An Roinn Oideachais
Department of Education

Cigireacht Ábhair : Gaeilge
Tuairisc

TUAIRISC

Ainm na scoile/School name	Coláiste Mhíchíl
Seoladh na scoile/School address	Sráid Sexton Luimneach
Uimhir rolla/Roll number	64200R
Dáta na cigireachta/ Date of evaluation	20-01-2023

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 cigireacht ábhair ann?

Tugann Cigireachtaí Ábhair tuairisc ar cháilíocht na hoibre i réimsí aonair curaclaim laistigh de scoil. Dearbhaítear dea-chleachtas iontu agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an ábhar sa scoil.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne an cigire meastóireacht ar fhoghlaim agus ar theagasc na Gaeilge faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Soláthar ábhair agus tacaíocht scoile uile
3. Pleanáil agus ullmhúchán

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus iad ag baint úsáid 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 meastóireacht agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse.

Tugadh deis do bhord bainistíochta na scoile a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón mbord.

Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi

Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta:	
Cosaint Leanaí	***Frithbhulaíocht***
1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. 2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go dtuigeann said a bhfreagrachtaí mar dhaoine atá faoi shainordú.	1. Tá polasaí frithbhulaíochta forbartha ag an scoil a shásaíonn na *Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013),* agus athbhreithnítear an polasaí seo go bliantúil. 2. Tá taifead i miontuairiscí an bhoird bainistíochta go gcuireann an príomhoide tuairisc ar fáil don bhord ar a laghad uair sa téarma ar líon iomlán na gcásanna bulaíochta a tuairiscíodh (tríd an teimpléad taifeadta bulaíochta atá ar fáil sna *Gnásanna*) ó cuireadh an tuairisc roimhe sin ar fáil don bhord. 3. Tá polasaí frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, múinteoirí, tuismitheoirí agus daltaí/scoláirí.

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Cigireacht Ábhair

Dáta na cigireachta	18-01-2023 agus 20-01-2023
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Athbhreithniú ar cháipéisí ábhartha • Plé leis an bpríomhoide agus le príomhbhaill foirne • Caidreamh le scoláirí, fócasghrúpa san áireamh	• Breathnú ar theagasc agus foghlaim le linn seacht dtréimhse ranga • Athbhreithniú ar obair na scoláirí • Aiseolas don phríomhoide agus don fhoireann ábhartha

Comhthéacs na scoile

Meánscoil dheonach buachaillí is ea Coláiste Mhíchíl, Sráid Sexton, a fheidhmíonn faoi iontaobhas *ERST-Edmund Rice Schools Trust*. Tá 346 rollaithe don scoilbhliain reatha. Tá an scoil páirteach sa scéim Comhionannas Deiseanna sna Scoileanna a Sheachadadh (DEIS); plean gníomhaíochta na Roinne Oideachais don ionchuimsiú oideachais. Is iad an tSraith Shóisearach, an Idirbhliain (roghnach), an Ardteist Fheidhmeach agus an Ardteistiméireacht bhunaithe na cláir atá ar churaclam na scoile. Tá díolúine ó staidéar na Gaeilge ag 18% de na scoláirí.

Achoimre ar na príomhchinntí agus moltaí

Cinntí

- Bhain cáilíocht mhaith leis an teagasc, an fhoghlaim agus an measúnú ar an iomlán.
- Breathnaíodh cleachtais mhaithe in úsáid na teicneolaíochta digití agus in acmhainní teagaisc atá forbartha ag an roinn.
- Déanann an bhainistíocht soláthar maith don Ghaeilge agus spreagtar na múinteoirí Gaeilge chun freastal ar fhorbairt ghairmiúil leanúnach.
- Bhain cáilíocht mhaith le hobair chomhoibríoch na roinne.
- Bhí cáilíocht sa Ghaeilge ag formhór na rannóige.

Moltaí

- Ní mór do na múinteoirí Gaeilge an ceistiúchán agus an t-aiseolas foirmitheach i scríbhínn a leathnú i measc na roinne.
- Moltar do roinn na Gaeilge tógáil ar an gcleachtas maith a chonacthas i dtaca leis an bpleanáil ábhair chun na hacmhainní teagaisc atá forbartha acu a bheith roinnte ar thairseach scoile.

Mionchinntí agus moltaí

1. Teagasc, foghlaim agus measúnú

- Bhain cáilíocht mhaith leis an teagasc, ar an iomlán. Roinneadh na hintinní foghlama ag tús na gceachtanna agus na critéir ratha i dtromlach na gceachtanna agus dhírigh seo aird na bhfoghlaimeoirí ar na tascanna a bhí idir lámha. Moltar na critéir ratha a roinnt i ngach ceacht.
- Breathnaíodh ar dhea-chleachtais i ranganna nuair a héascaíodh an fhoghlaim neamhspleách iontu; baineadh úsáid as modhanna teagaisc idirghníomhacha sna ceachtanna seo. Bhí feidhm shoiléir chumarsáideach ag baint leis na tascanna agus ba léir go raibh scoláirí ar a gcompórd agus iad i mbun a gcuid oibre. Breathnaíodh ar imirt ról agus ar scoláirí ag déanamh cur i láthair chomh maith. Moltar na dea-chleachtais aitheanta seo a scaipeadh trasna na roinne.
- Leagadh béim i dtromlach na gceachtanna ar fhorbairt scileanna labhartha na scoláirí idir an fhoclóir cuí agus frásaí. Baineadh úsáid as dea-chleachtais ar nós athrá agus as aithris ar fhoclaíocht agus ar nathanna cainte chun an fhoghlaim a threisiú. Moltar an deis a thabhairt do scoláirí machnamh a dhéanamh ar a ndul chun cinn ionas go mbeidh feasacht acu ar shealbhú na teanga. Fásfaidh féinmhuinín na scoláirí i labhairt na Gaeilge dá réir.
- Sna ceachtanna ba bhisiúla, bhí fianaise ann den phiarmheasúnú. Éascaíodh scoláirí chun breithmheas a thabhairt ar obair a chéile agus iad ag obair i mbeirteanna nó i ngrúpaí le linn tascanna; tugadh treoir shoiléir, chéimnithe ó bhéal le tacaíocht bhileoga oibre agus chuir seo le rathúlacht na foghlama. Moltar seo a leathnú i measc na foirne.
- Bhí cáilíocht an mheasúnaithe go maith. Sna ceachtanna ab fhearr, bhain múinteoirí úsáid as ceisteanna agus aiseolas ó bhéal chun tuiscint scoláirí a fhiosrú. In aineoinn sin is gné chun feabhais é an t-aiseolas foirmitheach i scríbhinn. Moltar don roinn céimeanna a ghlacadh chun a theacht i dtír ar na forbairtí atá déanta acu mar roinn sa teicneolaíocht dhigiteach i leith teagasc agus foghlaim agus an measúnú a chuimsiú tríd an fhoghlaim dhigiteach ag dul chun cinn. Is céim thábhachtach a bheas anseo chun an piarmheasúnú i measc scoláirí a chomhtháthú sa bhfoghlaim mar a breathnaíodh i roinnt ceachtanna in úsáid an *balla focal* go digiteach. Bhain tairbhe le húsáid an fhoclóir póca i gceachtanna agus scoláirí i mbun taighde le linn tascanna.

2. Soláthar ábhair agus tacaíocht scoile uile

- Déanann an bhainistíocht soláthar maith don Ghaeilge agus tugtar tacaíocht mhaith di mar ábhar ar an tráthchlár. Cuirtear deiseanna cuí ar fáil do mhúinteoirí freastal ar chúrsaí foghlama gairmiúla, ceardlanna roghnacha san áireamh.
- Tá croífhoireann de cheathrar múinteoir Gaeilge sa roinn. Bhí cáilíocht sa Ghaeilge ag formhór na rannóige. Moltar córas meántóireachta sa roinn d'aon mhúinteoir nua cheaptha.
- Tuairiscíodh go ndéantar rothlú ar bhonn bhliantúil ar ról an chomhordaitheora. Moltar gur trí mheán na Gaeilge a choimeádtar taifead ar cháipéisíocht uile na roinne.
- Déantar iarrachtaí fónta chun taithí a thabhairt do na scoláirí ar an nGaeilge mar theanga bheo trí réimse leathan imeachtaí a eagrú; *Gaeilge 24*, nasc le hinstiúid triú leibhéal áitiúil a éascaíonn tacaíochtaí teanga do scoláirí na sraithe sinsearaí agus imeachtaí *Seachtain na Gaeilge* san áireamh. Léirigh scoláirí tiomantas i leith na n-imeachtaí a reáchtálann an roinn dóibh le linn an ghrúpa fócais chomh maith le hionchuimsitheacht na scoile sna deiseanna cultúrtha a eagraítear dóibh.
- Le linn an ghrúpa fócais léirigh scoláirí tuiscint ar thábhacht shochaí ilchultúrtha dóibh agus ar ról labhairt na Gaeilge ina ngarthimpeallacht. Dhírigh scoláirí ar na deiseanna a sholáthraítear dóibh feasacht a fháil ar an nGaeilge mar theanga bheo ina gceachtanna Gaeilge agus i saol na scoile.

3. Pleanáil agus ullmhúchán

- Bhí caighdeán na pleanála go maith le fianaise go bhfuil comhoibriú agus cumarsáid idir na múinteoirí Gaeilge. Moltar ról an chomhordaitheora a shainiú ag dul chun cinn chun a chinntiú go leanfar ar bhealach céimniúil leis an bpleanáil i measc na roinne.
- Moltar don roinn agus iad i mbun pleanála cumas scoláirí a fhorbairt in abairtí agus nathanna cainte a chumadh sa sprioctheanga agus an t-aistriúchán ó bhéal agus scríofa a sheachaint i measc na roinne agus ag foghlaimeoirí. Bheadh sé inmholta ionchur scoláirí a lorg agus an roinn ag dul ina bhun seo ag leibhéal na pleanála.
- Tugadh suntas do dhea-thionchar fhócas na féinmheastóireachta scoile uile sna straitéisí a bhí in úsáid ag an roinn in úsáid na teicneolaíochta digití sa phleanáil agus san ullmhúchán.
- Tá obair mhaith déanta ag an roinn i bhforbairt agus in úsáid acmhainní teagaisc. Moltar tairseach chun rochtain réidh a bheith ag an roinn orthu seo ag dul chun cinn.

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

Contanam cáilíochta na cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil 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 na scoile do 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 scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht ***thar cionn*** agus is sampla é do scoileanna 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 láidreachtai 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 ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán *an-mhaith* 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 easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil 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 ndaltaí; 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 scoil uile 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

An Roinn Oideachais
Department of Education

Subject Inspection: Irish
Report

REPORT

Ainm na scoile/School name	Coláiste Mhíchíl
Seoladh na scoile/School address	Sexton Street Limerick
Uimhir rolla/Roll number	64200R
Dáta na cigireachta/ Date of evaluation	20-01-2023

What is a subject inspection?

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

How to read this report

During this inspection, the inspector evaluated learning and teaching in Irish under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.
2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.
3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.</td></tr>
</table>

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

Subject inspection

Date of inspection	18-01-2023 and 20-01-2023
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students, including focus group	• Observation of teaching and learning during seven lesson periods • Review of students' work • Feedback to principal and relevant staff

School context

Coláiste Mhíchíl, Sexton Street, is a voluntary secondary school for boys, operating under *ERST – the Edmund Rice Schools Trust*. There are 346 students enrolled for the current school year. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) scheme, the Department of Education's action plan for educational inclusion. The programmes on the school's curriculum are the Junior Cycle, Transition Year (optional), Leaving Certificate Applied and established Leaving Certificate. 18% of students have an exemption from studying Irish.

Summary of main findings and recommendations:

Findings

- The quality of teaching, learning and assessment was good overall.
- Good practices were observed in the use of digital technology and teaching resources that have been developed by the department.
- Management makes good provision for Irish, and the Irish teachers are encouraged to attend continuous professional development.
- The quality of the department's collaborative work was good.
- Most of those in the department had a qualification in Irish.

Recommendations

- The teachers need to extend questioning and formative feedback in writing throughout the department.
- The Irish language department is advised to build on the good practice observed in relation to subject planning by sharing the teaching resources they have developed on a school portal.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The quality of teaching was good overall. The learning intentions were shared at the beginning of the lessons and the success criteria were shared in the majority of lessons and this focused learners' attention on the tasks being undertaken. It is recommended that the success criteria are shared in every lesson.
- Good practices were observed in classes where independent learning was facilitated; interactive teaching methods were used in these lessons. The tasks had a clear communicative purpose, and students were clearly at ease while working. Role play and students making presentations were also observed. It is recommended that these recognised best practices are disseminated throughout the department.
- There was an emphasis in the majority of lessons on the development of students' oral language skills including appropriate vocabulary and phrases. Good practices were used such as repeating and reciting vocabulary and expressions to reinforce learning. It is recommended that students be given the opportunity to reflect on their progress so that they

have an awareness of language acquisition. Students' self-confidence in speaking Irish will grow accordingly.

- In the most productive lessons, there was evidence of peer assessment. Students were facilitated to evaluate each other's work in pair work or group work during assignments; clear, incremental guidance was provided verbally with the support of worksheets, and this contributed to success in learning. It is recommended that this be extended among the staff.
- The quality of the assessment was good. In the best lessons, teachers used questions and oral feedback to probe students' understanding. Nevertheless, formative feedback in writing is an area for improvement. It is recommended that the department take steps to apply the developments made as a department in digital technology to teaching and learning and to include assessment through digital learning from now on. This will be an important step in integrating peer assessment in learning among students as observed in some lessons where the *balla focal* was used digitally. The use of the pocket dictionary in lessons was beneficial when students were researching during assignments.

2. Subject provision and whole school support

- Management makes good provision for Irish, and it is well supported as a subject on the timetable. Appropriate opportunities are provided for teachers to attend professional learning courses, including optional workshops.
- There is a core team of four Irish teachers in the department. Most of those in the department had a qualification in Irish. It is recommended that the department have a mentoring system for any newly appointed teacher.
- It was reported that the role of coordinator is rotated on an annual basis. It is recommended that a record of all department documentation be maintained through the medium of Irish.
- Worthwhile efforts are made to give students an experience of Irish as a living language by organising a wide range of events: *Gaeilge 24*, a link with a local third-level institute which facilitates language supports for senior cycle students including *Seachtain na Gaeilge* events. During the focus group meeting students demonstrated a commitment to events organised for them by the department as well as the inclusivity of the school in the cultural opportunities organised for them.
- During the focus group meeting, students demonstrated an understanding of the importance of a multicultural society for them and the role of speaking Irish in their immediate environment. Students focused on the opportunities provided for them in Irish lessons and in school life to develop an awareness of Irish as a living language.

3. Planning and preparation

- The standard of planning was good with evidence of collaboration and communication between the Irish teachers. It is recommended that in future the role of the coordinator be defined to ensure that the department continues to plan incrementally.
- It is recommended to the department when planning that it develops students' ability to compose sentences and phrases in the target language and avoid oral and written translation among the department and learners. It is advisable to seek student input when the department is undertaking this at planning level.
- The positive impact of the focus on whole school self-evaluation in the department's strategies for the use of digital technology in planning and preparation was noted.
- Good work has been completed by the department in developing and using teaching resources. A portal is recommended so that the department has easy access to these resources in future.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers for Irish at the conclusion of the evaluation.

The Inspectorate's Quality Continuum

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

Level	Description	Example of descriptive terms
Very Good	*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 schools 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 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 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 *very good* 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 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;