

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Thomas Senior N S
Seoladh na scoile/ School address	Jobstown Tallaght Dublin 24
Uimhir rolla / Roll number	197650

Date of Evaluation: 20-09-2019



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; a response was not received from the board.

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
<p>Type: Whole School Evaluation</p> <p>Date of Inspection: 24-05-2017</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 20-09-2019</p>
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 Principal • Interview with relevant teachers • Review of school documentation and records and pupils' work • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The school should review its approaches to provision for Gaeilge and English in order to provide guidance on progressing pupils' oral language development.</p>	<p>Very good progress</p> <p>Very good progress has been made in reviewing the school's approaches to the provision of oral language development in both English and Gaeilge. The principal and other leaders in the school are leading a review of whole-school planning with particular reference to oral language in Gaeilge and English. Structures are in place to ensure the consistent implementation of good practice at whole-school level. Teachers leading learning in oral language share practices that have been proven successful at improving learning outcomes and experiences. Pupils observed in oral language lessons contribute and engage with confidence. In English, they work collaboratively in a purposeful productive manner while being respectful of, and interested in, the opinions of their classmates. They are able to report on, present and explain processes and their learning effectively using language that is explicitly taught for the purpose. This skills-based approach has the potential to impact further on the development of oral language skills in Irish.</p>
<p>Teachers in support settings should ensure that short-term planning is clearly linked to targets in support plans, and that those targets are specific, measurable, attainable and realistic, and that reviewed support plans clearly document progression.</p>	<p>Very good progress</p> <p>Teachers in special educational needs (SEN) settings ensure that short-term planning is linked to targets identified in support plans. Targets are specific and measurable. Teachers recognise that continuing professional development and collaboration is an integral part of their work. Formal structures are in place to review and develop planning in relation to special educational needs.</p>

Summary of findings

- The principal and school leaders actively promote innovation, the sharing of good practice and a culture of improvement across the school.
- Teachers engage in collaborative practices and in the collaborative review of practices.
- Structures are in place to communicate whole-school approaches in order to progress pupils' oral language development. Teachers collectively agree and implement these whole-school approaches to teaching and learning to improve both pupils' learning experiences and learner outcomes.
- The school is currently reviewing whole-school planning in English and Irish in order to provide specific guidance on progressing pupils' oral language development.
- Short-term planning observed in SEN reflects the support plan targets, and outcomes for pupils are assessed and used to review progress collaboratively.

Recommendations

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

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.