

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Cigireacht Ábhair ar Threoir

TUAIRISC

Ainm na scoile	Coláiste de hÍde
Seoladh na scoile	Br Thigh Motháin Thuaidh Br Chaisleáin Thigh Mótháin Tamhlacht Baile Átha Cliath 24
Uimhir rolla	70021D

Dáta na cigireachta: 24-11-2016



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 sa Treoir 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.

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

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

Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Treoir

GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

Dáta na cigireachta	24 Samhain 2016
Na gníomhaíochtaí cigireachta ar tugadh fúthu <ul style="list-style-type: none">Athbhreithniú ar na cáipéisí cuíPlé leis an bpríomhoide, leis an gcomhairleoir treorach agus le múinteoiríCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar theagasc agus ar fhoghlaim i rith trí thréimhse rangaAthbhreithniú ar obair na scoláiríAiseolas don phríomhoide agus don chomhairleoir treorach

COMHTHÉACS NA SCOILE

Coláiste pobail lán-Ghaeilge is ea Coláiste de hÍde a fheidhmíonn faoi choimirce Bhord Oideachais agus Oiliúna Átha Cliath agus Dhún Laoghaire. Is iad an Teastas Sóisearach, an Idirbhliain atá éigeantach, agus an Ardteistiméireacht na cláir atá ar fáil sa scoil. Tá 297 scoláire idir bhuachaillí agus chailíní cláraithe don scoilbhliain reatha 2016/17.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

CINNTÍ

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith sna ceachtanna a breathnaíodh.
- Léirítear meas agus idirchaidreamh an-dearfach idir na múinteoirí agus na scoláirí.
- Tá an Treoir agus cúram na scoláirí fite fuaite i ngach gné de shaol na scoile.
- Oibríonn an fhoireann tacaíochta scoláirí go héifeachtach.
- Tá naisc luachmhara cruthaithe ag an scoil leis na háisíneachtaí tacaíochta cuí agus leis na bunscoileanna lán-Ghaeilge sa cheantar.
- Cuireann an scoil cinnireacht na scoláirí go mór chun cinn.

MOLTAÍ

- Ba chóir go leagfaí níos mó béime sna ceachtanna ar shaintearmaíocht agus eochairfhocail a chleachtadh chun cur le saibhreas teanga na scoláirí.
- B'fhíú don scoil smaoineamh ar chóras meantóirí acadúla a chur ar bun do lucht na hArdteistiméireachta.
- Ba chóir go ndéanfaí comhphleanáil níos doimhne i gcomhar leis an gcomhairleoir treorach maidir le ról agus dualgais gach múinteora atá ina bhall den mheitheal treorach.
- B'fhíú aiseolas cuiditheach a lorg ó thuismitheoirí agus ó scoláirí mar chuid den athbhreithniú bliantúil ar an tseirbhís treorach.

MIONCHINNTÍ AGUS MOLTAÍ

1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith sna ceachtanna a breathnaíodh, agus sár-mhaith i gcás cheann amháin acu. Tá páirt á glacadh ag roinnt múinteoirí i gcúrsaí iarchéime ar nós TA 21 chun barr feabhais a bhaint amach i gcúrsaí teagaisc agus foghlama agus bhí a rian sin ar na ceachtanna a breathnaíodh.
- I gcás gach ceachta a breathnaíodh roghnaíodh ábhar a bhí tráthúil, suimiúil agus bainteach le saol na scoláirí féin. Bhí ullmhúchán an-mhaith déanta do na ceachtanna agus bhí bileoga oibre agus nótaí réitithe roimh ré. Baineadh úsáid éifeachtach as gearrthóga físe agus sleamhnáin a bhí tarraingteach agus spreagthach.
- Bhain teagasc foirne le formhór na gceachtanna a breathnaíodh agus d'oibrigh an bheirt mhúinteoirí go han-éifeachtach as lámha a chéile. Tugadh faoi deara go raibh meas agus idirchaidreamh an-dearfach idir na múinteoirí agus na scoláirí as ar eascair timpeallacht dhearfach foghlama sna ranganna a breathnaíodh.
- Bhain na múinteoirí úsáid an-éifeachtach as modhanna gníomhacha comhoibríocha ar nós tráth na gceist, obair bheirte agus obair ghrúpa sna ceachtanna a breathnaíodh. Thug an obair ghníomhach seo deis do na scoláirí a bheith rannpháirteach agus freagrach as a gcuid foghlama féin. Bhí beocht agus gluaiseacht, taitneamh agus tairbhe ag baint leis na ceachtanna céanna.
- Rinneadh plé tairbheach ar an aiseolas ó na grúpaí chun an fhoghlaim a dhaingniú. Bhí cáilíocht an cheistiúcháin go han-mhaith, tugadh seans do scoláirí machnamh domhain a dhéanamh ar an ábhar agus bhí siad eolach agus deaslabhartha nuair a ceistíodh iad.
- Breathnaíodh béim mhaith ar an litearthacht agus ar shaintearmaíocht a chleachtadh i gceacht amháin. Níorbh amhlaidh do na ceachtanna eile inar baineadh úsáid as saintearmaí nua ach nach ndearnadh athchleachtadh orthu. Moltar go leagfaí níos mó béime ar eochairfhocail agus ar shaintearmaíocht a chleachtadh chun cur le saibhreas teanga na scoláirí.
- Is inmholta an rud é go bhfuil fillteán treorach ar líne cruthaithe ag gach scoláire sinsearach agus go ndéantar monatóireacht agus measúnú rialta air.

2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE

- Tá soláthar agus tacaíocht na scoile don Treoir go han-mhaith. Is é an príomhoide tánaisteach an comhairleoir treorach agus tá Treoir agus cúram na scoláirí fite fuaite i ngach gné de shaol na scoile. Cuirtear polasaithe agus cleachtais éifeachtacha i bhfeidhm chun tacú le folláine oideachais, shóisialta agus phearsanta na scoláirí, agus tá an cleachtadh aisiríoch ina ghné thábhachtach den chód iompair.
- Tráthchláraítear ceachtanna sa Treoir do scoláirí san Idirbhliain, sa chúigiú agus sa séú bliain. Ina theannta sin cuirtear uaireanta ar fáil i gcomhair treoirchomhairleoireachta le scoláirí ina n-aonar nó i ngrúpaí beaga.
- Meitheal bheag foirne a mhúineann gnéithe den chúrsa treorach sna ceachtanna sinsearach agus aistríonn an comhairleoir treorach ar a sheal idir an dá rang i ngach bliainghrúpa. Tá ag éirí go maith leis an socrú sin.

- Tá comhoibriú an-éifeachtach idir an roinn treorach agus foireann na scoile, agus leis an séiplíneach, na cinn bhliana, na múinteoirí Oideachais Sóisialta, Pearsanta agus Sláinte agus an roinn tacaíochta foghlama. Eagraítear a lán imeachtaí tairbheacha ar leas na scoláirí, lena n-áirítear *Seachtain Chairdis*, *Seachtain Chúraim Saoil* agus *Seachtain Feasachta faoi Choláistí*. Eagraítear taithí oibre agus turais chuig laethanta oscailte agus aontaí gairmeacha. Téann scoláirí ar cuairt chuig an gcomhlucht Intel agus an institiúid teicneolaíochta áitiúil chun suim sna hábhair Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic (STEM) a mhúscailt.
- Is fiúntach an rud é go mbuaileann an fhoireann tacaíochta scoláirí le chéile gach seachtain agus go n-oibríonn sí go héifeachtach. Tá naisc luachmhara cruthaithe ag an scoil leis na háisíneachtaí tacaíochta cuí sa cheantar, lena n-áirítear Jigsaw, Pieta House agus an tSeirbhís Tacaíochta Síceolaíochta (PSS).
- Tá naisc láidre cruthaithe ag an scoil leis na bunscoileanna lán-Ghaeilge sa cheantar. Táthar ag baint tairbhe as an bPas Oideachais agus as tástálacha cumas cognaíochta chun láidreachtaí na scoláirí nua a aithint agus chun monatóireacht a dhéanamh ar a ndul chun cinn. Cuirtear imeachtaí fáilteacha ar siúl go rialta do scoláirí nua agus dá dtuismitheoirí.
- Tá an scoil le moladh as cinnireacht agus freagracht na scoláirí a chur chun cinn, trí chomhairle na ndaltaí, coiste na gcinnirí agus coiste captaen ranga a chur ar bun. Cabhraíonn na cinnirí le lucht na chéad bhliana agus eagraíonn siad go leor imeachtaí spraoi dóibh. Tá scoláirí sa séú bliain a bhainfeadh tairbhe as meantóir acadúil a bheith acu agus moltar go ndéanfadh an scoil machnamh ar chóras meantóirí acadúla a chur ar bun chun breis tacaíochta agus spreagadh a thabhairt do lucht na hArdteistiméireachta freisin.
- Tá na háiseanna agus na hacmhainní cuí ar fáil san oifig treorach. Freastalaíonn an treoirchomhairleoir ar chúrsaí inseirbhíse agus ar mhaoirseacht chomhairleoireachta go rialta, mar is cóir.

3. PLEANÁIL AGUS ULLMHÚCHÁN

- Tá an plean scoile uile don Treoir go han-mhaith agus tá an-ord agus eagar ar an tseirbhís. Is inmholta an rud é go bhfuil scéimeanna oibre leagtha amach ann do gach bliain. Ní thugtar go leor airde ann ar an teagasc foirne, áfach, agus moltar go ndéanfaí comhphleanáil níos doimhne i gcomhar leis an gcomhairleoir treorach maidir le ról agus dualgais gach múinteora atá ina bhall den mheitheal treorach sna ranganna sinsearach.
- Tá sé soiléir ón bplean go ndéantar athbhreithniú ar an tseirbhís go rialta; is deachleachtas é seo. Tá scóip ann chun aiseolas cuiditheach a fháil ó thuismitheoirí agus ó scoláirí freisin agus moltar go scaipfí ceistneoirí orthu mar chuid den phróiseas athbhreithnithe.
- Tá an scoil le moladh as taifead cruinn a choimeád ar an áit a dtéann na scoláirí tar éis na hArdteistiméireachta agus go roinntear an t-eolas le pobal na scoile. Tugtar cuireadh d'iar-scoláirí teacht ar ais chuig an scoil mar aoichainteoirí agus baintear an-tairbhe as.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtáí na meastóireachta seo leis an bpríomhoide agus leis an gcomhairleoir treorach.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtáí 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 of Guidance

REPORT

Ainm na Scoile School Name	Coláiste de hÍde
Seoladh Poist School Address	Tymon North Road Castletymon Road Tallaght Dublin 24
Uimhir Rolla Roll No.	70021D

Date of Inspection: 24-11-2016



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 Guidance 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.

Report on the Quality of Learning and Teaching in Guidance

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of Inspection	24 November 2016
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal, the guidance counsellor and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during three lessons.• Review of students' work• Feedback to principal and the guidance counsellor

SCHOOL CONTEXT

Coláiste de hÍde is an all-Irish co-educational community college operating under the auspices of Dún Laoghaire Education and Training Board. The programmes offered in the school are the Junior Certificate, a compulsory Transition Year (TY) and the Leaving Certificate. There are 297 students enrolled for the current school year 2016/17.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

FINDINGS

- The quality of teaching and learning in lessons observed was very good.
- Respectful and very positive interactions were evident between teachers and students.
- Guidance and support for students are interwoven into every aspect of school life.
- The student-support team works effectively.
- The school has established valuable links with the appropriate support agencies and with the all-Irish primary schools in the area.
- The school actively promotes student leadership.

RECOMMENDATIONS

- More emphasis should be placed in lessons on practising specific terminology and keywords in order to enhance the richness of students' language.
- Consideration should be given by the school to establishing a system of academic mentors for Leaving Certificate students.
- Closer collaborative planning should be undertaken regarding the specific roles and responsibilities of each member of the guidance team.
- Costructive feedback should be sought from students and parents as part of the annual review of the guidance programme.

DETAILED FINDINGS AND RECOMMENDATIONS

4. LEARNING, TEACHING AND ASSESSMENT

- The quality of teaching and learning in the lessons observed was very good overall, and excellent in the case of one lesson. A number of teachers are participating in postgraduate courses such as TA 21 with the aim of achieving excellence in teaching and learning. This was evident in the lessons observed.
- In each lesson observed the materials chosen were topical, interesting and relevant to the lives of students. The lessons were very well prepared and included work sheets and notes. Effective use was made of visual clips and slides that were interesting and stimulating.
- Most of the lessons observed involved team teaching and the teachers involved worked collaboratively in a very effective manner. Respectful and very positive interactions between teachers and students resulted in a positive learning environment in the lessons observed.
- Teachers made very effective use of active and collaborative methodologies including table quizzes, pair work and group work in the lessons observed. These activities provided opportunities for students to engage and take responsibility for their own learning. The lessons visited were characterised by lively participation, movement and purposeful enjoyment.
- Feedback from group work was discussed and used to assess and consolidate learning. The quality of questioning was very good. The students were given opportunities to reflect on their learning and they were knowledgeable and articulate when questioned.
- A good emphasis on practising literacy and special terminology was observed in one lesson. In other lessons visited there was not enough emphasis placed on practising and embedding new terminology. It is recommended that more emphasis be placed in lessons on practising keywords and specific terminology in order to enhance the richness of students' language.
- It is commendable that every senior-cycle student has created a guidance folder on line which is being monitored and assessed on a regular basis.

5. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of provision and whole-school support for Guidance is very good. The deputy principal is the guidance counsellor. Student support and Guidance are interwoven into every aspect of school life. Effective policies and practices are implemented to support the educational, social and personal wellbeing of the students and restorative practice is a key aspect of the code of behaviour.
- Guidance lessons are timetabled for students in Transition Year, in fifth and sixth year. Additional hours are allocated for guidance counselling with individual students or small groups.
- A core team of staff teaches aspects of the guidance programme to senior-cycle classes, with the guidance counsellor alternating between the two class groups in each year. This arrangement is working well.
- Very effective collaboration is evident between the guidance department and the school staff as well as with the chaplain, the year heads, the teachers of Social Personal and Health Education (SPHE) and the learning support department. Many themed events are held to

promote student wellbeing and these include *Friendship Week*, *Life Care Awareness Week* and *College Awareness Week*. Work experience and trips to open days and career fairs are well organised. It is laudable that students visit the company Intel and the local Institute of Technology as part of a programme to promote interest in Science, Technology, Engineering and Mathematics (STEM) subjects.

- It is commendable that the student-support team meets every week and that it works effectively. The school has established valuable links with the appropriate support agencies in the locality including Jigsaw, Pieta House and the Psychological Support Service (PSS).
- The school has established strong links with the all-Irish primary schools in the area. The *Education Passport* and cognitive ability tests are used effectively to identify the strengths of incoming students and to monitor their progress. Events to welcome and inform new students and their parents are held regularly.
- The school is to be commended for promoting student leadership and responsibility by establishing a student council, a committee of cinnirí (mentors) and a committee of class captains. The mentors assist the first-year students to settle in and they organise many fun events for them. Sixth-year students would benefit from having academic mentors. It is recommended that the school consider establishing a system of academic mentors to provide more support and encouragement for Leaving Certificate students.
- The appropriate facilities and resources are available in the guidance office. The guidance counsellor regularly attends continuing professional development and counselling supervision in line with best practice.

6. PLANNING AND PREPARATION

- The whole-school guidance plan is very good and the service is very well structured and organised. It is commendable that the plan includes detailed work schemes for each year group. There is scope to develop planning for the team-teaching aspects of the programme. It is recommended that closer collaborative planning be undertaken regarding the roles and responsibilities of each member of the guidance team in the senior-cycle classes.
- It is clear from the plan that the service is reviewed by staff members on a regular basis; this is good practice. It is recommended that constructive feedback be sought from students and parents by way of a survey or questionnaire as part of the review process.
- The school is to be commended for keeping accurate records of students' initial destinations after the Leaving Certificate and for sharing this analysis with the school community. Past pupils are regularly invited back to the school as guest speakers and this is proving very beneficial.

At the end of the evaluation the draft-findings and draft-recommendations of the evaluation were discussed with the principal and the guidance counsellor.

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 standard</i> .	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
Poor	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