

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Aston Village Educate Together National School
Seoladh na scoile / School address	Dunlin Street Aston Village Drogheda County Louth
Uimhir rolla / Roll number	20294I

Date of inspection: 07-11-2019



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agus Scileanna
Department of
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WHAT IS WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

HOW TO READ THIS REPORT

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' well-being
4. The quality of leadership and management
5. The quality of school self-evaluation

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, and the response of the board will be found in the appendix of this report.

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.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

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

Whole-School Evaluation – Management, Leadership and Learning

Dates of inspection	07-11-2019
Inspection activities undertaken	
<ul style="list-style-type: none"> • Meetings with principal and in-school leadership team • Meeting with representatives of the board of management • Meeting with parent representatives • Meetings with teachers • Review of relevant documents 	<ul style="list-style-type: none"> • Analysis of parent, pupil and teacher questionnaires • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal, deputy principal and teachers, and to parent and board of management representatives

SCHOOL CONTEXT

Aston Village Educate Together National School, Drogheda, which operates under the patronage of Educate Together, is an urban co-educational school catering for pupils from infants to sixth class. The school also has five special classes for pupils with an autism spectrum disorder (ASD). The staff comprises an administrative principal and an administrative deputy principal, sixteen mainstream class teachers, five special class teachers, nine full-time teaching posts for pupils with special educational needs (SEN), sixteen full-time special needs assistants (SNAs) and one part-time SNA. The school also receives part-time support from a teaching post for pupils with SEN based in another school. During the evaluation, inspectors observed teaching and learning in ten mainstream classes, three special classes for pupils with an ASD and five support-teaching settings. Current enrolment is 419 pupils. Enrolment has grown notably within the past few years and the school is very diverse culturally; there are many pupils enrolled in the school for whom English is an additional language. Overall in the school, attendance levels are very good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Overall, the quality of teaching and learning is commendable, but there is significant variation in its quality ranging from very good or good in a majority of settings to weak or unsatisfactory in others.
- Baineann na daltaí sásamh as ceachtanna agus tá tuiscint mhaith acu ar an nGaeilge labhartha ach níl na hionchais fhoghlama sách ard ar bhonn uile-scoile, go mórmhór mar a bhaineann siad le húsáid raon leathan de bhriathra. *Pupils enjoy Irish lessons and display good understanding of the language but learning expectations are not high enough at whole-school level, especially in respect of the use of a broad range of verbs.*
- The school's current policy for its special classes and its leadership of learning for those settings are inadequate despite the special classes now being a very substantial part of overall school operation.
- The quality of leadership and management was fair overall at the time of this evaluation; while certain aspects of leadership are strong, deficiencies exist that outweigh those strengths which are impacting substantially on provision for pupils with complex SEN.
- Very good systems facilitate the implementation of the continuum of support model within the school but levels of support need to be re-prioritised and re-balanced to meet the priority learning needs of the entire pupil population.
- The commitment of school leadership and the staff to the provision of a breakfast club and a homework and other clubs for the pupils, all of which is done on an entirely voluntary basis, is worthy of the highest commendation.

RECOMMENDATIONS

- B'fhiú ionchais fhoghlama níos airde a bheith ag baint le ceachtanna chun forbairt ar ghnóthachtáil na ndaltaí sa teanga ar bhonn uile-scoile. *Expectations for learning in Irish should be higher in lessons to build on pupils' achievement in Irish on a whole-school basis.*
- The quality of teaching and learning in certain special education settings must be improved to ensure a satisfactory standard or better for the pupils and the role of the principal and administrative deputy principal should be expanded to incorporate a day-to-day oversight role over the special classes; both the board of management and senior management should put more emphasis on the leadership of learning for pupils with complex SEN.
- School policy for the operation of the special classes should be comprehensively developed and implemented; policy should align with the best practice outlined by the National Council for Special Education (NCSE) and by Middletown Centre for Autism.
- Support provision needs to be re-prioritised to meet the priority learning needs of the school, incorporating the needs of pupils in respect of EAL.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

- In a majority of lessons evaluated across a broad range of subjects of the curriculum, learning was either very good or good. In addition, pupil achievements in standardised tests in English and Mathematics are of a high standard overall. However, within more than one special class setting, learning was weak and pupils are not being enabled to make adequate progress in line with their priority needs identified through the diagnostic assessment process. In a few lessons in certain support settings, learning was only fair. It is a cause for concern that in a significant minority of lessons for pupils with complex and other special educational needs learning was less than satisfactory.
- In Inspectorate questionnaires, most pupils agreed that they enjoy lessons and learning. Active learning is utilised effectively in many settings and the pupils participate enthusiastically in their lessons, with many teachers using technology and other resources particularly well to facilitate and extend learning. There is very effective use of *Aistear: the Early Childhood Curriculum Framework* to develop pupils' play abilities, their ability to interact with one another and their communication skills. The quality of learning through *Aistear* is very good.
- In literacy, achievement levels are good overall, with some pupils achieving very good reading levels. Standards in writing are broadly very commendable. More focus upon attending to the subject-specific language of lessons and a collective tracking of the needs and achievements of individual pupils with specific needs, especially needs in English as an Additional Language, will be of benefit.
- In numeracy pupil achievement is good, with some pupils achieving at a very good level.
- Tá na daltaí ag baint sásamh as ceachtanna Gaeilge agus bíonn tuiscint mhaith acu ar an nGaeilge labhartha agus bhí foghlaim ghníomhach mhaith le braith i líon ranganna. Bíonn ábhair na gceachtanna ag feidhmiú laistigh de réimse teoranta de bhriathra san iomlán, áfach suas tríd an scoil, agus tá gá le hionchais fhoghlama níos airde a bheith ag baint le ceachtanna chun forbairt ar ghnóthachtáil na ndaltaí sa teanga ar bhonn uile-scoile. *Pupils enjoy Irish lessons, display a good understanding of Irish and good active learning was observable in a number of classrooms. However, lesson content operates within a limited range of verbs up through the school and expectations for learning need to be higher to build on pupils' achievement in Irish on a whole-school basis.*
- Pupils are provided with a very broad range of valuable curricular and co-curricular learning experiences. In questionnaires distributed, almost all parents reported that their child liked school and that the school is helping their child to progress in reading and Mathematics. Almost all pupils who completed a questionnaire said they liked school and stated that they felt welcome in the school.
- In one special class, pupils were observed to spend substantial portions of time in the presence of special needs assistants (SNA) away from a teacher; this affects pupils accessing full educational provision, is not an appropriate interpretation of movement breaks for regulation for pupils with an ASD, and should be reviewed.

2. THE QUALITY OF TEACHING

- The overall quality of teaching when the school as a whole is considered is good. Some teaching, including teaching in one of the special classes visited, was outstanding. However, teaching was unsatisfactory in a minority of lessons with, in particular, the pedagogical skills necessary to meet the needs of pupils with an ASD not being demonstrated adequately in more than one special class setting at the time of the evaluation.

- Where the best teaching was observed the lessons were very well-structured and well-paced, lesson content provided appropriate challenge for the pupils, practical preparation by teachers was strong and aligned to learning needs, resources were used effectively to support explanation and delivery of new lesson content, objectives were clear and shared with the learners and the quality of teachers' questioning skills was very high. Very effective in-class station teaching activity was observed which focused keenly and successfully on meeting individual need and on assessing learning during the lesson.
- There is very active and creative use of Information and Communications Technology (ICT) to broaden and deepen learning experiences.
- In one of the special classes visited visual prompts were used in a very effective manner in many lessons to provide structure, manage transitions, address pupil needs in respect of predictability, aid with reducing distractibility or anxiety and support the development of conceptual understanding. In other settings best-practice visual prompting and cueing were almost entirely absent, lessons lacked sufficient structure for pupils with ASDs and approaches used to further learners' language and communication skills did not align with research-based practice nor with the innate abilities and needs of learners.
- In parent questionnaire responses almost all expressed the view that teaching is good in the school. Teacher responses in questionnaires confirm management's support for their continuing professional development (CPD) and that they have good access to facilities; a few teachers, however, disagree that teachers collaborate well and share good practice with each other.
- The quality of school and classroom display and the organisation of the learning spaces of the school overall are very high.
- The quality of assessment is good across the school as a whole. In mainstream lessons a variety of worthwhile assessment-of-learning and assessment for-learning strategies are used by teachers across a broad range of lessons of the curriculum. In a good number of special education settings, very good practice driven by pupil need was evident, but assessment was also poor in a small number. Assessment practices are not operating consistently effectively across all support settings; there was no assessment aligning with pupils' needs in one of the special class settings and it was not informing planning or teaching in a second. There is need for the quality of diagnostic assessment in respect of pupils with ASDs to be raised within collective practice. The Assessment of Functional Living Skills (AFLS) and the Assessment of Basic Language and Learning Skills (ABLLS) should be obtained and used.
- Most long-term and short-term planning is comprehensive. In most settings the progression of curricular objectives is evident, and outlined with high levels of detail. In a very small number of settings long-term plans for the delivery of the curriculum were not prepared. Broadly, the differentiation of content objectives and skills for pupils should be more explicit and personalised to pupil need, especially needs in EAL, in mainstream teachers' planning. In the support-teaching context, targets should be more outcome focussed and time-bound in all planning. In certain special classes, planning should be informed comprehensively by the guidance documents of the National Council for Curriculum and Assessment (NCCA) for learners with general learning disabilities (GLD).
- In a substantial number of individualised education plans considered during the evaluation, targets were presented as needs or as broad goals. More consistency in setting specific, measurable or observable targets in individualised education plans is needed. Defined achievement criteria and dates of achievement of targets should be recorded consistently. The school's common format for individualised planning is not best supporting the setting of detailed SMART targets at present. One format for individualised planning within the special

classes is very good, and with some small alteration it is of a suitable quality to support individualised planning in all of the special classes.

3. THE QUALITY OF SUPPORT FOR PUPILS' WELLBEING

- During the evaluation, a warm and welcoming atmosphere was in evidence. Relationships between staff and pupils observed were very positive overall in mainstream class and many special education settings. Pupils were polite, happy and well-motivated; behaviour in support of their learning was highly commendable. The regard and care they demonstrated for one another reflect the school's ethos. Pupil questionnaire data indicates that pupils understand the concept of bullying and feel they will be supported quickly by the school if they experience bullying.
- Overall, many pupils demonstrate very good levels of confidence during lessons. Most pupils who completed a questionnaire indicated they are happy with lessons and learning, and almost all parents agreed that their children feel safe and well cared for in school.
- Pupil voice is being furthered effectively through the work of the student council.
- The school enjoys valuable links with early years' education providers and with local schools.
- In order to meet the needs of its pupils and their families the school operates a daily breakfast club and homework and other clubs which are operated on an entirely voluntary basis by its staff through funding provided from within the wider school community. The commitment and dedication of school leadership and the staff members to the provision of these services on an entirely voluntary ongoing basis, align very much with the mission of the school's patron body and are worthy of the highest commendation.
- There was extensive variation between the different setting types of the school ranging from very good support in many ways to inappropriate support in other ways. In certain special classes pupils' wellbeing needs are not being met adequately in line with diagnosed priority needs and the agreed behaviour management approach of the school was not being implemented appropriately in a very small number of settings.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was fair overall at the time of this evaluation. While certain different aspects of leadership are strong, with high levels of commitment demonstrated, deficiencies exist that currently outweigh those strengths. These deficiencies or shortcomings outweigh the strengths because they materially affect the welfare and learning of pupils with complex SEN in certain classes and undermine, resultantly, the mission of the school in meeting their priority learning and life-skill needs. Comprehensive action is required without delay in order to ensure that leading and managing the provision in these settings is rendered satisfactory or better. It is recommended that the school seek to avail of the full range of services provided by the State for children with additional needs, including Middletown Centre for Autism.
- The board of management demonstrates a good understanding of its broad role. Its representatives reported satisfaction with how learning is discussed at meetings, how the school's general operation is supported and how the school's finances are managed; accounts are certified annually. The board and senior management have encouraged and continue to facilitate teachers' CPD. The principal, with the support of the teachers, has developed the school, overall, as a calm, organised and motivating learning environment. The principal and deputy principal display a strong interest in providing a broad range of curricular and co-curricular educational experiences to the pupils, consolidating the development of the school and promoting a culture of distributed leadership.

- While very good practice, including pedagogy of an outstanding standard, was observable in a number of settings: in mainstream, support and one special class visited, inadequate leadership of teaching and learning in the special classes context has led to collective practice there to vary considerably. There has not been adequate sharing and implementation of high-quality practices. Certain responses in teacher questionnaires support this finding. The oversight function of the senior management team and the board of management in respect of provision within special classes should be strengthened and formalised. The role of the principal and administrative deputy principal should be expanded to incorporate a day-to-day oversight role over the operation of special classes and both the board and senior management should prioritise greatly the leadership of learning for pupils with complex SEN.
- The in-school management team demonstrates a very good understanding of leading change and development with a clear understanding of the need for the monitoring and assessment of the impact of change initiatives. Its members demonstrate a strong commitment to their roles. During the evaluation, parents' representatives reported their satisfaction with the work of the school and acknowledged the dedication of the principal and teachers.
- The quality of communication with parents, overall, is very good. The principal and other leaders in the school value and support partnership with parents as a means of supporting pupils' learning and wellbeing. They build and maintain very constructive relationships with parents. Almost all parents who completed a questionnaire expressed the view that the school has a good atmosphere, is run well, that they feel welcome in the school and that overall they are happy with the school. Almost all of the teachers in their questionnaire responses expressed the view that the school is welcoming of parents and is inclusive. Notwithstanding this, teacher questionnaire responses indicate some level of disagreement that the school is well run.
- Very good systems have been organised to facilitate the implementation of the continuum of support model within the school and to monitor the allocation of support to pupils with SEN. Evidence indicates that support provision needs to be re-prioritised in a different manner to meet the priority learning needs of the school, incorporating the needs for pupils in respect of EAL.
- The school's current policy for its special classes is inadequate despite the special classes now being a very substantial part of overall school operation. In the light of the findings of this evaluation, the policy should now outline the standards and expectations of school management in accordance with which all the special classes of the school must operate. Among its elements the policy should especially outline how learners' language and communications skills are to be developed in accordance with established successful evidence-based approaches, how classrooms and the school day are to be structured in line with evidence-based principles, how learning from CPD should inform daily pedagogy, how planning and preparation should be conducted in all settings and how behaviours of concern are to be addressed in accordance with the provisions of the school's code of behaviour and other ratified policies. This policy should now be developed very comprehensively, implemented promptly and used as the guidance of practice within these classes. It should align with the best practice outlined by the National Council for Special Education (NCSE) in its policy documents and by Middletown Centre for Autism.
- A very good range of resources is available for the pupils' use, including regular access to information and communications technology (ICT) accompanied by in-house guidance for its use. The school has established a very commendable library space.
- The school reported that it regularly provides placements for student teachers. Such engagement in initial teacher education programmes is welcome and is included among the standards in the Teaching Council's *Code of Professional Conduct for Teachers* as it can

provide valuable professional benefits for teachers, student teachers, pupils and the teacher education institution.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation is good. There is evidence of priority areas being identified and addressed through concrete and worthwhile measures which are being implemented to good effect in classrooms. Establishing success criteria for these measures will help ensure that optimum impact on learning is achieved from these measures.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The staff and Board of Management of Aston Village Educate Together National School are fully committed to a continual process of self-evaluation and improvement and we welcome this WSE-MLL report as a key input into our ongoing efforts. The report highlights many examples of good practice within the school thereby serving as an invaluable external validation of the diligent efforts of the staff. We welcome the questionnaire feedback which confirms our expectations that almost all pupils and parents like, and feel welcome in the school and feel that teaching is good and that students are making educational progress. The report also notes some areas which need to be improved and provides specific useful recommendations which we address later in this response. Finally, given our total commitment to providing a safe and welcoming environment within which pupils can learn we are very pleased to note that the school meets all the requirements in relation to Child Protection.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

The report examines the school's activities under five headings and we respond to the findings below and outline actions taken or planned in response to recommendations made.

The Quality of Pupils' Learning:

We welcome the finding that in a majority of lessons evaluated learning was either very good or good and that the performance in standardised tests in English and Mathematics is high. The inspectors noted, however, that the standard of learning was uneven and fell short in some isolated settings. We accept that this was the case and have taken immediate steps to remedy the situation.

The inspectors note the effective use of diverse teaching methods and resources, including Information and Communications technology as well as *Aistear: The Early Childhood Curriculum Framework*. We will continue to support and develop our teachers' ability to effectively use active learning in the classroom.

Given the school's diverse population we agree that working to further meet the needs of pupils with English as an Additional Language will enhance the overall level of literacy within the school which is already at a good standard, as noted. Support provision and whole school approaches will be reviewed in this regard.

We agree that, given the good base level of understanding of Irish on display throughout the school, increased expectations regarding Irish proficiency can yield even better performance and will take on board the specific suggestion of widening the range of verbs being commonly used.

The Board notes the commitment of our staff towards the provision of co-curricular learning experiences and are pleased that its contribution towards the school's welcoming learning environment has been noted by the inspectors.

The Quality of Teaching:

We expect that the teaching carried out within the school should be of uniformly high quality and welcome the finding that, overall, the quality of teaching observed was good and, in some cases, outstanding. However, we share the inspectors' concern that the standard of teaching and

assessment is uneven and falls short in some isolated cases. We have taken immediate steps to address this shortcoming.

We will continue to support and emphasise the need for teachers' continuing professional development as well as stressing the importance of further developing the positive collaborative atmosphere that exists within the school.

We note that close to 90% of teachers felt they collaborated and shared practice well. Encouragement of good practice between the teaching staff is an observable, and often commented on, facet of school life. Working collaboratively is a key part of each teacher's professional responsibility and in a distributed model of leadership, the school encourages each teacher to take leadership in sharing good practice.

We note the inspectors' recommendations regarding specificity in planning, differentiation and whole school approaches to assessment and this will be reviewed.

The quality of support for pupils' wellbeing:

The school community work consistently to ensure that Aston Village Educate Together National School is a warm and welcoming environment within which students feel secure and can reach their full potential. We are glad that the inspectors noted this warm and welcoming atmosphere.

The staff are particularly proud of their voluntary efforts in providing a breakfast club and homework club and we particularly welcome the inspectors' accurate characterisation of this as being "worthy of the highest commendation". Many of the positive outcomes noted elsewhere in the report are only possible due to this overwhelming commitment to pastoral care displayed by the entire school community. However, while this provision does "align very much with the mission of the school's patron body" it would not be accurate to describe its motivation in these terms. Rather, we feel that this is a natural, and universal response of a set of highly dedicated education professionals to an unacceptable short-fall in basic social supports for school-going children. While we are very grateful for this commendation our strong preference would be that the school be properly resourced, via the DEIS scheme or equivalent, to ensure that such support can be offered on a sustainable basis in the future.

The quality of leadership and management

The report notes several strengths regarding the quality of leadership and management including the good understanding of the Board of Management of its role, its effective carrying out of its duties, specifically noting financial management and support of teachers' CPD. We agree with the assessment that the school management team show commitment and understanding of the need to manage change and that communication with parents and the wider school community is good (although we feel it can be improved further). We welcome that our commitment to the provision of high quality resources (notably the library) has been commended.

The report makes findings and recommendations around improving policy and oversight of practice in relation to providing excellent and uniform provision across all special classes. The Board and the senior leadership team have responded to, and are continuing to respond to, these

recommendations promptly. An updated policy is being developed, practice is being reviewed, additional assessment tools have been procured and we have linked in with Middletown Centre for Autism regarding continuing professional development.

Without minimising any shortcomings observed at the time of the visit, by way of balance the Board notes the management team's track-record of significant, sustained, proactive leadership and management achievements across all 17 diverse statements of effective practice identified in "Looking at Our School 2016 – A Quality Framework for Post Primary Schools". We note that the report does not articulate any empirical process used to quantify how these achievements are outweighed by deficits. While obviously respecting the professional opinion of the inspectors in this regard we must disagree and affirm that the Board feels that the school leadership and management team provide highly effective leadership of what is a large, dynamic, complex school in the face of a unique array of challenges and opportunities.

The Quality of School Self Evaluation

We agree with the suggestion that the use of success criteria will ensure that any initiatives intended to improve the quality of teaching and learning will have maximum impact.

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 of 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 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;