

# east glendalough school

## Our Self-Evaluation Report and Improvement Plan

### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

#### 1.1 Outcomes of our last improvement plan from 2013-2016

- Improve feedback to parents/students RE examination and reporting
- Improve feedback to students regarding written information
- Improve evaluation and monitoring of literacy and numeracy

#### 1.2 The focus of this evaluation

We are undertaking self-evaluation of teaching and learning during the period September 2017 to present. We are evaluating the following aspect(s) of teaching and learning:

- Pedagogies – learning strategies (teacher individual practice, teacher collaborative practice, learner experience)
- Digital practice and strategy (teacher individual practice, teacher collaborative practice, learner experience)
- Assessment practice and strategy (teacher individual practice, teacher collaborative practice, learner experience, learner outcome)

### 2. Findings

#### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

- Atmosphere and classroom management
- Provision for ASN
- Strong teaching and learning
- Ambitious students
- Strong co-operation between school and home
- Strong pastoral care structures

#### 2.2. This is how we know

*List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.*

- Staff surveys and meetings
- Student survey and focus groups
- Parent survey

#### 2.3 This is what we are going to focus on to improve our practice further

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- Development of digital strategy
- Evaluation of new and different trialled pedagogies (teaching methods) and formative assessment techniques
- Inclusion of digital and assessment strategies in departmental planning

### 3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

## Our Improvement Plan

Timeframe of this improvement plan is from 2017-2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Digital Strategy for East Glendalough School	<ul style="list-style-type: none"> <li>Complete Template plan</li> <li>Move from template to formal plan</li> <li>Gather student and parent views</li> <li>Gather teacher views on needs</li> <li>Begin to address teacher needs</li> </ul>	<ul style="list-style-type: none"> <li>Digital Strategy Group</li> <li>Junior Cycle Co-Ordinator</li> <li>Senior Management</li> <li>IT Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>Have in place a digital strategy</li> <li>Increased use of digital strategies across departments</li> <li>Inclusion of digital strategy material in departmental planning</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey 03/2018</li> <li>Draft Plan complete 01/19</li> <li>Survey data collected from students and parents 01/19</li> <li>Teachmeets begun for teachers on digital strategies for classroom 01/19</li> </ul>	<ul style="list-style-type: none"> <li>Draft Digital Strategy in place 01/19</li> </ul>
Teaching and learning strategies – increasing teacher individual and collective practice and improving learner experience and outcome	<ul style="list-style-type: none"> <li>Evaluate and record responses to teaching and learning initiative</li> <li>Resource and implement teaching and learning POR (from needs and priorities review 2018)</li> <li>Access student voice on learner experience in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning co-ordinator</li> <li>Senior management</li> <li>All staff (trials strategies, recording responses)</li> </ul>	<ul style="list-style-type: none"> <li>Increased use of varied teaching and learning methods (particularly at Junior Cycle)</li> <li>Inclusion of resources and methods used in subject department planning</li> </ul>	<ul style="list-style-type: none"> <li>POR appointment 05/18</li> <li>Survey of staff 09/18</li> <li>Strategies provided from 09/18</li> </ul>	
Development and implementation of an Assessment policy	<ul style="list-style-type: none"> <li>Appointment of an AP for this task</li> <li>Feedback from staff</li> <li>Student voice on assessment practice</li> <li>Needs and priorities review</li> </ul>	<ul style="list-style-type: none"> <li>Assessment co-ordinator</li> <li>Senior management</li> </ul>	<ul style="list-style-type: none"> <li>Assessment policy in draft form</li> <li>Assessment policy approved by Board of management</li> <li>Equip and resource staff with broader assessment toolkit</li> <li>Enable tracking of students</li> </ul>	<ul style="list-style-type: none"> <li>POR Appointment 10/18</li> <li>Staff survey 01/19</li> </ul>	



## Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie  Pod and PPOD	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 0040/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Part V Education Act 1998, Circular 0004/98, Circular M29/02, Circular 0022/2009, Circular 0004/2014	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Approved allocation of teaching posts for 2017/18	Circulars 0010, 0011, 0012/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Leadership and management posts	Circular 0003/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	



Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
education				
Grant Scheme for ICT Infrastructure – 2016/17 School Year	Circular 0001/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Child Protection Oversight Report presented at each board meeting			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Number of reports submitted by the DLP to Tusla and reported to the board			2
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made			1
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP			0
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Number of formal parental complaints received			1
	Number of formal complaints processed			0
	Number of formal complaints not fully processed by the end of this school year			1
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Number of section 29 cases taken against the school			0
	Number of cases processed at informal stage			0
	Number of cases heard			0
	Number of appeals upheld			0
	Number of appeals dismissed			0
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Number of section 29 cases taken against the school			0
	Number of cases processed at informal stage			0
	Number of cases heard			0
	Number of appeals upheld			0
	Number of appeals dismissed			0
Expulsion of students	Section 29 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		



Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed										
	<p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="424 293 1005 593"> <tr> <td data-bbox="424 293 871 349">Number of section 29 cases taken against the school</td> <td data-bbox="871 293 1005 349">0</td> </tr> <tr> <td data-bbox="424 349 871 427">Number of cases processed at informal stage</td> <td data-bbox="871 349 1005 427">0</td> </tr> <tr> <td data-bbox="424 427 871 483">Number of cases heard</td> <td data-bbox="871 427 1005 483">0</td> </tr> <tr> <td data-bbox="424 483 871 539">Number of appeals upheld</td> <td data-bbox="871 483 1005 539">0</td> </tr> <tr> <td data-bbox="424 539 871 593">Number of appeals dismissed</td> <td data-bbox="871 539 1005 593">0</td> </tr> </table>	Number of section 29 cases taken against the school	0	Number of cases processed at informal stage	0	Number of cases heard	0	Number of appeals upheld	0	Number of appeals dismissed	0		
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## Appendix to School Self-Evaluation report: policy checklist (Post-Primary)

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011 Circular M51/93	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>1</sup>	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy <sup>2</sup> Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Note: new Dignity in the Workplace charter due from ACCS imminently
Child Protection Procedures and Child Safeguarding Statement	Circular 0081/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Note: Review underway
Annual attendance report to Tusla and Parents' Association	Section 21, Education (Welfare) Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Critical Incident Management policy	Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment) Act 2003  (DATA Legislation)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Note: ACCS template GDPR policy due
Special educational needs / Inclusion policy <sup>3</sup>	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> (2004) Disability Act (2005)) Circular 0014/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, 0027/08	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 ( <a href="http://www.webwise.ie">www.webwise.ie</a> )	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
For DEIS schools only: DEIS Action Plan	DEIS Plan 2017 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform to the provisions stipulated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>3</sup> Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.