

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>School name</b>	Loreto College
<b>School address</b>	53 St Stephens Green Dublin 2
<b>Roll number</b>	60820E

**Date of Evaluation: 31-01-2019**



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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.

The board of management of the school 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.

## **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.

## **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: WSE-MLL Date of Inspection: 17 November 2016 Report Published? Yes	Date of Inspection: 01-02-2019
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> <li>• Meeting with senior management team</li> <li>• Interview with SEN co-ordinator and two subject co-ordinators</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and students' work</li> <li>• Review of resources and facilities</li> <li>• Observation of teaching and learning</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The school's implementation of job-sharing arrangements should be reviewed to ensure alignment with Department regulations.</p>	<p><b>Very good progress</b>            The implementation of job-sharing practices is fully aligned with Department regulations. All job-sharing teachers teach the required number of hours. Management looks favourably on applicants for the job-sharing scheme but, when making decisions, the educational needs and welfare of the students take precedence over other considerations.</p>
<p>The board should identify immediate and longer-term priorities for the school with a particular focus on what can be reasonably achieved in its three-year term of office.</p>	<p><b>Good progress</b>            The board, informed by the senior management team, has prioritised and progressed a number of initiatives to support teaching and learning. These include the capital building project, the funding of CPD on Instructional Leadership for a significant number of teachers, a review of some policies and the ratification of a new Whole School Inclusion Policy. The board is now advised to formally record its priorities and targets. Given the recent engagement of the school with the Compass guidelines for Mary Ward Schools in the 21<sup>st</sup> Century, a consideration of board priorities may be timely.</p>
<p>The structures and approaches for delivering special educational needs (SEN) support should be reviewed.</p>	<p><b>Good progress</b>            An extended core support team has been established and fortnightly meetings are held with the principal to monitor individual needs and the overall development of the support process. A team member is now qualified in special educational needs (SEN) and a recent whole-staff training day included input on the new model of provision for students with SEN. Management recognises the need to fully implement the new <i>Guidelines for Post-Primary Schools in</i></p>

	<p><i>Supporting Students with Special Educational Needs in Mainstream Schools</i>, ensuring maximum integration of support within the mainstream classroom. Two members of the support team have engaged with CPD on the new model and training on co-teaching is planned for staff. As part of the new Junior Cycle, Level 2 Learning Programmes are now being offered to some students and mainstream and support staff are working towards an integrated approach to delivering these courses. A Whole-School Inclusion Policy was ratified in May 2018.</p>
<p>To further develop the good teaching and learning practices observed, teachers should ensure that they are offering an appropriately high level of challenge to all students at all times.</p>	<p><b>Good progress</b></p> <p>Differentiation of lessons, offering appropriate challenge to learners, was in evidence in most lessons observed. Teachers have engaged with a range of CPD and the use of active learning methodologies supporting the provision of appropriate challenge, is promoted within the school. There is scope to further embed these highly effective practices within the school. Two Teaching and Learning committees, one for teachers and one for students, support this work.</p>
<p><b>Summary of findings</b></p> <p>Progress in relation to the implementation of the four key recommendations provided is either good or very good.</p> <p>The school's implementation of job-sharing arrangements is aligned with Department regulations.</p> <p>The Board of Management has prioritised and progressed a number of initiatives which are key to the future development of the school.</p> <p>The school has begun to transition to the new model of provision for students with special educational needs. The school is working to build capacity amongst staff in order to meet the needs of the significant number of students who currently access support, and the introduction of Level 2 Learning Programmes is underway. The further development of teaching and learning practices which are differentiated to provide appropriate challenge to all students is a priority. Engagement in a range of CPD, together with the recent introduction of peer observation, supports this ongoing work.</p>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• The Board of Management should formally state its priorities and targets as it seeks to progress the future development of the school.</li> <li>• Management should ensure that all policies are aligned with the principles of the new model of provision for students with special educational needs in post-primary schools.</li> <li>• Management, staff and the support team should work to embed differentiated teaching strategies so that appropriate challenge is provided for all students within the mainstream classroom.</li> </ul>	

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A Observations on the content of the inspection report**

The board accepts the findings and the recommendations of the inspectors.

### **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 has ratified an amendment to S.E.N. section of the Admissions Policy which better reflects the inclusive nature of the education provided in Loreto College.
- The board is working towards the establishment of a sub-committee to develop a 3 year plan for the school.
- The school community will continue to work towards embedding differentiated teaching strategies through CPD and planning.

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
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<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.
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<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.
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<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.
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<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.
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