

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St. Dympna's National School
Seoladh na scoile/ School address	Kildalkey, Navan. Co. Meath.
Uimhir rolla / Roll number	19813W

Date of Evaluation: 21-01-2020



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
<p>Type: Follow Through</p> <p>Date of Inspection: 12-02-2018</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 21-01-2020</p>
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. • Interview with relevant teachers. • Review of school documentation and pupils' work. • Observation of teaching and learning. • Interaction with pupils. 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>To further support the development and embedding of in-class support for pupils, the advice of an external agency is recommended</p>	<p>Partial progress</p> <p>The school has made partial progress with this recommendation. Individual teachers have participated in professional learning in relation to providing in-class support for cohorts of pupils. Teachers have reported positively on this participation and demonstrate interest in collaborating with colleagues to develop more varied and inclusive models of in-class support for the pupils. While some exemplars of in-class supports are in place, provision for pupils with additional needs continues to be mainly by withdrawal, either individually or in small groups. To further support teachers' collaborative practice, and build whole-school capacity in the development and embedding of a variety of flexible models of support, the advice of an external agency is recommended. In addition, the caseload of pupils in receipt of additional support across the continuum should be documented to assist teachers in planning for the range of pupils' needs in a flexible manner.</p>
<p>The duties of the in-school management team should be aligned with the school's priorities, and individuals should have a clear role in the implementation of agreed actions and in monitoring their impact on teaching and learning.</p>	<p>Partial progress</p> <p>Partial progress has been made in addressing this recommendation. Post-holders demonstrate a firm commitment to the school. In recent times, post-holders provided leadership in managing the school's transition from an older building to a new and attractive school environment. This transition necessitated the review of particular organisational and administrative policies. This has been completed successfully. Notwithstanding this success, a review of the minutes of post-holder meetings indicates that there is potential to expand the roles of post-holders further. This review should include the identification and development of strategies to evaluate the impact of these policies on the work of the school, and in particular their impact on teaching and learning. The school's three year action plan</p>

	<p>sets out broad areas for improvement. The development and inclusion of measurable and achievable targets in this action plan should be prioritised. These measurable targets should underpin the leadership roles undertaken by individual post-holders. To support the development of their pivotal role in leading teaching and learning, post holders should devise an action plan for their role at the commencement of the school year.</p>
<p>Analysis of assessment data should underpin differentiated programme planning in learning settings.</p>	<p>Partial progress</p> <p>Partial progress with this recommendation was noted in the particular settings where teaching and learning were evaluated. Teachers provided specific resources and tasks suited to the needs of particular pupils. However, in the analysis of monthly progress records, the identified strategies for differentiation are recorded as organisational in nature. There is no evidence in teachers' planning of differentiated tasks or the identification of particular learning outcomes for individuals or cohorts of pupils. Teachers' planning should make provision for the range of learners in all classrooms, based on the analysis of the school's assessment data, and arrangements for the delivery of differentiated learning activities which are suited to pupils' individual needs should be made.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • A positive atmosphere is evident in the school and learning takes place in an attractive and comfortable environment. • While it is evident that the models of in-class support noted in previous evaluations remain in place, there is potential for the development and embedding of more flexible and a wider range of in-class supports for pupils across the school. • Though teachers plan diligently for their teaching, a whole-school approach to differentiated planning, based on the analysis of assessment data, to cater for the needs of a range of pupils in all settings is not evident in the teachers' approaches to short-term planning. • Individual post-holders play an active role in the life of the school; their role in bringing the school's action plan to fruition, and in leading teaching and learning is not fully realised. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The school should explore and adopt a wider and more flexible variety of models of support to cater for the range of learners across the school. • Individual post-holders should align their roles more closely with the school's action plan, set out targets for the development of their post at the commencement of the school year, particularly in relation to leading teaching and learning in the school. • A whole-school approach to analysing assessment data should be developed, and the use of this data should underpin a consistent approach to differentiated programme planning by teachers in all settings. 	

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. Dymphna's N.S. Kildalkey welcomes this follow up report. The Board would like to affirm the many positive elements in the report and to thank the principal and school staff for their commitment and efforts for the pupils in our school.

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 has applied to PDST for sustained support in SEN. This will help us to plan and implement a more flexible model of support to cater for the range of learners in the school. The school will examine the area of in-class support and with the advice of the PDST, provide a School improvement plan in this area.
- The school's ISM team has implemented a review of areas of responsibility with a clear focus on each curricular area. The development of action plans and targets for each area which will be laid out at the start of each school year and evaluated at the end of the year. The team will meet regularly and lead SSE in their curricular area with a clear focus on implementation and on the impact on teaching and learning. The school has applied to PDST for sustained support in the area of SSE.
- The school has applied to the PDST for sustained support with regard to assessment. A priority is the appropriate analysis of assessment data by all teachers to underpin differentiated learning programmes in all school settings.