An Roinn Oideachais

Department of Education

Child Protection and Safeguarding Final Inspection

FINAL REPORT

Ainm na scoile / School name	Nagle Rice Secondary School
Seoladh na scoile / School address	Doneraile Co. Cork
Uimhir rolla / Roll number	62210K

Date of inspection: 14-12-2021

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Department of Education

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 2017*. 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 2017* 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 Relationship and Sexuality Education (RSE)
- Conduct a focus group meeting with representatives of the parents' association / parent representatives on the board of management to explores 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.

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.

HOW TO READ THIS REPORT

The checks conducted during this inspection are based on the *Child Protection Procedures for Primary and Post-Primary Schools 2017.*

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 2017*.

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:

- Very good
- Good
- Satisfactory
- Fair
- Weak

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 2017* that are checked during the inspection.

Child Protection and Safeguarding Inspection Report

The checks detailed below derive from the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. 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 Relationship and Sexuality (RSE) programme.

Aspects of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* checked	**Fully Compliant** **Substantially Compliant** **Partially Compliant** **Not compliant** **Not applicable**
1. The school has communicated the required aspects of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* 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 *Child Protection Procedures for Primary and Post-Primary Schools 2017*.	**Fully Compliant**
3. The board of management reports 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 reports 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 *Child Protection Procedures for Primary and Post-Primary Schools 2017.*	**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 *Child Protection Procedures for Primary and Post-Primary Schools 2017*.	**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. *(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.)*	**Not Applicable**

10. Curriculum Check	
There is a Social Personal and Health Education Programme for all students in Junior Cycle.	**Yes**
There is a Relationships and Sexuality Education Programme (RSE) for all students in the school.	**Yes**

The overall quality of planning for and implementation of the SPHE curriculum and the RSE programme is good, with clear indications that provision, planning, and the related all important area of students' experience of teaching and learning, has strengthened in recent years.

SPHE is appropriately timetabled in Junior Cycle, and RSE is delivered as an integral module in each of first, second and third years. This year, the delivery of the SPHE programme is the sole responsibility of a single-teacher who, despite her commitment, experience and interest, does not have the opportunity to collaboratively plan for and review teaching and learning in SPHE. As resources permit, provision by management for the reestablishment of a junior cycle SPHE team is fully encouraged.

RSE is very generously timetabled in Transition Year in the current academic year. This is a direct response to the impact of COVID and the resulting reduced exploration of RSE for last year's third-year students. This proactive and positive response is highly commended, and is noted as a very valuable addition to provision for RSE in senior cycle. If possible, this provision should be maintained in future years.

RSE is also provided to 5th and 6th years, by a newly-appointed, two-teacher strong team who are interested in the area and are willing to upskill. Stability in the senior cycle RSE team going forward would be very valuable, as this helps to build both confidence and competence.

An outline, annual plan for both junior cycle SPHE and senior cycle RSE has been developed, and planning for units of learning in junior cycle has commenced. As relevant, this latter approach to planning is further encouraged.

Overall students demonstrated a good awareness of the type of subject matter explored within SPHE. It was clear from speaking with the students that they welcome opportunities, when provided, to: identify, alongside their teachers, areas of relevance for classroom exploration; be active in their own learning and learn from one another through, for example, student-centred activities and discussions; and reflect on learning and make links between the classroom experience and real life. Students are less inspired to engage and participate when lessons are largely focused on working from a textbook. Both findings should consistently inform future approaches to planning, preparation, teaching, learning and assessment in SPHE and RSE.

The parents who were met during the evaluation were very positive about the school. They are most appreciative of the welcoming and inclusive school atmosphere, the approachability of management and staff, and the collaborative approach that is adopted when working with parents in terms of finding solutions to promote and support students' participation, engagement and learning. A number of highly affirming descriptions of the school were shared with inspectors including: 'This is a school where no child is left behind!'

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