

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Lusk Community College
<b>Seoladh na scoile/ School address</b>	Raheny Lane Rathmore Road Lusk
<b>Uimhir rolla / Roll number</b>	76213T

**Date of Evaluation: 26-09-2019**



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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.

### **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: Subject inspection of SEN</p> <p>Date of Inspection: 10-01-2018</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 26-09-2019</p>
<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 Principal</li> <li>• Interview with SEN co-ordinator</li> <li>• Review of school documentation and records and pupils'/students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils/students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Strategies to support differentiation should be further embedded across all lessons.</p>	<p><b>Good progress</b></p> <p>There has been a good focus on further embedding differentiated practices in the school including whole-school continuing professional development (CPD) from an external provider and also from teachers sharing their learning and expertise. A Teaching and Learning committee is in place, and recent activities in the school include the sharing of effective practice in the areas of student collaboration and formative assessment. This is also a focus of the school's school self-evaluation (SSE) process.</p> <p>The benefits for differentiation using information and communications technology (ICT) have been considered and are included in the school's digital plan. In the lessons observed, some effective use of strategies to differentiate learning to support the range of needs was noted. There is scope to continue to develop practice to provide highly supportive teaching for all learners.</p>
<p>The school should provide supports to students with the greatest level of need using the most expert teachers.</p>	<p><b>Good progress</b></p> <p>Since the original inspection, the school has reviewed the models in place to support students with SEN and has prioritised skilful support in the areas of numeracy/mathematics support and literacy support. An additional teacher on the core team for SEN had intended to upskill in the area of SEN; however, due to circumstances beyond the control of the school, this CPD has had to be deferred. School management is supportive of teachers who wish to undertake further training in this area and it is important for this growing school to continue to prioritise the upskilling of teachers.</p>
<p>The introduction of Junior Cycle L2LPs</p>	<p><b>Good progress</b></p> <p>The school has engaged with some CPD in this area and has</p>

should be progressed as a priority.	organised for further whole-school CPD to take place shortly. A small number of students are currently being assessed for eligibility for Level Two Learning Programmes (L2LPs) with a view to commencing them next term.
<b>Summary of findings</b>	
Good progress was noted in all areas identified in the previous recommendations. Engagement with CPD has been prioritised in order to address the areas identified for further development. A continued focus on building capacity amongst staff will enhance provision for learners. A new co-ordinator for SEN provision is in place and there is a need to continue the development of a highly skilled SEN core team.	
<b>Recommendations</b>	
<ul style="list-style-type: none"><li>• The CPD needs of teachers should be monitored and responded to in order to continue to develop skilful responses to students' additional needs as they arise.</li><li>• A continued focus on the implementation of L2LPs should be maintained.</li></ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.