

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Bhríde
Seoladh an choláiste	Rann na Feirste Contae Dhún na nGall
Cód tagartha an choláiste	CGU031

Dáta na cigireachta: 26 Meitheamh 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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

Scríobhadh an tuairisc seo i nGaeilge. Tá aistriúchán Béarla ar fáil ag deireadh na tuairisce.

CAD IS MEASTÓIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE ANN?

Is thar ceann 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 atá ar taispeáint go feiceálach gar do phríomhdhoras an ionaid atá in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go dtugtar cóip den ráiteas do gach oide atá fostaithe acu agus; (b) Dhearbhaigh gach oide ar ar tugadh 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	26 Meitheamh 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn 3 thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus d'ionadaí ón gCoiste Stiúrtha

Comhthéacs an choláiste

Eagraíocht gan beann ar bhrabús atá i mbun Choláiste Bhríde. Is é is cúram don eagraíocht ná cúrsaí Gaeilge a chur ar fáil atá ar ardcháilíocht, atá taitneamhach agus a spreagfaidh na scoláirí a dhéanann freastal ar na cúrsaí le suim a chur sa Ghaeilge agus sa Ghaeltacht. Ba ó Thuaisceart Éireann na scoláirí ar fad ar an gcúrsa, iad sa chéad bhliain ar mheánscoil agus gan aon staidéar déanta ar an nGaeilge sa bhunscoil ag an gcuid ba mhó ar fad díobh. Bhí líon beag ina measc a d'fhreastail ar bhunscoil lán-Ghaeilge. Bhí cuid mhór de na scoláirí ag smaoineamh ar staidéar a dhéanamh ar an nGaeilge do Theastas Ginearálta an Mheánoideachais (GCSE) ach bhí cuid eile ag cur eolais ar an nGaeilge don chéad uair. Bunchúrsa do ghlanfhoghlaimoírí a bhí ann. 347 scoláire ar fad a bhí ar an gcúrsa.

ACHOIMRE AR NA PRÍOMHCHINNÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith agus bhí na cuir chuige fóna teagaisc a chleacht na múinteoirí comhsheasmhach sna trí cheacht a breathnaíodh.
- Bhí ceannaireacht agus bainistíocht an chúrsa ar ardcháilíocht.
- Bhí na himeachtaí iarnóna a bhain le hamhránaíocht agus le cleachtadh damhsaí ar ardcháilíocht agus bhí labhairt na Gaeilge lánach iontu.
- Bhí ceangal an-mhaith ag lucht eagair an chúrsa leis na meánscoileanna ónar tháinig na scoláirí; d'fhreastail múinteoirí Gaeilge ó na scoileanna sin ar an lá réamhoiliúna d'fhoireann teagaisc Choláiste Bhríde agus roinn siad eolas leo faoi riachtanais fhoghlama na scoláirí agus bhí ionchur acu dá réir i gclár teagaisc an chúrsa.

Moltaí

- Ba chóir dea-theist na scoláirí ar an gcúrsa Gaeilge seo a chur chun cinn níos mó sa phoiblíocht a dhéantar faoi na cúrsaí a chuirtear ar fáil i gColáiste Bhríde.
- Ba chóir an oiread deiseanna agus is féidir a thabhairt do na scoláirí iad féin a chur in iúl sa teanga labhartha sna ceachtanna agus ardmholadh a thabhairt ar na hiarrachtaí sin, mar a chonacthas sa chleachtas ab fhearr.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith agus bhí na cuir chuige fóna teagaisc a chleacht na múinteoirí comhsheasmhach sna trí cheacht a breathnaíodh.
- Bhí Gaeilge na múinteoirí ar ardcháilíocht agus labhair siad go nádúrtha í, ar shlí a spreag fonn cumarsáide i measc na scoláirí.
- Sa phlé a bhí acu leis na scoláirí léirigh na múinteoirí pearsantacht a bhí cairdiúil agus thug siad an-spreagadh do na scoláirí dul i ngleic leis an teanga labhartha. D'fhreagair na scoláirí go maith don chur chuige seo agus bhí dea-atmaisféar i réim sna ceachtanna idir na múinteoirí agus na scoláirí.
- Bhí ionchais chúil i leith na foghlama aitheanta ag na múinteoirí i gcás scoláirí a bhí ar bheagán Gaeilge, iad a chumasú chun iad féin a chur in iúl faoi ghnáthchúrsaí an lae agus na garthimpeallachta.
- Bhí aird tugtha ar na moltaí ábhartha a rinneadh sa tuairisc chigireachta dheireanach.
- Bhí cur chuige maith ann chun monatóireacht a dhéanamh ar labhairt na Gaeilge ag na scoláirí; déantar taifeadadh ar chomhrá leis na scoláirí ag tús agus ag deireadh an chúrsa agus cuirtear tuairisc ar fáil do na tuismitheoirí agus do na múinteoirí Gaeilge meánscoile.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí ceannaireacht agus bainistíocht an chúrsa ar ardcháilíocht, bhí cur chuige teagmhálach ag príomhoide agus rúnaí an chúrsa leis an uile ghné den chúrsa.
- Bhí ardeagar ar chúrsaí riaracháin; bhí na polasaithe riachtanacha ar fáil go saoráideach agus iad in ord.
- Bhí fáil ag tuismitheoirí ar an gcúrsa go réidh agus fáiltíodh rompu; freagraíodh glaonna teileafóin go pras agus go cúirtéiseach le linn na cigireachta.
- Bhí atmaisféar an-dearfach le sonrú i measc fhoireann teagaisc an chúrsa agus bhí dea-chaidreamh ag lucht bainistíochta an chúrsa leo.
- Gné d'eagar an chúrsa seo atá le moladh go mór is ea an ceangal atá ag lucht stiúrtha an chúrsa leis na múinteoirí Gaeilge meánscoile ag na scoláirí i dTuaisceart Éireann i rith na bliana. Tuairiscíodh go dtagann roinnt mhaith de na múinteoirí Gaeilge meánscoile ar cuairt le linn an chúrsa ag misniú a gcuid scoláirí féin.
- 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 príomhoide agus bhí folláine na scoláirí mar chuid dhílis den chúrsa. Bhí múinteoir ranga sonraithe do na ranganna ar fad agus bhí an múinteoir sin ag teagasc a ranga féin faoi dhó sa lá as na ceithre cheacht a bhí ar an gclár.

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

- Sna ranganna agus imeachtaí a breathnaíodh bhí eispéireas an-dearfach le fáil ag na scoláirí ar fhoghlaim na teanga; bhí dearbhú ar an méid sin le fáil sa chruinniú fócais a tionóladh le scoláirí a roghnaíodh go fánach.

- Ba léir go raibh an teanga á cur i láthair na scoláirí mar theanga bheo. Dúirt scoláire de chúlra bunscoile lán-Ghaeilge ó thuaidh, a bhí tar éis bliain a chaitheamh ar mheánscoil Bhéarla agus gan ach teagmháil theoranta ar fáil don Ghaeilge anois, go mba é an chuid ab fhearr de chúrsa Choláiste Bhríde ná labhairt na Gaeilge a bheith mar ghnáthnós an t-am ar fad, faoi mar a bhí sa bhunscoil lán-Ghaeilge, go mba chúrsa athnuachana agus saibhrithe teanga é.
- Bhí na himeachtaí iarnóna a bhain le hamhránaíocht agus le cleachtadh damhsaí ar ardcháilíocht agus bhí labhairt na Gaeilge lánach iontu. Bhain fuinneamh agus spleodar leo, bhí ardeagar orthu agus bhí na scoláirí, múinteoirí ranga agus cinnirí rannpháirteach iontu.
- Bhí lá réamhoiliúna ag lucht eagair an chúrsa leis na cinnirí; dhearbhaigh siad go raibh treoir faoi chosaint leanaí lánach ann. Bhí Gaeilge ar ardcháilíocht ag na cinnirí, ba de bhunadh na háite a bhformhór agus go leor acu i mbun staidéir ar an nGaeilge ag an tríú leibhéal.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus ball 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 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 Bhríde
College address	Rann na Feirste County Donegal
College reference code	CGU031

Date of inspection: 26 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 made 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 the 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	26 June 2018
Inspection activities undertaken	<ul style="list-style-type: none">• Observation of teaching and learning during 3 class periods• Interaction with students• Observation of afternoon activities• Revision of appropriate documentation• Joint discussion with management• Feedback to the principal and representative of the Steering Committee

College Context

Coláiste Bhríde is managed by a not-for-profit organisation. The aim of the organisation is to provide high-quality Irish language courses which are enjoyable and will inspire students attending them to develop an interest in Irish and the Gaeltacht. All students on the course came from Northern Ireland and were in the first year of secondary school. Most had not studied Irish in primary school; a small number had attended Irish-medium primary school. Many of the students were considering studying Irish for the General Certificate of Secondary Education (GCSE) while others were encountering Irish for the first time. This was a basic course for complete beginners. There was a total of 347 students on the course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The standard of teaching and learning was very good and the sound teaching methods which the teachers practised were consistent across the three lessons observed.
- Leadership and management of the course were of a high standard.
- Afternoon activities in relation to singing and practising dances were of a high quality and spoken Irish was central to them.
- The course organisers had a very good link with the secondary schools from which the students came; the Irish teachers from those schools attended the pre-training day for Coláiste Bhríde staff and shared information on the students' learning needs and they had input, accordingly, into the course teaching programme.

Recommendations

- The good reports of the students on this Irish course should be promoted more in the publicity which is carried out on the provision of courses in Coláiste Bhríde.
- Students should be given as many opportunities as possible in the lessons to express themselves in spoken Irish and high commendation given for those efforts, as observed in best practice.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The standard of teaching and learning was very good and sound teaching methods which the teachers practised were consistent in the three lessons observed.
- The teachers' Irish was of high quality and they spoke it naturally, in a way which encouraged students to communicate.
- In their interactions with students, teachers showed a friendly demeanour and praised the students highly for engaging with the spoken language. Students responded well to this approach and a positive atmosphere prevailed between teachers and students in lessons.
- Teachers recognised appropriate expectations towards learning in the case of students with little Irish, empowering them to express themselves about everyday affairs and the immediate environment.
- Attention was paid to relevant recommendations made in the last Inspection report.
- There was a good approach to monitoring students' spoken Irish; a recording is made of a conversation with the students at the beginning and at the end of the course, and a report is provided to parents and to the secondary school Irish teachers.

2. LEADERSHIP AND MANAGEMENT

- Leadership and management of the course were of a high quality, the principal and secretary had a hands-on approach to every aspect of the course.
- Administrative affairs were highly organised, the necessary policies were to hand and in order.
- Parents could easily reach the course and they were welcomed; telephone calls were answered promptly and courteously during the inspection.
- A very positive atmosphere evident amongst course teaching staff and management had a positive relationship with them.
- An organisational aspect of the course which must be commended is the link which course directors have with the secondary school Irish teachers of the students in Northern Ireland throughout the year. It was reported that many of the secondary school Irish teachers come to visit students during the course encouraging their own students.
- 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 listed in the principal's plan and the well-being of students was an integral element of the course. A class teacher was assigned to all classes and that teacher taught their own class twice a day out of the four lessons on the programme.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- In the classes and activities observed, students had a very positive experience of learning the language; this was confirmed in the focus meeting which was held with students selected at random.
- It was evident that the language was presented to the students as a living language. A student from an Irish-medium primary school background in the North observed, after spending a year in an English-medium secondary school and now only having limited contact with Irish, that the best part of Coláiste Bhríde's course was the routine of spoken Irish all the time, as was the case in the Irish-medium primary school; it was a refreshing and enriching language course.

- The afternoon activities in relation to singing and practising dances were of a high quality and spoken Irish was central in them. They were energetic and lively, they were highly organised and students, class teachers and Cinnirí ('student leaders') were involved in them.
- Course organisers held a pre-training day with the *cinnirí*; they confirmed that guidelines in relation to Child Protection were a central element. *Cinnirí* had Irish of a high quality, most were from the local area and many were studying Irish at third level.

At the end of the inspection, draft findings and recommendations of this evaluation were discussed with the principal and a member of the steering committee.

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;