

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste na bhFiann
Seoladh an choláiste	Ros Muc, Contae na Gaillimhe
Cód tagartha an choláiste	CGC091

Dáta na cigireachta: 3 Lúnasa 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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.

CAD IS MEASTÓIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE ANN?

Is thar cheann na Roinne Cultúir, Oidhreachta agus Gaeltachta a dhéanann Cigireacht na Roinne Oideachais agus Scileanna meastóireacht gach bliain ar cháilíocht an tsoláthair oideachais i líon áirithe de na cúrsaí a sholáthraíonn coláistí Gaeilge. Dearbhaítear dea-chleachtas sna tuairiscí agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an soláthar a dhéanann an coláiste.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar cháilíocht an tsoláthair oideachais faoi na ceannteidil seo a leanas:

1. Teagasc agus foghlaim
2. Ceannaireacht agus bainistíocht
3. Eispéireas na scoláirí ar theanga agus cultúr na Gaeilge

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 an choláiste sa trí réimse.

Tugadh deis do choiste stiúrtha an choláiste Gaeilge a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce; ba rogha leis an gcoiste stiúrtha glacadh leis an tuairisc gan freagra a thabhairt.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí:

1. Tá **Ráiteas um Chosaint Leanáí** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanáí 2015* (Uimh. 36 de 2015). Tá an ráiteas sin faofa ag údarás an choláiste agus tiomantas tugtha sa ráiteas i leith athbhreithniú a dhéanamh gach dara bliain nó nuair a thagann athrú ábhartha ar an scéal.
2. Sonraítear ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra a chuirfear ar taispeáint go feiceálach gar do phríomhdhoras an ionaid a bheidh in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go bhfuil an ráiteas tugtha do gach oide atá fostaithe acu agus; (b) Cinntíonn gach oide ar a dtugtar cuairt go bhfuil siad eolach ar a gcuid dualgas mar dhuine faoi shainordú.
4. Deimhníonn údarás an choláiste go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanáí agus Daoine Soghonta) 2012 go 2016.

Bhí cleachtas an choláiste ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

CIGIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta(i) na cigireachta	
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn sé thréimhse rangaCaidreamh le scoláirí	<ul style="list-style-type: none">Breathnú ar imeachtaí iarnónaAthbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

Comhthéacs an choláiste

Tionóladh an cúrsa seo i gColáiste na bhFiann i Ros Muc, i gceantar Gaeltachta Chonamara i gContae na Gaillimhe. Bhí 123 scoláire cláraithe ar an gcúrsa seo.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith ar an gcúrsa seo.
- Tugadh tús áite don Ghaeilge i ngach gné den chúrsa agus bhí na scoláirí an-díograiseach i leith labhairt na Gaeilge.
- Cé go raibh cáilíocht an teagasc agus na foghlama go maith, ar an iomlán, le cleachtas an-éifeachtach ag baint le roinnt de na ceachtanna a breathnaíodh, ní raibh an t-ábhar teanga a roghnaíodh don teagasc agus don fhoghlaim saibhir go leor d'fhormhór na scoláirí.
- Bhí cáilíocht an-mhaith ag baint leis na himeachtaí a eagraíodh chun eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge a fhorbairt.

Moltaí

- Ba chóir eiseamláirí agus struchtúir theanga, oiriúnach do chumais éagsúla na scoláirí, a rianú go soiléir sa phleanáil do gach ceacht agus an teanga a shaibhriú dóibh siúd le h-inniúlacht ard sa teanga.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagasc agus na foghlama go maith ar an iomlán. Baineadh feidhm chreidiúnach as modhanna múinte éagsúla agus as straitéisí cumarsáide oiriúnacha chun cumas labhartha na scoláirí a fhorbairt agus rinneadh soláthar áirithe do na scoláirí le héagsúlacht chumais i gcuid de na ranganna. Ar an gcleachtas ab fhearr a breathnaíodh, múineadh eiseamlairí teanga cuí, rinneadh cleachtadh maith orthu agus cuireadh ar chumas na ndaltaí iad a úsáid i gcomhthéacsanna éagsúla. I ranganna eile áfach, múineadh ainmfhocail iontu féin gan iad a chur i gcomhthéacs abairtí. Múineadh rialacha na gramadaí go héifeachtúil ach bhí gá le deiseanna breise a thabhairt do na scoláirí feidhm a bhaint as an ngramadach i gcumadh agus i labhairt na teanga. Ba chóir eiseamláirí agus struchtúir theanga oiriúnacha a rianú go soiléir sa phleanáil do gach ceacht, iad a mhúineadh agus a chleachtadh i gcomhthéacs téama agus an teanga a shaibhriú dóibh siúd le cumas ard sa teanga.

- Léirigh na scoláirí dearcadh an-dearfach i leith fhoghlaim na Gaeilge ar an gcúrsa seo agus bhí caighdeán ard tuisceana agus labhartha ag a bhformhór. Ghlac siad páirt fhothmhar sna ceachtanna, go háirithe iontu siúd a thug dúshlán oiriúnach dóibh.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta an-mhaith. Bhí an cúrsa an-eagraithe agus tacaíocht mhaith ann don fhoireann agus do na scoláirí araon. Léirigh an príomhoide scileanna ceannasaíochta an-mhaith agus d'oibrigh sé go dúthrachtach chun leasa an chúrsa.
- Cuireadh cúrsaí oiliuna ar fáil do mhúinteoirí agus do chinnirí roimh thús an chúrsa. Bhí córas maith pleanála i bhfeidhm ag an mbainistíocht agus teimpléad pleanála úsáideach deartha chun tacú leis an teagasc. Is inmholta mar a reáchtáladh cruinniú foirne laethúil chun athbhreithniú a dhéanamh ar cheachtanna na maidine.
- Bhí próisis mheasúnaithe éifeachtacha i bhfeidhm sa choláiste; cuireadh na scoláirí faoi agallamh roimh thús an chúrsa, rinneadh measúnú ar a ndul chun cinn le linn an chúrsa agus coiméadadh cuntais ar a bhforbairt teanga sa choláiste. Thaitin *an bosca smaointeoireachta* go mór leis na scoláirí, áit a d'fhéadfaidís a gcuid tuairimí faoin gcúrsa nó aon ábhar imní a bhí orthu, a chur. Tuairiscíodh go dtugtar tuairisc ar dhul chun cinn na scoláirí do na tuismitheoirí /caomhnóirí ag deireadh an chúrsa má éilítear é. D'fhéadfadh an bhainistíocht tuairisc a sholáthar do gach tuismitheoir/caomhnóir.
- Bhí córas cinnireachta láidir i bhfeidhm ar an gcúrsa. Ghlac na cinnirí ról lárnach sna himeachtaí éagsúla agus d'fhreastail siad ar riachtanais theanga na scoláirí lena linn. Is inmholta mar a d'eagraigh siad grúpaí beaga, “neadacha” mar a tugadh orthu, chun cabhrú le scoláirí a gcuid Gaeilge a fheabhsú, mar chuid de na himeachtaí iarnóna. Tá na cinnirí le moladh as ucht a ndíograis i gcur chun cinn na Gaeilge i measc na scoláirí.
- Tuairiscíodh, le linn an chruinnithe leis an bhfócasghrúpa de scoláirí, go raibh na scoláirí ag baint taitneamh as an gcúrsa, gur chabhraigh ranganna na maidine leo a gcuid Gaeilge a fheabhsú ar bhealach taitneamhach, agus go bhfuair siad tacaíocht an-mhaith óna cinnirí.
- Tuairiscíodh gur pléadh agus gur cioradh moltaí na Cigireachta a rinneadh ar chúrsaí Choláiste na bhFiann roimhe seo le príomhoidí na gcúrsaí ar fad. Bhí iarracht mhaith déanta ar an gcúrsa seo ábhar na gceachtanna a chur in oiriúint do shaol an déagóra comhaimseartha. Tá obair fós le déanamh ar dhifreáil agus ar shaibhreas teanga a chothú i measc na scoláirí cothrom lena gcumas.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta cláraithe i bplean an príomhoide.

3. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAEILGE

- Bhí cáilíocht an-mhaith ag baint leis na himeachtaí a eagraíodh chun eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge a fhorbairt. Bhí éagsúlacht ag baint leis na himeachtaí agus cuireadh raidhse gníomhaíochtaí ar fáil ar nós: cluichí, rincí éagsúla, yoga, ceol, céilithe, ealaín, scoraíochtaí agus tráth na gceist. Ba léir go raibh na scoláirí ag baint sult astu agus ba í an Ghaeilge gnáththeanga cumarsáide na scoláirí ag na himeachtaí ar lá na cigireachta. Eagraíodh siúlóidí, léachtaí agus deiseanna labhartha le muintir na háite chun a dtuiscint ar shaíocht agus ar chultúr na Gaeilge agus na Gaeltachta a fhorbairt go tairbheach. Tuairiscíodh go reáchtáiltear clubanna Gaeilge, in áiteanna éagsúla ar fud na tíre, chun deiseanna breise leanúnacha a sholáthar do na scoláirí a gcuid Gaeilge a úsáid tar éis an chúrsa.

Ag deireadh na meastóireachta, pléadh dréachtchinní agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás 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 coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do choláistí eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; 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-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise 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 scoláirí. Ní mór don choláiste tógáil ar a chuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> 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 na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil 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 easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste 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 scoláirí; gan a bheith sásúil; deacrachtaí ann; ní 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 choláiste 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 suntasach ag teastáil; deacrachtaí suntasacha ann

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste na bhFiann
College address	Ros Muc, Contae na Gaillimhe
College reference code	CGC091

Date of inspection: 3 August 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF AN IRISH-LANGUAGE COLLEGE?

The Inspectorate of the Department of Education and Skills, on behalf of the Department of Culture, Heritage and the Gaeltacht, evaluates the quality of educational provision in a certain number of courses provided each year by Irish colleges. The reports affirm good practice and make recommendations, where appropriate, to aid the further development of the provision provided by the college.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated educational provision under the following headings:

1. Teaching and learning
2. Leadership and management
3. Students' experience of the Irish language and culture

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 college's provision in three areas.

The steering committee of the Irish-language college was given an opportunity to comment on the findings and recommendations of the report; the steering committee chose to accept the report without response.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The college has a **Child Protection Statement** in place in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015). That statement is approved by the college authority and a commitment is made to conduct a review every two years or when a relevant change occurs.
2. The names of the Designated Liaison Person (DLP) and the Deputy DLP are stated on a notice which is displayed clearly near the main door of the college premises.
3. (a) The college authority ensures that the statement is given to every teacher employed by them, and;
(b) Every teacher visited confirmed that he/she is aware of his/her responsibilities as a mandated person.
4. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
5. The college complies with all relevant provisions of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

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

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date(s) of inspection	3 August 2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during six class periods• Interaction with students	<ul style="list-style-type: none">• Observation of afternoon activities• Review of certain documents• Discussion with management• Feedback to principal

College Context

This course was held in Coláiste na bhFiann in Ros Muc, in the Connemara Gaeltacht in County Galway. There were 123 students registered on this course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of leadership and management on this course was very good.
- The Irish language was given precedence in all aspects of the course and students were very diligent in speaking Irish.
- Although the quality of teaching and learning was good overall, with very effective practice in some of the lessons observed, the language content selected for teaching and learning was not sufficiently enriched for the majority of students.
- The events organised to develop students' experience of Irish language and culture were of a very good quality.

Recommendations

- Exemplars and language structure, appropriate to students' various abilities, should be clearly delineated in the planning for all lessons and the language should be enriched for those highly proficient in the language.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- Overall, the quality of teaching was good. Various teaching methodologies and suitable communication strategies were employed effectively to develop students' speaking ability and specific provision was made for students of varying abilities in some classes. In best practice observed, appropriate language exemplars were taught, practised well and pupils were enabled to use them in a variety of contexts. However, in other classes, nouns were taught in isolation, without being contextualised in sentences. Grammar rules were taught effectively but students needed more opportunities to apply grammar in composing and in speaking the language. Exemplars and suitable language structures should be clearly delineated in the planning for all lessons, they should be taught and practised in the context of a theme and language should be enriched for those highly proficient in the language.

- Students showed a very positive attitude toward learning Irish and the majority of them had a high level of comprehension and spoken ability in the language. They participated willingly in lessons, especially those lessons that challenged them appropriately.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was very good. The course was very well organised with good support given to both staff and students. The principal displayed very good leadership skills and worked diligently for the benefit of the course.
- Professional development training was provided to teachers and *cinnirí* (student leaders) prior to the course. Management had a good system of planning in place and a useful planning template was designed to support teaching. The practice of convening a daily staff meeting to review morning lessons is commendable.
- An effective assessment process was in place in the college; students were interviewed before the course commenced, their progress was assessed during the course and their language development was recorded. The *ideas box*, where students could submit opinions regarding the course or any concerns they may have had, greatly appealed to the students. It was reported that a progress report was given to parents/guardians at the end of the course, on request. Management should consider providing all parents/guardians with a progress report.
- There was a strong student leadership system in place on the course. *Cinnirí* (student leaders) played a central role in the various activities and attended to students' language needs as required. The organisation of small groups, "neadacha" as they called them, to assist students in improving their Irish during afternoon activities, is commendable. The *cinnirí* are to be praised for their diligence in promoting Irish among the students.
- It was reported during the meeting with a focus group of students, that students were enjoying the course, morning classes helped them to improve their Irish in an enjoyable way, and they received very good support from *cinnirí*.
- It was reported that inspection recommendations made in respect of previous courses in Coláiste na bhFiann were discussed and explored with the principals of all the courses. Good efforts were made on this course to adapt lesson content to the life of the contemporary teenager. Work remains to be done on differentiation in lessons and enrichment of language for students, commensurate with their abilities.
- It was confirmed that a copy of the health and safety statement, code of conduct and anti-bullying policy were available. A health and safety officer was registered in the principal's plan.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The events organised to develop students' experience of Irish language and culture were of a very good quality. The events were varied and a range of activities were offered, such as various games and dances, yoga, music, céilís, art, drama and quizzes. The students clearly enjoyed them and Irish was the students' language of communication during events on the day of the inspection. Walks, lectures and opportunities to speak to local people were organised, to constructively develop their understanding of the culture, the Irish language and the Gaeltacht. It was reported that Irish clubs are held in various places around the country to provide students with additional on-going opportunities to use their Irish after completing the course.

At the end of the evaluation, draft-findings and draft-recommendations of this evaluation were discussed with the principal.

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 Irish college's provision in 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 colleges in this category the quality of what is evaluated is outstanding and provides an example for other colleges 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 students' learning. The college needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The college 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-college 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;