

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint David's C.B.S.
Seoladh na scoile/ Scholl address	Malahide Road Artane Dublin 5
Uimhir rolla / Roll number	60471F



FOLLOW-THROUGH INSPECTION

ORIGINAL INSPECTION DETAILS Type: WSE-MLL Date of Inspection: 9 May 2013 Report Published: Yes	FOLLOW THROUGH INSPECTION DETAILS Date of Inspection: 8 December 2016
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 the senior management team • Interview with members of in-school management team • Interview with relevant members of staff • Review of relevant school documentation and facilities 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Building on the good work done, the school self-evaluation (SSE) process and DEIS planning should be closely aligned; planning for improved attainment should ensure targets are set to raise expectations for all students; all areas of DEIS planning should be fully developed.</p>	<p>Very good progress Coordinators of DEIS and SSE have been appointed. The coordinators lead teams of relevant staff with responsibility for planning under each DEIS pillar; SSE has been integrated into the DEIS plan. An informed approach is evident in the setting of targets and actions in the ratified DEIS plan; some very good progress is apparent.</p> <p>There is a need to consider how progress in the literacy, numeracy and attainment targets can be progressed further and monitored at subject-department level.</p>
<p>The school should give very strong consideration to mixed-ability setting for first year to avoid the risk of negative labelling; subject choices should be reviewed in junior cycle.</p>	<p>Good progress The senior management team is actively promoting a culture of continuous improvement in teaching and learning; a very good level of ongoing engagement with relevant continuing professional development (CPD) is apparent.</p> <p>Access to optional subjects has been reviewed and these subjects are now available to all students. While mixed ability has been introduced for a very limited period in first year, the length of time that students are assigned to mixed-ability settings is too short.</p>
<p>The school should develop a pastoral care policy to underpin care structures and should ensure that the student voice inputs meaningfully into all aspects of school life.</p>	<p>Very good progress A pastoral care policy has been developed and ratified. The role of the student council has been enhanced. Council members have received training for their role and are ably assisted by a member of staff who acts a mentor and liaison teacher. There is still scope to incorporate the student voice further into school planning matters.</p>

<p>Care room management should be reviewed; a more targeted approach should be used to improve outcomes for those with identified patterns of serious misbehaviour.</p>	<p>Very good progress</p> <p>The roles of year head and class tutor have been developed considerably to provide a range of key supports to students.</p> <p>The operation of the code of behaviour has been reviewed, with the deputy principal having a significant lead role in ensuring its operation is underpinned by the principles of restorative justice. Very positive outcomes have been reported.</p> <p>The operation of the care room has been reviewed completely. Appropriate advice and CPD from the National Behaviour Support Service (NBSS) has informed this work.</p>
<p>Summary of findings</p>	
<p>School management and staff have demonstrated a very high level of collaborative engagement with the recommendations of the original WSE-MLL report. Some very effective outcomes have been noted, particularly in areas of DEIS planning and enhanced student-support systems; this work is informed by CPD, action-research and data analysis. The original evaluation has been used by school management and staff to reflect on the education programme provided; further work is needed in progressing mixed-ability classes and in using the data available to track and monitor student progress and attainment.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • All subject teams should use an analysis of student attainment trends to inform teaching and learning approaches that will further support student attainment. Strategies that enable students to set attainment targets and to have a role in tracking their progress should also be considered. • Strong consideration should be given to extending the length of time that first-year classes are mixed ability. 	

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.