

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in English

REPORT

Ainm na scoile / School name	Coláiste Cois Life
Seoladh na scoile / School address	Gleann An Ghrífin Leamhcán Co Átha Cliath
Uimhir rolla / Roll number	76065H

Date of Inspection: 11-02-2020



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

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

Tá an tuairisc seo scríofa i mBéarla. Tá aistriúchán Gaeilge den tuairisc ar fail ag deireadh na tuairisce.

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 English 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 to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date of inspection	11-02-2020
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during seven lessons• Examination of students' work• Feedback to principal and relevant staff

School context

- Colaiste Cois Life is a co-educational Irish-medium post primary school under the patronage of Dublin and Dún Laoghaire Education and Training Board. The school has a current registration of 806 students and provides the Junior Cycle programme, a compulsory Transition Year (TY) and the established Leaving Certificate.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of teaching of English was good; in the best lesson there was an appropriate balance between teacher talk and student activity.
- The quality of learning was generally good but opportunities exist to increase student autonomy as learners.
- Good rapport with students and positive classroom environments characterised all lessons visited.
- In some lessons students were not adequately challenged and in others students required more support and scaffolding in their learning.
- The English department has forged strong links with the local library and there is a commendable emphasis on reading for pleasure across all year groups.
- The subject department is collaborative, collegial and reflective.

Recommendations

- Methodologies that provide students with opportunities to take responsibility for their own learning should be extended to all lessons.
- To encourage greater student personal engagement with texts, teachers should explicitly elicit personal and affective responses where appropriate and support students' critical analysis of texts.
- Teachers of English should ensure that methodologies, tasks and assessment modes are differentiated so that students receive appropriate levels of challenge and support.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching was good. In the best lesson observed there was a balance between teacher talk and student activity. This was achieved by facilitating students to engage in exploratory discussion. Explorative talk or learning through talking should be an integral part of English lessons across all year groups. This emphasis should be reflected in long-term planning for the subject.
- The overall quality of learning was also generally good but opportunities exist to extend independent learning opportunities such as building on students' prior knowledge, designing cooperative tasks that appeal to students' own interests and experiences and facilitating students' critical analysis of texts. Students demonstrated their learning best when they had opportunity to voice their opinion, specifically regarding personal engagement with texts.
- Lessons were well prepared and there was evidence of teachers' passion for the subject in many lessons. Very positive teacher-student rapport was in evidence in all classrooms visited.
- Learning intentions were shared but often expressed as a task list rather than in terms of students' learning. Learning was generally optimised where teachers designed tasks that developed the learning intention and included a reflection on the learning at the end of the lesson.
- There was evidence of a differentiated approach to teaching in a minority of lessons, mostly in terms of individual help given during pair or group work. In some lessons students were not challenged enough while in others students required more support. All English teachers, in close collaboration with the SEN team, should plan for the differentiation of tasks, activities and assessments to ensure that the individual needs of all students are met.
- It is encouraging that in all lessons students were given opportunities to be collaborative in their learning. To further enhance student collaboration, group-work should be co-operative and students should have a chance to share and discuss their learning with their peers.
- Effective practice was noted where teachers created opportunities for students to make connections between the studied text and their own experience in a way that deepened their understanding and engagement. This ensured that students were supported and encouraged students to develop personal insights.
- Impressive student-centred approaches were in evidence during the evaluation for example in one lesson, students had opportunity to choose their comparative text and in another, feedback from students resulted in the novel they were studying to be changed.
- Some good use of different questioning techniques were noted, including directed, open and follow-on questions. Very good practice was noted when teachers gave sufficient wait time and supported students to develop fuller answers and to allow them an opportunity to formulate and explain their opinions.
- Self and peer-assessment practices were visible in sample student copybooks. However, written developmental feedback varied and is an area for development for the department. Learner experience and outcomes will benefit from regular formative feedback in order to improve.
- Junior cycle work showed evidence of drafting and redrafting. A formalisation of the approach to the Collection of Texts should be documented and included in the subject plan.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- English is well represented on the timetable and is taught in mixed-ability base class groups at junior cycle; level-specific classes are now created in fifth and sixth year. Commendably, this decision was informed by careful analysis of data from the certificate examinations.
- Contextual factors regarding significant changes of personnel within the English team have made rotation of teachers to teach in both junior and senior cycle programmes and for continuity of teachers within programmes, a challenge. The school supports the view of English as a continuum of knowledge and skills development from first to sixth year and plans are currently underway to achieve this.
- Currently, students are withdrawn for learning support. Teachers of English should liaise closely with the co-ordinator of special educational needs (SEN) to further explore ways of developing in-class support for SEN students.
- The English team have forged strong links with the local library and there are impressive initiatives to encourage reading for pleasure. Moreover, a new school library is currently in the process of being developed which will further enhance literacy in the school.

4. PLANNING AND PREPARATION

- The English team are hardworking, collaborative and collegial. Resources are shared through a new online sharing platform and lunch time continuous professional development sessions are facilitated to support new teachers with the curriculum.
- A comprehensive subject plan has been diligently prepared. More explicit linking of learning outcomes with methodologies and assessment practices across all year groups would further develop short term planning. Differentiated practices should also be included.
- To build on existing good practice, teaching and learning should be prioritised at department meetings through formalised discussion and the sharing of good practices among teachers.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principals and subject teachers at the conclusion of the evaluation.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of 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 schools in this category the quality of what is evaluated is outstanding and provides an example for other schools 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 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
Satisfactory	Satisfactory 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
Fair	Fair 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
Weak	Weak 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.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;

CIGIREACHT ÁBHAIR

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 Bhéarla 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 ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.
3. 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.

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

CIGIREACTH ÁBHAIR

GNÍOMHAÍOCHTAÍ CIGIREACTHA

Dáta na cigireachta	11-02-2020
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">• Athbhreithniú ar cháipéisí ábhartha• Plé leis an bpríomhoide agus le croí-bhaill foirne• Caidreamh le scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus ar fhoghlaim i rith seacht dtréimhse ranga• Imscrúdú ar obair na scoláirí• Aiseolas don phríomhoide agus do na múinteoirí ábhartha

Comhthéacs na scoile

- Iarbhunscóil Lán-Ghaeilge, chomhoideachasúil is ea Coláiste Cois Life faoi phátrúnacht Bhorc Oideachais agus Oiliúna Bhaile Átha Cliath agus Dhún Laoghaire. Faoi láthair tá 806 scoláire cláraithe leis an scoil agus soláthraíonn sí clár na Sraithe Sóisearaí, Idirbhliain éigeantach (TY) agus an Ardeistiméireacht Bhunaithe.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

Cinntí

- Bhí cáilíocht theagasc an Bhéarla go maith, ar an iomlán, sa cheacht ab fhearr bhí cothromaíocht chúil idir caint an mhúinteora agus gníomhaíocht na scoláirí.
- Bhí cáilíocht na foghlama go maith den chuid is mó ach tá deiseanna ann chun cur le neamhspleáchas na scoláirí mar fhoghlaiméirí.
- Sna ceachtanna go léir ar tugadh cuairt orthu, bhí dea-chaidreamh le scoláirí agus timpeallachtaí ranga dearfacha mar shaintréithe iontu.
- I roinnt ceachtanna, níor tugadh dúshlán leordhóthanach do na scoláirí agus i gcásanna eile bhí níos mó tacaíochta agus scaflála ag teastáil ó scoláirí ina gcuid foghlama.
- Tá naisc láidre cruthaithe ag Roinn an Bhéarla leis an leabharlann áitiúil agus tá béim inmholta ar léitheoireacht ar mhaithe le pléisiúr ar fud na mbliainghrúpaí go léir.
- Tá cur chuige roinn an ábhair comhoibritheach, comhghleacúil agus machnamhach.

Moltaí

- Ba chóir na modheolaíochtaí a chuireann deiseanna ar fáil do scoláirí freagacht a ghlacadh as a gcuid foghlama féin a leathnú chuig na ceachtanna go léir.
- Chun níos mó rannpháirtíochta pearsanta na scoláirí le téacsanna a spreagadh, ba chóir do na múinteoirí freagraí pearsanta agus mothaitheacha a mhealladh nuair is cuí agus tacaíocht a thabhairt d'anailís chriticiúil na scoláirí ar théacsanna.
- Ba chóir do mhúinteoirí an Bhéarla a chinntiú go ndéantar difreáil ar mhodheolaíochtaí, ar thascanna agus ar mhodhanna measúnaithe ionas go bhfaighidh na scoláirí leibhéal chúil dúshláin agus tacaíochta.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC, FOGHLAIM AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc go maith, ar an iomlán. Sa cheacht ab fhearr a breathnaíodh bhí cothromaíocht chuí idir caint an mhúinteora agus gníomhaíocht na scoláirí. Baineadh sin amach trí rannpháirtíocht na scoláirí i réamhphlé a éascú. Ba chóir an réamhphlé, nó foghlaim trí phlé, a bheith ina chuid lárnach sna ceachtanna Béarla sna bliainghrúpaí go léir. Ba chóir go mbeadh an bhéim sin le feiceáil sa phleanáil fadtéarmach don ábhar.
- Ar an iomlán, bhí cáilíocht na foghlama go maith ach tá deiseanna ann chun deiseanna foghlama neamhspleácha a leathnú, lena n-áirítear cur le réamheolas na scoláirí, tascanna comhoibritheacha a thaitníonn le spéiseanna agus eispéiris na scoláirí féin a dhearadh agus anailís chriticiúil na scoláirí ar théacsanna a éascú. Is fearr a léirigh na scoláirí a gcuid foghlama nuair a bhí deis acu a dtuairimí a chur in iúl, go háirithe maidir le rannpháirtíocht phearsanta le téacsanna.
- Bhí na ceachtanna ullmhaithe go maith agus bhí fianaise ann i go leor de na ceachtanna go raibh paisean ag na múinteoirí don ábhar. Bhí caidreamh an-dearfach idir na múinteoirí agus na scoláirí le feiceáil sna seomraí ranga go léir ar tugadh cuairt orthu.
- Rinneadh cuspóirí foghlama a roinnt leis na scoláirí ach is minic a léiríodh iad mar liosta tascanna seachas i dtéarmaí foghlama na scoláirí. Bhí an fhoghlaim is fearr ann nuair a dhear na múinteoirí tascanna a d'fhorbair an cuspóir foghlama agus a chuimsigh athbhreithniú ar an bhfoghlaim ag deireadh an cheachta.
- Bhí fianaise ann go raibh cur chuige difreáilte i bhfeidhm maidir leis an teagasc i mionlach na gceachtanna, agus bhain sé sin den chuid is mó leis an gcabhair aonair a tugadh le linn obair bheirte nó obair i ngrúpaí. I roinnt ceachtanna, níor tugadh dúshlán leordhóthanach do na scoláirí agus i gcásanna eile bhí níos mó tacaíochta ag teastáil ó scoláirí. Ba chóir do gach múinteoir an Bhéarla, i ndlúthchomhar leis an bhfoireann RSO, pleanáil a dhéanamh chun tascanna, gníomhaíochtaí agus measúnuithe a dhifreáil lena chinntiú go gcomhlíontar riachtanais aonair na scoláirí go léir.
- Is ábhar misnigh é gur tugadh deiseanna do na scoláirí a bheith comhoibritheach ina gcuid foghlama i ngach ceacht. Chun comhoibriú na scoláirí a fheabhsú tuilleadh, ba cheart go mbeadh obair ghrúpa comhoibritheach agus ba chóir deis a thabhairt do na scoláirí a gcuid foghlama a roinnt agus a phlé lena bpiaraí.
- Tugadh cleachtas éifeachtach faoi deara nuair a chruthaigh múinteoirí deiseanna do scoláirí naisc a dhéanamh idir an téacs a ndearnadh staidéar air agus a dtaití féin ar bhealach a dhaingnigh a dtuiscint agus a rannpháirtíocht. Chinntigh sé sin gur tugadh tacaíocht agus spreagadh do scoláirí léargais phearsanta a fhorbairt.
- Bhí cur chuige suntasach scoláire-lárnach le feiceáil le linn na meastóireachta mar shampla i gceacht amháin, nuair a bhí deis ag scoláirí a dtéacs comparáideach féin a roghnú agus i gceacht eile, nuair a athraíodh an t-úrscéal a raibh siad ag déanamh staidéar air, de thoradh aiseolais ó scoláirí.
- Tugadh faoi deara roinnt úsáid mhaith de theicnící éagsúla ceistiúcháin, lena n-áirítear ceisteanna treoraithe, ceisteanna oscailte agus ceisteanna leantacha. Tugadh cleachtas an-mhaith faoi deara nuair a thug múinteoirí go leor ama agus tacaíocht do scoláirí freagraí níos iomláine a fhorbairt agus nuair a thug siad deis dóibh a gcuid tuairimí a chur le chéile agus a mhíniú.

- Bhí cleachtais féinmheasúnaithe agus piarmheasúnaithe le feiceáil i sampla de chóipleabhair scoláirí. Mar sin féin, bhí éagsúlacht ann maidir le haiseolas forbarthach agus tá sé sin ina réimse le haghaidh forbartha don roinn. Bainfear leas as aiseolas foirmitheach rialta chun taitní agus torthaí foghlaimeora a fheabhsú.
- Léirigh obair na sraithe sóisearaí fianaise dréachtaithe agus athdhréachtaithe. Ba chóir cur chuige foirmeálta maidir le Bailiú Téacsanna a dhoiciméadú agus a chur san áireamh i bplean an ábhair.

2. SOLÁTHAR ÁBHAIR AGUS TACAÍOCHT SCOILE UILE

- Tugtar ionadaíocht mhaith don Bhéarla ar an tráthchlár agus múintear é i ngrúpaí cumais mheasctha sna bunranganna sa tsraith shóisearach; cruthaítear ranganna leibhéal-shonracha anois sa chúigiú agus sa séú bliain. Rinneadh an cinneadh sin tar éis anailís chúramach a dhéanamh ar shonraí na scrúduithe teastais, rud atá inmholta.
- Cruthaíonn fachtóirí comhthéacsúla maidir le hathruithe suntasacha ar phearsanra laistigh d'fhoireann Roinn an Bhéarla dúshlán maidir le múinteoirí a rothlú chun teagasc a dhéanamh i gcláir na sraithe sóisearaí agus sinsearaí araon agus maidir le leanúnachas múinteoirí laistigh de chlár. Tacaíonn an scoil leis an dearcadh gur chontanam forbartha eolais agus scileanna é an Béarla ón gcéad bhliain go dtí an séú bliain agus tá pleananna ar siúl faoi láthair chun é seo a bhaint amach.
- Faoi láthair, tugtar tacaíocht foghlama do scoláirí trí aistarraingt. Ba chóir do mhúinteoirí an Bhéarla dlúth-theagmháil a dhéanamh le comhordaitheoir na riachtanas speisialta oideachais (RSO) chun bealaí a fhiosrú tuilleadh chun tacaíocht ionranga a fhorbairt do scoláirí RSO.
- Tá naisc láidre cruthaithe ag Roinn an Bhéarla leis an leabharlann áitiúil agus tá tionscnaimh shuntasacha ann le léitheoireacht ar mhaithe le pléisiúr a spreagadh. Ar a bharr sin, tá leabharlann scoile nua á forbairt a chuirfidh tuilleadh le litearthacht sa scoil.

4. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá foireann an Bhéarla díograiseach, comhoibritheach agus comhghleacúil. Déantar acmhainní a roinnt trí ardán nua comhroinnte ar líne agus trí fhorbairt gairmiúil leanúnach a éascú ag am lóin chun tacú le múinteoirí nua leis an gcuraclam.
- Ullmhaíodh plean ábhair cuimsitheach go dúthrachtach. Dhéanfaidh naisc níos soiléire idir torthaí foghlama agus modheolaíochtaí agus cleachtais mheasúnuithe ar fud na mbliaingrúpaí go léir tuilleadh forbartha maidir le pleanáil ghearrthéarmach. Ba chóir cleachtais dhifreáilte a chur san áireamh freisin.
- Chun tógáil ar an dea-chleachtas atá ann cheana, ba cheart tús áite a thabhairt don teagasc agus don fhoghlaim ag cruinnithe na roinne trí phlé foirmiúil agus trí comhroinnt dea-chleachtas i measc múinteoirí

Ag deireadh na meastóireachta, pléadh dréachtchinní agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide, leis na príomhoidí tánaisteacha 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
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 scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn 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
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 na foghlama. 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 an-mhaith 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 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 an bhoghlaim; 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 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