



Danu Community Special School
Blanchardstown Road North
Blanchardstown

20548N

FREAGAIRT SCOILE / SCHOOL RESPONSE

FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE / RESPOND WITHIN TEN SCHOOL DAYS

DÁTA FILLTE / RETURN DATE: 17/04/2026

Chuig/To: Patricia Doolan, Príomhoide/Principal

Cc: Paul McEvoy, Cathaoirleach BB/Chairperson BoM
Caitriona Murphy, CE ETB
Nichola Spokes, Pátrún na scoile/ School Patron

Dáta/Date: 23/03/2026

A chara,

Gheobhaidh tú faoi iamh an tuairisc dheiridh de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig pátrún nó iontaobhaithe na scoile (nó príomhfheidhmeannach an bhoird oideachais agus oiliúna) ar aon dul leis na forálacha atá sna *Treoirínte um Fhoilsiú Tuairiscí Cigireachta Scoile* (arna n-athbheithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998 (Foilsiú Tuairiscí Cigireachta ar Scoileanna agus ar Lárionaid Oideachais), 2015*. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc na scoile.

Tarraingítear d'aired ar Chaibidil 3 de na *Treoirínte* go háirithe, áit a bhfuil amchlár leagtha amach d'éisiúnt na tuairisce. Ceadaítear **deich lá scoile le haghaidh an Fhoirm Freagartha Scoile a chur ar ais** (faoi iamh).

A chara,

Please find attached the final 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.

Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes are set out. These allow **ten school days for the return of the School Response Form** (attached).

Dáileadh na tuairisce

Foráiltear le Rannán 3 de na *Treoirínte* go gcuirfidh cathaoirleach an bhoird bhainistíochta nó duine atá údaraithe aige/aici cóip den tuairisc ar fáil do gach múinteoir a mbaineann an chuairt leo agus do na baill den bhord bainistíochta (féach Rannán 3.3 de na *Treoirínte*). Ba cheart é sin a dhéanamh láithreach.

Freagairt scoile

Déanann Cuid 3.4 de na *Treoirínte* cur síos ar an tslí inar féidir leis an mBord Bainistíochta freagairt don tuairisc. Ba cheart freagairt na scoile a chur isteach ar Fhoirm Freagartha Scoile na Tuairisce Cigireachta trí ríomhphost chuig reports_inspectorate@education.gov.ie roimh an spriocdháta thuasluaite.

Tá cóip leictreonach ar fáil sa chuid Foirmeacha Scoile den leathanach Tuarascálacha Cigireachta atá ar fáil faoin Oideachas ar <https://www.gov.ie/ga/foirm/foirmeacha/>

Agus é ag freagairt, féadfaidh an bord ceann amháin de na roghanna seo a leanas a roghnú:

- **ROGHA A:** Féadfaidh an bord glacadh leis an tuairisc gan barúil a thabhairt. Sa chás seo, ba chóir do chathaoirleach an bhoird Rogha A den Fhoirm don Fhreagairt ar Thuairisc na Cigireachta a roghnú, an fhoirm a shíniú agus a chur ar ais ar ríomhphost chuig an seoladh thíos.
- **ROGHA B:** Féadfar gur mian leis an mBord freagairt go foirmiúil don tuairisc. Sa chás seo, ba chóir don Chathaoirleach Rogha B ar an bhFoirm do Fhreagairt na Scoile ar Thuairisc na Cigireachta a roghnú agus Freagairt na Scoile a chur sna boscaí atá ar fáil. Ba chóir don Chathaoirleach an fhoirm a shíniú ansin agus í a chur ar ais ar ríomhphost chuig an seoladh thíos.

Tá treoir maidir le freagairt scoile a scríobh i Rannán 3.5 de na *Treoirínte*. Is éard atá sa fhreagairt scoile ná deis don scoil barúil a thabhairt ar ábhar na tuairisce agus béim a leagan ar na bearta leantacha a bhfuil ar intinn aici iad a dhéanamh (nó atá déanta aici

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 visit 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 can respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email to reports_inspectorate@education.gov.ie reports **before the due date outlined above**.

An electronic copy is available in the School Forms section of the Inspectorate Reports page which is available under Education on <https://www.gov.ie/en/form/inspection-report-forms/>

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 should choose Option A on the *Inspection Report School Response Form*, sign the form and return it by email to the address below.
- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should choose Option B on the *Inspection Report School Response Form* and include the *School Response* in the boxes provided. The chairperson should then sign the form and return it by email to the address below.

Guidance on writing a school response is contained in Section 3.5 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 visit. Please note that comments on the **process** or **reference to the Inspector** should not be included in the school response

cheana féin) tar éis na cigireachta. Tabhair faoi deara nár cheart barúlacha ar an bpróiseas ná tagairt don Chigire a chur san áireamh sa fhreagairt scoile. Ní cóir focail bhuíochais d'fhoirne scoile, don fhoireann chigireachta ná do dhaoine eile a bheith san áireamh. Níor cheart níos mó ná **500 focal** san iomlán a bheith sa fhreagairt scoile.

I gcás rogha A nó B, ba chóir do chathaoirleach an bhoird Foirm Freagartha Scoile na Tuairisce Cigireachta a sheoladh ar ais trí ríomhphost chuig an seoladh thíosluaite roimh an spriocdháta thuasluaite. I gcás scoileanna atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an Fhoirm Freagartha Scoile a bheith comhlánaithe i gcomhairle le príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna.

- **ROGHA C:** D'fhéadfadh an bord bheith míshásta leis an tuairisc agus/nó leis an gcigireacht agus féadfaidh sé athbhreithniú ar an gcigireacht a iarraidh faoin *Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998* (arna leasú in 2022). Sa chás sin, ba cheart don chathaoirleach athbhreithniú a iarraidh trí scríobh chuig an Príomhchigire, An Roinn Oideachais, Sráid Mhaolbhríde, Baile Átha Cliath 1, DOI RC96. **Ní mór an t-iaratas ar athbhreithniú a bheith faighte ag an bPríomh-Chigire roimh an spriocdháta thuasluaite.** Tá cóip den *Nós Imeachta um Athbhreithniú* ar fáil ar shuíomh Gréasáin na Roinne.

Gan freagairt

Más rud é nach bhfaightear comhfhreagras ar bith i dtaca le Freagairt Scoile agus nach bhfaightear iaratas ar athbhreithniú faoin *Nós Imeachta um Athbhreithniú* roimh an spriocdháta thuasluaite, glacfar leis nach mian leis an mbord bainistíochta freagairt a dhéanamh agus ullmhófar an tuairisc lena foilsiú agus/nó lena heisiúint chuig an scoil ansin.

Expressions of thanks to school staffs, the inspector or others should not be included. 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 to the address below before the due date outlined above. In schools operating under the auspices of an Education and Training Board (ETB), 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 visit and may seek a review of under *Procedure for Review of Inspections carried out by the Department of Education Inspectorate under Section 13 (9) of the Education Act 1998* (revised 2022). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education, Marlborough Street, Dublin 1, DOI RC96. **The request for a review must be received by the Chief Inspector before the due date outlined above.** 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* has not been received before the due date, 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 and/or issued to the school.

Foilsiú/Eisiúint na tuairisce

Tar éis an *Fhoirm Freagartha Scoile* a fháil, ullmhóidh an Chigireacht an tuairisc chigireachta scoile le foilsíú/eisiúint don scoil. De ghnáth, cuirfear cóip den Fhreagairt Scoile san áireamh sa leagan foilsithe den tuairisc nó sa leagan a eisíodh don scoil. Más rud é go roghnaíonn an Roinn gan an Fhreagairt Scoile a fhoilsiú/a chur san áireamh sa tuairisc ar chúis ar bith, cuirfidh sí an bord bainistíochta ar an eolas faoin gcinneadh sin agus faoin gcúis leis.

Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:
reports_inspectorate@education.gov.ie

Is mise le meas,
Craig Kelly

Pp: Ger Power
Príomh-Chigire Cúnta

Publication/Issue of the report

Following receipt of the *School Response Form*, the Inspectorate will prepare the school inspection report for publication/issue to the school. Normally, a copy of the School Response will be included in the published version of the report or the version issued to the school. If for any reason, the Department opts not to publish/include the School Response with the report, 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

Is mise, le meas,
Craig Kelly

Pp: Ger Power
Assistant Chief Inspector

Inspection Report School Response Form

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

School details	Danu Community Special School Blanchardstown Road North Blanchardstown 20548N
Inspection details	CEM conducted on 18/02/2026
Date of issue of inspection report	23/03/2026
For office use	Inspection Number: 46450

Please choose option A, or B, or C

OPTION A	The board accepts the report as the final inspection report available for final issue and does not wish to respond formally to the report	
OPTION B	The board accepts the report as the final inspection report available for final issue and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the final report. The board's response is submitted below.	
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 the review of inspections carried out by the Department of Education Inspectorate 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.	

School response: Part A

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

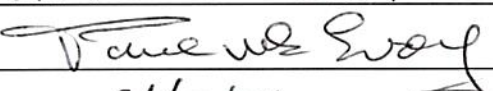
The Board of Management accept the final report and it's findings. The report will be discussed with the BOM as part of it's agenda for school improvement and the recommendations will be taken on board and effective follow up action will be planned, implemented and reviewed. As a BOM we are happy to accept the report.

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)

- ① To enhance learner's sense of well being and sense of connection to their class, the following actions will be taken to address this recommendation. This includes
1. Setting this target as part of the School Improvement Plan
 2. In collaboration with teachers for Academic Year 26.27 brainstorm how teachers should purposefully provide regular opportunities for learners to interact together.
 3. Implement outcome from Brainstorming, plan through Cuntas Míosaíl, provide peer-to-peer teacher observation of implementation, provide teacher training externally/internally, assess, record and review this target.
- ② For teachers to ensure priority learning areas are established and used to set clear targets which should be reviewed more regularly throughout the school year the following action will be taken to address this recommendation.
1. Setting as 2nd Target as part of School Improvement Plan.
 2. Commence transfer from IEPs to Student Support Plans which include clear heading PRIORITY LEARNING and clear headings for targets.
 3. Review targets with parents in October and May.
 4. Informally review February and record monthly review as part of Student Support Plan.

Signature

Chairperson, Board of Management	Print name:	PAUL MC EVOY
	Signature:	
	Date:	26/3/26

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
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Department of Education
and Youth

Curriculum Evaluation: SPHE REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name	Danu Community Special School
Seoladh na scoile/School address	Blanchardstown Road North Blanchardstown
Uimhir rolla/Roll number	20548N
Dáta na cigireachta/ Date of evaluation	18/02/2026
Dáta eisiúna na tuairisce/Date of issue of report	23/03/2026

What is a curriculum evaluation?

Curriculum evaluations currently report on the quality of teaching and learning in specific subjects and curriculum areas of the Primary School Curriculum (1999), and the redeveloped Primary Curriculum (2025). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curriculum area in the school.

How to read this report

During this inspection, the inspector(s) evaluated learning and teaching in SPHE under the following headings:

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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>
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. 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. 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.	1. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i>, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where learners and the school community can see it. 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 learners. 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.

Curriculum evaluation

Date of inspection	17/02/2026 - 18/02/2026
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Learner focus-group interview	• Observation of teaching and learning • Examination of learners' work • Interaction with learners • Feedback to principal and teachers

School context

Danu Community Special School is a co-educational school located in Blanchardstown, Dublin 15. It operates under the patronage of the Dublin and Dun Laoghaire Education and Training Board. The school provides education to children and young people with autism and moderate and severe general learning disabilities, some of whom have co-occurring educational and medical needs. At the time of the evaluation, the school had an administrative principal and deputy principal, eight mainstream class teachers, two exceptional teacher posts and a post-primary part-time teaching post. At the time of the evaluation, there were forty-eight learners enrolled in the school, aged from five to eighteen years who accessed the Primary School Curriculum, the Junior Cycle and the Senior Cycle programmes.

Summary of main findings and recommendations:

Findings

- The overall quality of learning in Social Personal and Health Education (SPHE) was very good.
- Learner experiences were highly commendable. Leaders and teachers fostered a welcoming, nurturing atmosphere and consistently used agreed whole-school low arousal approaches and strategies.
- The quality of teaching was very good, teachers had a strong awareness of learners' strengths, interests and needs and used this information to plan and deliver engaging learning activities.
- Assessment practices were good.
- The quality of whole-school planning and school self-evaluation (SSE) was very good.

Recommendations

- To enhance learners' sense of wellbeing and their sense of connection to their class peers, all teachers should purposefully provide regular opportunities for learners to interact together.
- Teachers should ensure that priority learning areas are established and used to set clear targets which should be reviewed more regularly throughout the school year.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of learning was very good. Most learners enjoyed activities and were motivated to learn. They had meaningful opportunities to demonstrate personal care and functional daily living skills throughout the school day. Learners rehearsed previously taught skills and had meaningful opportunities to apply them in real-life contexts such as during walks, visits to shops and the library. All learners had opportunities to make choices during lessons, this promoted the development of their decision-making skills. Commendably, this was a feature of whole-school practice. Most learners demonstrated good ability to wait, follow instructions and take turns, which supported routines and their readiness for learning. These functional life skills contributed positively to learners' participation in community life.

The school environment promoted an appreciation for SPHE among learners. Corridor and classroom displays celebrated learners' achievements and supported learners' sense of self and belonging to their school community. During lessons, learners engaged in a range of practical activities and used visual prompts such as pictures and combination schedules to transition between activities throughout the day. Learners showed good awareness of topics from the *Relationship and Sexual Education (RSE)* and *Stay Safe* programmes, including safe and unsafe places and safety strategies. Lessons from both programmes were delivered weekly. Records of progression were maintained in digital portfolios, photographs, displays and folders. Digital platforms were used effectively to document and share learners' progression in SPHE.

During a focus group discussion, learners reported that they enjoyed school and had an awareness of appropriate strategies to use if they felt unsafe. They reported enjoying walks and trips in the local community such as going to the shop or to local restaurants.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

Learner experiences were highly commendable. Leaders and teachers fostered a welcoming, nurturing atmosphere and consistently used agreed whole-school low arousal approaches and strategies. This supported learners' engagement, regulation and participation in lessons. Teachers used well-planned rotation systems which provided purposeful opportunities for learners to make choices and to learn, rehearse and generalise skills from the SPHE curriculum. Interactions between adults and learners were supportive and affirming. Where teachers maintained high expectations for engagement and independence, and provided adequate processing and response time, learners achieved the intended learning outcomes very successfully. In these instances, learners were enabled to interact successfully with their peers. This highly effective practice should be extended to all settings. To enhance learners' sense of wellbeing and their sense of connection to their class peers, all teachers should purposefully provide regular opportunities for learners to interact together.

The quality of teaching was very good, teachers had a strong awareness of learners' strengths, interests and needs and used this information to plan and deliver engaging learning activities. They delivered well prepared lessons which were supported by a range of meaningful resources, including video clips, games, sensory materials, quizzes and differentiated presentations. All staff provided high levels of support for transitions which enabled learners to understand expectations and work systematically to complete them. Teachers used an appropriate range of informed and evidence-based interventions such as social stories and structured teaching approaches. All staff used a total communication approach, appropriate to each learner. This had a positive effect on learners' communication skills and participation in lessons. The quality of collaborative practice was very good. This was supported by regular meetings to review progress and identify next steps in learning, as well as engagement with external agencies to enhance professional learning.

Assessment practices were good, all teachers compiled detailed profiles of learners using external reports, school-based assessments and parental questionnaires. Priority learning needs were identified in recorded preparation as targets, and these were reviewed annually. Teachers should ensure that priority learning areas are first established and used to set clear targets which should be reviewed more regularly throughout the school year. The transition from Individual Education Plan to Student Support Files should further enhance the use of assessment data.

At the time of the evaluation, a few modes of provision were in place for learners with highly complex learning profiles. Leaders had, in consultation with parents and professional services, considered and implemented a range of approaches to meet the individual needs of these learners. Leaders and teachers should continue to review current provision to ensure that learners have optimal opportunities to access explicit teaching of the curriculum and to learn and interact with their peers.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

The effectiveness of school planning, including SSE was very good. School leaders used questionnaires to gather feedback from staff and parents and engaged with *Looking at our School* (2022) to reflect on and identify effective and highly effective practices in the school and areas for development. Leaders supported the development and implementation of agreed whole-school approaches, ensuring consistency of provision across the school. Leaders ensured that open communication systems between parents and school provided a shared understanding of learning targets both in the school environment and beyond the school day.

The current plans for SPHE provided guidance to teachers on the delivery of the 1999 Primary School Curriculum, Junior Cycle and Senior Cycle programmes. At the time of the evaluation, the plans were under review. The draft plans should be developed further to include greater clarity on the delivery of mandatory programmes such as RSE and Stay Safe, and on the progressive use of language as learners move through the school.



An Roinn Oideachais
agus Oige
Department of Education
and Youth

For the learners of Danu Community Special School about their learning in SPHE

Date of inspection: 17-18/02/2026



Introduction

Your school had an inspection of SPHE recently. This page for learners describes what the inspectors found and gives ideas about what the school should do to make learning better.



What did the inspectors do during the visit?

The inspectors visited classrooms and talked to teachers and learners about the work they were doing. An inspector also met with a focus group of learners to talk to them about their learning.



What did the inspectors find?

Here are some of the main things:

- Learning in SPHE was very good. Learners were very good at using their schedules. This helped them move through the day.
- Learners had positive experiences in a warm and caring school.
- Teachers knew learners very well and used their interests to teach them.



What the inspectors said the school should do to make learning better

- Teachers should make sure that learners get to spend even more time together in school.
- Teachers should check the goals for learners more often during the year.

Thank you for taking the time to read this page.
A special thank you to learners who took part in the focus group.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective