



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

REPORT

Ainm na scoile/School name	Sandymount Park Educate Together Secondary School
Seoladh na scoile/School address	Beach Road Sandymount Dublin 4
Uimhir rolla/Roll number	68305F
Dáta na cigireachta/ Date of evaluation	07/03/2024
Dáta eisiúna na tuairisce/ Date of issue of report	15/05/2024

What is a 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. Quality of support for students' wellbeing

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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

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

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none">1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools (revised 2023).6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.3. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment in line with their current policy.4. All teachers visited report that they have read the school's current policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

<p>and Post-Primary Schools (revised 2023).</p> <p>7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, RSE).</p> <p>8. Child protection records are maintained in a secure location.</p>	
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The school met the requirements in relation to each of the checks above.

Whole-school evaluation – management, leadership and learning

Date of inspection	07/03/2024
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with board of management• Meetings with principal and deputy principal• Meetings with key staff• Review of relevant documents• Student focus group	<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

Sandymount Park Educate Together Secondary School is a co-educational, multi-denominational post-primary school operating under the patronage of Educate Together. Founded in 2018, it has a current enrolment of 390 students, presently in first to sixth year. The school offers the following programmes: Junior Cycle (JC), a compulsory Transition Year (TY), the Leaving Certificate (LC), and has a special class for young people with autism. The school operates in interim accommodation and progress towards a new school build on the current site is ongoing.

Summary of main findings and recommendations:

Findings

- The quality of teaching and learning was very good overall; lessons observed ranged from good to excellent.
- The overall quality of leadership and management was excellent; the highly effective board of management and senior leadership team created a culture of collaboration and reflective practice with very well-distributed leadership and very well-developed whole-school structures.
- The principal's high expectations for all learners and passion for learning and teaching was palpable and this has fostered a school culture in which learning has flourished.
- School leaders have very effectively led the school community to strive for excellence and continuous improvement in all aspects of school life through the persistent and highly effective use of school self-evaluation (SSE) processes.
- The school community has developed a clearly articulated vision for the school underpinned by three core principles: excellence in teaching and learning, student voice and positive relationships; this vision was enacted in school policies and permeated daily school life.
- Rich opportunities for student leadership were evident in the school across a range of areas.
- Teachers provided a wide variety of extra-curricular learning activities for students and this had nurtured a holistic, inclusive education while cultivating a sense of belonging and community in the school.
- The overall quality of supports for student wellbeing was excellent, this created a positive learning environment for students to be happy, believe in themselves and feel acknowledged and supported.

Recommendations

- The very good teachers' practices and learners' experiences highlighted in this report should be extended across the whole school, as appropriate including: teachers

explicitly revisiting students' attainment of the intended learning during the consolidation phases of lessons; providing differentiated classwork and homework; and regular correction of written work.

- Some aspects of subject planning required development; teachers should update plans to reflect the very high quality of learning observed in lessons. Plans should clearly outline key learning, record assessment tasks aligned to the intended learning and support an integrated approach to students' learning.

Detailed findings and recommendations

1. The quality of teaching and learning

During the evaluation fourteen lessons were observed across first to sixth year. The overall quality of teaching and learning was very good; lessons observed ranged from good to excellent.

Learner outcomes and experiences

Overall, learner outcomes and experiences were very good. Teachers had very high expectations for engagement and participation in learning and students worked diligently to realise the expectations shared.

In all classrooms visited, inspectors observed extremely respectful relationships between teachers and their students. Classrooms were democratic in nature. During focus group discussions, students revealed that they frequently engaged in conversations with many of their teachers about what facilitated their learning. They acknowledged that teachers utilised these insights to inform their future teaching approaches.

Routines designed to support learning were evident and embedded in lesson practice. In almost all lessons visited, the whole-school 'careful copybook' initiative was in use. This initiative had supported students to meaningfully develop their skills in recording the key learning from each lesson so that it was easily accessible for further study. It was very positive that in many instances, students' copybooks reflected that they had opportunities to incrementally develop their independent note-making skills.

Students' learning outcomes and experiences were enhanced through teachers' judicious use of digital learning technology (DLT) as a learning tool. In the lessons observed, students used DLT to assess their learning through the use of digital quizzes, to develop research skills and to support their understanding by watching apt video clips which had accompanying tasks. Students reported that the common approach adopted by their teachers in creating online digital subject folders has greatly supported them to easily store and access information.

In the language lessons observed, students were immersed in the target language throughout the whole lesson. In all lessons, there were regular opportunities for students to write, hear, read and speak the language of the subject and this was very good.

In all lessons, there was a very good balance between student activity and teacher input. Students had opportunities to be active in their learning through a variety of activities including walking debates, problem-solving tasks, research tasks, experiments and student-led presentations.

In most lessons, students had structured opportunities to work collaboratively either in groups or pairs. Very good practice was evident when, in advance of completing a group task, success criteria linked to the task were shared with students.

Teachers individual and collective practice

The overall quality of teachers' individual practice and collective practice was very good with some aspects of teaching practice and subject planning requiring further development. Teacher preparation for individual lessons was generally of a very high standard. Student tasks were well-designed, clearly explained and facilitated incremental learning.

In the lessons observed, teachers were very enthusiastic about their subject and demonstrated very good subject knowledge. School corridors and classrooms were vibrant learning spaces which showcased students' work and captured how the school's ethos and values were lived out in day-to-day life.

In nearly every lesson, teachers utilised retrieval practice at the beginning of lessons as a learning strategy to provide opportunities for recall or establish prior knowledge and this also helped scaffold learning in the lesson. Highly effective practice was observed when the retrieval task provided different levels of challenge and this approach provided an appropriate opportunity for all students.

Very good practice was evident when teachers shared clear learning intentions with students about what they will know, understand or be able to do at the end of the lesson. In some lessons, teachers assessed students' attainment of the learning intentions shared. However, there was scope to develop and or extend assessment for learning practices so that all learners and teachers are explicitly aware of the students' strengths and areas for further development. All teachers should explicitly revisit and assess students' attainment as the lesson progresses and at the consolidation phase.

Teacher-led questioning was the main form of assessment observed in lessons. A mix of good-quality lower and higher-order questions was used and student answering was supported through the effective use of 'wait-time' and 'cold calling'. In some lessons, students used whiteboards to share their learning with their teachers and this supported very high levels of student engagement and enabled teachers to gain worthwhile insights on the learning of all students in the class. Excellent practice was evident when students undertook peer assessment and time was provided for them to engage in rich peer-led conversations about their strengths and areas for development.

Homework was regularly assigned to students and in many lessons teachers had recorded the assignment for each class on the digital platform. Best practice was observed when homework was differentiated in line with students' abilities. However, there was, at times, more scope to extend this approach.

In the majority of lessons, there was evidence of regular teacher correction of students' work and the provision of written or digital formative feedback. Overall, however, there was potential to extend this approach to all lessons. Very good practice was evident when students used the feedback provided to improve their work.

It was very positive that team teaching had been introduced in the school, and where this was observed, it was very effective in providing inclusive supports to students. There was evidence of highly effective collaboration between special education teachers and mainstream teachers.

In some lessons, activities were differentiated and students could self-select the level of challenge which they felt was appropriate to them. In other lessons, teaching inputs were designed to scaffold success for some while providing greater challenge for others. At times, there was scope for further use of differentiation strategies, in particular to support upward differentiation.

A strong collaborative culture among teachers was evident in the school and this was facilitated by subject department meetings, digital communications, regular whole-staff meetings and good internal communication practices. In addition, the online platform facilitated the sharing of resources that supported teachers' lesson design.

The overall quality of the subject plans for teaching, learning and assessment reviewed during the evaluation varied from very good to requiring improvement. In planning for Junior Cycle, best practice was evident when the subject plan supported a non-linear approach to students' learning, and key learning was clearly articulated in terms of the knowledge, understanding, skills and values which students should develop. This could be achieved by taking a 'unit of learning' approach to designing JC subject plans. Some plans at JC and at LC level were underdeveloped and did not clearly indicate the key learning to be developed or assessment tasks aligned to the intended learning. Subject teams should review and, in some instances, further develop the subject plans.

2. Quality of school leadership and management

The overall quality of school leadership and management was excellent.

Leading learning and teaching

The principal's high expectations for all learners and passion for learning and teaching was palpable and this has fostered a school culture in which learning, reflection and creativity has flourished. Since opening, the principal, deputy principal and other school leaders have led the school community to continuously strive for excellence for both students and staff. School leaders have provided high levels of support to develop teachers' capacity and promoted highly effective continuous improvement in teaching and learning through the use of the SSE process.

Senior leaders envisioned that all teaching and learning initiatives introduced were underpinned by evidence and this has proven successful at improving students' learning outcomes. Leaders actively encouraged teacher upskilling and provided opportunities to engage in both internal and external professional learning events as well as induction programmes. Time was allotted for teachers to share their learnings from these engagements across the staff through collaboration at staff meetings.

The board of management and the principal have introduced a variety of subjects and short courses balancing students' needs with the availability of specialist teachers. Ongoing curriculum development was informed by students, teachers and parent voice. However, it was noted that although the school curriculum allotted 135 hours each year to JC Physical Education (PE), they should replace the current syllabus for first-year students with the recent 135 hour JC PE short course specification in accordance with Circular 0028/2023. As the school expands further, the board should continue to make informed efforts to ensure the curriculum is inclusive and responsive to students' requirements. This could include introducing further programmes of study for example: the Leaving Certificate Applied (LCA), the Leaving Certificate Vocational Programme (LCVP), or other subjects to even better meet the interests of learners.

Senior leaders ensured appropriate time allocations for curriculum subject specifications. Currently, one and a quarter hours of the minimum twenty-eight hours per week required tuition time is designated to a fifteen-minute tutor class lesson each morning. Tutor time was valued by staff and students as a time for promoting positive relationships and it was beneficial that teachers had developed a high-level weekly plan for this JC wellbeing module. Those leading learning should replan 'tutor time' in accordance with all school developed units of learning related to wellbeing, outline the key learning, link it to the wellbeing indicators, and use Appendix I; future allocation of tutor time should be kept under review to ensure that clear and meaningful learning opportunities related to wellbeing are provided

The TY programme offered students a range of learning opportunities for independent self-directed learning while also developing their social, emotional, physical and creative skills. It was commendable that the school sought bi-annual feedback from students, teachers and parents on the programme and this has led to ongoing improvements.

The school operated a highly effective bespoke system for academic monitoring and tracking of students' progress. This system was responsive with interventions available such as a mentoring programme where teachers coach students to achieve their full academic potential. An excellent induction programme designed by senior leaders supported the transition for newly appointed teachers. Every new teacher was mentored by a link staff teacher and encouraged through teaching and learning sessions; furthermore the entire induction process was augmented by the school's highly effective teacher handbook.

The provision of very good support for students with special education needs (SEN) was evident during inspection and reflected the strong commitment to inclusion. SEN supports were coordinated and strategically planned by deploying a dedicated core team, aligning students according to their needs along the continuum of support. It was commendable that the models of provision included significant additional in-class support through targeted team-teaching in a range of subjects.

The very inclusive nature of the school was notable and included welcoming students from many different nationalities. School management has recognised these students' needs and has placed a focus on English as an additional language (EAL) as an area of learning with

assessment of learners undertaken and individualised EAL learner profiles created and available via the learning platform. To continue to promote this effective school-wide unified approach to EAL provision, school leaders could consider allocating the EAL co-ordinator as a dedicated stand-alone role as appropriate to the school needs.

The board of management and senior leaders have strategically adopted the use of DLT in the classroom with the intention of enhancing learning experiences and further supporting learner outcomes. Since school opening, all students use an individual digital device. It was very positive that students' questionnaire data strongly agreed with the frequent use of devices as a means to enhance learning. The digital learning plan was of a high quality with a clear annual focus and specific, measurable targets that complemented the SSE targets. Through this plan the school had effectively led a culture of continuous improvement to embed a common, orderly, online digital learning environment for students to be familiar with for daily learning. This was complemented by strategies to upskill teachers in technologies to support the targets to improve students' experiences and outcomes.

Managing the organisation

The board of management comprised a highly committed team, combining a wealth of leadership skills, strengths and expertise including educational leadership and these were drawn upon to make well-informed decisions. Members were trained to support their role, held very regular well-structured meetings, with robust discussions of an educational nature, all informed by reports from the principal, staff and students.

The highly focussed board were fully aware of their statutory obligations and ensured timely compliance with policy and legislative requirements. However, it was noted that there was a small shortfall for many year groups in the provision of 166 days tuition as students returned to school on a phased basis at the beginning of the school year. To ensure compliance with Circular 0072/2022 the integrity of the school year should be maintained.

Since opening in 2018, the principal has worked resolutely to establish, lead and manage the school. The deputy principal was recently appointed. Already both senior leaders presented as a highly cohesive team with clear delineation of roles, displaying mutual trust and respect in all aspects of their work. They apply their complementary set of skills to ensure the highly effective day-to-day running of the school. This senior leadership team were highly reflective and efficient, very adaptive and solution-focused, practised student-centred decision-making, while still maintaining a high visibility in the school environment.

School leaders, the board, teachers and school staff modelled highly respectful relationships across the school and this had contributed significantly towards establishing and maintaining a very positive school climate for all.

Overall, teachers were managed and deployed very effectively to closely align with the schools needs and maximise the impact on students' learning. Furthermore, additional SEN and EAL teaching hours were deployed appropriately to support students with identified needs in line with Circular 0014/2017.

Middle management presented as a highly committed team who contributed significantly to the overall very effective school management. It is very positive that the duties aligned with the posts of responsibility were designed to reflect school vision and needs in accordance with Circular 03/2018. The board had identified the need to undertake a timely review of posts before the end of the school year which is a timely goal.

The school maintained a very comprehensive schedule of policies which were easily accessible to staff, students and parents. Policies were regularly reviewed in collaboration with the community and it was positive that future review dates were recorded. The whole-school guidance plan was currently in draft form and management should prioritise its ratification.

The board and school leaders have developed enhanced communication systems which have positively contributed to a culture of strong collegial and collaborative working relationships among staff, students and parents. Senior leaders have reviewed the various means of communication resulting in different electronic channels appointed depending on the audience and nature of the messages. Responses from staff questionnaires indicated a need to refine the

effectiveness of these communication channels further. Management should explore this with staff by possibly streamlining the various electronic notifications.

Leading school development

The patron, board and principal have developed a clear guiding vision which was collectively established and communicated with clarity to stakeholders through various media including infographics. The vision is underpinned by three core principles: excellence in teaching and learning, student voice and positive relationships. The enactment of this vision by stakeholders permeates all aspects of school life and contributes greatly to overall wellbeing.

Excellence in leading the SSE process was evident during the evaluation. Management had overseen a systematic, collaborative, implementation of SSE through robust cycles of evidence gathering and the setting of specific, measurable, student-centred classroom targets outlined in the schools' improvement plan (SIP). The SIP actions were regularly reviewed and enacted across all learning settings to a very high standard. Overall, this highly effective approach had led to whole-school measurable and identifiable improvements in learner outcomes in lessons.

The active affiliated parents' association (PA) facilitated by the board and principal operated as an inclusive forum for parent voice across all year groups. Their role included reviewing policy and involvement in many school events, some fundraising and some to celebrate achievements. School leaders should create further opportunities to strengthen the PA partnership role, for example by facilitating the PA to meet with the board and student council as matters of mutual interest arise.

Senior management and other school leaders have established and maintained very constructive relationships with parents with highly effective communication through various media channels, the website and social media. Through consultation, the school community had developed a clear communications guide that supports parents to engage effectively with the school. To enhance communications further it would be beneficial if the board provides a short annual report to the community on the main aspects of its work for the year.

As a newly established school, management had endeavoured to build very productive relationships with the local community through initiatives such as accessing sports facilities, inviting guest speakers and encouraging students to volunteer in the locality. In addition, school leaders and staff have forged very effective productive relationships with other schools and professional learning communities all of which seek to develop and enhance student learning and wellbeing.

Developing leadership capacity

Senior leaders and other school management actively participate in reflective practice as an integral aspect of the school's SSE process. Through this practice, they have cultivated a strong sense of self-awareness and they are adept at recognising both their strengths and areas for further development.

The senior leadership team had developed a highly effective leadership style which supported distributed leadership throughout the school. They recognised the strengths and capacities of teachers and have empowered, supported and trusted them to take on leadership roles. Highly commendable levels of leadership amongst staff were evident with teachers regularly presenting to the board about projects they had undertaken. Teachers valued the rich opportunities which existed to lead initiatives.

The views of both parents and students are routinely sought and greatly valued by management; this feedback has influenced and contributed to decision-making processes. Meaningful and varied opportunities exist for students to develop leadership through a wide variety of roles including: the student council, anti-bullying empathy ambassadors, in addition to involvement with the open day, sports events, study skills workshops and student-led clubs.

Senior leaders have undertaken considerable leadership training and were active members in professional associations for school leaders. These experiences have helped to support learning for their peers and other staff and has contributed purposefully to building a professional learning community for effective practice both nationally and internationally.

The school regularly provides placements for student teachers which provides valuable professional benefits for teachers, student teachers and students. Droichead is established in the school and new teachers are well supported here.

3. Quality of support for students' wellbeing

The overall quality of supports for student wellbeing was excellent. The school had created a positive learning environment for students to be happy, believe in themselves and feel acknowledged and supported.

The school's values which include kindness, respect, empathy, participation and community are highly evident in the wellbeing programme and contributes greatly to overall wellbeing. Student and parent questionnaire data and conversations at the focus groups, all highlighted a very good atmosphere. Students communicated that the school treated everyone with respect and there was a very strong sense of community and belonging.

Highly effective student support systems were in place. The student support team which consisted of progress leaders, the guidance counsellor, the SEN coordinator and senior leadership met weekly to facilitate responses to best support emerging or ongoing concerns.

Wellbeing curricular provision and non-curricular provision was very effectively organised and encompassed a wide variety of activities to engage all learners. High value was placed on wellbeing with a dedicated coordinator managing the implementation of the wellbeing programme. School leaders had identified student absenteeism as risk factors for wellbeing and were undertaking a rigorous monitoring of attendance to address this. There were many very good interventions and preventative practices in place in the school to reduce and manage instances of bullying overseen by the recently appointed anti-bullying coordinator. The anti-bullying initiatives included a themed empathy week, appointing student empathy ambassadors for all classes and regular weekly school surveys to prevent bullying.

A very good Social, Personal and Health Education (SPHE) including Relationships and Sexuality Education (RSE) programme was in place, led by a core team of trained teachers. Students were very positive about their learning in RSE. In future years, consideration should be given to changing the calendar timing of the sixth-year programme to best meet the needs of learners. A full programme of curricular Guidance was being provided for all year groups. The guidance scheme of work was very detailed and clear with key learning outcomes and actions for each year group. A very responsive range of modular pre-emptive wellbeing supports was also evident in the guidance programme including the in-house student enrichment programme for first-years and the *Friends for Life* programme followed in second-year classes.

School staff had created many enduring traditions through whole-school events, themed weeks, participation in external exhibitions and competitions that brought learning to life beyond the classroom. There was an excellent array of popular, well-attended extra-curricular activities available, facilitated by staff with a strong sense of vocation. The school's House Points system has reportedly deepened the sense of community and inclusion and provided students with opportunities to build bonds with other classes and year groups.

A comprehensive first-year induction programme supported incoming students and their parents. This important transition was supported by key staff, in collaboration with senior leaders. During meetings, parents were very effusive about the care their child had received and noted in particular the personal 'settling-in' report received from staff in the first term.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board is extremely proud that Sandymount Park ETSS has been awarded the highest evaluation of excellent across a range of categories under the Inspectorate's new Quality Continuum. The Board is delighted to see that the hard work and dedication of the senior leaders and staff has been recognised so positively in this detailed report.

In particular, the Board were very pleased to see the following:

"The overall quality of leadership and management was excellent; the highly effective board of management and senior leadership team created a culture of collaboration and reflective practice with very well-distributed leadership and very well-developed whole-school structures".

"The principal's high expectations for all learners and passion for learning and teaching was palpable and this has fostered a school culture in which learning, reflection and creativity has flourished."

"The quality of teaching and learning was very good overall; lessons observed ranged from good to excellent."

"Excellence in leading the SSE process was evident during the evaluation."

The overall quality of supports for students' wellbeing was awarded the status of excellent, "which has created a positive learning environment for students to be happy, believe in themselves and feel acknowledged and supported.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board is fully committed to implementing the recommendations in the report.

The small shortfall in 166 days tuition for all students has been addressed in planning for reopening in August 2024.

The JC PE planning documents have been brought in line with the short course specification in accordance with Circular 0028/2023.

We will use the SSE process to develop subject planning practices and extend the very good teacher practice observed across the whole school.

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	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective