

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

**Whole School Evaluation**  
**Management, Leadership and Learning**

**REPORT**

<b>Ainm na scoile / School name</b>	C.B.S. Westland Row
<b>Seoladh na scoile / School address</b>	Westland Row Dublin 2
<b>Uimhir rolla / Roll number</b>	60490J

**Date of Evaluation: 18-05-2018**



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

## **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. Quality of school leadership and management
2. Quality of teaching and learning
3. Implementation of recommendations from previous evaluations
4. The school's self-evaluation process and capacity for school improvement

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 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.

## **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 meets 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 did not meet the requirements in relation to 5 and 7 above and therefore was not fully compliant with the checks undertaken.

## WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	18-05-2018
Inspection activities undertaken <ul style="list-style-type: none"><li>• Meeting with board of management</li><li>• Meetings with principal and deputy principal</li><li>• Meeting with key staff</li><li>• Review of relevant documents</li><li>• Student focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Meeting with parents</li><li>• Analysis of parent, student and teacher questionnaires</li><li>• Observation of teaching and learning in twenty single lessons</li><li>• Examination of students' work</li><li>• Interaction with students</li><li>• Feedback to senior management team, board of management and teachers</li></ul>

### School context

CBS Westland Row has provided education in Central Dublin since 1864. The co-educational, voluntary secondary school is under the patronage of Edmund Rice Schools Trust (ERST) and has a current enrolment of 104 students.

The school provides the Junior Certificate School Programme (JCSP), a compulsory Transition Year (TY) programme, the established Leaving Certificate and the Leaving Certificate Applied (LCA). The school participates in the Delivering Equality of Opportunity in Schools (DEIS) plan and benefits from the School Completion Programme (SCP).

### Summary of main findings and recommendations:

#### Findings

- While there were strengths in the quality of school management and leadership in some areas, there is insufficient leadership of DEIS action planning for improvement and in strategic school planning.
- A highly caring, secure, supportive, inclusive and respectful school community is provided for students; however, some aspects of curriculum, the tracking of student academic progress and special educational needs (SEN) provision require improvement.
- Post holders carry out their duties in a conscientious manner, but there is scope to further enhance leadership capacity within the school for teachers and students, and to develop middle management roles.
- In almost all lessons, the quality of teaching and learning ranged from good to very good; however, in many lessons there was scope to develop teachers' use of differentiation and formative assessment.
- Good progress has been made in implementing recommendations in previous subject inspections.
- The school has good capacity to improve under the leadership of the current school management team.

## **Recommendations**

- The board and senior management should take a greater leadership role with regard to DEIS action planning for improvement and in strategic development of the school to include the implementation of essential policies.
- School management should provide a curricular programme for Physical Education (PE) and Relationships and Sexuality Education (RSE) and develop an academic tracking system for all students.
- SEN resources must be used for their intended purpose and deployed in line with best practice as set out in circular 0014/2017.
- Senior management should develop leadership capacity in the school through extending leadership opportunities for teachers and students and developing the post of co-ordinator of programmes.
- Whole-school continuing professional development (CPD) to support and promote teacher use of differentiation and assessment for learning (AfL) strategies, including formative written feedback, should be provided.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT**

While there were strengths in the quality of school management and leadership in some areas, there is insufficient leadership of DEIS action planning for improvement and in strategic school planning.

#### **Leading learning and teaching**

The senior management team of principal and deputy principal is strongly committed to creating a highly caring, secure, supportive, inclusive learning environment. Central to the high expectations that are set for students is the constant forging and maintenance of positive relationships between teachers and students.

The principal encourages teachers to develop their teaching practice by availing of appropriate individual CPD. Whole-school CPD has focused on the new junior cycle and well-being. School management should develop a formal system to share, assess and embed outcomes from individual CPD and the findings and recommendations from inspection reports.

Board of management members possess a range of expertise and demonstrate a strong commitment to providing a holistic, student learning environment. However, the board should take a greater educational leadership role and ensure that teaching and learning is central in DEIS action planning targets for improvement. While the board receives reports from the principal regarding curriculum provision for year groups, staffing and an overview of students' performance in certificate examinations, discussions should be deeper on such issues. To further inform the board on the work of the school it could consider inviting student council officers and teachers to address them on occasion.

The strong culture of supporting student teachers is a positive two-way learning experience for the school. Established teachers are willing to mentor and share their experiences while they also learn from student teachers. To further support this good practice, it is advised that protocols for student teachers based on the Teaching Council's guidelines and a teachers' handbook that will guide and support all teachers, be developed.

The school is commended for its provision of the full range of curricular programmes. All junior cycle students participate in JCSP; teachers' selection of pertinent initiatives associated with the programme is very supportive of students' positive learning experiences. Students, teachers and parents were very positive about the TY programme which is in its second year of implementation. It is praiseworthy that all students can take TY and then choose either the Leaving Certificate or LCA.

While the timetable maximises students' access to a range of subjects within available resources, there are some deficits in the current curriculum. RSE is currently delivered off-site by personnel outside the school; this is unsatisfactory and should be reviewed. A trained teacher from the school should be central to the planning and delivery of RSE for each year group. A curricular programme for PE is not provided. The board must ensure PE is provided in line with Circular 0015/2017, as it is a required element of the new Junior Cycle wellbeing programme.

It is positive that, in responding to career and educational opportunities, new subjects have been added to the curriculum and, where possible, students have access to additional subjects outside the school. However, some timetabling constraints have resulted in the creation of very small class groups in some subject areas, and a lack of continuity into Leaving Certificate for some subjects such as Home Economics. It is recommended that the board initiates a curriculum review to look at areas such as the lack of continuity for some subjects, the introduction of Junior Cycle short courses and the optimum subject provision the school can offer in terms of the available teaching resources.

A good range of co-curricular, extra-curricular and valued experiential learning activities is provided for students by the SCP and teachers in the school and through external providers including a nearby resource centre, national third-level educational colleges and local businesses. The principal and school leaders are commended for building these substantial and mutually beneficial relationships. They have served to improve students' educational experiences and opportunities.

The school is inclusive and welcomes students of all academic abilities and from all socio-economic and cultural backgrounds. The high levels of commitment to the care, support and wellbeing of students was evident during the evaluation and this was confirmed by students, teachers and parents in questionnaire responses and interviews. The school adopts a *talking-solution restorative* focus to diffusing student issues and it is noteworthy that sanctions such as suspensions have not occurred in recent years.

A very good range of supports is provided to students. The SCP and the home-school-community liaison (HSCL) co-ordinators organise a very good transition programme for primary students and work with some students to promote better attendance. Commendably, the relationship between students and their class teacher and special needs assistants is seen as essential to the monitoring of student wellbeing. Student care strategies are co-ordinated effectively by the care team. However, the SEN co-ordinator is not part of the team; this should be reviewed as outlined in *Student Support Teams in Post-Primary Schools*, (DES January 2014). Formal meetings of the care team are held every four weeks; this is a long time span and consideration should be given to having more regular meetings.

A comprehensive and well-planned guidance programme is provided for all students. It is praiseworthy that the guidance counsellor and HSCL co-ordinator meet with the senior management team daily to provide an update on any student issues. The role, responsibilities and inputs from the guidance service are presented in very good detail in the whole-school guidance plan.

The restructured SEN department is very effectively co-ordinated and staffed by a core team of skilled teachers. The SEN co-ordinator works closely with staff in developing student learning plans and providing advice on specific teaching and learning strategies for students. To enhance this good work, a formal system for monitoring and reviewing the progress of students in receipt of support should be implemented. Learning support and resource teaching are provided through withdrawal in small groups, by some team teaching and through the staffing of an educational unit that delivers targeted interventions for a small group of students who for a variety of reasons struggle in the classroom. Commendably, students in the unit are integrated into mainstream classes where

possible. There is scope to further develop team teaching as a mechanism to deliver support for students with SEN. Currently not all hours for SEN are being allocated due to staffing constraints, this requires immediate attention.

To further enhance the high standard of students supports across the school, senior management should consider formulating a system to track and monitor each students' academic progress that would include baseline assessment data and outcomes from subject assessments. As a means of strengthening the academic management role of year heads, this information could assist them in setting educational targets for students and build on the current academic mentoring provided by a local business for Leaving Certificate students.

### **Managing the organisation**

Senior management works as a united team to effectively manage the day-to-day running of the school. The principal and deputy principal display high levels of mutual trust and actively foster a positive school climate by encouraging and modelling respectful interactions at all levels. The regular staff meetings, small staff size and use of electronic mail ensures channels of communication are good. The open-door policy and visible presence of the senior management team in the school enables high levels of openness, professional communication and accessibility for staff, parents and students.

While the board has ratified many of the required mandatory policies, a number of policies such as RSE, anti-bullying, substance misuse and data protection are in need of review and development. It is advised that a schedule of policies be developed to allow for a cyclical review to take place and that parents and students be further involved in policy development, as appropriate. To comply with child safeguarding procedures, the board should ensure there is a report at each board meeting on child protection and that the child safeguarding statement is published on the school's website and displayed in a prominent position at the main entrance. In addition, a report on anti-bullying should be made to the board at least once a school term.

Teaching staff are deployed according to their qualifications and expertise. Staff work diligently and collaboratively in the best interests of students and the school. The flexibility required by teachers in a small school was evident and is acknowledged by management. The principal meets most teachers annually to discuss their work; this is good practice.

The board ensures that the school, which is a listed building, is well maintained. The school has a very small outdoor space suitable for a restrictive range of activities. As there is no gym or hall in the building, school management enables access to a local gym for some physical activities. The outdoor space, school corridors and classrooms are used to very good effect to provide an informative and visual learning environment. The vibrant displays of photographs, art installations and students' work is a worthy celebration of their successes. Of particular merit is the museum project of memorabilia, completed by LCA students, which references some of the signatories of the 1916 Proclamation.

### **Leading school development**

The work of the board and all staff is guided by a vision to provide a caring and secure environment for students. While the board and principal have established worthwhile priorities there is need for school management to take a more proactive approach to leading school development. A school plan should be prepared that details curricular provision and the organisational and developmental aspects of the school. The developmental section of the school plan should include the school's agreed DEIS action planning targets and the school community's short and long-term priorities and associated action plans.

There was very little evidence of evaluation of DEIS targets. School management and the board should refer to the DEIS section of Circular 0040/2016 for guidance to ensure that their DEIS action plans for improvement have a robust evidence base, are clearly targeted at students requiring

specific interventions and supports and that progress is tracked and monitored. Due to the time dedicated to student wellbeing and teaching duties, senior management has not ring-fenced time to fully lead and manage action planning for improvement; this should be addressed.

The principal and school staff value partnership with parents as a means of supporting student learning and wellbeing. The HSCL co-ordinator endeavours to engage parents more in their children's education through activities such as home visits, the provision of courses, talks and coffee mornings. At the time of the evaluation, a parents' association was not in place and this should be addressed to strengthen parental partnership.

### **Developing leadership capacity**

The board and senior management have engaged in CPD for child protection but have not availed of CPD related to the leadership and management of the school. It is strongly advised that in the context of change management they avail of relevant CPD to assist them in their leadership roles.

Post holders contribute to the effective management of the school in the way they carry out their assigned duties. A whole-school review of the posts of responsibilities structure is in progress; its priority is to ensure that the current needs of the school are addressed. The post of coordinator of programmes should be developed to allow for greater oversight of all curricular programmes. In addition, core teams to support planning and evaluation of curriculum programmes should be established.

Teachers have been provided with leadership opportunities through the post of responsibility system, the class tutor role and by leading initiatives such as the development of the very good digital learning plan. There is scope to extend leadership opportunities for all staff in order to build leadership capacity, expertise and experience.

While there are good leadership opportunities for students through the representative student council, there is potential for students to assume other leadership roles in the school. The council, under the direction of the HCSL, has developed an outdoor seating area, achieved change in the school uniform, investigated healthy eating options and has linked up with the local community to improve the streetscape. Currently, the council only meets every four to six weeks. To enhance students involvement in the school, it is advised that there are more regular meetings of the student council.

## **2. QUALITY OF TEACHING AND LEARNING**

In almost all lessons, the quality of teaching and learning ranged from good to very good. In most lessons, the quality of assessment ranged from satisfactory to very good.

### **Learner outcomes and experiences**

In the lessons visited, the level of student interaction was generally very high. Across the school, student voice in the classroom was very well developed. Students engaged with their teachers' questions and the many opportunities given for active and collaborative learning. Interactions among students and teachers were very respectful, affirming and positive and this maximised their learning.

The quality of learning was good in lessons. In their written work and in their contributions to lessons, students demonstrated an appropriately high level of subject knowledge. Students presented their homework, class work and assessments to a very good standard. They demonstrated

ownership of and pride in their written work. Students were diligent in noting their homework in their journals, although there were noted inconsistencies in the amount of homework assigned.

In some lessons, students demonstrated good digital literacy and this was developed through their use of mobile devices in lessons when conducting tasks.

The learning environment in classrooms was very good and included modern information and communications technology (ICT) facilities and a wide range of visual resources and texts. Most rooms were laid-out in group seating and this strongly supported teacher circulation and student collaboration during tasks.

Students are encouraged to achieve to their highest potential in certificate examinations. The uptake of subjects at higher level is improving as are the subsequent outcomes in certificate examinations.

### **Teachers' individual and collective practice**

Throughout the lessons observed, it was evident that very good classroom routines have been established and embedded in practice. These included the sharing and reviewing of intended learning with students, which provided very good clarity and helped progress student learning. Teachers routinely divided the whiteboard into sections to display the use of keywords and assigned homework.

Lessons were generally very well structured with a sequence of learning tasks and activities suitable to the specific learning intentions of the lessons. Teachers used a good variety of appropriate methods in lessons. In general, there was a very good balance in lessons between clear and concise teacher instruction and student activities. Teacher instruction was supported with good ICT visuals and text, and it was integrated with good questioning that served to encourage student participation and to elicit their understanding.

Tasks were set in all lessons and these involved group work, pair work, individual work and, in a few instances, role play and discussion. The tasks that challenged students to think, process information, investigate and apply knowledge, enabled them to develop skills as well as understanding.

Teachers used continuous questioning, integrating a blend of global and directed, lower and higher-order questions. Questions that extended learning were also frequently evident and used appropriately. Success criteria were sometimes shared with students and this enhanced productivity.

In most lessons, teachers integrated opportunities for students to encounter intended key words in context, they modelled the use of the words when speaking to the class and they got students to use the words when expressing their understanding orally and in writing. There was scope, in most lessons, to make more use of the very good 'literacy ladder' that is displayed in classrooms. For example, teachers could apply it when correcting students' written work.

In most cases, differentiation was achieved through teacher questioning, combined with good teacher monitoring and support for individuals during tasks. In a few instances, better learner outcomes could have been achieved by teachers setting a learning activity earlier in the lesson and by integrating greater differentiation into the tasks set for students. Some students would have benefited from greater challenge and others from experiencing greater success before progressing to the more challenging task.



While there was some good practice, overall there is scope for development in the collection and correction of students' work to include the application of written formative feedback by teachers. Whole-school CPD should be provided for teachers in differentiation and in formative feedback.

Teachers work together collaboratively and collectively at times. Most subject departments consist of one teacher and this limits opportunities for teacher collaboration. Commendably, some teachers discuss the pedagogical practices informally with colleagues and some have engaged in professional dialogue with teachers outside of the school particularly in relation to the new Junior Cycle. There is scope to develop and to formalise teachers' collaborative practices within school. This could be achieved by grouping subjects together to form larger subject departments and by extending the opportunities for teachers to engage collaboratively with teachers in other schools.

Subject plans have been developed in all subject areas. The quality of subject planning varied. Best practice was observed when the subject plan was designed as a teaching, learning and assessment tool that contained rich learning experiences for students, and when detailed school-wide and subject-specific approaches to literacy and numeracy were integrated into the plan.

### **3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS**

Good progress has been made in implementing recommendations in previous subject inspections.

#### **Leadership and Management**

Most of the recommendations relating to management such as timetabling have been addressed. However, development and ratification of an RSE policy is still outstanding and this must be addressed as a matter of priority.

#### **Teaching and Learning**

Subject departments and teachers have made substantial progress in the effective implementation of most of the recommendations made in previous inspection reports. However, the extension of the provision of written feedback and subject department planning are areas to further develop.

### **4. THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT**

#### **The School's Self-Evaluation Process**

Examples of good evaluation practices included the recent school analysis of its strengths and challenges and its review of the TY programme. While DEIS action plans have been prepared, there has been no formal review of their impact on classroom practices. The board, in conjunction with senior management, should oversee the further development of DEIS. The *School Self-Evaluation Guidelines 2016-2020* should inform practice. Progress with action planning should be discussed at staff and board meetings. The quality framework for post-primary schools, *Looking at Our School 2016*, should be used to guide reflection and evaluation.

### **The School's Capacity for Improvement**

The work of the school community is characterised by commitment, professionalism, high expectations and care for students. Senior management is well set to lead the process of self-evaluation and school improvement. The school has good capacity to improve under the leadership of the current school management team, committed staff members and the board.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

CBS Westland Row was delighted to engage in the WSE process. The recognition of the very high quality of teaching and learning taking place in the school with a strong emphasis on the care and support of the individual student is encouraging. Confirmation of that care and support in both the parental and student surveys is also very encouraging. The staff found it reaffirming that the strong relationship between students, their class teachers and special needs assistants is essential to the monitoring of student wellbeing and the overall effective running of the school. The restructuring of the SEN department further underpins this work, and where possible all hours allocated to SEN will be used to the upmost effect. We welcome the opportunity to formalise structures that are already in place and to build on the hard work, commitment, and high levels of mutual trust that currently exist in the school. We will continue to work within limited resources and fluctuating staffing levels to maintain the already existing high standards that we set for our students and ourselves.

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

Issues that have arisen from this Report are being and will be addressed over time.

### **Wellbeing**

The provision of PE is an issue at Junior Cycle as we are over quota and the school has no allocation for a PE teacher. Provision has since been made for a double timetabled class for 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> years, using local gym facilities, the school yard and local sporting facilities. Particular emphasis in the Afterschool Programme will be put on PE, aimed at the girls.

Whole school differentiation CPD through the PDST took place on Friday August 24<sup>th</sup> 2018, to assist staff in their subject planning and to maximise teaching and learning outcomes.

Formative Assessment was the focus of subject planning meetings and was also strongly highlighted during the CPD on differentiation.

The Co-ordinator of Programmes gave whole school CPD on the New Junior Cycle and previous planning days from the last academic year fed into the targets for the whole staff,

- 1) Communication
- 2) Managing Myself
- 3) Staying well/Wellbeing

These targets are to be prioritised in the classroom and they will also feed into our Numeracy/Literacy Plan and the DEIS Plan.

Revised Role Reviews for Class Tutors have given each class room teacher more responsibility **and clearly define their role.**

**SEN – where possible (the school is over quota) allocations of special needs/resource are** focussed on the needs of the SEN students. A revised role for the SNA staff has been put in place and agreed, the SNA Co-ordinator will work closely with them to chart the progression of such students.

The SEN teacher is to work closely with teachers in the classrooms and whole school CPD by the visiting teacher for the deaf took place on August 29<sup>th</sup>. The SEN co-ordinator only recently appointed will attend Care meetings.

The school has signed up for the demonstration initiative with the Department of Education & Skills. Focussing on Occupational Therapy, Speech and Language Therapy. It is hoped that this initiative will further enhance the literacy and oral skill of the deserving of our student cohort. This initiative will also feed into our Literacy, Numeracy and DEIS Plan.

PME – The Vice Principal had an Induction Day on 28<sup>th</sup> August with all PME staff. They also attended CPD on Differentiation, the New Junior Cycle and Google Classroom training. The Vice Principal will develop a hand book to further support PME Induction.

Leadership is being developed amongst staff to the chairing of staff meetings, subject meetings and subject meetings. A review of the Post of Responsibility has taken place, and interviews will take place presently when a new Board of Management Chairperson is appointed.

Team teaching is to be encouraged and extended. New teachers and teachers in single teacher departments have been invited to observe existing team teaching and cross curricular opportunities are to be identified in the relevant subject plans.

Subject Review are presently in progress and will be revisited mid year and at the end of the academic year.

Parental involvement, parents are to be invited into Junior Cycle in certain classes to give them a meaningful understanding of what is required of students in the classroom. A Parents Evening is scheduled for September 20<sup>th</sup> to raise awareness of the various programmes on offer to all students. Cookery demonstrations are scheduled (as a result of the International Cookery Day) to increase parental participation, to strengthen integration and to give Senior Cycle students more access to cooking.

The Principal and Vice Principal will attend the JMB Conference and attend the workshop on school leadership.

Plans are in place to visit Kilkenny Vocational School to look at the SSE plans and DEIS plan.

The Principal and Vice Principal have set aside more time for planning.

The new school windows are to be installed at the end of September. The unsuitable classroom has been vacated and plans for its reconfiguration will be implemented.

Plans to involve the Board more in Curricular decisions and subject development are in place. Presentations of will be a more regular feature of Board Meetings.

## The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> 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 <i>outstanding</i> 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	<i>Good</i> 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	<i>Satisfactory</i> 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	<i>Fair</i> 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	<i>Weak</i> 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;