



Fingal Community College

Seatown Road
Swords
Co Dublin

70121H

SCHOOL RESPONSE
RESPOND WITHIN TEN SCHOOL DAYS

To: Mrs Sharon McGrath, Principal

Cc: Pat Ward, Chairperson BoM
Paddy Lavelle, CE ETB

Date: 27-04-2018

A chara,

Please find attached the report of a recent inspection undertaken in your school. This copy of the report is being sent to the principal, to the chairperson of the board of management and to the school's patron or trustees (or the chief executive of the education and training board) in line with the provisions contained in *Guidelines for the Publication of School Inspection Reports (Revised 2015)* and *Education Act 1998 (Publication of Inspection Reports on Schools and Centres for Education) Regulations 2015*. Depending on the language of instruction in your school, the inspection report may be available in both Irish and English

The provisions contained in the revised documents above came into effect from 01 September 2015. Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where new timeframes for publication are set out. These allow **ten school days for the return of the School Response Form** (attached).

Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the inspection and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

School response

Section 3.4 of the *Guidelines* outlines how the board of management may respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email or post to the address below **within TEN school days of the date of this letter.**¹

When responding, the board may choose **one** of the following options:

- **OPTION A:** The board may accept the report without comment. In this case, the chairperson of the board simply completes Sections 1, 2 and 4 of the *Inspection Report School Response Form* and return it by email or post to the address below.

- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should complete all sections of the *Inspection Report School Response Form* and return it by email or post to the address below.

Guidance on writing a school response is contained in Section 3.2 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the inspection. Please note that comments on the inspection **process** or **reference to the Inspector** should not be included in the school response. The total length of the school response should not exceed **500 words**.

In the case of Option A or Option B the *Inspection Report School Response Form* should be returned by the chairperson of the board by email or post to the address below within TEN (10) school days of the date of issue of this letter. In schools operating under the auspices of an Education and Training Board the School Response Form must be completed in consultation with the chief executive of the ETB.

- **OPTION C:** The board may be dissatisfied with the report and/or the inspection and may seek a review of the inspection under *Procedure for Review of Inspections on Schools and Teachers under Section 13 (9) of the Education Act 1998* (revised 2015). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education and Skills, Marlborough Street, Dublin 1. **The request for a review must be received by the Chief Inspector within ten school days of the date of issue of this letter.** A copy of the *Procedure for Review* is available on the website of the Department.

No reply

If no correspondence is received in respect of a School Response and if a request for a review under the *Procedure for Review of Inspections on Schools and Teachers* has not been received within ten school days of the date of issue of this letter, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication.

Publication of the report

Following receipt of the *School Response Form* the Inspectorate will prepare the school inspection report for publication. Normally, a copy of the School Response will be included in the published version of the report. If for any reason the Department opts not to publish the School Response, it will inform the board of management of this decision and the reason for it.

Forms should be emailed to: reports_inspectorate@education.gov.ie or posted to:

**Bernadette Flannery
Inspectorate Secretariat
Department of Education and Skills
Units 3-6 Beulah Buildings, Finisklin Road
Sligo
F91 D7VC
Telephone: 076 110 8697**

¹ The completed *Inspection Report School Response Form* should be returned by 14-05-2018

Is mise, le meas
Suzanne Conneely
Bernadette Flannery
pp. Assistant Chief Inspector

Inspection Report School Response Form

| | |
|---|---|
| School details | Fingal Community College Seatown Road Swords Co Dublin 70121H |
| Inspection details | WSEMLLPP conducted on 07-02-2018 |
| Date of issue of inspection report | 27-04-2018 |
| For office use | Inspection Number: 6837 |

Please choose option A, or B, or C

| | | |
|-----------------|--|--|
| OPTION A | The board accepts the report as the final inspection report available for publication and does not wish to respond formally to the report | |
|-----------------|--|--|

| | | |
|-----------------|---|--|
| OPTION B | The board accepts the report as the final inspection report available for publication and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the published report. The board's response is submitted below. | |
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| | | |
|-----------------|---|--|
| OPTION C | The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for Review of Inspections on Schools and Teachers under Section 13(9) of the Education Act, 1998</i>. The board will submit/has submitted a written request for a review to the Office of the Chief Inspector. | |
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School response: Part A

Please comment on the content of the inspection report (approximately 100-150 words)

School response: Part B

Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)

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Signature

| | |
|---|--------------------|
| Chairperson, Board of Management | <i>Print name:</i> |
| | <i>Signature:</i> |
| | <i>Date:</i> |

This form must be signed by the chairperson of the board of management of the school. In the case of a school operating under the auspices of an Education and Training Board, the form must be completed by the chairperson of the board of management in consultation with the Chief Executive (or nominated officer) of the Education and Training Board.

The form must be returned to the Inspectorate Secretariat within ten schools days of the date of issue of the final report for school response.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT FOR SCHOOL RESPONSE

| | |
|---|---|
| Ainm na scoile / School name | Fingal Community College |
| Seoladh na scoile / School address | Seatown Road Swords County Dublin |
| Uimhir rolla / Roll number | 70121H |

Date of Evaluation: 07-02-2018



What is whole-school evaluation – management, leadership and learning?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

How to read this report

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. Quality of school leadership and management
2. Quality of teaching and learning
3. Implementation of recommendations from previous evaluations
4. The school's self-evaluation process and capacity for school improvement

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.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

| Dates of inspection | 05-02-2018 – 07-02-2018 |
|--|---|
| Inspection activities undertaken <ul style="list-style-type: none">• Meeting with board of management• Meetings with principal and deputy principals• Meetings with key staff• Review of relevant documents• Student focus-group interview | <ul style="list-style-type: none">• Meeting with parents• Analysis of parent, student and teacher questionnaires• Observation of teaching and learning• Examination of students' work• Interaction with students• Feedback to senior management team, board of management and teachers |

School context

Fingal Community College is a co-educational, multi-denominational post-primary school which operates under the auspices of Dublin and Dún Laoghaire Education and Training Board (DDLETB). Opened in 1985, the school has been extended on a number of occasions to cater for growing student enrolments, which currently stand at 749. Among the programmes provided are the Junior Certificate, the Leaving Certificate and the Leaving Certificate Vocational Programme (LCVP), as well as an optional Transition Year (TY).

Summary of main findings and recommendations:

Findings

- The quality of school leadership and management is very good.
- The senior management team keeps abreast of developments and changes in the broader educational environment and has established very constructive relationships with the wider community.
- The quality of care for students is good, but there is scope to further develop student support structures.
- The quality of teaching and learning observed in the majority of lessons was good, with very effective practice also evident in a significant minority of lessons; there was scope to develop formative assessment strategies in lessons.
- Very good progress has been made in the implementation of recommendations from previous evaluations.
- The school has a very good capacity for school improvement; the school's self-evaluation (SSE) process is good, but would benefit from closer monitoring of action planning.

Recommendations

- As part of the school's review of its code of behaviour, the principles of restorative practice should be embedded in the ladder of referral and procedures in relation to detention should be reviewed.
- Student support structures should be enhanced through the re-establishment of class tutors across all year groups.
- The board of management should address the outstanding issues raised in the recent health-and-safety audit.
- To consolidate the positive learner experiences observed, it is recommended that teachers plan for the greater use of differentiation and formative assessment strategies in lessons.
- Action planning for SSE should be monitored more closely in order to assess ongoing progress.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

The quality of school leadership and management is very good.

Leading learning and teaching

The quality of leadership for learning and teaching is very good. The senior management team, comprising the principal and two deputy principals, provides very effective leadership for learning by promoting a culture of improvement and collaboration in learning, teaching and assessment. They foster a culture where learning flourishes.

The senior management team encourages and facilitates teachers' continuing professional development (CPD) in many areas, including instructional leadership, TL21, the *Droichead* mentoring programme and the new Junior Cycle Framework. The team strives continuously to raise student, parent and teacher expectations for learner outcomes.

The school offers a very broad and balanced programme that includes five modern foreign languages. A comprehensive and effective transfer programme is in place for incoming first-year students; this includes visits to the primary schools, open days, a series of induction days and a *Cara* mentoring programme.

During the evaluation, students expressed a high level of satisfaction with subject sampling, the range of subjects on offer and with the school's deliberate efforts to meet students' needs. The school actively promotes creativity and innovation through, for example, the introduction of Level 2 Learning Programmes and new short courses for the Junior Cycle, including Coding, Philosophy and Artistic Performance, as well as a number of additional subject options for the Leaving Certificate.

Both the TY and LCVP programmes are very well organised and offer a wide variety of learning experiences for students, including work experience and close links with the business community. There is evidence of good practice in relation to self-evaluation of learner experiences and outcomes in both programmes. Commendably, students and parents are surveyed annually for their views of the TY programme and their feedback informs ongoing developments.

School management reported that there has been very low level of interest and take-up of the Leaving Certificate Applied (LCA) programme in recent years. It is recommended that the school review its provision and promotion of the LCA programme, with a view to offering it as a viable option to senior-cycle students.

The quality of care for students is good. There is scope to develop a tutor system for all year groups at junior cycle and to embed the principles of restorative practice in the ladder of referral.

The school participates in the School Completion Programme, which helps to fund supports for students including a breakfast and lunch club, a homework club and additional counselling.

A recent change in guidance personnel has led to interim arrangements being put in place. Two guidance counsellors have been employed on a part-time basis to meet with students on a one-to-one basis. At the time of the evaluation, lessons in Career Guidance were being provided by other members of the teaching staff, not all of whom were qualified in this area. It is recommended that school management review its provision of classroom guidance for senior cycle students to ensure that Guidance is provided by fully qualified personnel.

It is positive that the school's care teams provide an effective forum for dealing with students' issues and make appropriate referrals to the relevant support agencies. It is commendable that a wide range of themed events are held annually to promote student wellbeing, positive mental health and college awareness.

Support for students with special educational needs (SEN) is well organised and the allocation of SEN hours is being used appropriately. A core team of five experienced teachers oversees SEN provision, each taking responsibility for a particular year group. Students benefit from the services of five special-needs assistants. Student support files are being prepared for all students currently, in line with the requirements of the new allocation model.

Some students with SEN receive appropriate support on an individual or small group basis. The main method of providing support is through team teaching in mainstream classes, with up to thirty-four teachers involved. It is recommended that the school consider the creation of a smaller team of teachers, each of whom would

have greater contact with the delivery of SEN support, in order to ensure greater consistency and to build staff expertise. While team teaching was observed to be beneficial in the lessons visited, there was scope to further develop its effectiveness in some instances. It is recommended that further training be provided to all the staff involved in co-operative teaching to ensure that the support provided is well planned, targeted, coordinated and monitored effectively.

Support for English as an additional language (EAL) for international students is of a very good quality. Students are assessed initially to ascertain their needs, subject teachers are consulted and an appropriate individual programme of language support is developed for each student. Students' progress is appropriately monitored.

Managing the organisation

School management effectively leads and manages the organisational structures of the school. The current board of management was appointed in 2015, is properly constituted and fulfils its statutory obligations effectively. The board is very well supported by Dublin and Dún Laoghaire ETB.

The board makes a very good contribution to policy and decision making, and has adopted and ratified all mandatory policies as part of a systematic review.

The school fosters a commitment to inclusion, equality of opportunity and the holistic development of each student, as is evident from its admissions policy. The behaviour of students was observed to be very good during the evaluation, and the promotion of mutual respect was very much in evidence. It is timely that the school's code of behaviour is being reviewed, as the school's current focus on promoting restorative practice is not fully reflected in the existing policy.

A key sanction in the code of behaviour is detention, which may at times take the form of students doing "community work" on the premises. Both staff and students reported that there is an inconsistent approach taken by staff in imposing this sanction, including the advance notice given to students and parents. It is recommended that as part of the review of the code of behaviour, the school seek to embed the principles of restorative practice in its ladder of referral. It is also recommended that agreed procedures be put in place to ensure that all relevant parents are contacted in advance, and that detention is seen to be implemented in a fair and consistent manner across all year groups.

During the evaluation, it was noted that some year groups have the benefit of class tutors, while other year groups do not. In view of the large numbers of students involved, it is recommended that the student support structures be enhanced through the re-establishment of class tutors across all year groups.

The senior management team oversees the smooth day-to-day running of the school and deploys teachers strategically to make the best use of their specific strengths and skills. Within a culture of collaborative review, the principal meets teachers annually to discuss their work, their professional development and student attainment. Questionnaire data indicate that almost all of the teachers and parents agree that the school is well run.

The school, comprising a mixture of old and new buildings, is maintained to a satisfactory standard. It is positive that a health-and-safety audit was carried out in October 2017. The report identified a number of risks, some of which have since been addressed by the school; these include electrical repairs and new floor covering. During the evaluation, it was noted that some of the potential hazards identified in the report, particularly in relation to classrooms for practical subjects, had still not been rectified. It is recommended that the board of management address all the outstanding issues identified in the audit as a priority.

Leading school development

School management promotes a guiding vision which sets out goals for the school as a caring and proud learning community, committed to the pursuit of excellence. The three core principles of fairness, courtesy

and courage underpin school policy and practice. Almost all teachers who responded to the questionnaire agreed that the core values of the school are being implemented well in the day-to-day life of the school.

Commendably, school management keeps abreast of developments and changes in the broader educational environment, and values constructive relationships with the school and wider community.

The parents' association is very supportive and is largely engaged in fund-raising for extra-curricular activities. The parents have been consulted in the past on such issues as continuous assessment, Wellbeing and a number of school policies. However, there is considerable scope to increase parental input in relation to school development policies and to expand the role of the parents' association itself. In their questionnaire responses, almost all parents agreed that they feel welcome and their children are doing well in the school.

Developing leadership capacity

School management delegates responsibilities to a middle-management team of thirteen assistant principals and a programme coordinator who give good support to the school. Valuable opportunities are offered to staff for leadership and career development.

During the evaluation, there was an anomaly noted in relation to the post of the programme co-ordinator who has taken up duties as head of sixth year. This practice is not in line with Circulars 0003/2018 and 0017/2002. It is recommended that this matter be rectified as a priority before the commencement of the next academic year 2018/19.

The senior management team motivates and encourages staff to lead a wide range of curricular, co-curricular and extra-curricular activities for the benefit of students. School management, parents and students all acknowledged the dedication of staff in this regard and expressed their deep appreciation. During the evaluation, it was noted that morale was high among the staff. Teachers demonstrated great flexibility and goodwill, generosity with their time, a commendably high level of volunteerism, as well as a strong commitment to their students.

A notable feature is the large number of staff teams that have been established to develop key aspects of school life, including Teaching and Learning, Information and Communications Technology and the Environment. The key challenge for the school is to coordinate all this work in an integrated manner as part of the SSE process.

Student leadership is promoted through the student council, the head girl and head boy system, prefects, the *Cara* mentoring system and in the promotion of a range of extra-curricular activities. It is a positive development that a teacher has been appointed recently to the role of promoting the student voice. Questionnaire responses indicate that a majority of students, like their parents, would welcome a greater say in how things are done in the school.

2. QUALITY OF TEACHING AND LEARNING

The quality of teaching and learning observed in the majority of lessons was good, with very good practice also evident in a significant minority of lessons. In some lessons there was scope to integrate differentiation and additional formative assessment strategies, to provide for highly-effective learner outcomes and experiences.

Learner outcomes and experiences

In all lessons visited students were motivated to learn. Lessons were characterised by an atmosphere that was mutually respectful, supportive and affirming of students' efforts. Clearly established classroom routines were evident. Classroom layouts in most rooms facilitated group work and cooperative learning.

In accordance with the school's SSE focus "operation oracy," a deliberate focus was placed on supporting students' literacy and by encouraging them to discuss lesson content. Some strategies provided for very good learner outcomes as they enabled students to develop a deep understanding of the lesson content. Strategies that proved particularly effective included pre-teaching the meaning of key words or key concepts to scaffold

subsequent lesson delivery, encouraging students to use electronic dictionaries, or including mini-debates as a teaching approach to challenge students to examine beliefs or defend positions. However, further consideration needs to be given to the use of questioning strategies as a means of supporting students to engage deeply with lesson concepts. In a significant minority of lessons, students gave monosyllabic answers and were not challenged to discuss or develop their answers.

There was very good use of the target language by teachers and students in the language lessons observed. Common errors in grammar, spelling and pronunciation were addressed effectively.

Teachers set high expectations for their students' achievement. Learning intentions were shared in all lessons and were well phrased. Highly effective learning was noted in lessons where time was taken to discuss the planned learning intentions and when students were able to link the intended learning to their own experience or prior learning. In most cases, the potential of using the learning intentions as a formative assessment tool was not fully exploited.

Students' learning was most effective when there was an appropriate range of lesson activities designed to support their active engagement in learning. Additional resources, such as 3-D models, exemplar materials and well-designed digital media presentations, were used very effectively to illustrate new concepts and to actively engage students.

In many lessons, students had opportunities to work in collaboration with their peers and on their own, and they demonstrated a commendable ability to take responsibility for their own learning, when challenged to do so. These strategies were most effective when the teacher acted as facilitator and sufficient time was allowed for students to process, apply and consolidate their learning in a highly competent manner. In some instances, the focus was overly teacher-focused, resulting in less student engagement and minimal summarising of key learning.

Very good routines were apparent in the sample of student copybooks, notebooks and journals reviewed during the evaluation. Further consideration should be given to supporting students in the skills of note-making, as opposed to note taking, when using digital presentations and recoding work completed in class. The school's electronic platform is used to good effect to enable teachers share lesson materials with students. Some very good formative assessment practice was noted in students' copybooks.

Teachers' individual and collective practice

In all of the lessons observed teachers displayed an enthusiasm for their subject areas.

Overall, a very good level of preparation was evident for lessons. A wide range of additional resources such as digital resources, worksheets, placemats and exemplar models was prepared in advance, and used effectively to support learning. In a significant minority of lessons, there was scope to enhance planning for assessing students' actual progress by extending the formative assessment strategies deployed.

Some good practice in using ICT as an interactive learning and assessment tool was noted. There is scope to develop this very good practice further.

Explanations of new content were clear and spot demonstrations were used to very good effect to support the development of students' procedural and practical skills. Highly effective learning was noted when the lesson sequence supported incremental learning.

While some good practice in differentiated teaching approaches was noted, a whole-class approach to teaching and learning prevailed. At times, teachers taught to the middle range. It is recommended that differentiated teaching approaches be further developed and integrated into lessons on a whole-school basis.

Questioning was a dominant formative assessment strategy. Best practice was evident when the questions posed required students to apply and evaluate information, and discuss the information with their peers. Further use of higher-order questions, with increased wait-time, is recommended.

It is good practice that homework is regularly assigned. However, in a number of lessons visited, the task assigned as homework was not sufficiently challenging. In some subjects, success criteria are routinely shared for key tasks and some very good encouraging and directional feedback comments were noted on students' completed work. The wider use of these strategies is recommended.

To consolidate the very good learner experiences observed, it is recommended that teachers plan for the greater use of formative assessment strategies in lessons.

The subject department plans reviewed ranged in quality from good to very good and there is a commendable sharing of resources on line. An analysis of student attainment in the certificate examinations demonstrates some positive trends, with a noticeable increase in student uptake at higher level. It is recommended that subject departments engage in a deeper analysis and discussion of learner outcomes and develop specific action plans and SMART targets for further improvements.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Leadership and Management

Very good progress has been made in the implementation of recommendations from previous evaluations relating to management. LCVP has been re-introduced as an option at senior cycle and is proving popular. Identified maintenance issues have been addressed in a home economics specialist room. The Junior Certificate optional oral Irish examination was introduced successfully and was extended to other modern languages in the school.

Teaching and Learning

Very good progress has been made in the implementation of recommendations regarding teaching and learning. Assessment-for-learning strategies were evident in classroom practice. Some teachers already engage in collaborative peer reviews and this good practice should be further promoted.

4. THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT

The School's Self-Evaluation Process

The school's self-evaluation process is good and very well documented. Staff have already promoted a number of initiatives in the area of literacy and numeracy. In the current academic year, the focus is on continuous assessment in first, second and fifth year, and parents have been surveyed for their views. Consideration should now be given to surveying the students. Work has also begun on improving feedback to parents in school reports and on improving the quality of formative feedback to students on their work. Some good progress in this area was noted during the evaluation.

While the SSE plans and school improvement plans are comprehensive, there is scope to monitor more closely the achievement of specific targets and the progress made. It is recommended that the action planning for SSE be more closely monitored in order to assess ongoing progress.

The School's Capacity for Improvement

The school community has a very good capacity for improvement and demonstrates a strong commitment and drive for ongoing development and innovation.

5. CHILD PROTECTION

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

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed in the school's reception area.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

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 | <i>Very good</i> 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 <i>outstanding</i> 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 | <i>Good</i> 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 <i>very good</i> standard. | Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement |
| Satisfactory | <i>Satisfactory</i> 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 | <i>Fair</i> 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 | <i>Weak</i> 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; |