

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St John Of God Special School
Seoladh na scoile/ School address	Islandbridge Dublin 8 D08 P89W
Uimhir rolla / Roll number	19151C

Date of Evaluation: 11-10-2018



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agus Scileanna
Department of
Education and Skills

FOLLOW-THROUGH INSPECTION

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

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.

CHILD PROTECTION

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

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.

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

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Whole School Evaluation / MLL Date of Inspection: 20/10/2016 Report Published: Yes	Date of Inspection: 11-10-2018
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with Principal and/or senior management team • Meeting with Education Officer for St John of God • Interview with members of in-school management team or subject co-ordinator • Interview with relevant teachers/members of staff • Review of school documentation and records and pupils'/students' work • Review of resources and facilities • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The in-school management team roles and responsibilities should be reviewed and arrangements should be put in place for more regular meetings and opportunities to communicate with staff members and members of the board of management.</p>	<p>Very good progress</p> <p>Notwithstanding the considerable changes of staff since the whole-school evaluation the school has made very good progress in implementing this recommendation. A new principal, deputy-principal and assistant post-holder who have a long association with the school have been appointed. At the time of the follow-through inspection the board of management was in the process of appointing an additional member to the team. The roles, duties and responsibilities of the principal and in-school management team have been comprehensively reviewed to reflect current school issues and priorities. Since her appointment the principal has made commendable efforts to establish effective communication channels with staff, board and parent body. These include a detailed update on events at the school circulated to staff on a weekly basis, visits to classrooms and regular meetings of all staff. In addition, The principal and in-school management team meet twice weekly to plan, organise and manage the work of the school. Arrangements have also been put in place to ensure that a member of the in-school management is in attendance at all the planning meetings of the various class groupings. In addition to formal meetings with the board of management there is regular ongoing contact with, and regular visits to the school from both the chairperson of the board and a representative of the order of St John of God. A monthly newsletter is issued to parents and the principal is currently involved</p>

	in the delivery of classes to parents in sign language.
<p>The individualised planning process for pupils should be reviewed to strengthen the collaborative and team approach to this work, as far as practicable.</p>	<p>Good progress</p> <p>As part of its school self-evaluation process the school is reviewing its individualised planning process for students. Very good efforts are being made to bring about a whole-school, uniform and consultative approach to the development of individual education plans (IEPs) for students. Clear protocols and procedures for the development of IEPs have been put in place. Guidance and training has been provided to staff around the setting of specific and measurable targets for behaviour and curriculum outcomes. The school should continue the professional development of teachers in the writing of meaningful and measurable IEP targets that can be linked directly to the assessment process. Consideration should also be given to how the voice of student and input from special needs assistants (SNAs) can most appropriately be included in IEPs. Currently the IEP is reviewed with parents by phone mid-year. There is scope, where practicable, for more regular face-to face reviews of the IEPs with parents.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • The school has taken appropriate actions to address the main recommendations of the whole-school evaluation report. • The school is led by a very dedicated and diligent principal who since her appointment has made very good efforts to establish effective communication channels with staff, board and parent body. • Duties of the in-school management team have been comprehensively reviewed to reflect school priorities and there are more regular meetings of all staff and In-school management team. • The IEP process is currently being reviewed and very good efforts are being made to bring about a whole-school uniform and consultative approach to the writing of IEPs and there is scope to refine the IEP process further. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The school's IEP process should be further refined to include opportunities, where practicable, for face-to face review of the IEP with parents and to consider how the voice of students and input from SNAs can be most appropriately included in IEPs. • The school should continue the professional development of teachers in the writing of meaningful and measurable IEP targets that can be linked directly to the assessment process. 	

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.