

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Patrick's Senior School
Seoladh na scoile/ School address	Corduff Blanchardstown Dublin 15
Uimhir rolla / Roll number	19636D

Date of Evaluation: 06-02-2020



An Roinn Oideachais
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 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.

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: Follow Through Date of Inspection: 16-11-2016 Report Published? Yes	Date of Inspection: 06-02-2020
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 senior management team • Interview with relevant teachers • Review of school documentation and records, and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The school should further develop the pupils' communication skills in both Irish and English.</p>	<p>Very good progress</p> <p>There is comprehensive whole-school planning and teacher collaboration underway to ensure progression in the pupils' communication skills. Teachers' practices incorporate a wide variety of effective approaches to enhancing the pupils' communication skills. The use of incidental Irish is promoted throughout the school, and, in some settings, teachers use it as the language of instruction in other subject areas, for example, Physical Education. Pupils communicate with confidence and ably discuss, explain and reflect on their areas of learning. Some good assessment practices were noted; these should be explored further at whole-school level.</p>
<p>Teachers should ensure that they regularly revise and consolidate key concepts, skills and knowledge to support and strengthen the pupils' learning.</p>	<p>Good progress</p> <p>Teachers support and consolidate pupils' learning through stimulating displays, use of resources, regular assessment and monitoring of work. Pupil self-assessment using digital technologies was noted. For the most part, pupils display good recall and understanding of what they have learned and the value of their learning experiences. To optimise pupils' learning, teachers are guided to share their effective practices, particularly with regard to the clarifying of learning intentions and success criteria with pupils, and support for pupil self-reflection.</p>
<p>In the geography programmes, more in-depth study of selected topics is recommended, particularly relating to the locality.</p>	<p>Good progress</p> <p>The school is praised for developing a comprehensive and contextualised whole-school plan for Geography which places local studies at the heart of good learning. Good links are established with the community and relevant agencies to enhance learning. Teachers</p>

prepare stimulating displays, resources and activities to enrich pupils' learning in relation to the locality. Pupils show a progressive understanding of the geography of the local area and city. They demonstrate a growing sense of place and space, and they are enabled to develop skills such as mapping and investigating. Teachers' planning, for the most part, is determined by the content of textbooks and is not sufficiently aligned to the excellent school plan.

Summary of findings

- The school has made very good progress in enhancing and progressing pupils' communication skills in both Irish and English. The pupils are eager to contribute during lessons and are confident and able communicators.
- The school has made good progress in developing approaches to consolidate and revise pupils' learning. The pupils demonstrate good recall of their learning, and in the best instances were able to make connections across their areas of learning.
- There is good progress noted with regard to local studies and the development of a comprehensive whole-school plan for Geography. Overall, there is an over-emphasis on the use of textbooks by teachers for the delivery of broad programmes of learning. This approach merits review.

Recommendations

- Teachers' planned programmes of learning for Geography should make greater provision for the in-depth study of chosen topics, particularly at local level, in line with the school plan.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of St. Patrick's SNS welcomes this very positive inspection report.

The Board is pleased that the school's very good progress in enhancing and progressing pupils' communication skills in both Irish and English has been acknowledged. The school's good progress in developing approaches to consolidate and revise pupils' learning was also acknowledged and the good progress in regard to local studies and the development of a comprehensive plan for Geography was also recognised.

Management would like to commend and thank our teachers, SNAs, ancillary staff, students and parents for their dedication, commitment and enthusiasm.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The school will implement the recommendation made with the support of the board of management.