanamh ar ghnéithe d'obair an choláiste. Ba chóir anois cur leis an bplean seo agus le plean an phríomhoide chun treoir bhreise a thabhairt do mhúinteoirí maidir le clár foghlama teanga an choláiste. Chabhródh sé seo leis na cleachtais teagaisc, foghlama agus measúnaithe a fhorbairt agus a stiúradh.
- Cé go ndeimhníodh sa bhfoirm iarratais go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompraíochta agus polasaí frithbhulaíochta ar fáil, ní raibh an ráiteas sláinte agus sábháilteachta ar fáil ar lá na cuairte. Mar sin, ní raibh oifigeach sláinteachais agus slándála cláráithe i bplean an choláiste don chúrsa Gaeilge, cé go raibh sé seo mar cheann de na príomhmholtaí sa tuairisc cigireachta a deineadh anuraidh. Ba chóir anois deimhniú de go bhfuil na polasaithe go léir ar fáil agus suas chun dáta.

- Deineadh cúram maith de bhainistíocht na scoláirí i rith na cuairte. Cothaíodh dea-nósanna iompair i measc na scoláirí. Tugadh moladh agus duaiseanna d'iarrachtaí na scoláirí maidir leis an nGaeilge a úsáid agus maidir lena gcuid rannpháirtíochta sna gníomhaíochtaí.
- Bhí dul chun cinn áirithe déanta ag Coláiste Gleann Maghair maidir le cur i bhfeidhm cuid de na moltaí a rinneadh sa tuairisc dheireanach i 2017, ach ní raibh aon dhul chun cinn déanta maidir le moltaí eile. Bhí cuid de na polasaithe suas chun dáta, ach ní raibh an ráiteas sláinte agus sábháilteachta ar fáil. Ní raibh plean oibre an choláiste forbartha go leibhéal sásúil ach an oiread. Ba chóir na nithe sin a chur i gceart gan mhoill.

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

- Bhí cáilíocht eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge go maith. Soláthraíodh raon leathan d'imeachtaí spóirt san iarnóin idir pheil, cispheil, cluiche corr agus haca, agus bhain na scoláirí an-taitneamh agus tairbhe astu. Rinneadh maoirseacht chúramach ar na himeachtaí uile ar lá na cigireachta. Reáchtáiltear cruinnithe rialta idir na cinnirí, múinteoirí agus an príomhoide. Bhí tuiscint mhaith ag formhór na gcinnirí ar a ndualgais dá bharr agus spreag siad na scoláirí chun Gaeilge a labhairt agus páirt a ghlacadh in imeachtaí an chúrsa le díograis.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do choláistí eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na scoláirí. Ní mór don choláiste tógáil ar a chuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don choláiste gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste Gleann Maghair
College address	Gaelachas Teoranta Gleann Maghair Contae Chorcaí
College reference code	CGM021

Date of inspection: 05-07-2018



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 Safeguarding 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(s) of inspection	05/07/2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three classroom periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Discussion with the principal• Feedback to principal

College Context

Coláiste Gleann Maghair is situated in Glanmire, County Cork. It is a residential college, under the management of Gaelachas Teoranta and the accommodation is situated beside the college building itself. Students between the ages of ten and fifteen years of age attend the college. There were fifty two students on the course at the time of the visit, along with a teaching principal and one other class teacher.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning was satisfactory overall, with elements of practice that were good.
- All teachers made a good effort to encourage the students to use the Irish language.
- The quality of preparation for teaching was of a fair standard overall.
- The quality of leadership and management of the course was good.
- The quality of the students' experience of the Irish language and culture was good, and students gained great enjoyment and benefit from the various activities that were organised for them.
- With reference to the main recommendations in the last report, some progress was made in bringing the administration policies up to date, but the health and safety statement was not available on the day of the visit, and the college's plan of work was not developed to a satisfactory level.

Recommendations

- A variety of strategies should now be used to develop the communicative phase of the lesson, to differentiate appropriately for the varying levels of ability in the classes, and to create an Irish language environment in the classroom.
- A common planning approach should be designed for teachers, that displays differentiated learning objectives, the content of the lesson, language functions and teaching methods, as well as the resources to be used.
- As recommended in the previous report, a health and safety statement should be developed for the college and a health and safety officer should be named.
- The principal's plan and the college's language learning programme should be extended to promote and direct the work of the college, the classroom work and the teaching, learning and evaluation practices.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching was satisfactory overall, but good elements of practice were also evident. All the teachers made a good effort to encourage the students to use the Irish language. Among the good practice noted was the rich language input by teachers to the students during teaching, and the effective strategies employed, including some use of pair-work. Further use should be made of a variety of strategies to create worthwhile and regular communication opportunities for the students and to develop the communicative phase of the lesson in order to consolidate learning. It is also recommended that appropriate differentiation should be made for the varying abilities in the classes and the lessons made suitable for the students' abilities. An Irish language environment should be developed in the classroom with useful phrases, educational charts, and examples of the students' work put on display.
- The quality of learning was satisfactory. It was reported in the focus group discussion with students that the morning classes were interesting and enjoyable and that they felt that their language skills were improving.
- The implementation of an assessment system began this year. The teachers evaluated the students' standard of Irish skills at the beginning of the course and they planned to conduct a further interview at its conclusion. This system is worth developing further with the use of the results of assessment to inform the lessons on an ongoing basis. Consideration should be given to sharing this information with the parents.
- The overall level of preparation for teaching was fair. It is now recommended that a common approach to planning be designed, displaying differentiated learning objectives, lesson content, language functions and teaching methods, as well as the resources that will be used.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management of the course was good.
- The principal directed the daily work of the college diligently and prioritised the needs of the students. There was a good relationship evident between the principal, the teacher and the *ardchinnirí*.
- The quality of planning for the course at management level was fair.
- A short plan was provided to teachers to describe aspects of the work of the college. This plan, along, with the principal's plan, should now be extended to provide further guidance to teachers in relation to the college's language learning program. This would help with the development and guidance of teaching, learning, and assessment practices.
- Although it was assured in the application form that a copy of the health and safety statement, behavioural code and anti-bullying policy were available, the health and safety statement was not available on the day of the visit. Therefore, there was no health and safety officer registered in the college's plan for the Irish course, despite this being one of the main recommendations of the inspector report that was compiled last year. It should now be ensured that all the policies are available and up-to-date.

- Good care was taken of the management of students during the visit. Good behavioural practices were promoted amongst the students. Awards and praise were given to students' efforts in relation to the use of the Irish language and their engagement in the activities.
- There were certain improvements made by Coláiste Gleann Maghair in relation to the implementation of recommendations made in the previous report in 2017, but there were no improvements made in relation to other recommendations. Some of the policies were up-to-date, but the health and safety statement was not available. The college's work plan was not developed to a satisfactory level either. These elements should be rectified without delay.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of the students' experience of the Irish language and culture was good. A wide range of sporting activities was made available in the afternoons, including football, basketball, rounders and hockey, and the students derived great enjoyment and benefit from them. All activities were effectively supervised on the day of the inspection. Regular meetings are organised between the *cinnirí*, teachers and the principal. The majority of the *cinnirí* had a good understanding of their responsibilities as a result and they diligently encouraged the students to speak Irish and to take part in the course activities.

At the conclusion of the inspection, the draft decisions and draft recommendations of the inspection 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;