

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Paul's C.B.S.
Seoladh na scoile/ School address	Christian Brothers North Brunswick Street Dublin 7
Uimhir rolla / Roll number	604300

Date of Evaluation: 28-05-2018



**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 met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS		FOLLOW-THROUGH INSPECTION DETAILS	
Type: DEIS evaluation Date of Inspection: 18-11-2015 Report Published? No		Date of Inspection: 28-05-2018	
Follow-through inspection activities			
The following activities took place in the course of the follow-through inspection <ul style="list-style-type: none"> • Meeting with the senior management team • Review of school documentation and records 			
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation	
The curricular provision for Mathematics and English should be increased.		Very good progress Timetable provision for English has been increased from five periods a week in first, second and third year to six periods in first and second year and five in third year. First years now receive six periods of Mathematics per week.	
The literacy and numeracy provision should be explicitly connected to the English and Mathematics syllabuses and should address more comprehensively the significant literacy difficulties experienced by a very small minority of students.		Very good progress Literacy and numeracy provision is timetabled, in addition to an increased timetable allocation for English and Mathematics. There is also a closer connection between the literacy and numeracy programme and the syllabuses for English and Mathematics. Highly suitable interventions, delivered by trained teachers in the school and by outside agencies where necessary, are provided for the small group of students with significant needs in literacy and with English as an additional language.	
The targets outlined in all themes of the DEIS plan should more meaningfully reflect the school's excellent use of a very wide range of data.		Very good progress The current DEIS plan shows excellent use of data in target setting and review.	
The school should set individualised targets for student achievement and should collaborate on devising classroom measures to further communicate high expectations to students.		Very good progress The school now uses its online platform to monitor student progress on an individualised basis and makes very good use of data in ensuring that students reach their potential. Targets in relation to increasing higher-level uptake and reducing foundation-level uptake have been achieved very well. Very detailed and individualised interventions are in place to motivate and support students in achieving their potential. The school is highly ambitious for students and uses all aspects of its DEIS planning process to achieve positive outcomes for students.	
Summary of findings			
Very good use has been made of the recommendations made in the DEIS evaluation to develop and improve practice in the school.			

Recommendations

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

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The board of management welcomes the very good progress that the school has made in relation to the four recommendations arising from the DEIS evaluation of November 2015.

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

The board of management looks forward to continuing its support of the school community as it strives to build on the work undertaken to date. This will include an ongoing commitment to staff professional development, to attracting resources to the school to support and enhance the work of staff and students, and to ensuring that the voices of all stakeholders, including those of parents/guardians, are included and valued as we develop our school.

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.