



An Roinn Oideachais  
Department of Education

# Child Protection and Safeguarding Final Inspection FINAL REPORT

Ainm na scoile/School name	St Oliver Post Primary
Seoladh na scoile/School address	Oldcastle Co. Meath
Uimhir rolla/Roll number	71990R
Dáta na cigireachta/ Date of evaluation	08/04/2025
Dáta eisiúna na tuairisce/Date of issue of report	03/06/2025

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# 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 Relationships and Sexuality Education (RSE)
- 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

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.

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](http://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.

## Child protection and safeguarding inspection report

The checks detailed below derive from the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*. 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 Relationships and Sexuality Education (RSE) 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

<i>(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.)</i>	
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<b>10. Curriculum Check</b>	
There was a Social Personal and Health Education (SPHE) programme for all students in Junior Cycle.	<b>Yes</b>
There was a Relationships and Sexuality Education (RSE) programme for all students in the school.	<b>Yes</b>
<p>The overall quality of planning and delivery in both the SPHE curriculum and the RSE programme was excellent. These were firmly embedded in the timetable across junior and senior cycles, ensuring students had regular access to meaningful and structured learning experiences.</p> <p>A committed team of core teachers was assigned to the subject area, promoting strong continuity in delivery and collaborative teaching practices. Comprehensive plans with a learning-outcome approach for SPHE and RSE that outlined a broad and developmental progression of key topics, was in evidence.</p> <p>At junior cycle, students explored foundational topics such as mental health, relationships, puberty, and peer pressure. In senior cycle, the programme evolved to include more in-depth discussion on areas such as consent, contraception, and managing relationships. This progression allowed students to engage with age-appropriate content that built on prior learning</p> <p>Students responded positively to the programme, highlighting their engagement and interest. A variety of interactive and inclusive teaching methods were employed, such as group activities, class discussions and case studies, further enriching the learning environment. Feedback from students reflected a high level of satisfaction with a relevant range of topics covered.</p> <p>The school's commitment to wellbeing was reflected in its establishment of coordinators for SPHE, RSE, and an overall wellbeing coordinator that ensured a cohesive and integrated approach.</p> <p>Since the initial inspection, the SPHE department had taken proactive steps to enhance the programme. These included gathering student voice through focus groups and surveys, which were being used to inform planning and delivery. Additionally, teachers' professional learning was supported through peer observation and reflective practice, underlining the department's commitment to continuous improvement.</p>	