

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Acla
Seoladh an choláiste	Dubh Éige Acaill Contae Maigh Eo
Cód tagartha an choláiste	CGC241

Dáta na cigireachta: 26 Iúil 2018



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 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 (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 CIGREACHTA

Dáta na cigireachta	26 Iúil 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí tréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide, rúnaí an choiste stiúrtha

Comhthéacs an choláiste

Feidhmíonn Coláiste Acla faoi stiúir an chomhlachta Choláiste Acla Teo. Bhí scoláirí bunscoile agus iarbhunscoile ag freastal ar an gcúrsa coicíse seo.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith i gcás ranga amháin agus sásúil i gcás an dá ranga eile.
- Bhí ceannaireacht agus bainistíocht an chúrsa ar cháilíocht an-ard.
- Bhain cáilíocht an-ard le heispéireas na scoláirí ar an teanga agus ar an gcultúr.
- Cruthaíodh go leor deiseanna do na scoláirí i ngach rang chun comhoibriú san fhoghlaim trí obair bheirte nó obair ghrúpa agus cluichí.
- Bhí cáilíocht an mheasúnaithe measartha; ba é ceistiúchán an mhúinteora le linn ranga an príomh uirlis mheasúnaithe.
- Maidir leis na moltaí a rinneadh in 2017, bhí dul chun cinn maith déanta sa réimse a bhain le timpeallacht foghlama tacúil a chruthú sna seomraí ranga agus modhanna gníomhacha a úsáid; is dul chun cinn áirithe a bhí déanta maidir le difreáil na foghlama, an bhéim a bheith ar struchtúir na teanga seachas ar liostaí foclóra agus an soláthar teicneolaíochta.

Moltaí

- Chun dúshlán cuí foghlama a chinntiú do gach scoláire, moltar difreálú a dhéanamh ar na hintinní foghlama do ranganna aonair agus é seo a léiriú sna doiciméid phleanála.
- Ní mór tógáil ar an bhfhorbairt atá déanta maidir le soláthar teicneolaíochtaí faisnéise agus cumarsáide agus pleanáil go cúramach dá n-úsáid mar áis chun foghlaim teanga na scoláirí a chur chun cinn.
- Chun cur le réimse an mheasúnaithe, ba cheart feidhmiú ar aidhm an choláiste maidir le monatóireacht a dhéanamh ar dhul chun cinn na foghlama agus, mar a breathnaíodh i gcúpla cás, scileanna na scoláirí mar fhoghlaiméoirí féinmhachnamhacha a fhorbairt mar ghnáthchuid de phróiseas na foghlama.

MIONCHINNTÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama go han-mhaith i rang amháin agus sásúil sa dá rang eile.
- Ar an iomlán, bhí cáilíocht an ullmhúcháin do ranganna aonair mar a bhain le hacmhainní go maith. I gcás ranga amháin ba cheart cúram níos fearr a dhéanamh de chruinneas na teanga san ábhar tacaíochta.
- Cuireadh ábhar an cheachta in iúl do na scoláirí ag an tús i ngach cás. Moltar, áfach, intinní foghlama difreáilte a roinnt leo chun dúshlán cuí a chinntiú do na foghlaimeoirí ar fad, agus go háirithe do scoláirí ard-chumais, agus an cur chuige don difreálú a léiriú sna pleananna.
- I dtromlach na ranganna bhí an-bhéim ar liostaí foclóra. Mar a moladh in 2017, moltar níos mó béime a bheith ar thaithí na scoláirí ar struchtúir na teanga a úsáid.
- Cruthaíodh go leor deiseanna do na scoláirí i ngach rang chun comhoibriú san fhoghlaim trí obair bheirte nó obair ghrúpa agus cluichí. Den chuid ba mhó bhí struchtúr maith ar na tascanna ach tá scóip ann éagsúlacht níos fearr cuir chuige agus cluichí a úsáid.
- Tugadh an-mholadh do na scoláirí i ngach cás as a n-iarrachtaí agus ba léir iad a bheith ar a gcompord lena gcuid foghlama agus i dtreoir a lorg ar a múinteoirí.
- Bhí cáilíocht an mheasúnaithe measartha. Ba é ceistiúchán an mhúinteora an príomh uirlis mheasúnaithe ar an bhfoghlaim sna ranganna. Breathnaíodh dea-chleachtas mar a bhain leis na scoláirí a bheith i mbun féinmhachnaimh ar a gcuid foghlama le linn an cheachta in dhá rang, cleachtas a mholtar a roinnt agus a bheith mar dhlúthchuid dá n-eispéireas foghlama.
- Tá sé de dhea-chleachtas measúnú a dhéanamh ar chumas na scoláirí ag tús an chúrsa agus tuairisciú do thuismitheoirí ag an deireadh. Is réimse chun forbartha, mar atá aitheanta ag an gcoláiste é monatóireacht na foghlama linn an chúrsa. Tacóidh feidhmiú straitéisí monatóireachta leis an bpróiseas tuairiscithe do thuismitheoirí.
- Cé go raibh pleananna aonair ag múinteoirí do na ceachtanna, ní mór, i gcás tromlach na ranganna, an t-ábhar a chur in oiriúint níos fearr do riachtanais foghlama na scolairí.
- Bhí baint ag gnéithe den ábhar i ranganna a breathnaíodh agus sna pleananna do ranganna le folláine ach moltar tagairtí níos follasaí don fholláine a bheith le léamh sa chlár foghlama go ginearálta.
- Maidir le mionlach de na ranganna, bhí ábhar Ardteistiméireachta lárnach sa phlean foghlama. Moltar dul i ngleic le bearnaí i bhfoghlaim na scoláirí ar bhealach níos cruthaithí agus malairt ábhair tacaíochta seachas iadsin a bhíonn in úsáid sa seomra ranga i gcaitheamh na scoilbhliana a úsáid chun na spriocanna foghlama céanna a bhaint amach agus chun tacú le forbairt scileanna na scoláirí mar fhoghlaimeoirí neamhspleácha.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhain ardcháilíocht le ceannaireacht agus bainistíocht an chúrsa.
- Maidir leis na moltaí a rinneadh sa tuairisc chigireachta in 2017, tá sé le moladh go bhfuil plean gníomhaíochta a thacóidh leis an bpróiseas féinmheastóireachta leagtha amach chun dul i ngleic le moltaí i dtuairiscí chigireachta agus pleananna forbartha an choiste stiúrtha a chur i bhfeidhm.

- Bhí dul chun cinn maith déanta maidir le timpeallacht spreagúil agus tacúil foghlama a chruthú sna seomraí ranga. Ní mór anois leas níos fearr a bhaint as na taispeántais le linn na ranganna.
- Bhí dul chun cinn áirithe déanta maidir le húsáid na teicneolaíochta sa mhéid is go raibh áiseanna agus trealamh ar fáil. Moltar pleanáil go straitéiseach d'úsáid na teicneolaíochta ar mhaithe le chur chun cinn na foghlama.
- 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 phríomhoide.

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

- Bhain cailíocht an-mhaith le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge.
- Bhí an córas cinnireachta agus comórtais éagsúla á n-úsáid go héifeachtach chun úsáid na Gaeilge a chur chun cinn i measc na scoláirí agus riail na Gaeilge á chur i bhfeidhm.
- Bhí clár cuimsitheach d'imeachtaí agus de ghníomhaíochtaí d'ardchaighdeán forbartha ina raibh an-éagsúlacht agus a léirigh diongbháilteacht an choiste stiúrtha maidir le taithí leathan, spraoiúil a chruthú do na scoláirí agus iad ag úsáid na teanga.

Ag deireadh na meastóireachta, pléadh dréachtchinntí 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 Acla
College address	Dubh Éige Acaill County Mayo
Course reference code	CGC241

Date of Inspection: 26 July 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 school met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH COLLEGE

INSPECTION ACTIVITIES

Date of Inspection	26 July 2018
Inspection activities <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Discussion with management• Feedback to the principal, secretary to the steering committee

College context

Coláiste Acla operates under the direction of the company Coláiste Acla Teo. Primary and post-primary school students were attending this fortnight-long course.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning was very good in one class and satisfactory in the case of the other two classes observed.
- Course leadership and management were of very high quality.
- Students' experience of the language and culture were of very high quality.
- Many opportunities were created for the students in every class to collaborate in their learning by means of pair or group work and through games.
- The quality of assessment was fair; teacher questioning during class was the main mode of assessing learning.
- Regarding the recommendations made in 2017, good progress had been made in the area of creating a supportive learning environment in the classrooms and using active methodologies; partial progress was made in the differentiation of learning, emphasising language structure rather than lists of vocabulary and in the provision of technology.

Recommendations

- In order to ensure that all students are appropriately challenged, it is recommended that the learning intentions for individual classes are differentiated and that this is reflected in the planning documents.
- It is necessary to build on the development made regarding provision of information and communications technologies and to engage in careful planning for their use as an aid to progress students' language learning.
- To enhance assessment practices, the college's stated aim regarding monitoring progress in learning during the course should be implemented and good practice in the development of students' skills as reflective learners should be integral to the learning process.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning was very good in one class and satisfactory in the other two classes.
- Overall, the quality of preparation for individual classes was good as regards resources. In the case of one class, more attention should be given to ensuring that the language in the support materials is accurate.
- The lesson content was shared with the students at the beginning in each case. It is recommended, however, to share differentiated learning intentions in order to ensure that all learners are challenged appropriately in their learning, especially students of high ability, and that the approaches to differentiation are reflected in the plans.
- There was a strong emphasis on vocabulary lists in the majority of classes. As recommended in 2017, more emphasis should be placed on students' use of different language structures.
- Many opportunities were created for the students in every class to collaborate in their learning by means of pair or group work and through games. In most cases the tasks were well structured but there is scope to vary the approaches and games more.
- The students were highly commended in every case for their efforts and it was evident that they were comfortable with their learning and in seeking guidance from their teachers.
- The quality of assessment was fair. Teacher questioning during class was the main tool for assessing learning. In two of the classes, students were supported in reflecting on their own learning: this good practice should be shared and become an integral part of students' learning experience.
- The college engages in the good practices of assessing students' language competence at the beginning of the course and reporting to parents at the end. However, the monitoring of learning during the course is, as identified by the college itself, an area for development. Implementing monitoring strategies will enhance the process of reporting to parents.
- Even though teachers had individual plans for lessons, it is necessary in most classes to adapt materials better to students' learning needs.
- While aspects of content in classes observed and in class plans were relevant to wellbeing, there is a need for more explicit references to wellbeing in the learning programme in general.
- In a minority of classes, Leaving Certificate material was central to the learning plan. It is recommended that teachers address gaps in students' learning in a more creative way and use different support materials from those which are in use in the classroom during the school year in order to achieve the same learning objectives and to support students in developing their skills as independent language learners.

2. LEADERSHIP AND MANAGEMENT

- Course leadership and management were of a high quality.
- With regard to the recommendations made in the inspection report of 2017, it is commendable that an action plan, which will support the self-evaluation process, has been set out in order to engage with recommendations in inspection reports and to implement steering committee development plans.

- Good progress had been made about creating an exciting supportive learning environment in the classrooms. Greater use needs to be made of the displays during the classes.
- Partial progress had been made regarding the use of technology in that aids and equipment was available. It is recommended to plan strategically for the use of technology as a tool to promote learning.
- It was confirmed that a copy of the health and safety statement, code of behaviour and anti-bullying policy were available. A health and safety officer was registered in the principal's plan.

3. THE STUDENT EXPERIENCE OF IRISH LANGUAGE AND CULTURE

- The quality of the student experience of Irish language and culture was very good.
- A system of leaders and various competitions was used effectively to promote the use of Irish amongst the students and to implement the Irish-language rule.
- A comprehensive programme of events and activities of a high standard had been developed which contained great variety and demonstrated the determination of the steering committee in the creation of a wide-ranging, fun experience for the students while using the language.

The draft findings and recommendations arising out 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 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; brilliant; of exceptional standard; possessing very significant strengths; above average
Good	Good 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
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in the area evaluated are just about stronger than the weaknesses. 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