

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Francis of Assisi National School
Seoladh na scoile/ School address	Belmayne Avenue Balgriffin Dublin 13
Uimhir rolla / Roll number	20304I

Date of Evaluation: 12-12-2019



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 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 did not meet the requirements in relation to 2 above and therefore was not fully compliant with the checks undertaken.

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: Whole School Evaluation – Management, Leadership and Learning</p> <p>Date of Inspection: 07-12-2017</p> <p>Report Published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 12-12-2019</p>
<p>Follow-through inspection activities</p>	
<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 • 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' work • Observation of teaching and learning • Interaction with pupils 	
<p>Recommendation in original inspection report</p>	<p>Progress achieved to date on implementation of recommendation</p>
<p>The co-ordination and organisation of provision for pupils with SEN, including those pupils with needs in EAL, should be reviewed to ensure more cohesive practices.</p>	<p>Very good progress</p> <p>Very good progress has been made in respect of this recommendation. A co-ordinator of provision for SEN has been appointed and fulfils the responsibilities associated with this role very diligently. A highly-structured and co-ordinated approach to teachers' individual planning is evident across all SEN settings. Findings from the whole-school analysis of assessment data are used very effectively to identify prioritised areas for development in pupils' literacy and numeracy achievement. The meaningful use of assessment data also informs the close collaboration between mainstream and support teachers; this ongoing consultation is impacting positively on the identification of pupils' learning needs and guiding subsequent approaches to teaching and learning. The Continuum of Support is implemented to very good effect across the school. Commendably, a range of models of team teaching of literacy and numeracy is also informed by assessment data. The SEN co-ordinator facilitates updates on provision at staff meetings. Teachers have been strategic in their approach to continuing professional development (CPD) and the impact of this CPD on their professional practice is evident.</p>
<p>To further progress good practice, the most effective behaviour management strategies identified by the school should be agreed</p>	<p>Very good progress</p> <p>Very good progress has been made with regard to this recommendation. Practices and procedures to ensure clarity of</p>

<p>and implemented consistently.</p>	<p>routine are established across the school. A committee focusing on the management of pupils' behaviour has been established and their work to include all stakeholders in establishing whole-school approaches and reviewing the Code of Behaviour is very effective. A whole-school approach to the identification of particularly effective strategies for the management of pupils' behaviour is evident and highly commendable. Teachers have engaged proactively in CPD in this area and are now implementing evidence-based approaches which promote positive behaviour. The impact of these approaches is evident in the positive school climate. A calm, affirming atmosphere which was characterised by respectful interactions was evident in the school throughout the evaluation.</p>
<p>School leadership needs to establish practices that support more effective consultation and communication among staff.</p>	<p>Good progress</p> <p>Overall good progress has been made in addressing this recommendation. It is highly commendable that leadership has implemented suggested strategies from staff members to establish more effective communication structures across the school. Examples of very effective strategies include the use of digital technologies to update staff members, the inclusion of board of management updates at staff meetings, and the circulation of draft planning documentation for review. While good opportunities to improve staff consultation on school matters are in place, such as the establishment of the committee on managing pupil behaviour, increased opportunities for the staff to be actively involved in decision-making processes in the school is recommended. It is commendable that a staff consultative forum is being re-introduced.</p>
<p>Summary of findings</p>	
<p>Very good progress has been made in the co-ordination and organisation of provision for pupils with SEN, including those pupils with needs in English as an additional language (EAL), to ensure more cohesive practices. Very good progress has been made to identify, agree and implement the most effective behaviour management strategies consistently across the school. Overall, good progress has been made by school leadership to establish practices that support more effective consultation and communication among staff. While very good progress to support more effective communication among staff has taken place, good progress has been made to establish practices that support more effective consultation. Possibilities for improvement exist in respect of increased opportunities for staff consultation on school matters.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • To further good progress, increased opportunities for the staff to be actively involved in decision-making processes in the school are recommended. 	

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

Since the follow-through inspection conducted on 12/12/2019, the school's Child Safeguarding Statement, including a Risk Assessment, has been reviewed and ratified by the Board of Management.

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

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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.