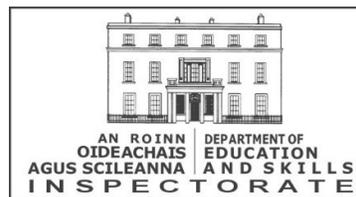


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Saint Vincent de Paul Infant School
Marino, Dublin 9
Uimhir rolla: 16754R

Date of inspection: 22 October 2015



Date of publication/issue of original report	12 May 2011	Type of original report	WSE Modified	Date of FT inspection	22 October 2015
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection:</i></p> <ul style="list-style-type: none"> • Meeting with principal • Meeting with relevant teachers • Observation of teaching and learning • Interaction with pupils • Review of school documentation and records and pupils' work 					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
It is recommended that the board of management review the paragraph in the enrolment policy which refers to the discretion reserved by the board in relation to pupils with special needs and pupils from particular groups.		<p>Partial progress</p> <ul style="list-style-type: none"> • The enrolment policy has been reviewed by the board of management and the paragraph, which refers to the discretion reserved by the board in relation to pupils with special needs and pupils from particular groups, has been amended. • The policy no longer refers to pupils from particular groups and it clearly outlines the appeals procedure under Section 29 of the Education Act. • However, the paragraph does state that the board retains an overall discretion to consider an application for enrolment of a pupil having regard to any special need and this requires further review and clarification. 			
To enhance classroom planning, it is recommended that greater reference to proposed teaching methods, learning activities, differentiation and integration be included in short-term plans.		<p>Partial progress</p> <ul style="list-style-type: none"> • Partial progress has been made in making greater reference to proposed teaching methods, learning activities, differentiation and integration in short-term plans. • A whole-school short-term planning template is used to record planning at each class level. The main focus of this template is lesson content. • Planning should be further developed to include the areas identified in the recommendation and it should be contextualised to each individual class. 			
It is recommended that the system of teacher allocation be reviewed in order to allow pupils to experience the skills, teaching styles and expertise of more than one teacher.		<p>Good progress</p> <ul style="list-style-type: none"> • The school has made good progress in reviewing the system of teacher allocation. This is evident from the teacher allocation lists from 2013 to date. • The whole-school plan states that teachers will not be allocated the same class level for more than 3 years. • Further criteria outlining how teachers rotate within class levels is required. 			
In the further development of self-review processes in the school, it is recommended that a planning calendar be drawn up to facilitate cyclical review of curriculum and organisational areas.		<p>Good progress</p> <ul style="list-style-type: none"> • The school has made good progress in drawing up a planning calendar to facilitate cyclical review of curriculum and organisational areas. • In most cases, the planning calendar identifies the review dates. • Annual review of the child protection and anti-bullying policies should be scheduled on this planning calendar. 			
Summary of findings					
<ul style="list-style-type: none"> • The board of management has partially reviewed the paragraph in the enrolment policy which refers to the discretion reserved by the board in relation to pupils with special needs and pupils from particular groups. • Partial progress has been made in making greater reference to proposed teaching methods, learning activities, differentiation and integration in short-term plans. • The school has made good progress in reviewing the system of teacher allocation. • Good progress has been made in drawing up a planning calendar to facilitate cyclical review of curriculum 					

and organisational areas.

Recommendations

- There is need to further clarify the criteria in the enrolment policy which refers to the discretion reserved by the board in relation to pupils with special needs.
- Further development of short-term planning to include teaching methods, learning activities, differentiation and integration is required.
- The system of teacher allocation, as outlined in the whole-school plan, should be further amended to ensure that teachers rotate within class levels.
- There is need to ensure that review dates are identified for all plans and policies on the planning calendar.

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.

Appendix

School response to the report

Submitted by the Board of Management

Area 1: Observations on the content of the inspection report

In relation to the recommendation regarding the school enrolment policy, the board of management confirms that it addressed this issue following consultation with the reporting inspector and amended the policy accordingly. However, the board will consider further as required.

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

The board of management will consider further.

Short term planning:

The teaching staff will discuss this matter and options will be considered.

Teacher Allocation:

Further clarification will be provided.

Planning Calendar:

This matter will be addressed from January 2016.