



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Red Door Special School
Monkstown Grove
Monkstown Avenue
Monkstown
20381D

**SCHOOL RESPONSE
RESPOND WITHIN TEN SCHOOL DAYS**

To: Adeline Wall, Principal
Cc: JoyceMcDermott, Chairperson BoM
Jacinta (on behalf of Autism Ireland) Walsh, School Patron

Date: 16-04-2018

A chara,

Please find attached the report of a recent inspection undertaken in your school. This copy of the report is being sent to the principal, to the chairperson of the board of management and to the school's patron or trustees (or the chief executive of the education and training board) in line with the provisions contained in *Guidelines for the Publication of School Inspection Reports* (Revised 2015) and *Education Act 1998 (Publication of Inspection Reports on Schools and Centres for Education) Regulations 2015*.

Depending on the language of instruction in your school, the inspection report may be available in both Irish and English.

The provisions contained in the revised documents above came into effect from 01 September 2015. Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where new timeframes for publication are set out. These allow **ten school days for the return of the School Response Form** (attached).

Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the inspection and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

School response

Section 3.4 of the *Guidelines* outlines how the board of management may respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email or post to the address below **within TEN school days of the date of this letter**.

When responding, the board may choose **one** of the following options:

OPTION A: The board may accept the report without comment. In this case, the chairperson of the board simply completes Sections 1, 2 and 4 of the *Inspection Report School Response Form* and return it by email or post to the address below.

SCHOOL RESPONSE

RESPOND WITHIN TEN SCHOOL DAYS

☑ **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should complete all sections of the *Inspection Report School Response Form* and return it by email or post to the address below. Guidance on writing a school response is contained in Section 3.2 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the inspection. Please note that comments on the inspection **process** or **reference to the Inspector** should not be included in the school response. The total length of the school response should not exceed **500 words**.

In the case of Option A or Option B the *Inspection Report School Response Form* should be returned by the chairperson of the board by email or post to the address below within TEN (10) school days of the date of issue of this letter. In schools operating under the auspices of an Education and Training Board the School Response Form must be completed in consultation with the chief executive of the ETB.

☑ **OPTION C:** The board may be dissatisfied with the report and/or the inspection and may seek a review of the inspection under *Procedure for Review of Inspections on Schools and Teachers under Section 13 (9) of the Education Act 1998* (revised 2015). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education and Skills, Marlborough Street, Dublin 1. **The request for a review must be received by the Chief Inspector within ten school days of the date of issue of this letter.** A copy of the *Procedure for Review* is available on the website of the Department.

No reply

If no correspondence is received in respect of a School Response and if a request for a review under the *Procedure for Review of Inspections on Schools and Teachers* has not been received within ten school days of the date of issue of this letter, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication.

Publication of the report

Following receipt of the *School Response Form* the Inspectorate will prepare the school inspection report for publication. Normally, a copy of the School Response will be included in the published version of the report. If for any reason the Department opts not to publish the School Response, it will inform the board of management of this decision and the reason for it.

Forms should be emailed to: reports_inspectorate@education.gov.ie or posted to:

**Aoife Molloy,
Department of Education and Skills,
Block 3, Marlborough Street,
Dublin 1
D01 RC96
Phone: 01 8896553**

1 The completed *Inspection Report School Response Form* should be returned by **30-04-2018**

Is mise, le meas,

Aoife Molloy

p.p.

Mary Gilbride

Assistant Chief Inspector

Inspection Report School Response Form

School details	Red Door Special School Monkstown Grove Monkstown Avenue Monkstown 20381D
Inspection details	20381D-FT-7301
Date of issue of inspection report	16/04/2018
For office use	2

Please choose option A, or B, or C

OPTION A	The board accepts the report as the final inspection report available for publication and does not wish to respond formally to the report	
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OPTION B	The board accepts the report as the final inspection report available for publication and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the published report. The board's response is submitted below.	
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OPTION C	The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for Review of Inspections on Schools and Teachers under Section 13(9) of the Education Act, 1998</i>. The board will submit/has submitted a written request for a review to the Office of the Chief Inspector.	
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School response: Part A

Please comment on the content of the inspection report (approximately 100-150 words)

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School response: Part B

Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)

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Signature

Chairperson, Board of Management	Joyce McDermott
	<i>Signature:</i>
	<i>Date: 24-11-2016</i>

This form must be signed by the chairperson of the board of management of the school. In the case of a school operating under the auspices of an Education and Training Board, the form must be completed by the chairperson of the board of management in consultation with the Chief Executive (or nominated officer) of the Education and Training Board.

The form must be returned to the Inspectorate Secretariat within ten schools days of the date of issue of the final report for school response.

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

DRAFT REPORT FOR FACTUAL VERIFICATION

Ainm na scoile/ School name	Red Door School
Seoladh na scoile/ School address	Monkstown Grove Monkstown Avenue Monkstown Co. Dublin
Uimhir rolla / Roll number	20381D

Date of Evaluation: 31-01-2018

Date of issue of report:



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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 31/01/2017 Report Published? Yes	Date of Inspection: 31-01-2018
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 - Yes • Interview with members of in-school management team - Yes • Interview with relevant teachers and members of staff - Yes • Review of school documentation and records and pupils' work - Yes • Review of resources and facilities - Yes • Observation of teaching and learning - Yes • Interaction with pupils - Yes • Contact with chairperson of board of management - Yes • Contact with parents – Yes 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Within the context of a whole-school collaborative process it is essential that the school's policy development in curriculum and organisational areas is progressed as a matter of priority.</p>	<p>Very good progress</p> <p>At the time of the WSE-MLL evaluation, teaching staff at the school comprised one class teacher also working as acting principal. Following the evaluation, the board of management recruited a principal and a second teacher who both had experience of teaching in a similar setting. The principal has very successfully established positive relations with the board, staff and parent body. The chairperson of the board actively supports the principal and staff maintaining regular weekly contact. The full board meets regularly and is proactive in the ongoing development and support of the school, the staff and pupils.</p> <p>The principal communicates effectively with the teachers and special needs assistants (SNAs), the board and parent community. Provision has been made for more regular well-planned meetings of all staff. An inclusive and collaborative atmosphere is now evident in the school. At the meetings with the board, parent representatives, and with staff during the follow-through inspection it was reported that the improved atmosphere in the school has led to a renewed enthusiasm in staff's ability to carry out their respective roles.</p> <p>Since the WSE-MLL, there has been praiseworthy work completed on developing a wide range of organisational and curriculum documents. An action plan for the ongoing development and review of policies has been compiled. Whole-school planning templates have been agreed and very good structures for whole-</p>

	<p>school and classroom planning have been put in place. There is a highly consultative and collaborative process to support both whole-school and classroom planning.</p>
<p>The use of a broader range of teaching approaches appropriate to the changing needs of the pupils and their learning objectives is required.</p>	<p>Good progress Very good efforts have been made to implement a broader range of teaching methodologies at the school. Following the WSE-MLL, an audit of the professional development needs of staff at the school was carried out and an extensive programme of internally and externally provided continuous professional development (CPD) was undertaken by all staff. During the follow-through inspection high quality teaching was observed in the school with a range of child-centred autism-specific approaches carefully implemented in each class. Approaches employed effectively to support teaching and learning include: Applied Behaviour Analysis (ABA), Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), and the Picture Exchange Communication System (PECS). Teaching and learning is informed by the Primary School Curriculum and the National Council for Curriculum and Assessment (NCCA) guidelines for pupils with learning disabilities. Teaching strategies derived from literacy and numeracy programmes such as <i>Ready Set Go Maths</i> and <i>Wonderland for Literacy</i> have been introduced. Through the revised approach to individual education planning (IEP), pupils' learning needs are more carefully identified, addressed and monitored. Self-Assessment of Learning Folders (SALFs) have been created. Pupils receive positive feedback from their teacher and SNAs, select samples of their favourite work, which is then communicated to parents.</p>
<p>Pupils should be provided with opportunities to engage purposefully in a greater variety of learning across the curriculum areas; where appropriate these should be linked to the practical application of skills in the environment.</p>	<p>Good progress The school has worked well to encourage pupils to engage in a greater variety of learning across the curriculum. Through the staff team's recent participation in CPD on managing challenging behaviour, and with excellent support from the school's behaviour analyst, pupils are enabled to acquire appropriate behaviours, thus facilitating their participation in a broader range of learning activities. Classroom teams attend to the pupils' social and life skills through specific and incidental teaching. Good efforts have been made in relation to regular trips to locations in the community such as local shops or playground, and in inviting persons from the community into the school to visit.</p>
<p>To extend pupils' social and communication skills and taking account of their individual needs, further opportunities to undertake pair and group activities should be facilitated in structured and unstructured contexts.</p>	<p>Good progress Since the WSE-MLL, class groupings have been restructured to accommodate pupils of similar age and educational profile, as much as is feasible. There is a high quality of co-operation in each classroom in relation to the management, care and support of the pupils. Pupils have been paired and grouped together for a number of classroom</p>

activities such as maths games, morning greeting, songs and rhymes, nature walks and gross motor skills development.

A member of staff has attended training in *Aistear, the Early Childhood Development Framework* and it is now being implemented in the two classes. It is reported that the implementation of this framework has led to increased structured play activities and improved socialisation skills. During the follow-through inspection, pupils were observed engaging well in individual learning activities and in a number of group and pair activities both within and outside the classroom setting. Since the WSE-MLL some new links have been established with local schools with joint activities taking place such as international coffee morning, shared yard time and mainstream integration placement, where this is feasible.

Summary of findings

The school has made very good progress with regard to one of the recommendations and good progress with regard to the remaining three recommendations. A culture of shared decision-making, professional co-operation and collaboration is evident in the school and will facilitate the future development and growth of the school.

Recommendations

As a number of the curriculum plans are in the early stages of implementation in classrooms, it will be important to ensure that curriculum plans for all areas continue to be developed and that the approaches and content described in the plans become fully embedded in classroom practice.

The opportunities for pupils to access a wider range of learning activities while working in pairs and groups should be further extended and, where feasible, these should be linked to the practical application of skills in the wider environment.

Building on the existing links established with local schools and other organisations, and based on individual needs, opportunities for pupils to experience inclusive learning activities should, where appropriate be further developed.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school's reception area.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

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

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.

EOLAS TEAGMHÁLA NA SCOILE/ SCHOOL CONTACT INFORMATION

Scoil / School	Red Door Special School Monkstown Grove Monkstown Avenue Monkstown Co. Dublin
Uimhir rolla / Roll number	20381D
Seoladh r-phoist / Email address	principal@thereddoorschool.com
Uimhir ghutháin / Telephone no.	016637532

Príomhoide / Principal	Adeline Wall	R-phost/ Email	principal@thereddoorschool.com
Cathaoirleach an Bhoird Bhainistíochta/ Chairperson of BOM	Joyce McDermott	R-phost/ Email	chairman@thereddoorschool.com
POF an BOO (más cuí) / CE of ETB (if relevant)		R-phost/ Email	
Pátrún nó Iontaobhaithe na scoile / School patron or trustee	Jacinta Walsh (on behalf of Autism Ireland)	R-phost/ Email	Jacintawalsh@gmail.com
Cathaoirleach Chumann na dTuismitheoirí / Chairperson of parents' association	Denise Holmes	R-phost/ Email	holmesmeade@gmail.com
Cathaoirleach Chomhairle na Mac Léinn (iar-bhunscoil amháin) / Chairperson of student council (post-primary only)		R-phost/ Email	

<p>Bainfear úsáid as na seoltaí r-phoist thuas chun cóip den tuairisc a chur chuca siúd atá ainmnithe. Iarrtar ort anois:</p> <ol style="list-style-type: none"> 1. a chinntiú go bhfuil na daoine ainmnithe fós sna poist chéanna, agus na sonraí a athrú más gá 2. a chinntiú go bhfuil a fhios ag úinéar an tseolta go mbeidh an seoladh in úsáid don fháth seo 3. a chinntiú go bhfuil an seoladh cruinn 	<p>The email addresses above will be used to send a copy of the final report to those named. You are now asked to:</p> <ol style="list-style-type: none"> 1. check that those named are the current holders of these positions and amend where necessary 2. ensure that the owner of the address is aware that the email address is being used for this purpose 3. check that the email addresses are accurate.
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