

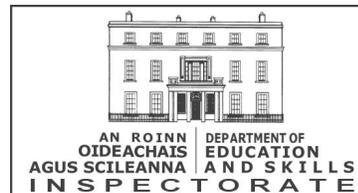
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Saint Joseph's Special School,
Balrothery, Tallaght, Dublin 24.
Uimhir rolla: 19520H**

Date of inspection: 9 June 2015



Date of original inspection¹	16 September 2013	Type of original report	WSE Mod	Date of FT inspection	June 2015
Report published	June 2014				
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection:</i></p> <p>Meeting with principal and senior management team Meeting with all teachers Observation of teaching and learning Interaction with pupils and students Review of school documentation and records.</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>School not fully compliant with Department of Education and Skills' Circular 65/2011, Child Protection Procedures for Primary and Post-Primary Schools.</p>		<p>Very good progress.</p> <p>Confirmation was provided that the board of management has formally adopted the <i>Child Protection Procedures for Primary and Post-Primary Schools</i> without modification and that the school is compliant with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools</i>.</p> <p>The school is now utilising the correct 2011 template, and is compliant with 2011 Department Child Protection Policy and Procedures requirements.</p> <p>The school is fully compliant with Department regulations in relation to time in school and maintenance of roll books.</p>			
<p>An action plan for the cyclical review of whole school policies and plans and dissemination to school community.</p> <p>Code of behaviour should be disseminated to the school community and be utilised consistently throughout the school for managing challenging behaviour.</p> <p>Review of individual teachers' planning and assessment procedures and records is recommended.</p>		<p>Very good progress.</p> <p>It was reported that school policies and curriculum plans have been collaboratively drawn up under the direction of the principal. Policies and whole-school plans are forwarded to the members of the board for review prior to scheduled board meetings. It was reported that policies are made available to the school community, and a signing procedure is in place and was available for inspection.</p> <p>There was evidence that the school's code of behaviour is being implemented consistently throughout the school. It was reported that procedures are understood and followed by staff members. In all classrooms teachers applied the school code of behaviour and newly agreed behaviour management procedures very effectively. As a result, pupils were cooperative, and they engaged well with their teachers and special needs assistants. All pupils now attend and participate in weekly assemblies, and relationships between teachers and pupils are respectful and positive. Consequently, there was evidence that pupil behaviour and engagement in learning has significantly improved since the WSE.</p> <p>The positive impact of the current structured approach to teachers' preparation, planning, and assessments was observed in all classrooms during the evaluation. Pupils were well-behaved and well-managed by teachers. In most classes they were engaged in appropriate learning activities.</p> <p>Written work was well-presented, and carefully corrected, and pupils' work,</p>			

	<p>and achievements were on display throughout the school. Teachers prepare long and short term plans, and these documents are now utilised to guide lesson content and teaching methodologies, and to progress pupils' learning outcomes. The positive effect of linking planning and assessments to teaching and learning was evident in lessons observed. The literacy link teacher has provided assessment and evaluation checklists for every class, and these now form part of whole-school assessment records.</p> <p>At whole-school level, provision for evaluative comments alongside the checked objective, should be incorporated into assessment records, where required. This qualitative assessment component will more accurately record individual progress, and will specifically guide differentiation, consolidation and progression of learning.</p>
<p>Procedures for the safe reception and dismissal of students at school opening and closing times should be established without delay.</p>	<p>Very good progress.</p> <p>A new policy and new procedures are in place for the safe hand-over of students at reception and dismissal times. Staff have clearly defined roles and responsibilities. In addition, responsibilities and roles have been clearly defined for bus and taxi drivers and parents who take their own children to and from school.</p>
<p>Pupils at primary level should be provided with full access to the Primary School Curriculum.</p> <p>Educational provision at post primary level should include access to JCL2 programme where appropriate.</p>	<p>Very good progress.</p> <p>Teachers in the three primary classes plan for full primary curriculum access as required by the Department of Education and Skills. Appropriate emphasis is placed on the development of literacy and numeracy skills. Evidence of pupils' work across the subject areas was observed throughout the school.</p> <p>All teachers at post-primary level are involved in devising Junior Certificate Level 2 programmes (JCL2). The plan is to roll out the JCL2 incrementally, beginning September 2015. Teachers are currently undertaking JCL2 training.</p> <p>ASDAN individual social learning programmes are also being devised to cater for the diverse interests, needs, and abilities of all learners.</p>
<p>Teachers in the classes for ASD should develop their understanding of the specific needs of students with an ASD in order to provide optimal teaching and learning opportunities for them.</p>	<p>Good progress.</p> <p>The teachers in the four ASD special classes have undertaken courses in TEACCH, PECS, Lámh, and ABA. They are utilising the programmes within their classrooms with varying degrees of success. TEACCH stations have been provided in every room, and teachers in most settings are using a suitable balance of group and individual station work to support the pupils' educational and social skills development.</p> <p>Opportunities for the four teachers to meet and share good practice should be facilitated, and teacher CPD should be on-going.</p>
<p>Summary of findings</p>	
<p>The recently appointed principal, in collaboration with the very cooperative and enthusiastic staff, has devised and implemented procedures and practices that are leading to significant improvements in all aspects of school life, culture, relationships and communication, and in teaching and learning at all levels.</p> <p>Team work has been key to implementing the recommendations of the WSE report, and staff willingly share time and expertise to bring about improvements.</p>	

Weekly staff meetings, and a whole-school approach to positive behaviour management has been key to whole-school improvement.

A happy and welcoming school environment has been created, where all members of the school community are included. SNAs provide very good support in the special classes and all classes throughout the school.

Weekly assemblies provide opportunities for pupils from primary, post primary and ASD classes to come together to sing songs, solve puzzles, and celebrate achievements. Pupils' work is displayed and celebrated.

The school's engagement with support agencies, including the SESS, PDST, the NBSS, and participation in other relevant CPD has contributed considerably to improved provision at whole-school and individual classroom provision.

School enrolment numbers, which previously had been declining, are increasing year on year.

Recommendations

No further recommendations arise in relation to the recommendations in the original report.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.