



An Roinn Oideachais
Department of Education

Whole School Evaluation: Management, Leadership and Learning Report

REPORT

Ainm na scoile/School name	Scoil Triest
Seoladh na scoile/School address	Lota Glanmire
Uimhir rolla/Roll number	19760E
Dáta na cigireachta/ Date of evaluation	05/12/2024
Dáta eisiúna na tuairisce/ Date of issue of report	28/02/2025

What is a whole-school evaluation – management, leadership and learning?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

How to read this report

During this inspection, the inspector(s) evaluated and reported under the following headings or areas of enquiry:

1. The quality of students' learning
2. The quality of teaching
3. The quality of support for students' wellbeing
4. The quality of leadership and management
5. The quality of school self-evaluation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

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.

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:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none">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.4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools (revised 2023).6. The board of management has ensured that arrangements are in place to provide	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and students.3. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment in line with their current policy.4. All teachers visited report that they have read the school's current policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

<p>information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, (revised 2023).</p> <p>7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).</p> <p>8. Child protection records are maintained in a secure location.</p>	
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The school met the requirements in relation to each of the checks above.

Whole-school evaluation – management, leadership and learning

Dates of inspection	03/12/2024 – 05/12/2024
Inspection activities undertaken <ul style="list-style-type: none">• Meetings with principal and in-school leadership team• Meeting with representatives of the board of management• Meeting with parent representatives• Meetings with teachers• Review of relevant documents• Student focus group	<ul style="list-style-type: none">• Analysis of parent, student and teacher questionnaires• Observation of teaching and learning• Examination of students' work• Interaction with students• Feedback to principal, deputy principal and teachers, and to parent and board of management representatives

School context

Scoil Triest is a multi-denominational, co-educational school under the patronage of the Brothers of Charity. It is a designated special school for young people between the ages of twelve to eighteen with autism and mild or moderate intellectual disabilities. The school is located on the Lota Campus of the Brothers of Charity Southern Services and has a maximum enrolment of seventy-two students. It had a staff allocation of an administrative principal and deputy principal, twelve class teachers, six post-primary teachers and thirty-eight special needs assistants (SNAs). Students engaged with the post-primary curriculum provided through the Level One and/or Level Two Learning Programmes (L1/L2LPs).

Summary of main findings and recommendations:

Findings

- The overall quality of learning was very good and a very positive learning atmosphere was evident throughout the school and in all lessons.
- Teaching was very good and relationships between teachers, SNAs and students were very positive.
- Support for students' wellbeing was excellent.
- The quality of leadership and management was excellent: the principal and the board of management demonstrated commendable commitment to the school and to the students.
- Very good communication and links with parents/guardians was established practice and student voice was promoted and fostered through the establishment and work of the student council.
- Engagement in school self-evaluation (SSE) was good overall.

Recommendations

- In a small number of lessons, students' did not experience success at an appropriate level. All teachers should ensure that lessons are planned and activities are provided which support and challenge students to successfully learn and to complete tasks. This can be achieved through the identification of students' strengths and needs as part of the Continuum of Support framework and development of individual student support plans.
- To broaden the provision of the L1/L2LPs, class and subject teachers should collaboratively plan learning experiences and design units of learning, which although

anchored in curricular subject areas, are linked to the learning outcomes of the priority learning units (PLUs) and to individual student support plans.

- As scope existed to further develop and embed school self-evaluation (SSE), the principal should lead SSE processes to establish and set clear improvement targets and related actions at classroom level. Teachers should work to effectively implement and review agreed actions and assess their impact on learner outcomes and experiences.

Detailed findings and recommendations

1. The quality of students' learning

- The overall quality of students' learning was very good.
- Students were supported to develop key skills in literacy and numeracy through teachers' short-term planning of lessons based on whole-school themes and through the use of a range of resources and strategies to engage students in their learning.
- In very good lessons students were provided with visual prompts to support turn-taking and to follow instructions. They were also encouraged to complete tasks associated with the planned learning underway and it was very evident that almost all teachers understood the sensory and regulation support needs of each of the students.
- A very positive learning atmosphere was evident throughout the school. Experiences for students were enhanced when learning was supported by the provision of well-designed learning activities. Where engagement was very effective, the activities were highly structured, and students independently used concrete resources to support their learning. This very good practice should be extended across all settings.
- There was a clear focus on the development of social and communication skills and on progression of learning to support students to develop skills necessary for life outside and after school. Commendably, senior students accessed the local community to provide them with opportunities to transfer and generalise skills and some students participated in work experience.
- Teachers and SNAs supported students' communication through a range of augmentative and alternative communication (AAC) approaches, including Lámh, Picture Exchange Communications System and digital devices.

2. The quality of teaching

- The overall quality of teaching was very good.
- Teachers demonstrated a very good knowledge and understanding of their students and they were well informed and aware of their strengths and needs. There was a wide range of student needs as well as ages and stages of development in the classrooms. It was advised that this approach to the organisation of class groups be kept under review.
- Teacher preparation was very good and tasks were designed using their students' likes and dislikes as well as their interests and strengths to motivate their engagement in learning.

- In most cases appropriately high expectations of student achievement and progress in learning was evident. Teachers and SNAs were warm and empathetic to the support needs of their students.
- Very good classroom and whole-school routines were established and teachers and SNAs were responsive to the needs of the students. A variety of evidence-based autism specific approaches were used to ensure that the students could purposefully engage in learning at their age and stage of development.
- Very good practice was noted when students were provided with transition activity choices and when teachers incorporated zones of regulation check-ins as part of their classroom practice.
- There was good awareness of the value of visual strategies for students. In a small number of instances, more effective use of visual supports would further contribute to the maintenance of a low-arousal environment. The principal should continue to emphasise the importance of staff knowledge and understanding of visual strategies and their use to support learners' communication and behaviour. This emphasis should be used to inform the school's priorities for professional learning.
- Team teaching provided opportunities for classes to mix and to learn together and provided very good support of students.
- In a few lessons there was potential for some of the learning activities to be extended and for new learning to be introduced. In a small number of lessons, the activities provided were too challenging for the students and impacted on what they could therefore achieve. Best practice observed in relation to all students' experiencing success at an appropriate level should be extended to all lessons.
- Teachers should ensure that lesson planning and activities designed, support and challenge students' successful achievement of learning and task completion. This can be achieved through the identification of students' strengths and needs as part of the Continuum of Support framework and development of individual student support plans.

3. The quality of support for students' wellbeing

- The quality of support for students' wellbeing was excellent. The principal, deputy principal, teachers and SNAs had a very good knowledge of students' strengths, interests and needs which underpinned all interactions within classrooms and across the school.
- Very good communication and links with parents/guardians was established practice which facilitated and strengthened collaboration to ensure students' learning needs were supported.
- Risk factors for wellbeing were assessed and clearly identified at whole-school and individual levels. The risks and associated protective factors were proactively kept under review by the principal, teachers and SNAs and responsive learning environments were established
- To support the wellbeing and learning of a small number of students a reduced school day had been introduced. This was constantly under review and was used as a strategy to support the students' engagement and/or reengagement with school.

- A sensory garden and playground together with well-developed outside spaces were used to very good effect to support student learning and wellbeing. It was very positive that the swimming pool onsite had been secured for students' use. The principal communicated with the Brothers of Charity to try to gain further access to this highly sought after facility. Parents reported appreciating the school's efforts and indicated that their children would benefit from more access to this service.
- Music, Art, Physical Education (PE) and Horticulture were provided to students. As the provision of therapies had been a long established tradition in the school, some subject teachers reported that they viewed their role in the provision of therapies, through Music and Art, in particular. While it is acknowledged that therapies provided through Music and Art supported student wellbeing, all opportunities for learning should be planned for in a coordinated and focused manner through the curriculum.

4. The quality of leadership and management

- The quality of leadership and management was excellent.
- The principal and the board of management demonstrated highly commendable commitment to the school and to inclusion, equality of opportunity and the holistic development of each student. It was evident that they, together with staff, maintained and created a very positive school culture, and a safe, healthy and purposeful learning environment. This was observed by the inspection team to be the guiding vision for the school. This was sustained through effective communication and proactively modelling respectful and positive interactions between staff and students and between the school and the families.
- The recent allocation of the administrative role of the deputy principal was very positive in enabling the development of proactive and collaborative systems to support the day-to-day running of the school. Roles and responsibilities of the senior leadership team were reviewed and agreed and the principal and deputy principal were a highly effective team.
- The work of the in-school leadership team ably assisted the principal. Posts of responsibility had been identified and agreed. This team demonstrated an enthusiasm for their work and pride in and commitment to the school.
- Leadership was distributed to include key areas in the support of students and staff and staff presented as a highly committed team.
- The board of management and principal fostered students' holistic development by providing an appropriately broad range of curricular, co-curricular and extra-curricular learning opportunities, including the L1 and/or L2LPs.
- To further develop the provision of the L1/L2LPs, the principal and deputy principal should support all teachers to collaboratively plan. Class and subject teachers should work together to plan learning experiences and design units of learning, which although anchored in curricular subject areas, are linked to the learning outcomes of the PLUs and to the individual student support plans. Timetables should therefore reflect the breadth and depth of the curriculum rather than indicating the PLUs of the L1/L2LPs.
- The quality of school development was very good. The board and the principal had overseen the development of the school building and facilities which contributed significantly to the experience of both students and staff.

- Very positive relationships with families were fostered and maintained. The principal was working towards the reestablishment of a parents' association to support the work of the school. This has proven challenging due to a number of contextual factors including the distances some families are from the school. It is advised that efforts to establish a parents' association continue.
- Student voice was promoted and fostered through the establishment and work of the student council. The student council noticeboard displayed the various activities and acknowledged student achievements. Students who met with the inspectors reported that they enjoyed using technology to support their learning and displayed pride in showing their portfolios of work and talking about their school.
- There were high quality organisational policies in place. These had a good impact on the day-to-day running of the school and those with leadership and management roles ensured that all relevant school policies were inclusive and implemented accordingly.
- The school facilitated the placement of student teachers from initial teacher education school placement programmes and use the Droichead process to support newly qualified teachers.

5. The quality of school self-evaluation

- The quality of school self-evaluation (SSE) was good overall.
- The school self-evaluation process was used to identify areas for development across the school and an improvement plan had been developed. Aspects of the school self-evaluation process were used productively to implement change and to focus on improvements on learning, teaching and assessment.
- School leaders promoted a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment, however scope existed to further develop and embed SSE processes. The principal should lead SSE processes to establish and set clear improvement targets and related actions at classroom level. Teachers should work to effectively implement and review agreed actions, and assess their impact on learner outcomes and experiences.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective

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 findings of the recent Whole-School Evaluation-Management, Leadership and Learning (WSE-MLL). We are delighted with the outcomes and wish to acknowledge the commitment and professionalism of the senior leadership team, teaching staff, and the entire school community which are clearly reflected in the report. We are particularly proud of recognition given to the school's high-quality teaching and learning, its leadership and management, and the strong support structures for student wellbeing. The inspectors' observations highlight the dedication to fostering a nurturing, inclusive, and high achieving environment for all students, aligned with the school's mission and values.

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 welcomes the recommendations outlined in the report, particularly in relation to further developing and embedding school self-evaluation. Since the inspection, teachers are working to effectively implement and review agreed actions and assess their impact on learner outcomes and experiences

Furthermore, broadening the provision of the L1/L2LPs is viewed as an opportunity to refine our approaches to teaching and learning. The board is committed to supporting the school leadership team as they work to implement these recommendations and sustain the culture of continuous improvement.