

# An Roinn Oideachais agus Scileanna

## Cigireacht ar chúrsa i gColáiste Gaeilge

### TUAIRISC

<b>Ainm an choláiste</b>	Coláiste Spleodar, Leitir Mealláin
<b>Seoladh an choláiste</b>	Leitir Mealláin Conamara Contae na Gaillimhe
<b>Cód tagartha an choláiste</b>	CGC202

**Dáta na cigireachta: 5 Iúil 2018**



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

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

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

## **CAD IS 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 Leanai** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanai 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 taispeánt 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 (Leanai 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 CIGIREACHTA

<b>Dáta(i) na cigireachta</b>	05-07-2018
<b>Gníomhaíochtaí na cigireachta</b> <ul style="list-style-type: none"><li>Breathnú ar theagasc agus foghlaim le linn trí thréimhse ranga</li><li>Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>Breathnú ar imeachtaí iarnóna</li><li>Athbhreithniú ar cháipéisí ábhartha</li><li>Aiseolas don phríomhoide</li></ul>

### Comhthéacs an choláiste

Tá Coláiste Spleodar Ionaithe i Leitir Mealláin, Conamara i gContae na Gaillimhe. Bhí 154 scoláire ar an gcúrsa ag am na cuairte.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

#### Cinntí

- Bhí caighdeán an teagaisc sna ceachtanna a breathnaíodh le linn na cuairte cigireachta go han-mhaith; rinneadh éascú an-mhaith ar ghníomhfhoghlaim agus ar obair chomhoibríoch.
- Spreagadh na scoláirí chun Gaeilge a úsáid agus cuireadh lena gcuid inniúlachta sa teanga ar bhonn fíor-éifeachtach; léirigh na scoláirí an-dearfacht i leith fhoghlaim na Gaeilge agus léiríodh leibhéal an-ard rannpháirtíochta le linn raon de ghníomhaíochtaí foghlama.
- Bhain caighdeán an-mhaith leis an mbainistíocht agus leis an gceannaireacht; bhí bainistíocht láidir ar na himeachtaí ar lá na cigireachta.
- Bhí pleanáil an-chuimsitheach ann ag leibhéal an choláiste; bhí gá le huasdátú a dhéanamh ar eilimintí den bpolasaí sábháilteachta don chúrsa.
- Bhí dul chun cinn suntasach déanta ag an gcoláiste maidir le moltaí na meastóireacha deiridh.
- Ní raibh gach oide fostaithe ar an ngcúrsa ag teacht le liosta na n-oidí a cuireadh chuig an Roinn Cultúir, Oidhreachta agus Gaeltachta (RCOG); duine díobh nach raibh an próiseas clárúcháin leis an gComhairle Muinteoireachta iomlán críochnaithe aici faoi thréimhse an chúrsa.

#### Moltaí

- Moltar do choiste bainistíochta an choláiste athbhreithniú a dhéanamh ar pholasaí sábháilteachta an chúrsa lena chinntiú go mbíonn gach oifigeach atá ainmnithe ann lonnaithe ar an gcúrsa lena mbaineann an polasaí.
- Nuair a tharlaíonn sé go mbíonn athrú ar an bhfoireann teagaisc d'aon chúrsa moltar do choiste an choláiste an RCOG a chur ar an eolas láithreach; ba chóir, fosta, oidí a bhíonn an próiseas clárúcháin leis an gComhairle Muinteoireachta iomlán críochnaithe acu amháin a fhostú amach anseo.

## MIONCHINNTÍ AGUS MOLTAÍ

### 1. TEAGASC AGUS FOGHLAIM

- Bhain cáilíocht an-mhaith leis an teagasc agus leis an bhfoghlaim a breathnaíodh ar an gcúrsa seo. Múineadh an Ghaeilge labhartha ar bhealach an-struchtúrtha le linn ranganna na maidine. Chuir oidí béim fhíor-mhaith ar dhea-fhoghraíocht na teanga. Bhí an-bhéim curtha ar struchtúru abairtí agus comhrá; rinneadh gach deis a thapú scafaill oiriúnacha dea-tomhaiste a sholáthar do na scoláirí nuair ba chúí.
- Bhí cleachtas an-luachmhar ag baint leis an ngníomhfhoghlaim agus leis an obair chomhoibríoch. Thug na hoidí gach deis do gach scoláire páirt a ghlacadh sa chomhrá. Baineadh úsáid as cluichí labhartha agus geáitsíocht le linn na gceachtanna chun na scoláirí a spreagadh chun foghlama. Ghlac na scoláirí rannpháirtíocht bhreá sna ceachtanna. Léiríodh go raibh ard-chumas bainte amach ag an-chuid de na scoláirí sa chomhrá nádúrtha laethúil.
- Rinne idir oidí agus ardchinnirí cinnte de sár-eiseamláir teanga a sholáthar do na scoláirí i raon de shuímh. Léirigh na scoláirí dearcadh fíor-dhearfach i leith na teanga agus bhí an-obair á dhéanamh ag an bhfoireann le húsáid na teanga a chur chun cinn i ngach gné de shaol an chúrsa. Bhí ard-chaighdeán le nótáil go forleathan in úsáid na Gaeilge ag na scoláirí i suímh nádúrtha.
- Cuireadh an-bhéim ar ghníomhaíochtaí luachmhara ó bhéal agus béim an-chuí ar theagasc agus ar fhoghlaim na gramadaí i gcomhthéacs eiseamláirí teanga.

### 2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhain cáilíocht an-mhaith le ceannaireacht agus bainistíocht an chúrsa.
- Bunaithe ar an bhfianaise a bhí le breathnú le linn na cuairte, rinneadh an-chúram de riaradh an chúrsa. D'oibrigh an príomhoide go coinsiasach chun na hoidí agus na hardchinnirí a spreagadh le linn an chúrsa. Chomhlíon sé a chuid dualgaisí maidir le riaradh an chúrsa le dúthracht agus le dílseacht do chur chun cinn na Gaeilge.
- Nótáladh go raibh gá le huasdátú a dhéanamh ar eilimintí den bpolasaí sábháilteachta don chúrsa toisc nach raibh oifigeach ainmnithe ann ag obair ar an gcúrsa reatha. Is gá athbhreithniú a dhéanamh ar an bpolasaí don chúrsa lena chinntiú go mbíonn gach oifigeach ainmnithe ann lonnaithe ar an gcúrsa reatha.
- Ní raibh gach oide fostaithe ar an ngcúrsa ag teacht le liosta na n-oidí a cuireadh chuig an Roinn Cultúir, Oidhreacht agus Gaeltachta (RCOG) le linn an phróisis aitheantais; duine díobh nach raibh an próiseas clárúcháin leis an gComhairle Muinteoireachta iomlán críochnaithe aici faoi thréimhse an chúrsa. Is gá don choiste stiúrtha aon athrú ar an bhfoireann teagaisc d'aon chúrsa a chur in iúl don RCOG. Ba chóir, fosta, oidí a bhíonn an próiseas clárúcháin leis an gComhairle Muinteoireachta iomlán críochnaithe acu amháin a fhostú amach anseo.
- Chuir foireann an choláiste an-béim ar úsáid dhílis na Gaeilge. Chloigh na scoláirí go dílis le riail na Gaeilge. Bhí sé seo le moladh go mór. Bhain poncúlacht an-mhaith leis na himeachtaí a breathnaíodh, fosta.
- Bhí próiseas féinmheastóireachta éifeachtach curtha i bhfeidhm ag an mbainistíocht.
- Ba léir go raibh dul chun cinn suntasach déanta ag an gcoláiste maidir le moltaí na meastóireachta deiridh. Bhí sé seo le moladh. Bhí an-dul chun cinn déanta, ach go háirithe, maidir le tuilleadh úsáide a bhaint as an bhfoghlaim chomhoibríoch le linn na gceachtanna agus san fhorbairt an-bhreá a rinneadh ar phlean teagaisc agus foghlama an chúrsa.
- Thuairiscigh fócas-ghrúpa de na scoláirí go raibh an-eagar ag baint le himeachtaí an chúrsa.

### **3. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAELIGE**

- Bhain caighdeán an-mhaith le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge ar an gcúrsa seo.
- D'fhoghlaim na scoláirí cnuasach an-deas amhrán idir thraidisiúnta agus comhaimseartha ar an gcúrsa. Chan siad le cumas, le fonn agus le cruinneas an-mhaith.
- Bhain eagar, beocht agus spraoi leis na himeachtaí iarnóna agus oíche. Thuairiscigh an fócas-ghrúpa de na scoláirí gur cuireadh béim ar an amhránaíocht agus ar an drámaíocht agus gur ullmhaíodh céilithe agus cóisirí maithe dóibh agus gur bhain na scoláirí sult agus tairbhe as na himeachtaí seo.
- Bhí na hionaid éagsúla feiliúnach do na himeachtaí a cuireadh ar bun. Cothaíodh caidreamh sona socair idir múinteoirí, cinnirí agus scoláirí agus chloigh na scoláirí go dlúth le labhairt na Gaeilge sna suímh éagsúla.

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

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## 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
<b>An-mhaith</b>	Úsáidtear <b>An-mhaith</b> 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 <b>thar cionn</b> agus is sampla é do choláistí eile de shárchaighdeán 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
<b>Maith</b>	Úsáidtear <b>Go maith</b> 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
<b>Sásúil</b>	Úsáidtear <b>Sásúil</b> 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
<b>Measartha</b>	Úsáidtear <b>Measartha</b> 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
<b>Lag</b>	Úsáidtear <b>Lag</b> 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

<b>College name</b>	Coláiste Spleodar, Leitir Mealláin
<b>College address</b>	Leitir Mealláin Conamara Contae na Gaillimhe
<b>Course reference code</b>	CGC202

**Date of Inspection: 5 July 2018**



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



## INSPECTION OF A COURSE IN AN IRISH COLLEGE

### INSPECTION ACTIVITIES

<b>Date(s) of inspection</b>	05-07-2018
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Observation of teaching and learning during three class periods</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observing afternoon activities</li><li>• Review of relevant documents</li><li>• Feedback to the principal</li></ul>

### College context

Coláiste Spleodar is situated in Lettermullan, Conamara, in County Galway. At the time of the visit there were 154 students in the course.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### Findings

- The standard of teaching in the lessons observed during the inspection visit was very good; very good facilitation was made for active learning and cooperative work.
- The students were encouraged to use Irish and their language competence was increased in a very effective way; the students demonstrated a very positive attitude towards the learning of Irish and a high level of participation was demonstrated during a range of learning activities.
- Management and leadership were of very high quality; on the day of the inspection events were managed strongly.
- Planning at college level was very comprehensive; there was a need to update some elements of the safety policy for the course.
- Considerable progress had been made by the college regarding the recommendations of the last evaluation.
- Not every teacher employed on the course was named on the list of teachers sent to the Department of Culture, Heritage and Gaeltacht (DCHG); one of them had not fully completed her registration process with the Teaching Council by the time of the course.

#### Recommendations

- It is recommended to the management committee of the college to review the safety policy of the course to ensure that each officer nominated in it is based on the course to which the policy refers.
- When there is a change in the teaching staff for any course it is recommended to the committee of the college to inform the DCHG immediately; in addition, only teachers who have fully completed the registration process with the Teaching Council should be employed from now on.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING AND LEARNING

- The teaching and learning observed in this course was of very good quality. Spoken Irish was taught in a very structured way during the morning classes. Teachers placed great emphasis on good pronunciation of the language. Much emphasis was put on the structuring of sentences and conversation; every opportunity was taken to provide well-thought-out support structures for the students when appropriate.
- Very valuable practice involved learning through activities and cooperative work. Teachers gave every opportunity to all students to take part in conversation. Games involving speaking and acting were used during the lessons in order to motivate the students to learn. Students' participation in the lessons was commendable. It was demonstrated that a large section of the students had achieved a great ability in natural every-day conversation.
- Both teachers and ardchinnirí ensured that they gave excellent example in the Irish language to the students in a range of settings. The students demonstrated a very positive attitude towards the language and the team did great work to promote the language in each and every aspect of course life. A high standard could be widely noted regarding student's use of Irish in natural settings.
- Great emphasis was placed on valuable oral-language activities and appropriate emphasis was placed on teaching and learning of grammar in a context of language examples.

### 2. LEADERSHIP AND MANAGEMENT

- Course leadership and management were of very good quality.
- Based on evidence observable during the visit great care was taken regarding course administration. The principal worked conscientiously to encourage the teachers and the ardchinnirí during the course. He performed his duties regarding course administration diligently and faithfully in support of promoting the Irish language.
- It was noted that there was a need to update elements of the course safety policy since there was no officer named in it working on the current course. It is necessary to review the policy for the course in order to make sure that every nominated officer in it is based on the current course.
- Not every teacher employed on the course was named on the list of teachers sent to the Department of Culture, Heritage and Gaeltacht (DCHG) during the course recognition process; one of them had not fully completed the registration process with the Teaching Council by the time of the course. The steering committee needs to inform the DCHG of any change in teaching staff. In addition, only teachers who have completed their registration process in full with the Teaching Council should be employed from now on.
- The college team placed great emphasis on using Irish faithfully. The students adhered faithfully to the Irish rule. This was highly commendable. As well as that, the events observed were run with very good punctuality.
- Management had implemented an effective self-evaluation process.
- It was evident that considerable progress had been made by the college regarding the recommendations of the last evaluation. This was commendable. Great progress had especially been made regarding making greater use of co-operative learning during lessons and also regarding the very good development of the teaching and learning plan of the course.
- A focus group of students reported that course events were very well organised.

### **3. THE STUDENT EXPERIENCE OF IRISH LANGUAGE AND CULTURE**

- The students' experience of Irish language and culture on the course was of a very good standard.
- The students learned a nice collection of songs in the course, both traditional and modern. They sang competently, happily and with exceptional accuracy.
- Afternoon and evening events were well organised, lively and enjoyable. The focus group of students reported that emphasis was placed on singing and drama, that good céilís and parties were organised for them and that the students enjoyed these events and benefited from them.
- The various venues were suitable for the events organised. A happy stable relationship between the teachers, cinnirí and students was promoted and the students adhered closely to speaking Irish in the various settings.

The draft findings and recommendations arising out of this evaluation were discussed with the principal at the end of the evaluation.

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## 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
<b>Very good</b>	<b>Very good</b> 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 <b>outstanding</b> and provides an example for other schools of exceptionally high standards of provision.	Very good; of very high quality; very effective practice; highly commendable; very successful; few areas for improvement; exceptional; of high standard. Excellent; outstanding; exceptionally high standard; with very significant strengths; exemplary
<b>Good</b>	<b>Good</b> applies where it is obvious that 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
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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.	<b>Weak</b> ; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;