

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

**Cigireacht Ábhair ar an nGaeilge**

**TUAIRISC**

<b>Ainm na scoile</b>	Meánscoil na Toirbhirte
<b>Seoladh na scoile</b>	Bóthar Uí Ghruagáin Loch Garman
<b>Uimhir rolla</b>	63661C

**Dáta na cigireachta: 17-05-2017**



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 CIGIREACHT ÁBHAIR ANN?**

Déanann cigireachtaí ábhair tuairisciú ar cháilíocht na hoibre i réimsí curaclaim faoi leith laistigh de scoil. Dearbhaíonn siad dea-chleachtas agus déanann siad moltaí, nuair is cuí, chun cuidiú le forbairt bhreise a dhéanamh 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 trí Ghaeilge faoi na ceannteidil seo a leanas:

1. Foghlaim, teagasc agus measúnú
2. Soláthar don ábhar agus tacaíocht na scoile uile
3. Pleanáil agus ullmhúchán

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 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.

## Tuairisc ar Cháilíocht na Foghlama agus an Teagaisc sa Ghaeilge

### GNÍOMHAÍOCHTAÍ CIGIREACHTA LE LINN NA CIGIREACHTA SEO

<b>Dáta na cigireachta</b>	17-05-2017
<b>Na gníomhaíochtaí cigireachta ar tugadh fúthu</b> <ul style="list-style-type: none"><li>• Athbhreithniú ar na cáipéisí cuí</li><li>• Plé leis an bpríomhoide agus leis na múinteoirí</li><li>• Caidreamh le scoláirí</li></ul>	<ul style="list-style-type: none"><li>• Breathnú ar theagasc agus ar fhoghlaim i rith 7 dtréimhse ranga</li><li>• Athbhreithniú ar obair na scoláirí</li><li>• Aiseolas don phríomhoide agus do na múinteoirí</li></ul>

### COMHTHÉACS NA SCOILE

Tá rollúchán reatha de 793 scoláire i Meánscoil na Toirbhirte, Baile Loch Garman. Cuireann an scoil na cláracha seo a leanas ar fáil: an Teastas Sóisearach, Idirbhliain rognach, Clár Ghairme na hArdteistiméireachta agus an Ardteistiméireacht bhunaithe. Tá díolúine ón staidéar ar an nGaeilge ag 4.5% de na scoláirí sa scoil.

### ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

#### CINNTÍ

- Ar an iomlán bhí an caighdeán an teagaisc idir go maith agus an-mhaith sna ceachtanna a breathnaíodh le ceacht amháin ag leibhéal sásúil agus scóip bheag chun feabhais sna dúshláin chuí a cuireadh roimh scoláirí i gcúpla ceacht.
- Bhí an fhoghlaim ghníomhach chun tosaigh sna ceachtanna go léir, cur chuige a chinntigh go raibh an fhoghlaim sa raon idir an-mhaith agus go maith le neart deiseanna cumarsáide ag scoláirí sa sprioctheanga.
- Bhí úsáid na Gaeilge mar theanga chumarsáide agus mhúinte an-mhaith ar an iomlán ach i gcás amháin bhí úsáid an aistriúcháin chun tosaigh mar mhodh teagaisc.
- Déantar iarrachtaí fóna eispéireas na scoláirí ar an nGaeilge mar theanga bheo a chothú agus a leathnú agus tacaíonn bainistíocht na scoile leis an gcur chuige seo.
- Bhí cáilíocht na pleanála i roinn na Gaeilge go maith agus ba léir go n-oibríonn na múinteoirí go héifeachtach le chéile.
- Bhí neart samplaí d'obair scríbhneoireachta sna cóipleabhair; tugtar aiseolas ó bhéal do scoláirí ach bhí easpa aiseolais foirmithigh le breathnú i bhformhór na gcóipleabhar.

#### MOLTAÍ

- Ní mór a dheimhniú go bhfuil leibhéal dúshláin an cheachta ag teacht le cumas na scoláirí ionas go mbeadh a gcuid foghlama ag an leibhéal is éifeachtaí.
- Ní mór aiseolas foirmitheach scríofa a thabhairt do scoláirí ar a gcuid oibre scríofa agus is gá treoir agus comhairle a thabhairt dóibh ar conas is fearr feabhsú.

- Ba chóir naisc a chruthú idir ábhar na gceachtanna agus saol laethiúl na scoláirí d'fhonn cur ar a gcumas a bhfoghlaim a aistriú chuig eispéiris choimhthíocha.

## **MIONCHINNTÍ AGUS MOLTAÍ**

### **1. FOGHLAIM, TEAGASC AGUS MEASÚNÚ**

- Ar an iomlán bhí caighdeán an teagaisc sa raon idir go maith agus an-mhaith le ceacht amháin ag leibhéal sásúil. Bhí scóip chun feabhais, áfach, maidir le leibhéal an dúshláin a cuireadh roimh scoláirí; bhí easpa dúshláin chuí i gcás dhá cheachta agus bhí an t-ábhar ró-dhúshlánach i gcás ceachta amháin.
- Bhí úsáid na Gaeilge mar theanga chumarsáide agus mhúinte an-mhaith ar an iomlán ach leagadh an iomad béime ar úsáid an aistriúcháin go Béarla i gceacht amháin. Ní mór aghaidh a thabhairt air seo agus a chinntiú go bhfuil polasaí soiléir i bhfeidhm i roinn na Gaeilge i leith úsáid na sprioctheanga.
- Bhí an fhoghlaim ghníomhach chun tosaigh sna ceachtanna go léir le neart deiseanna cainte cruthaithe do scoláirí trí obair bheirte, obair ghrúpa agus cluichí teangan éagsúla. Ba léir go raibh taithí ag scoláirí ar chumarsáid a dhéanamh sa sprioctheanga.
- B'fhiú go mór agus scoláirí ag cur ceisteanna ar a chéile sa sprioctheanga, samplaí de cheisteanna a chur in airde ar an gclár bán ionas go bhfuil réimse ceisteanna difreáilte ar fáil ag freastal ar chumais teangeolaíocha éagsúla.
- Bhí leagan amach na seomraí ranga go maith i gcásanna áirithe agus chuir sé le cumas na scoláirí a bheith ag obair go comhoibrítheach lena chéile. Cruthaíodh timpeallacht tacúil prionta sna seomraí freisin.
- Bhí na scoláirí thar a bheith díograiseach agus cruthaíodh atmaisféar maith foghlama sna ranganna. Cailleadh deiseanna ábhar na gceachtanna a cheangal leis an saol comhaimseartha go minic agus moltar go dtabharfaí aghaidh air seo d'fhonn cur ar chumas na scoláirí a bhfoghlaim a aistriú chuig eispéiris choimhthíocha.
- Leagadh an bhéim chuí ar mhúineadh na gramadaí i gcomhthéacs agus moltar an cur chuige seo. Moltar áfach, focail agus frasaí nua a chur in airde ar an gclár bán. Baineadh úsáid as buíonaithris i gceachtanna áirithe le cinntiú go raibh scoláirí inniúil ar fhocail nua ach is gá an cleachtas seo a leathnú chuig na ceachtanna go léir.
- Baineadh úsáid as acmhainní teagaisc, teicneolaíocht faisnéise agus na cumarsáide (TFC) san áireamh, i bhformhór na gceachtanna. Chuirfeadh úsáid níos leithne TFC le héifeacht na foghlama i gcásanna áirithe.
- Tugtar aiseolas ó bhéal do scoláirí ar a gcuid oibre. Cé go raibh a lán oibre scríofa sna cóipleabhair a breathnaíodh bhí easpa aiseolais foirmithigh scríofa i gceist agus is gá aird a thabhairt air seo maidir le treoir agus comhairle a chur ar fáil do scoláirí chun iad a chumasú mar fhoghlaiméoirí teanga.

### **2. SOLÁTHAR DON ÁBHAR AGUS TACAÍOCHT NA SCOILE UILE**

- Tá an soláthar don Ghaeilge go maith le ceithre thréimhse ar fáil don chéad bhliain agus cúig thréimhse don dara agus don tríú bliain. Trí thréimhse atá ar fáil don Idirbhliain agus sé thréimhse don chúigiú agus don séú bliain. Moltar an tacaíocht bhreise sa tsraith shinsearach.
- Moltar an tslí ina gcothaítear eispéireas na scoláirí ar an nGaeilge mar theanga bheo trí scéim scoláireachta, ceiliúradh ar Sheachtain na Gaeilge, ócáidí agus turais chultúrtha. Tacaíonn bainistíocht na scoile leis na hiarrachtaí seo.

- Cuirtear scrúduithe béil ar gach bliainghrúpa sa scoil chun scileanna cumarsáide a mheas agus moltar an cur chuige seo. Cuirtear aiseolas cuimsitheach ar fáil do thuismitheoirí ar dhul chun cinn a bpáistí i ngach gné den bhfoghlaim teanga. Is dea-chleachtas é seo.
- Tá na múinteoirí Gaeilge tar éis freastal ar raon leathan cúrsaí inseirbhíse a thacaíonn lena gcuid oibre. Tá iarracht ar leith déanta acu iad féin a chumasú i réimse an TFC os rud é go bhfuil taibléid phearsanta in úsáid ag scoláirí sa tsraith shóisearach.

### **3. PLEANÁIL AGUS ULLMHÚCHÁN**

- Bhí cáilíocht cháipéisíocht na roinne go maith. Cuimsíodh ann cur síos ar gach gné d'obair na roinne ina measc: pleananna oibre, cur síos ar imeachtaí lasmuigh de na ceachtanna, cuairteoirí, turais agus scoláireachtaí. Bhí éagsúlacht ag baint le caighdeán na bpleananna do na bliainghrúpaí éagsúla. B'fhiú féachaint ar theimpléad comónta a úsáid. Chabhródh sé seo le leanúnachas sa bhfoghlaim idir bhliainghrúpaí.
- Ba léir go n-oibríonn na múinteoirí Gaeilge as lámha a chéile agus go bhfuil siad oscailte agus sásta acmhainní agus saintaithí a roinnt ar a chéile.
- Ba léir ón gcáipéisíocht a cuireadh ar fáil go ndéantar anailís áirithe ar thorthaí na scrúduithe stáit. D'fhéadfaí an obair anailíse a fhorbairt chun pátrúin agus réimsí feabhais a aithint. Tá líon na scoláirí a thugann faoi ardleibhéal sna scrúduithe stáit an-mhaith.
- Bhí an t-ullmhúchán do na ceachtanna aonair an-mhaith.
- Rinneadh iarrachtaí fóna moltaí ón gcigireacht dheireannach ar an nGaeilge (2009) a chur i bhfeidhm agus moltar an obair seo.

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

## 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 mbaineann cigirí feidhm aisti 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 <b>An-mhaith</b> áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo bíonn an cháilíocht ar a ndearnadh meastóireacht <b>thar cionn</b> agus is sampla é do scoileanna eile de shárchaighdeán soláthair.	<b>An-mhaith</b> ; ar cháilíocht an-ard; an-éifeachtach; 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-suntasach; thar barr
Go maith	Úsáidtear <b>Go maith</b> áit ina bhfuil níos mó láidreachtaí sna réimsí a ndéantar meastóireacht orthu 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 leis an gcaighdeán <b>an-mhaith</b> a bhaint amach.	<b>Go maith</b> ; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear <b>Sásúil</b> áit a bhfuil cáilíocht an tsoláthair sách maith. Tá díreach níos mó láidreachtaí a ndéantar meastóireacht orthu ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian leis na taithí foghlama agus ba chóir dul i ngleic leo d'fhonn caighdeán níos fearr a bhaint amach.	<b>Sásúil</b> ; 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 <b>Measartha</b> 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.	<b>Measartha</b> , laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith chomh sásúil sin; deacrachtaí ann; níor mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear <b>Lag</b> 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.	<b>Lag</b> ; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas atá suntasach ag teastáil; deacrachtaí suntasacha ann

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

**Subject Inspection in Irish**

<b>Ainm na scoile / School name</b>	Presentation Secondary School
<b>Seoladh na scoile / School address</b>	Grogan's Road Wexford
<b>Uimhir rolla / Roll number</b>	63661C

**Date of Inspection: 17-05-2017**



## **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. Learning, teaching 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.



## Report on the Quality of Learning and Teaching of Irish

### INSPECTION ACTIVITIES DURING THIS INSPECTION

<b>Dáta na cigireachta</b>	17-05-2017
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with the principal and teachers</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during 7 class periods</li><li>• Review of pupils' work</li><li>• Feedback to the principal and teachers</li></ul>

### SCHOOL CONTEXT

There is a current enrolment of 793 pupils in Meánscoil na Toirbhirte, Wexford Town. The school provides the following programmes: the Junior Certificate, an optional Transition Year (TY), the Leaving Certificate Vocational Programme and the Leaving Certificate. 4.5% of students in the school have an exemption from the study of Irish.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

#### FINDINGS

- Overall, the quality of teaching ranged between good and very good in the lessons observed; however, one lesson was at a satisfactory level and there was scope for improvement to the appropriate level of challenge presented to students in a couple of lessons.
- Active learning was to the fore in all lessons; an approach which ensured that learning ranged between good and very good with plenty of opportunities for students to communicate in the target language.
- The use of Irish as the language of communication and teaching was very good overall except in one case where the use of translation was predominant as a teaching methodology.
- Some very good efforts are made to foster and broaden the students' experience of Irish as a living language and school management support this approach.
- The quality of planning in the Irish department was good and it was clear that teachers work effectively together.
- There were many samples of written work in the copybooks; while oral feedback is given to students on their work there was a lack of formative feedback observed in most copybooks.

#### RECOMMENDATIONS

- The level of challenge in lessons should be commensurate with students' linguistic ability so that their learning is at the most effective level.
- Formative feedback should be given to students on their written work and they should receive written guidance and advice on how best to improve.
- Links should be created between the lesson material and students' daily lives to enhance their ability to transfer their learning to familiar experiences.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING AND ASSESSMENT

- Overall, the quality of teaching ranged between good and very good in the lessons observed; however, one lesson was at a satisfactory level. There was scope for improvement, however, regarding the level of challenge presented to students in lessons. For example, there was a lack of appropriate challenge in two lessons and subject material was too challenging in another lesson.
- The use of Irish as the language of communication and teaching was very good overall but too much emphasis was placed on the use of translation to English in one lesson. This should be addressed and a clear policy implemented in the Irish department in relation to use of the target language.
- Active learning was to the fore in all of the lessons with plenty of opportunities created for students to speak the language through pair work, group work and various language games. It was evident that students had experience of communicating in the target language.
- While students are asking each other questions in the target language, it would be beneficial to display examples on the white board so that a range of differentiated questions are available catering for all linguistic abilities.
- The layout of the classrooms was good in some cases and enhanced the students' ability to work co-operatively. A supportive print-rich environment was created in the classrooms.
- The students were extremely hard working and a good learning atmosphere was created in the lessons. There were often missed opportunities to link the subject of the lessons with the contemporary world and it is recommended that this is addressed to enable students to transfer their learning to familiar experiences.
- Appropriate emphasis was placed on the teaching of grammar in context and this approach is commended. It is recommended, however, that new words and phrases be displayed on the white board. Group repetition was used in certain lessons to ensure that students were competent in using new words but this practice needs to be extended to all lessons.
- Teaching resources, including information and communication technology (ICT), were used in most of the lessons. Further use of ICT would have added to the effectiveness of learning in certain cases.
- Students are given verbal feedback on their work. However, while there was a lot of written work in the exercise books observed, there was a lack of written formative feedback in many cases. This needs to be addressed to provide guidance and advice to students to empower them as language learners.

### 2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Provision for Irish is good with four periods available for first year and five periods for second and third year. There are three periods available for TY and six periods for fifth and sixth year. The extra support in the senior cycle is commended.
- The way in which the students' experience of Irish as a living language is encouraged through scholarship schemes, celebrating Seachtain na Gaeilge, and through other events and cultural trips is commended. School management are very supportive of these initiatives.
- Every year group in the school completes an oral Irish examination to assess communication skills and this approach is commended. Comprehensive feedback is provided to parents on their children's progress in every aspect of language learning. This is good practice.

- Irish teachers have recently attended a wide range of in-service courses which support their work. They have made a specific effort to upskill in the area of ICT because students in the junior cycle are using personal tablets.

### **3. PLANNING AND PREPARATION**

- The quality of departmental documentation was good. It was very well organised and included a description of every aspect of the department's work including: curriculum plans; description of events outside of lessons; visitors; trips and scholarships. There was variation in the standard of plans for the different year groups. The use of a standard template is recommended. This would help with continuity in learning between year groups.
- It was evident that the Irish teachers work well together and that they are open and prepared to share resources and specialised information with each other.
- It was evident from the documentation provided that specific analysis is carried out on State examination results. Further analytical work to recognise patterns and areas of improvement could be developed. The number of students who undertake higher level in the State examinations is very good.
- Preparation for individual lessons was very good.
- Very good efforts were made to implement recommendations from the last inspection inspection in Irish (2009) and this work is commended.

At the end of the inspection, draft findings and draft recommendations were discussed with the principal and the subject teachers.

## 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 the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some 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.	<b>Very good;</b> 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
<b>Good</b>	<b>Good</b> 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.	<b>Good;</b> good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	<b>Satisfactory;</b> adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<b>Fair</b> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	<b>Fair;</b> evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<b>Weak</b> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	<b>Weak;</b> unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;