



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 February 2023

Report

REPORT

Ainm na scoile/School name	Lusk Community College
Seoladh na scoile/School address	Raheny Lane Rathmore Road Lusk
Uimhir rolla/Roll number	76213T
Dáta na cigireachta/ Date of evaluation	10/10/2024
Dáta eisiúna na tuairisce/ Date of issue of report	11/12/2024

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 February 2023: 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 of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

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.	<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 pupils/students.

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

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

- Meeting with principal and/or senior leadership team
- Interview with members of in-school leadership team or subject co-ordinator
- Interview with relevant teachers/members of staff
- Review of school documentation and records, and pupils'/students' work
- Review of resources and facilities
- Observation of teaching and learning
- Interaction/meeting with pupils/students

Findings on progress made on recommendations

There was scope for the school to use its attendance and attainment data more systematically and a formal system for tracking student attainment that involves input from year heads, subject teams and the students themselves should be established to further inform pedagogical practice, targets and actions at subject department level.

Very Good Progress

A whole-school assessment policy had been developed. Subject department assessments have been formalised with emphasis on standardisation, with a commendable focus on how the data gathered can be used in academic tracking to inform practice in teaching learning and assessment.. A number of assessment for learning initiatives were in the process of being trialled by subject departments.

Given increasing enrolment, the effectiveness of in-school communication systems and operation of various in-school meetings should be reviewed and further developed.

Very Good Progress

Progress on in-school communication has been very good, and meetings of core teams and leadership teams have been timetabled. Members of the senior management team attend all leadership team meetings and core team meetings on a regular basis. Meetings of the senior and junior care teams are held on alternating weeks. A high level of communication with parents has been established and attendance at parent events has increased.

In the context of expanded senior and middle-management teams, the roles and responsibilities for each post of responsibility should be revisited to ensure that duties are sufficiently aligned to meet the school's priorities.

Very Good Progress

A whole-school review of the post of responsibility structure has been carried out and was ratified by the board of management in October 2023.

Teaching and formative assessment approaches, which provide for deep learning, should be further developed and integrated into lessons; collaborative planning for team teaching needs to be further targeted to students' needs.

Very Good Progress

A teaching and learning core team has been established who have carried out a needs analysis utilising the WSE_MLL report as well as parent, learner and teacher surveys. A number of interventions, such as teach meets and external professional development interventions, have been planned on a two-year timeline. Three teach meetings have been planned for this school year and the first one was very well attended, and teacher feedback has been very positive.

The implementation of policies and operation of structures, which support student wellbeing should be reviewed to ensure optimal effectiveness in meeting the diverse needs of the growing school population.

Very Good Progress

The school self-evaluation (SSE) process has been used to review the school's structures to support student wellbeing and has included targets on student motivation and engagement, promotion of student voice and leadership as well as the incorporation of a renewed focus on student career pathways in subject department planning and in additional career guidance lessons. An anchor wellbeing co-ordinator has been established in each year of Junior Cycle as well as a structured tutorial class for all year-groups. Meetings of the care team are held on a weekly basis, attended by a member of the senior management team. The school is also in the initial stages of the Education and Training Boards Ireland (ETBI) provision mapping project.

The process of implementing the recommendations

A whole-school approach, with support and leadership from senior management, was adopted. A high level of collaboration among staff and the formalisation of core teams was central to the implementation of the recommendations. Expertise within the school and from external experts was utilised very effectively. A number of surveys were undertaken as well as the information from the surveys conducted during the WSE_MLL to ensure a broad spectrum of baseline evidence underpinned the actions taken.

Recommendations

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

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.