

**ALTERNATIVE
EDUCATION
ASSESSMENT &
REGISTRATION**

Section 14 Education (Welfare) Act, 2000

**Assessment of Education
in places other than Recognised Schools**

**Independent School
Review Assessment Report**

Name of School

St. Anthony's School

Address

Northgate Street, Athlone Co. Westmeath

Name of Principal/Director

Darach Milner

Name of Assessor/s

Paul Sloan

Date of Assessment

18th May 2026

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Section 1 Background Information

1.1. School Hours

Opening Time:	09:30		
Closing time:	15:15		
Main breaks during the day:	12:00	to	13:00
	00:00	to	00:00

Is school in operation for more than five years?

Yes

If no, please give date on which school commenced operation

1.2. Name(s) of principal and/or other teacher(s) interviewed

(Normally interview should take place with the principal)

Mr. Darach Milner, Principal
Teaching staff members
Youth Worker and Administrator

1.3. Sources of evidence on which report is based

This assessment report is based on the following sources of evidence:

- Information provided by St. Anthony's School
- A discussion with the Principal, Mr. Darach Milner.
- Discussions with members of the teaching staff and support personnel.
- Observation of the school premises, learning environment, facilities, and educational resources.

- Review of curriculum documentation, subject plans, individual support plans, educational records, and assessment information.
- Review of QQI module descriptors, student work samples, and educational planning documentation.
- Review of relevant school policies and procedures.
- Observation of teaching and learning activities and interactions within the school environment.
- Information relating to student enrolment, attendance, progression pathways, and educational outcomes.
- Consideration of the Department of Education Evaluation of St. Anthony's School.

Section 2 General Information And School Context

St. Anthony's School is managed by the Longford and Westmeath Education and Training Board (LWETB). The school operates under the governance of LWETB, with the Director of Schools acting as the school's single manager. Staffing and operational supports are provided through LWETB in conjunction with funding and support structures provided by the Department of Education.

St. Anthony's School developed from St. Anthony's Junior Education Centre, one of several centres originally established to support the education of children and young people from the Traveller community. While the school building remains associated with its historical origins, the school has evolved considerably and now serves a broader cohort of young people. The school's primary purpose is to provide an alternative educational setting for students aged approximately 12 to 16 years who have experienced difficulty engaging with mainstream post-primary education. In recent years, the school has also provided educational opportunities for students residing within the International Protection Accommodation Service (IPAS) system who may be awaiting placement within mainstream schools.

The school operates a structured admissions and induction process. Prospective students participate in an initial trial period during which attendance, engagement, suitability, and educational progress are monitored. Communication is maintained with parents and, where relevant, previous schools. Following a successful induction period, students may be formally enrolled and registered through Tusla's Alternative Education Assessment and Registration Service (AEARS). The principal reported that the objective of the school is to support students in becoming engaged with education, achieving success in learning, and progressing towards further educational or training opportunities.

At the time of the assessment, twelve students were enrolled in the school. The principal reported that enrolment fluctuates throughout the year as students transition to and from a variety of educational settings. Twenty-four students attended the school at various points during the previous academic year. The school continues to respond to a diverse range of educational needs, including supporting students requiring additional educational supports and students for whom English is an additional language.

The school benefits from strong links with community organisations, including Athlone Community Services Council and Athlone Gateway Project, which contribute positively to providing additional learning opportunities, community engagement, and progression pathways for students. These partnerships enhance the educational experiences available to students and support successful transitions to further education, training, and community-based programmes.

Since the previous assessment, the school has received additional support through the Department of Education's Social Inclusion Unit. This support has contributed to significant investment in the school environment, facilities, and educational resources. The school continues to review and adapt its provision in response to the changing profile and needs of the students it serves.

Section 3 The Principal And Staff

The school is led by Principal Darach Milner, who has responsibility for the day-to-day management of the school and works closely with the Longford and Westmeath Education and Training Board (LWETB), staff, families, and external agencies to support student engagement, wellbeing, and educational progression.

At the time of the assessment, the school employed five teachers together with a youth worker and administrator who are present on site throughout the school week. The recently established youth worker position has strengthened links between the school, families, community organisations, and external support services.

The school benefits from a high staff-to-student ratio, enabling staff to develop positive relationships with students and provide a personalised and supportive educational experience. Staff demonstrated a strong commitment to supporting young people who have experienced challenges within mainstream educational settings and work collaboratively to promote student engagement, attendance, wellbeing,

and progression. The caring and supportive approach of staff was noted positively within the recent Department of Education evaluation.

Staff members engage in continuing professional development and have availed of training opportunities relating to Junior Cycle implementation, child protection, special educational needs, wellbeing supports, English as an Additional Language (EAL), and Relationships and Sexuality Education (RSE). The principal reported that staff continue to engage with professional learning opportunities and intend to further develop their knowledge and skills in areas relevant to the evolving needs of the student cohort.

The staff team demonstrated a clear commitment to providing a welcoming, inclusive, and supportive environment for students. Collaboration between staff members and a positive rapport with students was evident throughout during the visit of the assessor.

Section 4 Time Devoted To Education

St. Anthony's School follows the post-primary school calendar and provides a structured educational programme throughout the academic year. The principal reported that the school maintains a flexible approach to meeting the needs of students, recognising that many learners have previously experienced challenges engaging with education and may require additional support to establish positive attendance patterns and routines.

The school provides instruction across a range of Junior Cycle and QQI programmes and endeavours to ensure that students have access to a balanced educational experience that combines academic, practical, vocational, creative, and wellbeing-focused learning opportunities. Timetabled provision includes English, Mathematics, Art, Materials Technology (Wood), Information Technology, SPHE, Wellbeing, History, Geography, along with QQI programmes.

The principal reported that following enrolment in St. Anthony's School attendance levels have improved for many students and that overall attendance during the current school year has generally exceeded 85%. The school places a strong emphasis on student engagement and uses a supportive and flexible approach to encourage attendance and participation in learning.

The school's educational programme is delivered through a combination of classroom-based learning, practical activities, project work, community-based experiences, and QQI accredited modules. Students

also benefit from additional opportunities facilitated through the school's links with community organisations and external providers, enabling access to learning experiences beyond the classroom environment.

Overall, sufficient time is devoted to educational activities, and the school demonstrates a commitment to providing students with meaningful opportunities to engage in learning, develop skills, and progress towards further education, training, and employment pathways.

Section 5 The Learning Environment

St. Anthony's School provides a welcoming, well-maintained, and appropriately resourced learning environment that supports the educational, social, and wellbeing needs of the students. Since the previous review, significant investment has been made in the physical infrastructure and resources of the school through support provided by the Department of Education Social Inclusion Unit, LWETB, and additional funding streams.

At the time of the assessment, the school environment had undergone substantial refurbishment. Improvements included newly furnished classrooms, replacement student desks and chairs, upgraded classroom environments, new flooring, fresh decoration throughout the building, new windows providing increased natural light, modern LED lighting, and an upgraded fire alarm system. These improvements have significantly enhanced the overall quality of the learning environment.

The school provides access to a range of specialist facilities and educational resources to support student learning and engagement. These include classrooms, a woodwork room, information technology resources, virtual reality equipment, practical learning materials, and a variety of curriculum-specific resources. New woodwork equipment, sports equipment, bicycles, and additional learning materials were available and in use during the assessment.

The learning environment reflects the school's commitment to providing a positive and engaging educational experience for students who may previously have experienced challenges within mainstream educational settings. The atmosphere observed throughout the school was calm, supportive, and respectful. Staff and students interacted positively, contributing to an inclusive and welcoming environment where students are encouraged to engage in learning and personal development.

The school also benefits from strong links with neighbouring community organisations and educational providers, allowing students to access additional facilities, resources, and learning opportunities beyond the school setting. These partnerships further enhance the learning environment and support student participation in practical, creative, and community-based activities.

Overall, the learning environment is of a good quality and provides students with access to safe, attractive, and well-resourced facilities that support learning, wellbeing, engagement, and progression.

Section 6 The Educational Activities

6.1. General information

St. Anthony's School provides an educational programme designed to meet the needs of young people who have experienced challenges engaging with mainstream post-primary education. The curriculum is informed by the Junior Cycle framework and is complemented by QQI Level 2 and Level 3 programmes, enabling students to access accredited learning pathways appropriate to their individual needs, abilities, and future aspirations.

At the time of the assessment, the school provided instruction in a range of Junior Cycle subjects, including English, Mathematics, Art, Materials Technology (Wood), Wellbeing, Information Technology, History, Geography, and SPHE. The curriculum is reviewed on an ongoing basis to ensure that it remains responsive to the needs of the student cohort and to developments within Junior Cycle and alternative education provision.

The school continues to utilise the Junior Certificate School Programme (JCSP) to support students undertaking Junior Cycle. Through the JCSP framework, students complete profiling statements that recognise achievement and progression across a range of learning areas. This approach supports student motivation, engagement, and confidence in learning.

A significant strength of the educational provision is the integration of QQI Level 2 and Level 3 programmes. Students engage in modules including Mathematics, Communications, Information Technology, Cooking, and Literacy. These modules provide opportunities for students to achieve nationally recognised qualifications while developing practical and transferable skills. Student achievement within QQI programmes is internally assessed and externally validated. Successful

completion allows students to progress to a Certificate of General Learning and supports access to further education and training pathways.

The school also provides a range of practical and experiential learning opportunities through its links with community organisations and educational partners. Students participate in activities such as bike repair, photography, pottery, and other project-based learning experiences. These opportunities enhance student engagement and contribute positively to the development of social, personal, vocational, and creative skills. Student work produced through these programmes is celebrated and displayed within the wider community.

Subject plans, QQI module descriptors, and samples of student work were made available during the assessment process. These demonstrated that the school continues to provide a broad and flexible educational programme designed to support student engagement, achievement, and progression.

6.2. Language and literacy skills

Language and literacy development is supported through a combination of the Junior Cycle curriculum, QQI Level 2 and Level 3 programmes, and differentiated learning approaches designed to meet the diverse needs of the student cohort. The school places a strong emphasis on developing communication, reading, writing, comprehension, and functional literacy skills that support students both within education and in their future pathways.

English is provided through the Junior Cycle programme and through QQI Communications modules at Levels 2 and 3. These programmes support the development of literacy skills across a range of contexts and provide students with opportunities to engage with reading, writing, oral communication, and practical communication tasks.

The school recognises that many students enter with varying literacy profiles and educational experiences. Literacy support is therefore integrated across the curriculum and adapted to students' individual learning needs. Staff demonstrated awareness of the importance of supporting students who may have experienced disengagement from learning and work to create positive learning experiences that encourage participation and progression.

Particular attention is given to the needs of students for whom English is an Additional Language (EAL). The principal reported that supporting the development of English language skills has become an increasingly important aspect of the school's work due to changes in the profile of enrolment. Staff

continue to engage in professional learning opportunities relating to EAL provision and are working to strengthen supports for students requiring additional language development.

Student work samples, subject plans, and QQI documentation reviewed during the assessment demonstrated that structured literacy provision is in place. The combination of Junior Cycle and QQI programmes provides students with opportunities to develop literacy skills in meaningful and practical contexts while working towards accredited qualifications.

Overall, the school provides an appropriate literacy programme that supports communication, reading, writing, and language development and seeks to respond to the varied educational needs of its students.

6.3. Numeracy

Numeracy development is supported through a combination of Junior Cycle Mathematics and QQI Level 2 and Level 3 Mathematics programmes. The school provides students with opportunities to develop mathematical understanding and practical numeracy skills appropriate to their individual educational needs, prior attainment, and future progression pathways.

The school recognises that many students enter the provision having experienced interruptions in their educational journey and may present with a range of numeracy abilities. To support planning and intervention, students complete the Wide Range Achievement Test (WRAT) on enrolment. The information gathered assists staff in identifying strengths, areas requiring support, and appropriate learning targets for individual students.

Mathematics is delivered through a personalised approach, with programmes adapted to meet individual learning needs and abilities. The use of QQI modules provides additional opportunities for students to experience success through accredited learning and practical application of mathematical concepts. Students are supported in developing competence across key areas including number, measurement, problem-solving, financial awareness, and functional numeracy skills relevant to everyday life.

Assessment documentation and samples of student work reviewed during the assessment demonstrated that students are progressing through QQI and Junior Cycle Mathematics programmes at an appropriate pace. Internal assessment procedures and external QQI validation processes provide opportunities to monitor achievement and progression over time.

The school's small class sizes and high staff-to-student ratio support the delivery of individualised instruction and targeted support. This enables staff to respond flexibly to identified numeracy needs and

provide students with opportunities to experience success and build confidence in their mathematical abilities.

Overall, the school provides a numeracy programme that is responsive to the diverse needs of the student cohort and supports the development of practical skills, confidence, and progression in learning.

6.4. Irish

Irish is not currently provided as part of the educational programme at St. Anthony's School. The principal reported that there are currently no plans to introduce Irish as a taught subject within the curriculum. A significant proportion of the student cohort present with diverse educational needs and educational backgrounds, and the school's curriculum has been developed to prioritise engagement, literacy, numeracy, wellbeing, and progression pathways for students who have experienced challenges within mainstream educational settings.

The school continues to focus on providing an educational programme that is responsive to the individual needs of students and supports their participation in Junior Cycle and QQI programmes. Alternative pathways are provided to enable students to develop confidence, achieve accredited qualifications, and progress successfully to further education, training, or employment opportunities.

While Irish is not currently part of the curriculum, the school ensures that students and parents are informed that attendance at an independent school does not provide an exemption from the study of Irish in the event of subsequent enrolment in a Department of Education recognised school.

Children attending an Independent School should be afforded opportunity for the study of Irish, however the study of Irish is not a requirement for registration under Section 14 of the Education (Welfare) Act, 2000. Where Irish is included in the provision, an Independent School may identify students attending that they consider would qualify for an exemption from the study of Irish. Independent Schools can make decisions in consultation with parents regarding arrangements for these children. Any arrangements made in relation to the study of Irish does not entitle students to an exemption from the study of Irish in the event of a subsequent enrolment at a Department of Education recognised school.

Parents of children attending an Independent School should be informed of and acquaint themselves with implications of not taking Irish and/or having a second language. Parents seeking information should consult with the Department of Education www.education.ie and/or the State Examinations Commission www.examinations.ie with regard to the requirement for Irish and/or an additional language.

6.5. Other areas of learning

Students attending St. Anthony's School are provided with a broad range of learning experiences that extend beyond the core curriculum and support their personal, social, vocational, creative, and practical development. The school has developed a curriculum that aims to engage students through a combination of academic subjects, practical learning opportunities, accredited programmes, community partnerships, and experiential activities.

Art forms an important component of the curriculum and provides students with opportunities for creative expression and the development of practical skills. Students participate in QQI modules.

History and Geography are delivered through the Junior Cycle curriculum and support students in developing knowledge, understanding, and critical thinking skills relating to historical events, places, cultures, and society. The school continues to review its curriculum and expand opportunities for students to engage with a wider range of subject areas.

Information Technology forms an important aspect of the educational provision. Students undertake Information Technology as part of both the Junior Cycle curriculum and QQI programmes. ICT skills are further developed through project work, digital photography, and practical technology-based activities that support progression to further education and employment pathways.

Students also benefit from initiatives delivered through external partners, including Music Generation and community organisations.

The school has established strong partnerships with Athlone Gateway Project and other community organisations, enabling students to access additional opportunities including bike repair, photography, and practical skills programmes. These activities support the development of vocational skills, social skills, creativity, and community engagement.

6.6. Special educational needs

St. Anthony's School provides a highly individualised approach to supporting students with additional educational needs. Given the diverse profile of the student cohort, the school adopts a flexible and responsive model of provision which seeks to identify and address educational, social, emotional, behavioural, and language-related needs at an early stage.

Upon enrolment, students participate in an induction process which includes the gathering of relevant educational and background information. As part of this process, all students complete the Wide Range Achievement Test (WRAT 4). The results of this assessment provide staff with information regarding students' attainment in reading, spelling, and Mathematics and assist in identifying areas where additional support may be required.

The school develops an Individual Support Plan (ISP) for each student. These plans are informed by assessment information, discussions with students and families, educational records, and ongoing observation of progress and engagement. The plans support the development of personalised educational targets and interventions that reflect the individual needs of each learner.

A dedicated teacher provides additional support to students with identified needs. The high staff-to-student ratio within the school further enables staff to provide differentiated instruction, targeted interventions, and individualised learning opportunities. The school's small class sizes allow staff to build strong relationships with students and respond flexibly to their educational and wellbeing needs.

The school also supports students for whom English is an Additional Language (EAL). The principal reported that supporting language acquisition has become an increasingly important aspect of the school's work as the profile of enrolment has evolved. Staff continue to engage with professional learning opportunities relating to EAL provision and seek to provide appropriate support for students requiring additional language development.

Overall, the school demonstrates a clear commitment to identifying and supporting individual learning needs through assessment, personalised planning, targeted support, and a flexible educational approach designed to promote student engagement, wellbeing, achievement, and progression.

Section 7 The Voice Of The Child

During the assessment process, opportunities were provided to gather the views of students attending the school. Students spoke positively about their experiences at St. Anthony's School and demonstrated an appreciation of the supportive and welcoming environment created by staff. They reported that positive relationships with staff members contributed significantly to their sense of belonging and engagement within the school.

Students described the school as a place where they feel supported and understood. A number of students reported that they had experienced difficulties within previous educational settings and valued the smaller

class sizes, personalised support, and positive relationships that have been established within St. Anthony's School.

Students spoke positively about the practical and vocational learning opportunities available to them, including activities such as woodwork, information technology, photography, pottery, and other project-based learning experiences. These opportunities were reported as contributing positively to their enjoyment of learning and helping them to develop confidence, practical skills, and future aspirations.

Students also valued opportunities to participate in community-based activities and programmes provided through the school's links with external organisations.

The students demonstrated an awareness of the importance of education and progression pathways. They were able to discuss future plans and opportunities available to them through further education, training, and employment routes. The school's work in supporting students to explore these pathways was evident in discussions held during the assessment.

Overall, student voice indicated that young people feel respected, supported, and valued within the school community. Students expressed positive views regarding the care, encouragement, and educational opportunities provided by the school and its staff.

Section 8 Assessment And Record Keeping

St. Anthony's School has established systems to monitor student progress, educational engagement, attendance, and individual learning needs. Assessment information is gathered from a range of sources and is used to support educational planning and the development of individualised programmes for students. All students complete the Wide Range Achievement Test (WRAT 4) on enrolment. This provides baseline information regarding reading, spelling, and Mathematics attainment and assists staff in identifying individual strengths, areas for development, and support requirements. Assessment information contributes to the creation of Individual Support Plans (ISPs) for students.

Individual Support Plans are developed for all students and are reviewed on an ongoing basis. These plans are informed by assessment data, enrolment information, observations, discussions with students and families, and educational records received from previous schools where available. The plans provide a framework for identifying priority learning needs and supporting individual progression.

Assessment practices within the school include teacher observation, ongoing review of student work, internal assessment of QQI modules, and monitoring of student engagement and participation. Students

undertaking QQI programmes complete assessed modules which are subject to internal verification and external authentication processes. Samples of student work, QQI module descriptors, and completed QQI portfolios were made available during the assessment.

Attendance is monitored and recorded by the school. The principal reported that attendance levels have generally remained above 85% during the current academic year. The school recognises the importance of attendance and works collaboratively with students, families and other agencies to support student engagement and participation in education.

Educational records, assessment information, attendance data, support plans, QQI documentation, and student progress records are maintained by the school. Staff utilise these records to support planning, monitor student development, and assist students in progressing to further education, training, or alternative educational pathways.

Overall, appropriate systems for assessment, monitoring, and record keeping are in place and contribute positively to supporting the educational progress and wellbeing of students attending St. Anthony's School.

Section 9 Other Relevant Information

St. Anthony's School continues to provide an important alternative educational setting for young people who have experienced difficulty engaging with mainstream education or who are awaiting placement within a mainstream post-primary school. The school's flexibility, personalised approach, and strong emphasis on relationship-building support students to remain connected with education and develop positive pathways for future progression.

The school has developed and maintained strong partnerships with a range of external agencies, educational providers, and community organisations. These partnerships enhance the educational experiences available to students and support access to vocational, creative, recreational, and community-based learning opportunities. In particular, links with Athlone Gateway Project, Youthreach, Community Training Centres, Music Generation, and local post-primary schools continue to provide valuable opportunities for student engagement and progression.

The recent appointment of a youth worker has further strengthened links between the school, families, community supports, and Tusla Education Support Services (TESS). This role has enhanced student support, family engagement, attendance supports, and access to community-based services.

The school continues to facilitate progression opportunities for students through Junior Cycle and QQI programmes. Students are supported to transition successfully to a variety of educational and training pathways, including mainstream post-primary schools, Youthreach, Community Training Centres, National Learning Network programmes, and other further education opportunities.

Since the previous review, significant investment has been made in the school environment through support from LWETB and the Department of Education Social Inclusion Unit. This investment has resulted in substantial improvements to facilities, educational resources, specialist equipment, and learning spaces, enhancing the overall educational experience for students attending the school.

The school demonstrates a commitment to reviewing and adapting its provision in response to the evolving needs of its student cohort and remains an important educational resource within the locality for young people requiring an alternative educational setting.

A Child Safeguarding Statement (CSS) is in place along with child safeguarding procedures as identified on the CSS. The principal declared on the R2 Information Form submitted that all staff have been trained in the implementation of the school's Child Safeguarding Statement and in Children First Guidelines 2017.

Section 10 Evaluation Of The Education Provision And Recommendations

In my opinion, the education being provided at St. Anthony's School meets the requirements under Section 14 of the Education (Welfare) Act 2000. This opinion is based on evidence gathered during the assessment process, documentation reviewed, discussions with the principal and staff, and observation of the educational provision currently available within the school.

The school continues to provide an important alternative educational setting for young people who have experienced challenges within mainstream education or who are awaiting placement within mainstream post-primary schools. The school demonstrates a clear commitment to maintaining young people's engagement with education and supporting progression to further education, training, and employment pathways.

A number of strengths were evident during the assessment, including:

- A committed and supportive staff team who work collaboratively to address the educational, social, emotional, and wellbeing needs of students.

- A broad and flexible curriculum incorporating Junior Cycle programmes, QQI Level 2 and Level 3 modules, practical learning experiences, and wellbeing supports.
- Strong individualised supports, including the use of WRAT 4 assessments, Individual Support Plans, and personalised educational interventions.
- Significant improvements to the learning environment since the previous review, including extensive refurbishment works and investment in educational resources and facilities.
- Positive relationships between staff and students, contributing to an inclusive, welcoming, and supportive school culture.
- Effective links with community organisations, further education providers, support services, and local schools, which enhance educational opportunities and support student progression.
- Opportunities for students to achieve recognised qualifications through Junior Cycle and QQI programmes while developing practical, vocational, social, and life skills.

The school continues to respond positively to the changing needs of its student cohort. Since the previous review, the additional supports provided through the Department of Education's Social Inclusion Unit and LWETB have strengthened the school's capacity to provide a high-quality educational environment for students.

Recommendation regarding registration

In my opinion, the education being provided at St. Anthony's School for students attending can be characterised as a certain minimum education, moral, intellectual and social.

I recommend that Tusla – Child and Family Agency retain the registration of children attending St. Anthony's School on the Register of Children Receiving an Education in a Place Other Than a Recognised School, subject to the ongoing review processes of the Alternative Education Assessment and Registration Service (AEARS).

The findings of the assessment were discussed with the participants on the date of the assessment. The participants were advised that the decision regarding registration would be made by Tusla – the Child and Family Agency: Alternative Education Assessment and Registration Service (AEARS).

Following the assessment, a draft report is provided to the principal, along with a Factual Accuracy and Feedback Form, which may be submitted within a specified timeframe, in response to the content of the draft report. The report, along with any information provided on the feedback form for consideration, is brought to the AEARS Registration Panel. The Registration Panel make decisions regarding registration of children in receipt of the education at the Independent School.

Section 11 Discussion Of Finding Of Report With Principal

The findings of the assessment were discussed with Mr. Darach Milner, Principal, at the conclusion of the assessment visit. The discussion included consideration of the school's current educational provision, curriculum offer, assessment practices, student supports, learning environment, staffing arrangements, and progression pathways available to students attending the school. The improvements made to the school environment since the previous review were acknowledged, including the refurbishment of the premises, investment in educational resources, and the enhanced supports available through the Department of Education Social Inclusion Unit and the Longford and Westmeath Education and Training Board (LWETB).

The principal was advised that the final decision regarding registration remains a matter for the Tusla Alternative Education Assessment and Registration Service (AEARS) Registration Panel following consideration of the assessment report and any additional information submitted by the school.

Section 12 Outcome

Outcome Of Tusla Alternative Education Assessment And Registration Service Panel Regarding Requirements For Section 14 Registration Of Children Attending The School

The assessment report was brought to Tusla Registration Panel for a decision regarding registration. The Registration Panel decided that children attending St. Anthony's School will be registered and retained on the register of children receiving an education in a place other than a recognised school as required by Section 14 of the Education (Welfare) Act, 2000.

Registration is subject to a periodic review by the Child and Family Agency