



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Follow-through inspection

on progress made by the school since the **Whole School Evaluation – Management, Leadership and Learning** carried out in March 2024

REPORT

Ainm na scoile/School name	Colaiste Lorcaín
Seoladh na scoile/School address	Castledermot Co. Kildare
Uimhir rolla/Roll number	70670R
Dáta na cigireachta/ Date of evaluation	05/03/2026
Dáta eisiúna na tuairisce/ Date of issue of report	30/04/2026

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 March 2024: 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 include 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 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>Bí Cineálta</i>
<ol style="list-style-type: none">1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. <i>Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.</i>2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.3. All teachers visited were aware of who to go to if they had a child protection concern.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i>, <i>it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.</i>2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of <i>Bí Cineálta</i>

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 senior leadership team
- Interview with members of in-school leadership team
- Interview with relevant teachers/members of staff
- Review of school documentation and records, and students' work
- Review of resources
- Observation of teaching and learning

Findings on progress made on recommendations

There was room to move from more teacher-led, didactic approaches, often guided by the textbook, towards active student engagement where students are encouraged to apply critical thinking and problem-solving skills. Teachers should collaborate and examine how this shift in practice can best be incorporated across lessons.

Good Progress

A good start has been made in addressing this recommendation. An assistant principal I (AP1) is leading the process of development of teaching and learning in a collaborative manner. The majority of mainstream lessons observed were effective in supporting a student-centred approach to learning. A shift from didactic teaching to more student-centred approaches has been positively impacted by the embedding of targets set in relation to use of the school's digital platform to support teaching and learning. In order to build on the progress to date and to guide consistency of practice across classrooms, the school should now strategically identify, agree and implement key approaches to providing inclusive and active learning experiences.

As the levels of trust and respect between some members of staff and senior management required improvement, a concerted effort should be made by all stakeholders to address and resolve the issues identified in this report; this may require enlisting external assistance and facilitation.

Partial Progress

This recommendation referred to all stakeholders. The response of the patron, KWETB, to this recommendation was to provide an intervention focusing on restorative practice for teachers and their students. However, the current intervention does not adequately address the original recommendation's focus as it relates to relationships between members of staff and senior management. The KWETB and Poor Servants of the Mother of God should review the selected intervention to address this recommendation and should identify appropriate support to progress this area further. Teachers reported that morale, collegiality and collaboration at staff level had improved and teachers felt more entrusted to support leadership in progressing aspects of school development. Senior management and teachers should continue to work together to further progress this recommendation.

The board of management, together with the senior management team, should ensure that all special education teaching (SET) resources are used solely for their intended purpose.

Partial Progress

Timetables indicated that SET resources are allocated for team teaching and SET support. The school has also started to work with KWETB on progression mapping. The effectiveness of current approaches to using the SET resources required improvement across all levels of the continuum of support. As a matter of priority, the school should engage with and implement Circular 0064/2024 and the associated guidance, including the indicators of effective practice and guidance for student support planning. Senior management should also seek support from the NCSE with regard to the organisation of SET support across the continuum of support.

Senior management and teachers should explore how the effective use of school-based data could inform action planning to further improve student learning.

Partial Progress

The school is actively collecting data relating to attendance and attainment. Teachers who attended focus groups during the evaluation demonstrated a heightened awareness of the value of the data available at the school. Key personnel have been assigned to monitor aspects of data collection relating to attendance and attainment. This data should now be used in a more targeted way to action plan for further development of learning and teaching and to address attendance issues where they arise. Student support files are collated, and the available data should now be used to progress student support planning to include SMART targets based on individual students' priority learning needs.

A review of the code of behaviour should take place and should involve the meaningful participation of all relevant parties, this review should facilitate and enable consistent implementation of the code.

Good Progress

Since the WSE-MLL in 2024, the school reviewed its code of behaviour, including surveying stakeholders. Teachers reported that the ladder of referral is now used more effectively. The school is developing restorative practices, which is commendable and has the potential to positively impact further development of the code of behaviour.

The process of implementing the recommendations

The school has engaged with all of the recommendations and progress was evident across all five recommendations. The quality and success of the approaches to addressing each recommendation varied, resulting in good progress in some areas and partial progress in others. Professional learning opportunities were provided to staff in the area of restorative practice which was well received by participating teachers. However, there continues to be a need to address fully the original recommendation relating to relationships between members of staff and senior management. That said, senior management has adopted a more distributed approach to leadership which was commended by teachers who are working together in a spirit of collegiality.

An Assistant Principal was appointed to lead development of teaching and learning and commendably a collaborative approach has been adopted. A more strategic approach is required now to ensure the current momentum of improvement is maintained in order to bring about further developments in the key areas of teaching and learning mentioned in this report. Various teams had been put in place to develop aspects of provision. Partial progress was made in relation to the use of SET resources to provide for students with identified needs at the school. Commendably, there has been a move towards involving stakeholders in the review of the *Code of Behaviour* through the use of surveys and the ladder of referral process has been strengthened leading to greater cohesion in the approach to managing behaviour.

Recommendations

- The developments made in student-centred approaches to teaching and learning should be further progressed through the evolving distributed leadership model, ensuring that all teachers can contribute to the development, implementation and review of inclusive and active learning practices. Senior Management should oversee the work of the various teams in place to ensure cohesive development of consistently high-quality active learning experiences.
- Maintenance of the positive developments in staff morale, collegiality and collaboration should be prioritised by the patrons, Kildare and Wicklow Education and Training Board (KWETB) and the Poor Servants of the Mother of God, the board, senior leaders and school staff, ensuring that all stakeholders have safe opportunities to discuss and contribute to resolving any remaining relational challenges. The patrons and the board, together with school personnel should ensure the original recommendation is fully addressed and provide external support, where necessary, to ensure the ongoing wellbeing of all school staff.
- Senior management, should oversee the development of SET support across all levels of the continuum of support, ensuring full engagement with Circular 0064/2024. Development of a core special educational needs team and closer alignment of SET interventions with identified priority learning needs should be prioritised as a matter of urgency. The school should seek NCSE support to ensure all SET resources are used solely and effectively for their intended purpose.

- Senior leaders and teachers should ensure that data including that from attendance, attainment tracking and student support files is used systematically to inform action planning for ongoing improvement and to drive SMART target development for individual students, where required. The heightened teacher awareness of the value of data should be harnessed through key personnel oversight to address attendance, improvements in learning outcomes and experiences proactively.
- The commendable developments in restorative practice and more effective use of the ladder of referral should be further progressed through consultation with school staff, parents and students to refine the code of behaviour. The school should continue to build on the student survey findings to maintain and enhance these positive developments.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Observations on the content of the inspection report

The Board notes the Follow Through WSE MLL Evaluation Report. The Board thanks all those involved in the school community for their commitment and work for the students of the school and the considerable progress made in response to the 2024 WSE MLL.

Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

Since the 2024 WSE MLL Evaluation, the school has commendably responded to each of the recommendations therein. Over time, the school's responses have led to improved outcomes and a much-changed school culture and environment.

The Board and the school is committed to reviewing the Follow Through report and putting in place a strategic plan to implement all of the recommendations, as soon as is practicable.

This will involve building individual and collective leadership skills, strategy, team building and managing change. The Restorative Practice approach will form the basis for relationship development and the creation of a Communications Policy and a Team Charter. We hope to create evolving Action Plans / Visual Representations in our areas of development which will create and deepen common and agreed understandings and shared growth.