

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar Ghaeilge

TUAIRISC

Ainm na scoile	St Caimin's Community School
Seoladh na scoile	Tullyvarraga Shannon
Uimhir rolla	91447I

Dáta na cigireachta: 18-05-2017



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 fhoghlaim agus ar theagasc in IRISH faoi na ceannteidil 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 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.

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na cigireachta	18-05-2017
Na gníomhaíochtaí cigireachta ar tugadh fúthu	<ul style="list-style-type: none">Breathnú ar theagasc agus ar fhoghlaim i rith shé thréimhse rangaAthbhreithniú ar obair na scoláiríAiseolas don phríomhoide, príomhoide tánaisteach agus do na múinteoirí
<ul style="list-style-type: none">Athbhreithniú ar na cáipéisí cuíPlé leis an bpríomhoide agus leis na múinteoiríCaidreamh le scoláirí	

COMHTHÉACS NA SCOILE

Iar-bhunscoil chomhoideachais is ea St Caimín's Community School; tá 720 scoláire cláraithe faoi láthair. Is iad an Teastas Sóisearach, an Idirbhliain roghnach, an Ardteistiméireacht bhunaithe, an Ardteistiméireacht Fheidhmeach agus Gairmchlár na hArdteistiméireachta na cláir atá ar churaclam na scoile. Tá díolúine ón nGaeilge de réir Imlitir M10/94 ag sé faoin gcéad de mhóiriomlán na scoláirí.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí modheolaíochtaí teagasc ar ardcháilíocht nó ar cháilíocht a bhí go maith i dtromlach na gceachtanna; bhí scóip le forbairt a dhéanamh ar na modhanna i mionlach suntasach eile.
- Áiríodh an fhoghlaim a bheith go han-mhaith nó go maith i bhformhór na gceachtanna.
- Déantar soláthar maith do mhúineadh agus d'fhoghlaim na Gaeilge sa scoil.
- Tá córais mheasartha in úsáid ag roinn na Gaeilge don mheasúnú.
- Tá dul chun cinn measartha déanta ar phróiseas na pleanála don Ghaeilge agus ar an bplean ábhair.

MOLTAÍ

- Moltar úsáid níos leithne a bhaint as cuir chuige a éilíonn comhoibriú san fhoghlaim ó scoláirí, as an gcur chuige comhtháite téamach agus as cleachtas na difreála sna ceachtanna ar fad.
- B'fhiú go mór do na foghlaimeoirí réimse níos leithne modhanna measúnaithe, ar an bhfoghlaim agus chun foghlama, a bheith mar chuid d'eispéireas foghlama na scolairí agus na scileanna teanga ar fad a bheith cuimsithe sna modhanna seo.
- Ba chóir próiseas na pleanála i leith theagasc agus foghlaim na Gaeilge sa scoil a leasú agus plean gníomhaíochta a fhorbairt chun clár feabhsúcháin a chur i gcrích.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Áiríodh na teicnící teagaisc a bheith ar cháilíocht a bhí go maith nó go han-mhaith i dtromlach na gceachtanna agus bhí na modheolaíochtaí a úsáideadh in dhá cheacht eile gan a bheith thar an leibhéal sásúil.
- Ar na gnéithe ba bhisíúla den teagasc bhí na scileanna teanga go léir comhtháite agus bhí éagsúlacht sna gníomhaíochtaí ranga ina ndearnadh cleachtadh agus athchleachtadh ar na gnéithe céanna den teanga ar bhealaí forásacha.
- Bhí cleachtas na difreála sna straitéisí ceistiúcháin, sna tascanna ceachta agus sna bileoga oibre in úsáid go maith sna ceachtanna ab fhearr.
- Bhí claonadh ró-mhór sna ceachtanna eile i dtreo an mhúinteora mar dháileoir eolais seachas réamheolas na scoláirí a fhiosrú agus a aithint.
- Bhí eispéireas foghlama na scoláirí go maith nó go han-mhaith i bhformhór na gceachtanna agus baineadh amach spriocanna foghlama idirdhealaithe le linn na dtréimhsí ranga seo. Bhí luas bríomhar faoi obair na gceachtanna; cuireadh teorainn ama ar thascanna, rinneadh scafall ar fhoghlaim na scoláirí le linn tascanna agus cláraíodh aiseolas ó na foghlaimeoirí mar chlabhsúr ar an obair thasc-bhunaithe.
- I mionlach suntasach eile de na ceachtanna ní dhearnadh an freastal céanna ar riachtanais foghlama na scoláirí ná níor cumasaíodh na scoláirí a bheith rannpháirteach cothrom lena gcumas sna ranganna seo.
- Bhí úsáid tairbhiúil na teicneolaíochta fáisnéise agus cumarsáide (TFC) mar shaintréith i leath de na ceachtanna. Moltar an cleachtas seo a leathnú mar is dlúthchuid de thaithí foghlama na scoláirí an TFC mar acmhainn faoi mar atá cláraithe mar mórchuspóir i bplean ábhair roinn na Gaeilge féin.
- Leagadh béim ar scileanna meiteachognaíocha na scoláirí a chothú i gceacht amháin agus b'fhiú go mór d'fhoghlaim gach scoláire cuir chuige dá macasamhail a bheith mar chuid de chleachtas an teagaisc sna ceachtanna ar fad.
- Ba í an Ghaeilge a bhí in úsáid sa teagasc do gach idirghníomhaíocht ranga agus bhí fonn ar na scoláirí an Ghaeilge a bhí acu a úsáid i roinnt mhaith ranganna. Ar an iomlán áfach, ní raibh an stór foclóra a bhí riachtanach chun iad féin a chur in iúl, chun míthuiscintí a léiriú, agus tuairimí a nochtadh, ar a dtail acu.
- Bhí luí rómhór le modh an aistriúcháin chomhuainigh le léamh ar obair scríofa na scoláirí. Moltar ceist úsáid an aistriúcháin a phlé i measc roinn na Gaeilge ar mhaithe le polasaí aontaithe a chur i bhfeidhm, polasaí a chiorródh ar an úsáid reatha iomarcach.
- Bhí nósanna imeachta maithe in úsáid maidir le haird na scoláirí a dhíriú ar chruinneas na teanga, ar phointí gramadaí agus ar phointí canúna i gcaitheamh formhór mór na gceachtanna.
- Bhí na scileanna bainistithe seomra ranga go maith i ngach ceacht a breathnaíodh agus bhí atmaisféar dearfach foghlama i réim i mórán gach rang.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Bhí cáilíocht an tsoláthair agus tacaíocht na scoile uile don Ghaeilge go maith.
- Is céimithe le Gaeilge iad na múinteoirí Gaeilge sa scoil agus glactar páirt ghníomhach in oiliúint ghairmiúil leanúnach (OGL) ag leibhéal éagsúla.
- Glacann scoláirí na scoile seo páirt i réimse maith imeachtaí comhchuraclaim agus seachchuraclaim mar a bhaineann leis an nGaeilge.
- Bhí nósanna imeachta measartha forbartha ag roinn na Gaeilge chun measúnú a dhéanamh ar an bhfoghlaim, an obair bhaile san áireamh. Ba ar an scríbhneoireacht ba mhó a bhí an measúnú seo dírithe, moltar measúnú ar na scileanna teanga go léir a bheith mar chuid d'éispéireas measúnaithe na scoláirí ar fad.
- Bhí ceartúcháin rialta déanta i bhformhór na gcóipleabhar agus bhí córas in úsáid i roinnt cóipleabhar chun aiseolas a thabhairt do scoláirí ar ghnéithe de ghramadach agus de chomhréir na teanga. Tá seicliosta litearthachta scoile uile don Bhéarla forbartha ag an scoil mar chuid den próiseas fhéinmheastóireacht scoile (FMS) agus moltar an seicliosta seo a chur in oiriúint don Ghaeilge sa chaoi is go mbeadh na dearmaid níos soiléire don fhoghlaim.
- Bhí an cleachtas maidir le monatóireacht a dhéanamh ar na cóipleabhair an-éagsúil. Bhí fianaise i roinnt cóipleabhar ar aiseolas forbarthach de cháilíocht mhaith a bheith á sholáthar do na scoláirí ach i gcásanna eile níor léir go raibh aon mhonatóireacht ar siúl.
- Ba cheart don roinn plé a dhéanamh ar aiseolas forbarthach i bhfoirm scríbhinn a sholáthar do na bliainghrúpaí difriúla agus cur chuige a aontú dá réir.
- Moltar na critéir ratha a aontú leis na scoláirí ionas go mbeadh siad in ann a gcuid scileanna teanga féin a mheas agus scileanna teanga scoláirí eile a phiarmheas.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Bhain cáilíocht mheasartha le caighdeán na pleanála don Ghaeilge agus réimse chun forbartha is ea rannpháirtíocht chomhoibríoch na roinne i bpróiseas na pleanála don ábhar.
- Bhain cáilíocht mheasartha le plean sinsearach amháin; bhí tionchar ar fhoghlaim na scoláirí le feiceáil i leibhéal gnóthachtála na scoláirí sna scrúduithe macasamhail sa triail chluastuisceana. Bhí sé de thoradh ar na heasnaimh sa phleanáil go raibh an obair chluastuisceana go léir á déanamh ag na scoláirí sa téarma deireanach seachas ar bhonn leanúnach ó thús na sraithe sinsearaí.
- Moltar pleananna gach bliainghrúpa a thabhairt ar comhchéim ó thaobh cáilíochta de. Agus an obair fhorbartha ar bun moltar an ghramadach, an tsraith pictiúr, an chluastuisceant agus an cúrsa ainmnithe litríochta a chur in oiriúint do na téarmaí seachas iad a mhúineadh scartha ón gcuid eile den chúrsa.
- Moltar ról an chomhordaitheora ábhair a dháileadh ar bhaill éagsúla na roinne ar a seal ag teacht le dea-chleachtas.
- Déantar anailís ar na sonraí rannpháirtíochta agus gnóthachtála sna scrúduithe teistiméireachta, tá sé tráthúil anois taitail a bhaint as an anailís seo agus an t-eolas sin a chur san áireamh i bplean gníomhaíochta don ábhar.

- Bhí cáilíocht na pleanála gearrthréimhsí agus cáilíocht an ullmhúcháin do na ceachtanna sa réimse a bhí idir sásúil agus go han-mhaith sna ceachtanna ar fad.

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

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; an-éifeachtach; 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-suntasach; 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 tógáil 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 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 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 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 atá suntasach ag teastáil; deacrachtaí suntasacha ann

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

Subject inspection in Irish

REPORT

School name	St Caimin's Community School
School address	Tullyvarraga Shannon
Roll number	914471

Date of Inspection: 18-05-2017



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

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 Irish under the following headings:

4. Learning, teaching and assessment
5. Subject provision and whole-school support
6. 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.

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	18-05-2017
Inspection activities carried out <ul style="list-style-type: none">• Review of relevant documents• Discussion with the principal and the teachers• Relationship with pupils	<ul style="list-style-type: none">• Observation of teaching and learning during six class periods• Review of students' work• Feedback for principal, deputy principal and teachers

SCHOOL CONTEXT

St Caimin's Community School is a co-educational post-primary school; 720 pupils are enrolled at present. The programmes that the school offers include Junior Certificate, an optional Transition Year (TY) programme, the established Leaving Certificate, Leaving Certificate Applied and the Leaving Certificate Vocational Programme. In accordance with Circular M 10/94, 6% of the total number of students have an exemption from Irish.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The teaching methodologies were of high quality or of good quality in most of the lessons; there was scope for improvement in the methods employed in a significant minority of others.
- The quality of learning was very good or good in the majority of lessons.
- Good provision is made for the teaching and learning of Irish in the school.
- The quality of the procedures for assessment used by the Irish department was fair.
- Reasonable progress has been made in the planning process for Irish and in the subject plan.

RECOMMENDATIONS

- The extended use of collaborative learning, the integrated thematic approach and practice of differentiation is recommended in all lessons.
- It would be very worthwhile for students' learning to use a broader range of assessment methods, of learning and for learning, as part of the students' learning experience and which includes all language skills.
- The planning process for the teaching and learning of Irish in the school should be reviewed and an action plan should be developed to guide the implementation of this programme for improvement.

DETAILED FINDINGS AND RECOMMENDATIONS

4. TEACHING, LEARNING AND ASSESSMENT

- The teaching techniques were of a very good or good quality in most lessons and the methodologies employed in two other lessons were satisfactory.
- The most successful aspects of teaching were observed in lessons where all language skills were integrated, where there was variety in class activities and where the same aspects of the language were practised and repeated in progressive ways.
- The practice of differentiation in questioning strategies, in lesson tasks and in worksheets were being used well in the best lessons.
- In other lessons there was an over reliance on the teacher being a dispenser of knowledge instead of investigating and recognising the students' prior understanding.
- Students' learning experience was good or very good in most lessons and differentiated learning targets were achieved during these class periods. Lessons had a purposeful pace; time limits were set for tasks, the students' learning was scaffolded during tasks and feedback from learners was recorded as a closure to the task-based work.
- In another significant minority of lessons the same attention was not provided to meet students' learning needs or students were not enabled to participate according to their ability in class activities.
- Beneficial use of information communication technology (ICT) characterised half of the lessons. It is recommended that this practice be extended as ICT is a resource that is a key part of the students' learning experience as referenced in the Irish department's own plan.
- Emphasis was placed on promoting students' metacognitive skills in one lesson and it would be very worthwhile to incorporate such an approach in all lessons to assist students in their learning.
- Irish was used for all classroom interactions and in some lessons the students were well disposed to use Irish. However, overall, they didn't have the vocabulary required for them to express themselves, to indicate misunderstanding and to offer opinions.
- There was an over reliance on simultaneous translation in students' written work. It is recommended that this of translation be discussed amongst the Irish department to implement an agreed policy, a policy which will decrease the current excessive use.
- Good procedures were in use to focus students' attention on language accuracy, on grammatical points and on dialectical points during most of the classes.
- Classroom management skills were good in each lesson observed and a positive learning atmosphere was prevalent in almost all classes.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole school provision and support for Irish was good.
- The Irish teachers in the school are all Irish language graduates and an active part is taken in continuing professional development (CPD) at various levels.
- Students take part in a good range of co-curricular and extra-curricular activities pertaining to the Irish language.
- Fair procedures have been developed by the Irish department to assess learning including homework. This assessment focused mainly on writing, an assessment of all language skills is recommended as part of the assessment experience of all students.
- Regular corrections were evident in most copybooks and a system was in use in some copy books to provide students with feedback on aspects of grammar and syntax. A whole-school literacy checklist for English has been developed by the school as part of the School Self Evaluation (SSE) process and it is recommended that this checklist be adapted for Irish to provide clarity for students in relation to errors made.
- The practice regarding the monitoring of copybooks varied considerably. There was evidence in some copybooks of good quality developmental feedback being provided to students but in other cases it was not adequate evidence that monitoring was ongoing.
- The department should discuss providing developmental feedback in written form to the different year groups and agree an approach accordingly.
- It is recommended that success criteria be agreed with the students so as to enable them to assess their own language skills and to peer-assess the language skills of other students.

3. PLANNING AND PREPARATION

- The quality of planning for Irish was fair and the collaborative participation of all department members in the planning process for the subject is an area for improvement.
 - In the case of one senior plan in which the quality was fair; the impact on students' learning was evident in the attainment of students in mock examinations, in particular in the listening test. It was due to the shortcomings in planning that the students had to do all listening work in the final term instead of on a regular basis from the beginning of the senior cycle.
 - It is recommended that plans for each year group be of a uniform standard in terms of quality. During this developmental work, it is recommended that grammar, picture sequencing, aural comprehension and the prescribed literary course are integrated according to the themes rather than teaching each of these aspects of the course as separate units.
 - It is recommended that the role of subject co-ordinator be rotated among the various members of the department in accordance with best practice.
 - Analysis is carried out on the participation and attainment of students in the state examinations, it is now timely to draw conclusions from this analysis and to include that information in the action plan for the subject.
 - The quality of short-term planning and preparation for lessons ranged from satisfactory to very good across the lessons observed.
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The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation. 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.

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. 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 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;