

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair sa Spáinnis

TUAIRISC

Ainm na scoile	Meánscoil San Nioclás
Seoladh na scoile	Rinn Ó gCuanach Co. Phort Láirge
Uimhir rolla	76066J

Dáta na Cigireachta: 17-11-2016



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 CIGIREACHT ÁBHAIR ANN?

Déanann Cigireachtaí ábhair tuairisciú ar cháilíocht na hoibre i réimsí curaclaim faoi leith laistigh de scoil. Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh ar an ábhar sa scoil.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar an bhfoghlaim agus ar anteagasc sa Spáinnis faoi na ceanteidil seo a leanas:

1. Foghlaim, teagasc agus measúnú
2. Soláthar don ábhar agus tacaíocht na 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 tuarascála 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.

Cigireacht Ábhair

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na Cigireachta	17-11-2016
Na gníomhaíochtaí cigireachta a rinneadh <ul style="list-style-type: none">• Athbhreithniú ar na cáipéisí cuí• Plé leis an bpríomhoide agus leis an múinteoir• Caidreamh le na scoláirí	<ul style="list-style-type: none">• Breathnú ar theagasc agus ar fhoghlaim i rith dhá thréimhse ranga• Athbhreithniú ar obair na scoláirí• Aiseolas don príomhoide agus don mhúinteoir

COMHTHÉACS NA SCOILE

Iarbhunscoil Ghaeltachta chomhoideachais is ea Meánscoil San Níoclás le rollúchán reatha de 146 scoláire, faoi phátrúnacht Bhord Oideachais agus Oiliúna Phort Láirge agus Loch Garman. Glacann an scoil páirt sa tionscnamh Comhionannas Deiseanna a Sholáthar i Scoileanna, plean gníomhaíochta na Roinne Oideachais agus Scileanna le haghaidh cuimsiú oideachais. Tá Clár Idirbhliana éigeantach ann. Is í an Spáinnis an t-aon teanga chomhaimseartha a chuirtear ar fáil sa scoil agus is ábhar éigeantach é.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Ar an iomlán, bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna ar breathnaíodh orthu go maith, le gnéithe cleachtais an-mhaith.
- Léirigh na scoláirí leibhéal arda suime agus rannpháirtíochta san fhoghlaim agus spreagadh iad le páirt a ghlacadh san fhoghlaim agus sult a bhaint aisti trí dhíograis an mhúinteora féin don Spáinnis agus trína sult aisti.
- Léiríodh scileanna ginearálta oideolaíoch an-mhaith; mar sin féin, tá gá le huas-sciliú teangeolaíoch a dhéanamh sa Spáinnis chun feabhas a cur ar fhoghlaim na scoláirí.
- Léiríodh in athbhreithniú ar chóipleabhair na scoláirí go bhfuil difríocht sna cleachtais cheartúcháin; níor úsáideadh marcáil nóta tráchta ach i gcúpla cás.
- Tá tacaíocht an-mhaith don Spáinnis sa scoil.
- Tá pleanáil agus ullmhúchán sa rannóg an-mhaith, cé go bhfuil cúpla réimse ann nach mór feabhas a chur orthu.

MOLTAÍ

- Ba chóir leas a bhaint as deiseanna le haghaidh uas-sciliú teangeolaíoch chun tacú le foghlaim na scoláirí agus í a chur chun cinn.
- Moltar níos mó úsáide a bhaint as straitéisí um mheasúnú chun foghlama ar obair scríofa na scoláirí, d'fhonn na scoláirí a chur ar an eolas faoina gcuid láidreachtaí agus faoi réimsí a bhféadfaidís feabhas a chur orthu.
- Tá sé molta go mbunófaí naisc le múinteoirí na Spáinnise i scoileanna lánGhaeilge eile chun ceisteanna teagaisc agus foghlama in earnáil na gaelscolaíochta a phlé agus acmhainní comhoibríoch a fhorbairt.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Ar an iomlán, bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna ar breathnaíodh orthu go maith.
- Léiríodh scileanna ginearálta oideolaíocha an-mhaith. Usáideadh an Spáinnis mar an bpríomhtheanga teagaisc sna ceachtanna. Mar sin féin, ba chóir deis a bhaint as deiseanna uascilithe theangeolaíoch chun feabhas a chur ar inniúlacht an mhúinteora sa Spáinnis.
- Breathnaíodh ar theagasc ardchaighdeán dírithe ar rannpháirtíocht na scoláirí a spreagadh. Bhí cothromaíocht idir ionchur an mhúinteora agus rannpháirtíocht agus freagairt tháirgiúil na scoláirí. Bhí cothromaíocht mhaith freisin sna ceachtanna idir forbairt scileanna gníomhacha agus gabhálacha teanga. Mar sin féin, ba chóir níos mó úsáide a bhaint as closábhar sa rang chun go gcloisfidh na scoláirí cainteoirí Spáinnise éagsúla.
- Léirigh na scoláirí eolas maith agus scileanna maithe ábhair; bhí siad ábalta an múinteoir agus an cigire a thuiscint agus labhairt leo i Spáinnis ar bhealach a bhí oiriúnach dá leibhéal inniúlachta. Breathnaíodh ar straitéisí nuálacha chun úsáid na scoláirí as an sprioctheanga a spreagadh, ar nós úsáid a bhaint as greille le frásaí sa Spáinnis, ar a gcuireann na scoláirí tic nuair a úsáideann siad sa rang iad.
- Bhí na scoláirí ábalta oibriú go neamhspleách agus le chéile ar mhodh cuspóireach. Tugadh deiseanna dóibh chun oibriú le chéile le scoláirí eile trí ghníomhaíochtaí béil áit arbh éigean dóibh labhairt i Spáinnis. Méadaíonn an dea-chleachtas sin inniúlacht agus muinín na scoláirí sa sprioctheanga.
- I gceacht amháin, múineadh an ghramadach i gcomhthéacs agus rinneadh an dea-chleachtas sin a fheabhsú tuilleadh le smaointe cruthaitheacha an mhúinteora chun foghlaim ghníomhach na scoláirí a spreagadh.
- Léirigh na scoláirí leibhéal arda suime agus rannpháirtíochta san fhoghlaim. Spreag an múinteoir iad, trína díograis féin don Spáinnis agus trína sult aisti, le dul i mbun a gcuid foghlama agus taitneamh a bhaint aisti. Baineadh úsáid mhaith as amhráin sna ceachtanna chun athbhreithniú a dhéanamh ar an bhfoghlaim agus chuidigh sé sin le rannpháirtíocht na scoláirí chomh maith.
- Spreagadh na scoláirí chun foghlama, agus bhain sé sin le tuiscint shoiléir a bheith acu ar na torthaí foghlama le gnóthú. Roinn an múinteoir na critéir rátha leis na scoláirí sna ceachtanna, agus rinneadh athbhreithniú ar an bhfoghlaim ag deireadh ceachta amháin. Ba chóir an dea-chleachtas seo a shíneadh agus a fhorbairt tuilleadh trí iarraidh ar na scoláirí measúnú a dhéanamh ar a bhfoghlaim féin trí fhéinmheasúnú.
- Léiríodh in athbhreithniú ar chóipleabhair na scoláirí go bhfuil difríocht sna cleachtais cheartúcháin. I gcúpla cás, úsáideadh straitéisí um mheasúnú chun foghlama ar obair scríofa na scoláirí, d'fhonn na scoláirí a chur ar an eolas faoina gcuid láidreachtaí agus faoi réimsí a bhféadfaidís feabhas a chur orthu. Ba chóir an dea-chleachtas seo a leathnú. Baineadh úsáid as stampa uaireanta chun monatóireacht a dhéanamh ar obair nach raibh ceartaithe, ba cheart an nós sin a sheachaint.
- Chonacthas freagraí tuisceana agus foclóir scríofa i mBéarla i gcóipleabhair, agus bhí nótaí gramadaí scríofa i mBéarla chomh maith. Bhí ceisteanna i mBéarla i roinnt de na scrúduithe scoile. Ní cleachtas maith é Béarla a úsáid i dtimpeallachtaí gaeloideachais. Tá sé molta go ndéanfaidh an múinteoir naisc a bhunú le múinteoirí na Spáinnise i scoileanna lánGhaeilge eile chun cúrsaí teagaisc agus foghlama a bhaineann go sonrach le teagasc teangacha in earnáil na gaelscolaíocht, a phlé agus chun acmhainní comhoibríocha a fhorbairt.
- Bhí an caidreamh i measc na scoláirí agus idir na scoláirí agus na múinteoirí measúil, dearfach, agus cuiditheach don fholláine. Thacaigh sé sin le timpeallacht foghlama chomhoibríoch agus tháirgiúil.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá tacaíocht an-mhaith don Spáinnis sa scoil.
- Tacaíonn an scoil le Club seach-churaclaim na Spáinnise, a thagann le chéile gach seachtain do scoláirí sóisearacha agus sinsearacha. Éascaítear gníomhaíochtaí seach-churaclaim a thacaíonn le foghlaim na scoláirí, amhail cuairt ar an bpictiúrlann chun breathnú ar scannán Spáinnise.
- Tá cur chuige scoile uile ann don mheasúnú, a chuimsíonn measúnú leanúnach agus scrúduithe scoile.
- Bíonn ceachtanna ar siúl i seomra ranga ar leith don Spáinnis, rud a chuir ar chumas an mhúinteora póstaer agus obair na scoláirí a thaispeáint agus treisíonn sé sin rannpháirtíocht na scoláirí.
- Tacaíonn an príomhoide le forbairt ghairmiúil múinteoirí agus rannpháirtíocht an mhúinteora i líonraí gairmiúla. Cleachtóir féinmhachnamhach is ea múinteoir na Spáinnise agus aithníonn sí go bhfuil forbairt ghairmiúil leanúnach ina cuid bhunúsach dá cuid oibre. Bhí sí páirteach go gníomhach agus go táirgiúil i réimse cúrsaí i réimse na foghlama agus an teagaisc.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá pleanáil agus ullmhú sa roinn ábhair an-mhaith, cé go bhfuil cúpla réimse ann nach mór feabhas a chur orthu. Forbraíodh pleananna cuimsitheacha bliana do gach bliainghrúpa. Tá réimse acmhainní breise faighte agus forbartha ag an múinteoir chun tacú le foghlaim na scoláirí. Moltar go luafaí iad sin sna scéimeanna oibre.
- Tá scéim oibre na hIdirbhliana leagtha amach ar an gcaoi chéanna le blianta eile. Moltar go ndéanfaí athbhreithniú ar phlean na hIdirbhliana chun bealaí nuálacha a chuimsiú ann chun scoláirí a spreagadh le dul i mbun foghlaim na Spáinnise.
- Tugtar am le haghaidh pleanála agus athbhreithnithe. Moltar go gcoinneofaí taifead de na gníomhaíochtaí a dhéantar le linn na seisiún sin.
- Déantar cumarsáid leis na tuismitheoirí trí dhialann na scoláirí, glaonna gutháin ar a mbaile, tuairiscí dhébhlíantúla agus cruinniú tuismitheoirí-múinteoirí.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus leis an múinteoir ábhair. Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Glacann Bord Oideachais agus Oiliúna Phort Láirge agus Loch Garman agus Bord Bainistíochta Mheánscoil San Nioclás le tuairisc Chigireachta Spáinnise Mheánscoil San Nioclás a rinneadh le linn na bliana acadúil 2016-2017.

Aontaítear gur tuairisc mholtach í ina dtugtar léargas ar an ábhar agus glactar leis na moltaí atá déanta ag an gcigireacht maidir le feabhsúchán agus próifíl an ábhair a ardú sna blianta amach romhainn.

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 mbaineann cigirí feidhm aisti 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 bíonn an cháilíocht ar a ndearnadh 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; suntasach; ar chaighdeán anard. Ar fheabhas: thar cionn; ar shárchaighdeán; le láidreachtaí ansuntasach; thar barr
Go Maith	Úsáidtear Go maith áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu 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 forbairt ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh leis an gcaighdeán 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 díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic 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 i gcás, 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 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 chomh sásúil sin; deacrachtaí ann; níor 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 ina n-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 atá suntasach ag teastáil; deacrachtaí suntasacha ann;

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Spanish

School name	Meánscoil San Nioclás
School address	Rinn Ó gCuanach Co. Phort Láirge
Roll number	76066J



WHAT IS A 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 Spanish under the following headings:

1. Learning, teaching 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.

Subject Inspection

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	17-11-2016
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and teacher• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during two class periods• Examination of students' work• Feedback to principal and teacher

SCHOOL CONTEXT

Meánscoil San Nioclás is a Gaeltacht co-educational post-primary school with a current enrolment of 146 students, under the patronage of the Waterford and Wexford Education and Training Board. The school participates in the Delivering Equality of Opportunity in Schools initiative, the Department of Education and Skills action plan for educational inclusion. There is a compulsory Transition Year programme. Spanish is the only modern language offered in the school and it is a compulsory subject.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Overall, the quality of teaching and learning in the lessons observed was good, with elements of very good practice.
- Students demonstrated high levels of interest and participation in learning and were motivated to engage in and enjoy their learning through the teacher's own enthusiasm for and enjoyment of Spanish.
- Very good general pedagogical skills were demonstrated; however, linguistic upskilling in Spanish is needed to enhance student learning.
- A review of student copybooks revealed that there is a variation in correction practices; comment marking was only used in a few instances.
- There is very good support for Spanish within the school.
- Planning and preparation in the department is very good, although there are a few areas for improvement.

RECOMMENDATIONS

- Opportunities for linguistic upskilling should be availed of in order to support and advance student learning.
- The use of formative assessment strategies on student written work should be extended to guide students on how to improve their work.
- It is recommended that links be established with Spanish teachers in other Irish-medium schools in order to discuss teaching and learning issues in the Irish-medium sector and to develop collaborative resources.

DETAILED FINDINGS AND RECOMMENDATIONS

4. TEACHING AND LEARNING

- Overall, the quality of teaching and learning in the lessons observed was good.
- Very good general pedagogical skills were demonstrated. Spanish was used as the main language of instruction in lessons by both the teacher and students. However, linguistic upskilling opportunities should be availed of to improve teacher proficiency in Spanish.
- Good-quality instruction directed at eliciting student engagement was observed. There was a balance between teacher input and productive student participation and response. There was also a good balance in lessons between the development of the active and receptive language skills. However, more use should be made of audio material in class to expose students to different Spanish speakers.
- Students demonstrated good subject knowledge and skill; they were able to understand and engage with the teacher and with the inspector in Spanish in a level-appropriate manner. Innovative strategies to encourage student use of the target language were observed, such as the use of a grid with phrases in Spanish, which students ticked when they used them in class.
- Students were able to work both independently and collaboratively in a purposeful manner. They were given opportunities to work together with other students through oral activities which necessitated student use of Spanish. This good practice served to increase student competence and confidence in the target language.
- In one lesson, grammar was taught in context and this good practice was further enhanced by the teacher's creative ideas for encouraging students' active learning.
- Students demonstrated high levels of interest and participation in learning. The teacher, through her own enthusiasm for and enjoyment of Spanish, motivated them to engage in and enjoy their learning. Song was used to good effect in lessons to review learning and this also contributed to student engagement.
- Students were motivated to learn, and this was linked to having a clear sense of attainable learning outcomes. The teacher shared the success criteria with students in lessons, and learning was reviewed at the end of one lesson. This good practice should be extended and further developed by getting students to assess their own learning through self-assessment.
- A review of student copybooks revealed that there was a variation in correction practices. In a few instances, the teacher used formative assessment strategies in correcting written work to make students aware of their strengths and areas where they could improve. This good practice should be extended. A stamp was used at times to monitor uncorrected work, this should be avoided.
- Comprehension answers and vocabulary written in English were seen in student copybooks, as were grammar notes written in English. Some school examinations contained questions in English. It is not good practice to use English in Irish-medium education settings. It is recommended that the teacher establish links with Spanish teachers in other Irish-medium schools in order to discuss teaching and learning issues particular to the teaching of languages in the Irish-medium sector and to develop collaborative resources.
- Interactions among students and between students and teachers were respectful, positive, and conducive to well-being. This supported a co-operative and productive learning environment.

5. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- There is very good support for Spanish within the school.
- The school supports the extra-curricular Spanish Club, which meets weekly for junior and senior students. Extra-curricular activities which support student learning, such as cinema visits to watch Spanish films, are facilitated.
- There is a whole school approach to assessment, this includes continuous assessment and school examinations.
- Lessons take place in a dedicated Spanish classroom which has enabled the teacher to display posters and student work and this enhances student engagement.
- The principal supports teacher professional development and the teacher's participation in professional networks. The Spanish teacher is a self-reflective practitioner and recognises that continuing professional development is intrinsic to her work. She has engaged actively and productively in a variety of courses in the area of general teaching and learning.

6. PLANNING AND PREPARATION

- Planning and preparation in the department is very good, although there are a few areas for improvement. Comprehensive year plans have been developed for each year group that outline time-bound learning objectives within specific themes. These are linked to the content to be covered and assessment.
- The teacher has sourced and developed a range of additional resources to support student learning. It is recommended that these be referenced in the schemes of work.
- The Transition Year scheme of work follows a similar outline to other years. It is recommended that the Transition Year plan be reviewed to incorporate innovative ways for students to engage in their learning of Spanish.
- The teacher is allocated time for planning and review. It is recommended that a record be kept of actions taken during these sessions.
- Communication with parents is via the student diary, phone calls home, biannual reports and parent-teacher meetings.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and subject teacher at the conclusion of the evaluation. The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

Waterford and Wexford Education and Training Board and the board of management of Meánscoil San Nioclás accept the report on the subject inspection of Spanish that was conducted in the academic year 2016-2017. We agree that it is a positive report that gives insight into the subject. We accept the recommendations made during the inspection regarding improvement and raising the profile of the subject in the coming years.

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
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 wholeschool 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;