

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

**Cigireacht Ábhair sa Ghaeilge**

**TUAIRISC**

<b>Ainm na scoile / School name</b>	Coláiste Eoin
<b>Seoladh na scoile / School address</b>	Cappagh Road Finglas West Dublin 11
<b>Uimhir rolla / Roll number</b>	70180A

**Dáta na Cigireachta: 04-10-2018**



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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 ÁBHAIR ANN?**

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

### **CONAS AN TUAIRISC SEO A LÉAMH**

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc sa Ghaeilge faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

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 na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

### **COSAINT LEANAÍ**

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.
3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

# CIGIREACHT ÁBHAIR

## GNÍOMHAÍOCHTAÍ CIGREACHTA

Dátaí na cigireachta	3 & 4 Deireadh Fómhair 2018
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Plé leis an bpríomhoide</li><li>Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn chúig thréimhse ranga</li><li>Scrúdú ar obair na scoláirí</li><li>Aiseolas don phríomhoide, don phríomhoide tánaisteach agus don fhoireann ábhartha</li></ul>

## Comhthéacs na scoile

Iarbhunscoil chomhoideachais a fheidhmíonn faoi choimirce Bhord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath is ea Coláiste Eoin. Tá an scoil páirteach sa scéim Comhionannas Deiseanna sna Scoileanna a Sheachadadh, plean gníomhaíochta na Roinne Oideachais agus Scileanna um ionchuimsiú oideachais. Soláthraíonn an scoil na cláir seo a leanas: an tSraith Shóisearach; an Idirbhliain (roghnach); an Ardteistiméireacht bhunaithe; an Ardteistiméireacht Fheidhmeach. 165 scoláire atá rollaithe don scoilbhliain reatha. Tá díolúine ó staidéar na Gaeilge ag beagán le cois an ceathrú cuid den rollachán.

## ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

### Cinntí

- Bhí cáilíocht an teagaisc sa réimse idir go maith agus sásúil i gcás formhór na ranganna agus measartha i gcás an mhionlaigh: bhí ró-bhéim ar an aistriúchán go Béarla.
- Bhí cáilíocht na foghlama sa réimse idir sásúil agus lag; bhí an cháilíocht measartha i dtromlach na gcásanna. Ní mór ionchais a ardú agus aird a dhíriú ar dhifreáil na foghlama.
- Cruthaíodh deiseanna don fhoghlaim chomhoibríoch i bhformhór na ranganna ach ní raibh mórán na dtascanna éifeachtach.
- Bhí iompraíocht na scoláirí sna ranganna ar fad go han-mhaith agus moladh iad as a n-iarrachtaí.
- Bhí cáilíocht an tsoláthair don ábhar go han-mhaith agus tugtar an-tacaíocht d'fhorbairt ghairmiúil leanúnach na múinteoirí.
- Bhain cáilíocht shásúil le gnéithe den phlean ábhair: is réimse chun forbartha é an plean don Ghaeilge san Idirbhliain.

### Moltaí

- Ní mór ionchais na scoláirí maidir le foghlaim na Gaeilge a ardú agus gníomhartha cuí a cheapadh chun an líon a thugann faoi na leibhéil is airde sna scrúduithe stát-teistithe a mhéadú.
- Ba cheart gurb í an Ghaeilge a bheadh in úsáid mar theanga chumarsáide i bpróiseas an teagaisc agus na foghlama.
- Ní mór aird a dhíriú ar dhifreáil na foghlama, na hintinní foghlama do ranganna, ceistiúchán an mhúinteora, agus na tascanna obair bhaile san áireamh.
- Is ceart athbhreithniú a dhéanamh ar na polasaithe obair bhaile agus measúnaithe chun a chinntiú go mbeidh siad bunaithe ar phrionsabail an mheasúnaithe chun foghlama agus go dtacóidh siad le forbairt féinfheasacht na scoláirí mar fhoghlaiméoirí teanga.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc sa réimse idir go maith agus sásúil i gcás formhór na ranganna agus measartha i gcás an mhionlaigh.
- Breathnaíodh roinnt straitéisí éifeachtacha mar gheáitsíocht agus slua aithris in úsáid chun tacú le tuiscint na scoláirí ar ábhar an cheachta agus chun an fhoghlaim a dhaingniú. Chomh maith leis sin, d'úsáid scoláirí foclóirí ar líne nó i gcrúachóipeanna rud a thacaigh le forbairt a scileanna litearthachta.
- Bhí ró-bhéim áfach ar an aistriúchán go Béarla sna ranganna ar fad agus san obair scríofa sna cóipleabhair: Béarla ba mhó a bhí le cloisteáil ó na scoláirí. Moltar an Ghaeilge a úsáid mar theanga theagaisc agus chumarsáide ar mhaithe le foghlaim na scoláirí a chur chun cinn.
- Cé gur cruthaíodh deiseanna i bhformhór na ranganna don fhoghlaim chomhoibríoch ní raibh na tascanna éifeachtach agus ba mhinic a ritheadh as am. Ní mór a chinntiú go mbeidh an teanga a bheidh riachtanach chun an tasc a dhéanamh trí mheán na Gaeilge ag na scoláirí agus go gcruthóidh an tasc gá dóibh le cumarsáid a dhéanamh lena chéile.
- Bhí cáilíocht na foghlama sa réimse idir sásúil agus lag; bhí an cháilíocht measartha i dtromlach na gcásanna. Ní mór ionchais na scoláirí maidir le foghlaim na Gaeilge a ardú agus an t-ábhar a chur ina láthair ar bhealach difreáilte chun freastal níos fearr a dhéanamh ar a riachtanais foghlama.
- Cuireadh ábhar an cheachta in iúl ag tús gach ranga. Moltar intinní foghlama difreáilte a roinnt leis na scoláirí, agus filleadh orthu ag céimeanna cuí le linn nó ag deireadh an cheachta. Chun feasacht na scoláirí orthu féin mar fhoghlaimeoirí teanga a fhorbairt agus freagracht a thabhairt dóibh as a gcuid foghlama mar atá luaithe sa phlean don ábhar, ba cheart iad a chumasú chun machnamh a dhéanamh ar a gcuid foghlama agus deis chun machnaimh a thabhairt dóibh.
- Bhí iompraíocht na scoláirí sna ranganna ar fad go han-mhaith agus moladh iad as a n-iarrachtaí.
- Bhí cáilíocht an mheasúnaithe measartha. Ceisteanna ísealoird ba mhó ar fad a úsáideadh sa mheasúnú le linn ranga agus léirigh dialanna obair bhaile na scoláirí gur go fánach a thugtar obair bhaile. Léirigh cóipleabhair gur seiceáil seachas ceartúcháin a dhéantar ar an obair scríofa. Ní raibh an obair bhaile a tugadh sna ranganna difreáilte. Moltar, mar atá luaithe i bplean na roinne, an obair bhaile a dhifreáil i gcás gach bliainghrúpa agus ceartúcháin chuiditheacha a bheith le léamh ar an obair scríofa.
- Cuirtear na mórscileanna teanga ar fad san áireamh sa mheasúnú ar fhoghlaim na scoláirí i scrúduithe tí, rud a aithnítear mar dhea-chleachtas.
- Chun foghlaim na scoláirí a chur chun cinn, tá tús curtha le teagasc foirne: moltar tuilleadh forbartha a dhéanamh ar an ngné seo den chleachtas ó chéim na pleanála go dtí feidhmiú na gcur chuige sa seomra ranga.

### 2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tá soláthar an-mhaith ama agus áiseanna teicneolaíochta faisnéise agus cumarsáide ar fáil chun tacú le teagasc, foghlaim agus measúnú na Gaeilge sa scoil.
- Cuireann an bhainistíocht shinsearach an-tacaíocht ar fáil d'fhorbairt ghairmiúil leanúnach na múinteoirí i réimsí cuí chun tacú le feabhsúchán ar fhoghlaim na scoláirí.
- Bíonn cruinnithe rialta ag roinn na Gaeilge: moltar cúrsaí oideolaíochta a chur a chlár na gcruinnithe sin agus spriocanna forbartha a aithint trí phróiseas féinmheastóireachta chun ionchais maidir le foghlaim na scoláirí a ardú agus gnóthachtáil a fheabhsú.

### 3. PLEANÁIL AGUS ULLMHÚCHÁN

- Cé gur bhain cáilíocht shásúil le gnéithe de phlean an ábhair, níor fhreagair an cleachtas a breathnaíodh ná eispéireas foghlama na scoláirí dó.
- Maidir leis na pleananna do bhliainghrúpaí aonair, tá gá le fillleadh orthu agus iad a oiriúnú chun freastal ar riachtanais fhoghlama na scoláirí sa scoil. Mar chuid de seo moltar athbhreithniú iomlán a dhéanamh ar an bplean don Ghaeilge san Idirbhliain agus plean a fhorbairt ina mbeidh, ag teacht le prionsabail an chláir, guth ag na scoláirí agus a fhreagróidh níos fearr dá dtaithí.
- Is measartha a bhí cáilíocht na pleanála agus an ullmhúcháin do ranganna aonair. Ag céim na pleanála do ranganna aonair moltar aird níos fearr a dhíriú ar dhifreáil níos éifeachtaí a dhéanamh ar an bhfoghlaim trí na hintinní foghlama, critéir ratha, stíl cheistiúcháin an mhúinteora, cuir chuige, acmhainní agus an obair bhaile.
- Mar chuid de phróiseas tuairiscithe na scoile don Bhord Oideachais agus Oiliúna rinneadh anailís ar rannpháirtíocht agus ar ghnóthachtáil na scoláirí sna scrúduithe stát-teistithe agus bhí spriocanna feabhsúcháin maidir le rannpháirtíocht scoláirí ag an Ardleibhéal sa tSraith Shóisearach agus san Ardeistiméireacht a fheabhsú leagtha amach. Ba cheart anois plean gníomhaíochta le spriocanna intomhaiste a leagann amach do gach sprioc agus monatóireacht ar dhul chun cinn na foghlama a chur san áireamh mar is cuí.

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

## Contanam Cáilíochta na Cigireachta

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

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

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

**Subject Inspection in Irish**

**REPORT**

<b>Ainm na scoile/ School name</b>	Coláiste Eoin
<b>Seoladh na scoile/ School address</b>	Cappagh Road Finglas West Dublin 11
<b>Uimhir rolla / Roll number</b>	70180A

**Date of Inspection: 04-10-2018**



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## **SUBJECT INSPECTION**

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

### **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated learning and teaching in Irish under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance / reception area of the school.
2. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
3. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

The school met the requirements in relation to each of the checks above.



# SUBJECT INSPECTION

## INSPECTION ACTIVITIES

<b>Dates of Inspection</b>	3 & 4 October 2018
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with the principal</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during five class periods</li><li>• Examination of pupils' work</li><li>• Feedback to principal, deputy principal and relevant staff</li></ul>

## School context

Coláiste Eoin is a co-educational post-primary school operating under the auspices of Dublin City Education and Training Board. The school takes part in the Delivering Equality of Opportunity in Schools scheme which is the Department of Education and Skills action plan for educational inclusion. The school provides the following programmes: Junior Cycle; Transition Year (optional); the established Leaving Certificate; Leaving Certificate Applied. There are 165 students on the roll for the current school year. A little more than a quarter of those enrolled have an exemption from the study of Irish.

## SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

### Findings

- The quality of teaching ranged from good to satisfactory in most of the classes and was fair in a minority of instances: there was an overemphasis on translation to English.
- The quality of learning ranged between satisfactory and weak; the quality was fair in most cases. Expectations must be raised and attention needs to be paid to differentiating learning.
- Opportunities for co-operative learning were created in most of the classes but the majority of the tasks were not effective.
- The students' behaviour in all classes was very good and they were commended for their efforts.
- The quality of provision for the subject was very good and continuing professional development of the teachers is very well supported.
- Aspects of the subject plan were of satisfactory quality: the plan for Irish in Transition Year is an area for development.

### Recommendations

- Students' expectation regarding the learning of Irish should be raised and appropriate actions have to be devised to increase the numbers taking the highest level in State certified examinations.
- Irish should be the language of communication in the teaching and learning process.
- Attention must be paid to the differentiation of learning including the learning intentions for the classes, teachers' questioning and homework tasks.

- The homework and assessment policies should be reviewed to ensure that they are underpinned by assessment for learning principles and that they support the development of students' self-awareness as language learners.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING AND ASSESSMENT

- The quality of teaching was in the range between good and satisfactory in most classes and fair in a minority of cases.
- Some effective strategies were observed such as mime and choral repetition to support students' understanding of the lesson material and to consolidate learning. In addition, students used online or hard copy dictionaries which helped the development of their literacy skills.
- There was an overemphasis, however, on translation to English in all the classes and in the written work in the copies: English dominated as the language spoken by the students. It is recommended that Irish be used as the language of instruction and communication for the benefit of students' learning.
- Even though opportunities for co-operative learning were created in most classes, the majority of the tasks were not effective and the class often ran out of time. It should be ensured that the students have acquired the language necessary for them to complete the task through Irish and that the tasks generate a need for them to communicate with each other.
- The quality of learning ranged between satisfactory and weak; the quality was fair in most cases. Students' expectation regarding the learning of Irish must be raised and content should be presented in a differentiated manner in order to better address their learning needs.
- The lesson content was shared at the beginning of each class. It is recommended that differentiated learning intentions be shared with the students and that these be revisited at appropriate stages during or at the end of the lesson. In order to develop students' awareness of themselves as language learners and to encourage them to take responsibility for their own learning as outlined in the subject plan, they should be enabled to reflect on their learning and should be given an opportunity to do so.
- The students' behaviour in all classes was very good and they were commended for their efforts.
- The quality of assessment was fair. Lower-order questions dominated in the assessment of students' learning during classes and students' journals showed that the assignment of homework is infrequent. Students' copybooks indicated that written work was checked rather than corrected. The homework assigned in the classes was not differentiated. It is recommended, as mentioned in the department plan, that homework be differentiated in the case of all year groups and formative feedback be included on written work.
- All the main language skills are included in the assessment of students' learning in in-house examinations: this is good practice.
- The practice of team teaching has been initiated as a means of advancing students' learning. It is recommended that further consideration be given to the development of this aspect of practice from the planning stage to implementation of approaches in the classroom.

### 2. SUBJECT PROVISION AND WHOLE-SCHOOL SUPPORT

- Very good time allocation and provision of information and communication technology facilities are available to support teaching, learning and assessment of Irish.
- Senior management supports CPD for the teachers in appropriate areas to effect improvement in students' learning.
- The Irish department holds regular meetings: it is recommended that pedagogy be added to the agenda of those meetings and that the self-evaluation process be used to identify

development goals in order to raise expectation regarding students' learning and improve attainment.

### **3. PLANNING AND PREPARATION**

- While aspects of the subject plan were of satisfactory quality, neither the practice observed nor the students' learning experience reflected the plan.
- Plans for individual year groups should be revisited and adapted to meet the learning needs of the students in the school. As part of this, a complete review of the plan for Irish in Transition Year is recommended: the reviewed plan should, in accordance with the principles of the programme, include the students' voice and better reflect their experience.
- The quality of planning and preparation for individual classes was fair. At the planning stage for individual classes, it is recommended that greater attention be given to the effective differentiation of learning, including learning intentions, success criteria, the style of teachers' questioning, approaches, resources and homework.
- As part of the school's reporting process to the Education and Training Board an analysis was conducted of student participation and achievement in State-certified examinations and improvement targets regarding students' participation at Higher Level in the Junior Cycle and in the Leaving Certificate were set out. An action plan including measurable targets should now be set out for each goal, including the monitoring of students' learning progress as appropriate.

At the end of the evaluation draft-decisions and draft-recommendations of this evaluation were discussed with the principal, the deputy principal and the subject teachers.

## 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 the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very good</b>	<b>Very good</b> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <b>outstanding</b> and provides an example for other schools of exceptionally high standards of provision.	Very good; of very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of high standard. Excellent; outstanding; exceptionally high standard; with very significant strengths; exemplary
<b>Good</b>	<b>Good</b> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<b>Fair</b> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<b>Weak</b> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	<b>Weak</b> ; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;