

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Aodh Mhic Bricne
Seoladh an choláiste	An Cheapach Teileann An Charraig Contae Dhún na nGall
Cód tagartha an choláiste	CGU111

Dáta na cigireachta: 3 Lúnasa 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 i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

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 na Cigireachta	3-08-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

Comhthéacs an choláiste

Tá Coláiste Aodh Mhic Bricne suite i dTeileann in iardheisceart Thír Chonaill. Cúrsa seachtaine atá i gceist sa chúrsa seo a d'fhreastal ar scoláirí as áiteanna difrúla in Éirinn agus ó thuaisceart na tíre chomh maith le roinnt scoláirí ón cheantair áitiúil agus ó Mheiriceá. Bhí príomhoide, ceathrar múinteoir ranga agus beirt ardchinnirí ar an fhoireann agus bhí 74 scoláire ag freastail ar an gcúrsa ag am na cuairte. Bhain éagsúlacht ó thaobh cumais agus éispéiris na scoláirí sa Ghaeilge.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhain cáilíocht an-mhaith leis an teagasc agus leis an bhfoghlaim
- Cuireadh béim an-éifeachtach ar úsáid na Gaeilge sna seomraí ranga, sa chlós agus sna h-imeachtaí iarnóna chun na scoláirí a chumasú go tairbhiúl agus chun cur lena n-inniúlacht sa teanga.
- Bhí cáilíocht éispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge go han-mhaith; solathraíodh eagsúlacht imeachtaí le linn an chúrsa, a bhí ar ard-chaighdeán.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta go han-mhaith. Chuir sé go mór le héifeacht an chúrsa.
- Chuir an fhoireann raon leathan de dheiseanna fiúntacha ar fáil do na daltaí a bhí ar chaighdeán an-ard ach bhí easpa áiseanna teagaisc ar fáil sa choláiste.
- Cé go raibh ráiteas sláinte agus sábháilteachta ar fáil, ní raibh oifigeach sláinte agus sábháilteachta cláraithe i bplean an phríomhoide.

Moltaí

- Ba chóir áiseanna sa bhreis a chur ar fáil sa choláiste, bunaithe ar théamaí teanga an chúrsa, chun tacú leis an teagasc agus an fhoghlaim.
- Is gá don choiste stiúrtha agus don phríomhoide a chinntiú go bhfuil oifigeach sláinte agus sábháilteachta ainmnithe acu do gach cúrsa.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhain caighdeán an-mhaith leis an teagasc agus an fhoghlaim. Bhí spriocanna cinnte ag múinteoirí do gach rang agus bhí soiléireacht ann faoin téarmaíocht a bhí a mhúineadh. Bhí struchtúr an-thairbhiúl ar na ceachtanna le forbairt fhorchéimnitheach ar an ionchur foclóra. Chuir an fhoireann deiseanna structúrtha cumarsáide ar fáil do na scoláirí i ngach ceacht a breathnaíodh. Bhain siad sár-usáid as modheolaíochtaí gníomhacha ar nós agallaimh beirte, drámaíocht, obair grúpa, díospóireacht, usáid na timpeallachta agus cluichí teanga chun an chumarsáid a chur chun cinn ar bhonn éifeachtach.
- Bhí pleanáil na múinteoirí ar chaighdeán an-mhaith. Chuir na múinteoirí plean le chéile go comhoibritheach don chúrsa, agus bhí plean aonar acu, le spriocanna ar leith leagtha amach don tseachtain. Gach maidin, bhuaileadar le chéile chun fócas an lae a chinntiú go cuspóireach agus dul chun cinn na scoláirí a phlé. Cé go raibh roinnt áiseanna fiúntacha in úsáid, ar an iomlán bhí easpa fearais ar fáil don teagasc. Ba chóir áiseanna sa bhreis a chur ar fáil sa choláiste, bunaithe ar théamaí teanga an chúrsa, chun tacú leis an teagasc agus an fhoghlaim.
- Léirigh na scoláirí spéis agus tairbhe ina gcuid foghlama. Bhí sé soiléir ón mheasúnú a rinne na múinteoirí go raibh dul chun cinn oiriúnach a dhéanamh ag fórmhór na scoláirí ó thaobh líofachta, muiníne agus cumais.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta go han-éifeachtach sa choláiste. Rinne an príomhoide ceannasaíocht den scoth ar an chúrsa ó thaobh eagrúcháin agus ó thaobh an teagaisc agus an fhoghlaim.
- Ba léir go raibh ról lárnach á ghlacadh ag baill foirne uile i mbainistiú agus i stiúradh na ngníomhaíochtaí uile. Chruthaigh siad atmaisféar an-spraouíl chun an chruthaitheacht san fhoghlaim a chur chun cinn.
- Bhí cáilíocht na pleanála don chúrsa go han-mhaith. Thug plean an choláiste agus an phríomhoide treoir cinnte do na múinteoirí faoin bpleanáil, téamaí, modheolaíochtaí agus measúnú. Rinne na múinteoirí monatóireacht chúramach ar chur i bhfeidhm an plean go laethúil. Bhí socruithe ar leith déanta chun freastal go héifeachtach ar na cumais éagsúla i ngrúpaí le linn na gceachtanna maidine.
- Ag cruinniú le fócasgrúpa scoláirí, d'aontaigh fórmhór acu go raibh an cúrsa suimiúil agus taitneamhach agus go raibh a muinín sa teanga agus a dtuiscint ag feabhsú de réir a chéile.
- Bhí sé soiléir go bhfuil próiseis éifeachtach féinmheastóireachta maidir le pleanáil don fhoghlaim agus athbhreithniú ar cháilíocht an tsoláthair. Bíonn crunnithe rialta ag an gcoiste stiúrtha agus ag na múinteoirí and déantar athbhreithniú ar gach cúrsa. Bhí fianaise ar fáil gur phlé agus gur cuireadh na moltaí ón gcigireacht a rinneadh i 2016 i bhfeidhm.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompar agus polasaí frithbhulaíochta ar fáil. Afách, ní raibh oifigeach sláinte agus sábháilteachta cláraithe i bplean an phríomhoide. Is gá don choiste stiúrtha agus don phríomhoide a chinntiú go bhfuil oifigeach sláinte agus sábháilteachta ainmnithe acu do gach cúrsa.

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

- Bhí cailíocht éispéaras na scoláirí ar theanga agus ar chultúr na Gaeilge go han-mhaith.
- Soláthraíodh éagsúlacht imeachtaí le linn an chúrsa, san iarnóin agus san oíche a bhí ar ardchaighdeán. Bhí meascán d'imeachtaí ar fáil, idir spórt, ceol, ealaíon, rinne agus dreapadóireacht agus ghlac na scoláirí páirt go fonnmhar sna himeachtaí. Cuireadh deiseanna maithe ar fáil dóibh buaileadh agus labhairt le daoine aitiúla ar lá na cigireachta trí tóraíocht taisce shamhlaíoch a bhí eagraithe go cúramach timpeall an cheantar.

- Cuireadh béim chuí ar úsáid agus foghlaim na Gaeilge i ngach eispéaras nó imeacht a bhí ar siúl. Rinne na múinteoirí cumasú ar inniúlacht na scoláirí go tairbhiúl trí atmaisféar thaitneamhach agus thacúil a chruthú agus rannpháirtíocht iomlán na ndaltaí a chur chun cinn.

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 Aodh Mhic Bricne
College Address	An Cheapach Teileann An Charraig County Donegal
College reference code	CGU111

Date of inspection: 3 August 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF A COURSE IN 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 in writing on the findings and recommendations of the report; a response was not received from the steering committee.

CHILD PROTECTION

During the evaluation, the following checks in relation to the college'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 met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date of inspection	3-08-2018
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• Dialogue with management• Feedback to principal

College context

Coláiste Aodh Mhic Bricne is situated in Teileann in Southwest Donegal. This is a week long course which catered for students from various parts of Ireland and Northern Ireland as well as some students from the local area and from America. The staff comprised a principal, four class teachers and two ardcinnirí (student leaders) and 74 students were attending the course at the time of the visit. The students' competence in Irish and their experience of it varied.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- Teaching and learning were of a very high quality.
- A very effective emphasis was placed on the use of Irish in the classrooms, in the yard and during afternoon activities to enable students and to enhance their competence in the language.
- The quality of the students' experience of the Irish Language and culture was very good; a variety of activities which were of a very high standard was provided during the course.
- The quality of leadership and management was very good. This contributed greatly to the effectiveness of the course.
- The staff provided the students with a wide range of worthwhile opportunities that were of a very high standard but there was a lack of teaching resources in the college.
- Even though a health and safety statement was available, there was no health and safety officer registered in the principal's plan.

Recommendations

- Extra resources should be provided in the college, based on the linguistic themes of the course, to support teaching and learning.
- The steering committee and the principal need to ensure that they have a named health and safety officer for each course.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- Teaching and learning were of a very high standard. Teachers had clear objectives for each lesson and there was clarity in relation to the language being taught. The lessons were structured in a very beneficial manner with vocabulary input being developed progressively. Teachers provided the students with structured communication opportunities in each lesson observed. They made excellent use of active methodologies, such as pair dialogue, drama, group work and debate, as well as using the environment and language games to promote communication in an effective manner.
- Teachers' planning was of a very high standard. The teachers created a collaborative plan for the course, and they had an individual plan, in which specific goals had been laid down for the week. They met purposefully each morning to confirm the focus for the day and to discuss the students' progress. Even though some worthwhile resources were in use, overall there was a lack of teaching aids. Extra resources should be provided in the college, based on the linguistic themes of the course, to support teaching and learning.
- Students showed that they were interested in their learning and benefitting from it. It was clear from the assessment carried out by teachers that most students were making appropriate progress in relation to fluency, confidence and competence.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management in the college was very effective. The principal provided excellent course leadership in relation to organisation and teaching and learning.
- It was evident that all staff members had a central role in managing and directing all activities. They created a very playful atmosphere to promote creativity in learning.
- The quality of planning for the course was very good. The college plan and the principal's plan gave definite direction to teachers in relation to planning, themes, methodologies and assessment. Teachers carefully monitored the implementation of the plan on a daily basis. Special arrangements were made to cater effectively for the various levels of competence in groups during morning classes.
- At a meeting with a student focus group most students agreed that the course was interesting and enjoyable and that their confidence in the language and their understanding of it was improving gradually.
- It was clear that there was an effective self-evaluation process in place in relation to planning for learning and reviewing the quality of provision. The steering committee holds regular meetings with teachers and each course is reviewed. Evidence was available that the recommendations made in the 2016 inspection were discussed and implemented.
- It was confirmed that copies of the health and safety statement, the code of conduct and the anti-bullying policy were available. However, a health and safety officer had not been recorded in the principal's plan. The steering committee and the principal need to ensure that they have a named health and safety officer for each course.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of the students' experience of the Irish Language and culture was very good.
- A variety of both evening and night-time activities was provided during the course and these activities were of a high standard. A mixture of activities was provided: sport, music, art, dancing, and hill-walking, and students participated willingly in the activities. On the day of the inspection, they were provided with good opportunities to meet local people and speak to them by participating in a carefully organised and imaginative treasure hunt around the area.

- Appropriate emphasis was placed on the use and learning of Irish in each experience and activity provided. Teachers enabled the students' competence in a beneficial manner by creating a pleasant, supportive atmosphere and by promoting the students' total participation.

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

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the college 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 college's provision of each area.

Level	Description	Example of descriptive terms
Very good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some 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. 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 students' 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 action by the college 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