



An Roinn Oideachais
Department of Education

Child Protection and Safeguarding Final Inspection Report

FINAL REPORT

Ainm na scoile/School name	Scoil Naomh Áine
Seoladh na scoile/School address	New Road Clondalkin Village Dublin 22
Uimhir rolla/Roll number	19221U
Dáta na cigireachta/ Date of evaluation	06/12/2024
Dáta eisiúna na tuairisce/ Date of issue of report	24/02/2025

What is a child protection and safeguarding inspection?

A Child Protection and Safeguarding Inspection (CPSI) is a focused inspection of the implementation of the *Child Protection Procedures for Primary and Post-Primary schools (revised 2023)*. These procedures provide direction and guidance to school authorities and to school personnel in relation to meeting their statutory obligations under the Children First Act 2015. They also provide direction and guidance in relation to the continued implementation of the best practice, non-statutory guidance set out in Children First National Guidance 2017. The CPSI inspection model examines the implementation of the *Child Protection Procedures for Primary and Post-Primary schools (revised 2023)* in schools through conducting ten checks based on the procedures.

The CPSI inspection process consists of two inspections: an **Initial Child Protection and Safeguarding Inspection** and a **Final Child Protection and Safeguarding Inspection**. The two inspections are typically carried out in a school within a relatively short timeframe. This is a report on a Final Child Protection and Safeguarding Inspection.

What happens during a final child protection and safeguarding inspection?

During a final CPSI, inspectors:

- Engage with learners about their learning in Social Personal and Health Education (SPHE) and Stay Safe
- Conduct a focus group meeting with representatives of the parents' association / parent representatives on the board of management to explore issues relevant to school climate and parents' awareness of the school's child protection procedures, including the school's anti-bullying procedures
- Hold meetings with:
 - Designated Liaison Person (DLP) / Deputy DLP
 - Chairperson of board of management
 - A sample of school personnel
 - The SPHE coordinator
- Review the following documents:
 - Board of management minutes
 - Child safeguarding statement and risk assessment
 - Relevant school plans
 - The school's IT Acceptable Use Policy (AUP)
- Review child protection records, where these have been created.

How to read this report

The checks conducted during this inspection are based on the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*.

The first section of the report indicates the extent to which the school was compliant with each of the checks conducted by indicating, in respect of each of the stated checks, whether the school was:

- Fully compliant
- Substantially compliant
- Partially compliant
- Not compliant

Some of the checks may not be relevant to a particular school, for example a school that has never had a concern in relation to child protection will not have any child protection records. In such cases, the report indicates that the check does not apply to the school by stating *Not Applicable* after that particular check.

It should be noted that the term 'school personnel' as referred to in this inspection report is used as a generic term to cover all adults who are involved in the operation of the school. It covers

employees and voluntary workers and includes parent association members when they are working in the school. These personnel include, for example, teachers, special needs assistants, caretakers, secretaries, cleaners, voluntary workers in the school, paid or voluntary tutors, and parent association members helping with aspects of the work of the school.

Where a school is less than fully compliant with a particular requirement, the report provides some additional evaluative comment on the check. It also advises actions that the school should take in order to comply more fully with the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*.

The report also provides an evaluative comment on the school's planning for and implementation of the Social Personal and Health Education curriculum and the Stay Safe programme / Relationships and Sexuality Education programme as evident during the inspection. In providing this overview, reference is made to the appropriate quality level of the Inspectorate's Quality Continuum:

- Excellent
- Very good
- Good
- Requires improvement to achieve a good standard
- Requires significant improvement to achieve a good standard

A Guide to Child Protection and Safeguarding Inspections was published on the website of the Department of Education in January 2019 and can be accessed at www.gov.ie. This Guide details how CPSIs are carried out and also provides the framework used by inspectors in arriving at judgements about a school's compliance with the aspects of the *Child Protection Procedures (revised 2023)* that are checked during the inspection.

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.

Child protection and safeguarding inspection report

The checks detailed below derive from the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*. The Inspectorate will monitor the board's progress in achieving full compliance. These procedures are designed to ensure that schools provide a safe and secure environment for all our children and through appropriate curriculum provision, provide for the incremental development of the life skills that will empower students to keep themselves safe.

In order to meet these aims, the procedures set out a number of requirements on schools relating to communicating with members of the school community about child protection matters; training of school personnel and board members in respect of child protection; reporting about child protection to the board of management; and fulfilling certain reporting and record keeping obligations in relation to child protection matters. They also detail the mandatory aspects of the curriculum that are designed to develop students' knowledge, skills, attitudes and behaviours through Social Personal and Health Education (SPHE) and the Stay Safe programme.

Aspects of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> checked	Fully Compliant Substantially Compliant Partially Compliant Not compliant Not applicable
1. The school had communicated the required aspects of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> to relevant stakeholders.	Fully Compliant
2. A Designated Liaison Person (DLP) and a deputy DLP have been appointed in line with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> .	Fully Compliant
3. The board of management reported that it is aware of and discharges its responsibilities to provide information to all school personnel relevant to child protection and to ensure that available training is undertaken by all or some members of staff as required.	Fully Compliant
4. The board of management reported that it is aware of its responsibilities in relation to vetting of all school personnel and report that they discharge these responsibilities.	Fully Compliant
5. A child safeguarding statement and risk assessment have been prepared in line with the template and requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> .	Fully Compliant
6. The minutes of the board meetings that were checked contained a record of a child protection oversight report being provided in line with the requirements of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> .	Fully Compliant
7. Correct record keeping procedures were found in the child protection cases examined.	Fully Compliant
8. The procedures to report child protection concerns were fully implemented in the records examined.	Fully Compliant
9. The procedures to report allegations or suspicions of abuse against school personnel were fully implemented in the records examined.	Not Applicable

(These personnel include, for example, teachers, special needs assistants, caretakers, secretaries, cleaners, voluntary workers in the school, paid or voluntary tutors, and parent association members helping with aspects of the work of the school.)

10. Curriculum Check

There was a programme for Social Personal and Health Education (SPHE) for all children in the school.

Yes

The Stay Safe programme was implemented within the school.

Yes

The overall quality of planning for and implementation of the SPHE curriculum and the Stay Safe programme was very good.

All teachers' timetables reflected the appropriate allocation of time for discrete SPHE lessons. The whole-school plan for SPHE was in the process of being updated. The plan comprised frameworks for the teaching of broad areas of learning across SPHE, Stay Safe and Relationships and Sexuality Education. It provided appropriate guidance for teachers on implementing many aspects of the SPHE curriculum. Guidance on the incremental teaching and consolidation of key sensitive topics and associated language is advised.

The pupils who participated in the focus-group discussions, spoke with confidence about their learning. They ably discussed their learning from the strand unit *Taking care of my body*, including the importance of nutrition, hygiene, physical activity, and sleep. Most pupils could explain their knowledge of the strand unit *Growing and changing* as it related to the nature of growth and change, new life, and feelings and emotions. To ensure all pupils can talk about their learning with confidence, further consolidation of learning regarding new life and associated key vocabulary is advised. All pupils could explain the important safety messages from the Stay Safe programme and could describe different types of bullying, including cyber-bullying. They had compiled a list of trusted adults to speak with if they had a concern.

Pupils spoke of the inclusive and welcoming atmosphere in the school and praised their teachers and the staff for their supportive and respectful interactions. They described how they were provided with a wide range of learning experiences where they were enabled to explore SPHE topics in an engaging and active manner. These included talk and discussion, workbook activities, video, story, role play, art, conscience alley and exploration of real-life scenarios. Pupils expressed a desire for more drama activities and to compile journals to record their learning and reflections. Pupil voice was promoted and celebrated through pupils' participation in committees, assemblies, wellbeing initiatives, and themed weeks.

In discussions with the parent representatives from the Parent Council, parents described very good levels of satisfaction with the school. They spoke of the positive school atmosphere, the open, welcoming, supportive climate and very good communication channels. They expressed confidence in how the school would deal with parental concerns regarding bullying and child protection.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of Scoil Naomh Áine welcomes the positive findings of this Final Child Protection and Safeguarding Inspection. We are delighted that our school has been deemed to be fully compliant in all aspects of the Child Protection and Safeguarding Inspection. The well-being of our pupils is and will continue to be our focus.

We would like to take this opportunity to thank all staff and the pupils for their continuous hard work and dedication to the school community. Positive observations by the inspectorate of the school's culture – specifically as articulated by pupils and parent representatives – were very much appreciated by the Board. As a community, we are greatly encouraged that our efforts to nurture a safe school environment, in which well-being and inclusion are prioritised, are reflected in the inspection report.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The school has taken on board the recommendations that the SPHE Plan, which is currently being updated, should include guidance on incremental teaching and consolidation of key sensitive topics and associated language.