

east glendalough school

School Self Evaluation

School Improvement 2022-2023: Taking Stock¹

The School examined specifics in three core areas for 2022-2023: pastoral care, attendance and teaching, learning, assessment and review. Outcomes from this SSE process would feed the direction of 2023-2024 (and thus 2023-2026).

Area 1 – Pastoral Care

Area 2 – Attendance

Area 3 – Teaching, Learning, Assessment and Review

¹ School Self-Evaluation: Next Steps September 2022 – June 2026 (DE, 2022)



Area 1 - Pastoral Care

An analysis of the School's work in this area included

- Numbers of students being brought to Pastoral Care teams at Senior Cycle (81% overall for the two years 2021-3), with a comparison made with 2018-2019 (pre-COVID; 64%). Both the breadth and depth of the pastoral concerns had increased, along with their complexity.
- Feedback to and from staff members relating to the provision of SEN
 - o Needs and priorities work from 2022 had pointed out perceived disconnect in communication between SEN and mainstream staff
 - o Implementation of new shorter interventions in its first full year
 - o 3 x whole staff meetings given over to descriptions of SEN activities, interventions and AS Special Classes
- Analysis of the first full year of short-term interventions
 - o Impacts positive in terms of effect on student progress (Student Support Plans, attainment)
 - o Impacts positive in terms of covering multiple students under 'support for some'
 - o Impact negative in terms of planning time for SENCOs
 - Planning and timetabling now a multiple of previous years with no increase in allocation
 - Rise in RACE and DARE applications was a significant feature of the overload for the staff involved
 - o Impact negative in terms of movement of staff from task to task and associated increase in paperwork (Student Support Plans updates)
 - o Decision to move to 3 interventions of 9 weeks for 2023-2024 (vs 5 of 6 weeks in 2022-2023)



Area 2 – Attendance

- An analysis of pre-2020 attendance vs post-2022 attendance
 - o In general, attendance had recovered to normal levels (when COVID-specific illnesses were accounted for)
 - o School Avoidance was found not to have increased in overall terms
 - o TY attendance showed up as lower than average in the middle third of the year (not explained by Work Experience or COVID). Moves were made with TY team and parents, in-year and year-on-year, to address this
- Implementation of a tailored EGS *School Avoidance Pathway* (in conjunction with NEPS)²
 - o Trialled in 2021-2022 and tailored further to allow online forms
 - o Allowed for an early intervention from the School in cases where EBSA was possible (preventive rather than reactive), and allowed for collection of real-time information from staff, student and parents.

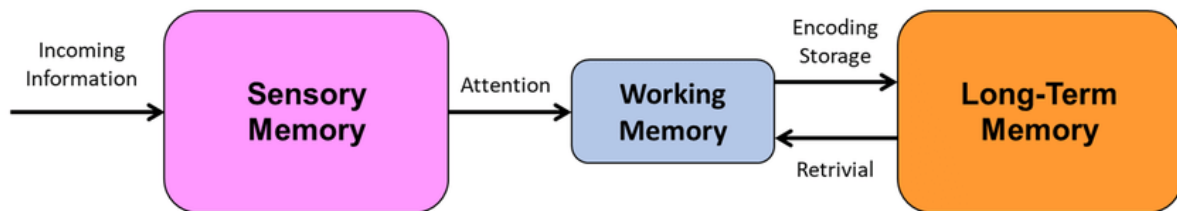
² NEPS asked EGS to present on this to other Wicklow schools in 2022



Area 3 – Teaching, Learning, Assessment and Review

A focus (per the 2020 WSE) on *one* area of teaching and learning. For 2022-2023 this was Retrieval Practice.

- Retrieval Practice
 - o Head of Teaching and Learning gave a whole-staff in-service on retrieval practice, which was the focus of the TLAR improvements for the year.



- o Individual subject departments were tasked with implementing this.
- o Feedback from a Subject Inspection in MFL (April 2023) showed that this had been present in the classes visited.