



An Roinn Oideachais  
Department of Education

# Follow-through inspection

on progress made by the school since the **Whole School Evaluation – Management, Leadership and Learning** carried out in April 2021

## Report

### REPORT

Ainm na scoile/School name	Sancta Maria College
Seoladh na scoile/School address	Ballyroan Crescent Rathfarnham Dublin 16
Uimhir rolla/Roll number	60341P
Dáta na cigireachta/ Date of evaluation	04-05-2022

## Follow-Through Inspection

Follow-Through inspections evaluate the progress a school has made on implementing recommendations made in an earlier inspection. During a Follow-Through inspection, inspectors may also advise the school on what other actions they can take to fully implement these recommendations.

This inspection followed up on the progress the school made in implementing the main recommendations in the inspection carried out in April 2021: Whole School Evaluation – Management, Leadership and Learning. Published school reports can be accessed [here](#).

### How to read this report

The first part of the report describes what the inspector did during this Follow-Through inspection.

The main section of the report describes the progress the school has made in implementing each of the main recommendations made in the original inspection. Inspectors use one of the following terms in describing this progress: very good, good, partial or no progress. These terms are explained on the last page of the report.

The report then briefly describes the process school leaders used to implement the recommendations. School leaders includes the principal, the deputy principal and assistant principals. It also includes teachers with posts of responsibility and any member of the school community who has undertaken roles related to the school's priorities.

The report concludes with advice to help the school fully implement the recommendations made in the original inspection, where such advice has been provided to the school.

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.

## Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<b>Child Protection</b>	<b>Anti-bullying</b>
<ol style="list-style-type: none"><li>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li><li>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li></ol>	<ol style="list-style-type: none"><li>1. The school has developed an anti-bullying policy, which is reviewed annually, that meets the requirements of the Anti-Bullying Procedures for Primary and Post-primary Schools (2013).</li><li>2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported to him/her.</li><li>3. The school's anti-bullying policy is published on its website and/or is readily accessible to the board of management members, teacher, parents and pupils/students.</li></ol>

The school met the requirements in relation to each of the child protection checks above.

The school met the requirements of check 3 of the anti-bullying checks above. In relation to check 1 of the anti-bullying checks, the school had developed an anti-bullying policy which met the requirements of the Anti-Bullying Procedures for Primary and Post-primary Schools (2013). However, the policy was not reviewed annually and consequently the school did not meet the requirements of this check. The school did not meet the requirements of check 2 of the anti-bullying checks. The school has subsequently furnished evidence of compliance with all of these requirements.

The following activities took place during the Follow-Through inspection:

- Meeting with senior leadership team
- Interview with relevant members of staff
- Review of school documentation and records
- Meeting with students
- Communication with chairperson of board of management

### Findings on progress made on recommendations

With the assistance of the trustees of the school, the board of management, the senior management team and the teaching staff should work together on the actions necessary to address poor communication and relationships, as a priority; this should include accessing external support, facilitation, and advice, as necessary.

#### Good Progress

Good progress has been made in addressing this recommendation at this early stage. The school's trustees have provided significant support and advice with regard to advancing this area. An external facilitator has been appointed to offer support and advice and has initiated a facilitation process to improve communication and relationships across the school community. In addition, improved communication mechanisms have been put in place by the board and the senior management team to support the work of the school. This is very positive and should continue as an essential element in school renewal.

The board is advised to explore purposeful actions or initiatives which it can take forward, towards restoring a positive and collaborative whole-school culture, based on trust and mutual respect, among all parties in the school community; establishing effective SSE processes across the administrative and pedagogical work of the school, with the students at the centre, can provide an inclusive mechanism for whole-school improvement and renewal.

#### Good Progress

Good initial work has been advanced with regard to this recommendation. It is clear that a central part of the school's SSE work has encompassed the gathering of perspectives from key partners in the school community, including teachers, students, and parents. A number of school policies have been ratified or are in the process of development. In addition, work on developing assessment practices has been undertaken. It is important that work on these initiatives continues as a keystone around which school improvement and renewal can be built.

Action should be taken to address key areas for improvement including the students' experiences of the school, the operation of the board, quality assurance, and the embedding of school self-evaluation (SSE) across all learning and teaching settings to enable thorough and ongoing review of the school's administrative and curricular policies.

#### Good Progress

Work in this area has begun and is of a good quality at this early stage. A number of tangible developments have taken place including: enhanced consultation with students; consideration and improvement of student leadership structures; consideration of the school's assessment structures; improved communication mechanisms between senior management and staff; and consideration of enhanced academic and attendance monitoring. This is very positive and this and other work underway should be continued so that it can become embedded as a central aspect of school culture.

The board of management, together with the senior management team, should ensure that the full teacher allocation for SEN is used solely for its intended purpose, as stipulated in Circular 0014/2017. The school's leadership team should seek to improve the continuity of teaching supports for students by

adopting a more coherent and less fragmented approach to timetabling, along with a reduction in the high number of individual teachers currently providing the supports.

### **Good Progress**

A worthwhile approach has been adopted in addressing this recommendation. While work is at an early stage, positive steps have been taken to ensure that the school's SEN allocation will be used for its intended purpose in the next academic year. In addition, key personnel are involved in the development of a more coherent core SEN team. The school's stated intention to place students at the centre of the creation of the SEN timetabling process should be embedded over the coming years.

### **The process of implementing the recommendations**

The board has supported senior management and staff in implementing a range of actions aimed at addressing the recommendations from the WSE MLL. These have included: the appointment of an external facilitator; improved communication mechanisms; the gathering of perspectives from key partners in the school community; the review and ratification of key policies; work on developing assessment practices; enhanced consultation with students; and work on improving the school's approach to planning for the SEN allocation for next year. This is very positive and these actions should continue to be supported and developed over the coming months.

### **Recommendations**

- Actions currently underway should continue to be developed, added to, and implemented over the coming months as a means of addressing the key recommendations of the WSE MLL report and of underpinning a long-term school improvement process.

### **The Quality Continuum for progress made on implementing the recommendations**

**Very good progress** indicates that appropriate action has been taken to address the recommendation. The action has fully achieved or will achieve the required outcome.

**Good progress** indicates that appropriate action has been taken to address the recommendation. Substantial improvement has occurred, although further progress is necessary.

**Partial progress** indicates that some appropriate action has been taken to address the recommendation. Some improvement has occurred, but considerable further progress is necessary.

**No progress** indicates that no action has been taken. The original recommendation remains to be addressed.