

OUR LADY'S SECONDARY SCHOOL CASTLEBLAYNEY



School Self Evaluation Report & School Improvement Plan 2017- 2018

1. Introduction

This document records the outcomes of our last School 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 plans from September 2012 to August 2017

Our previous School Self Evaluation Plans focussed on the areas of Literacy, Numeracy and Assessment for Learning. There were positive results from this process including;

- Increased staff engagement with Statements of Learning, Key Skills & active teaching methodologies relevant to Junior Cycle Reform
- Classrooms have changed to reflect the more active learning methodologies.
- Students continue to engage in their studies, are ambitious and aspire to do well
- Subject department planning is of a very high standard.
- An increasing number of staff have / are engaging in peer observation.
- There is a continued use of Assessment for Learning strategies in the classroom.
- Increased staff engagement with displaying learning intentions at the start of the class.
- Literacy continues to be embedded across the curriculum through many different initiatives e.g Literacy workshops, Spelling Bee, Drop Everything & Read.
- Numeracy continues to be embedded across the curriculum through initiatives such as Maths Week
- All staff and students are engaging in literacy & numeracy initiatives.
- The majority of parents agree that the quality of teaching in the school is very good.

The school sees Self Evaluation as an important means to develop and improve our organisation. We understand that this requires whole school engagement. To that end, in 2018/19, Our Lady's will set up two new committees: a small committee including senior management that will meet monthly to oversee the Self Evaluation process and a larger committee of staff to focus on the wider staff. The aim of this latter committee will be to embed the School Self Evaluation process in all teachers' professional practice. Additionally, these committees will review in depth existing School Improvement Plans focussing on at least one previous plan annually. Continued efforts will be made to further involve the student body, parents and the Board of Management in the School Self Evaluation process.

1.2 The focus of this evaluation

Following a meeting with the School Self Evaluation Core Group, it was decided in November 2017 to focus the next stage of School Self Evaluation on Information Communication Technology. This decision was taken after consultation with parents, teachers and students. The focus of the School Self Evaluation process was to develop an Information Communication Technology infrastructure which will promote and support the integration of technology in teaching and learning in a student centred and safe environment.

2. Findings

2.1 This is effective / very effective practice in our school

- Student enjoyment in their learning is evident and is often linked to a sense of making progress and of achievement.
- Students see themselves as learners and demonstrate this in their positive approach to class work and homework.
- Student achievement in summative assessments, including certificate examinations, is in line with or above expectations.
- Interactions among students and between students and teachers are very respectful and positive, and conducive to wellbeing.
- Students feel able to contribute their opinions and experiences to class discussion.
- Teachers have high expectations of students work and behaviour, and communicate these expectations effectively to students.
- Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.
- Teachers plan for assessing all relevant aspects of students learning using both assessment of learning and assessment for learning.
- Teachers regularly provide students with constructive, developmental oral and written feedback.
- Teachers purposely develop relevant literacy and numeracy skills during lessons.
- Teachers use a range of questioning techniques effectively for a variety of purposes.
- Teachers view collaboration as a means to improve student learning and to enhance their own professional development.

2.2. This is how we know

Each subject faculty submits an analysis of performance in state exams. Results in State Examinations are consistently above the national average across subjects.

Parents are surveyed after parent-teacher meetings and the responses indicate very positive attitudes towards teaching and learning within the school.

Focus groups are conducted with students which indicate that there are very good relations between students and teachers as well as between students and other students.

Teacher feedback in terms of staff surveys and engagement with new initiatives indicates that teachers collaborate with colleagues to achieve the best outcomes for students.

Meanwhile, among the observations made in a Whole School Evaluation report by Department of Education Inspectors (Mathematics) was that;

“The standard of learning and teaching observed throughout the evaluation was consistently very high. Many examples of excellent practice were noted in all lessons.”

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One-to-one meetings with First Year students as well as one-to-one monthly meetings with Sixth Year students by senior management indicate that students feel able to contribute their opinions and experiences.

The Student Council delivers further worthwhile feedback on student’s views supporting the above findings.

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

- In the area of learner’s experience, students should be “able to work both independently and collaboratively in a very purposeful and productive manner.” By facilitating more access to technology such self directed learning should be more likely. This is something students have expressed enthusiasm for.
- As part of any new ICT initiative, the school is cognisant of potential dangers associated with new technologies. Many parents voiced concerns over the use of social media during the data gathering phase. Therefore, throughout the process emphasis will be placed on ensuring “Interactions [*involving ICT*] among students and between students and teachers are very respectful and positive, and conducive to well-being”
- Finally, in the area of teachers’ collaborative practice, it was hoped that by using technology teachers could “collectively agree and implement whole-school approaches to teaching and learning to improve students’ experiences and outcomes.” The use of technologies such Google Drive will allow teachers to collaborate more easily in preparing lessons, planning assessments and reflecting on their practice.

These three aims appear at ‘Statements of Highly Effective Practice’ in the publication *Looking at Our Schools 2016-2020: A Quality Framework for Post Primary Schools*.

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.

Improvement Target (s)	Action Required	Person/s Responsible	Measurable Outcomes/ Success Criteria	Timeframe for Actions	Review Date
<p>To develop an ICT infrastructure which will promote and support the integration of technology in teaching & learning in a student centered and safe environment.</p>	<p>To establish a mentoring & coaching programme among a core group of teachers to support and promote ICT integration in Teaching and Learning</p>	<p>Management/ Subject representative from each department</p>	<p>Agenda at Faculty meetings / feedback matters arising at Faculty Meetings to ICT Co-ordinator / ICT Working Group</p>	<p>Sept 2017- January 2018</p>	<p>September 2018</p>
	<p>To establish a group of students to support teachers interested in developing ebooks/ esupplements in their subject area</p>	<p>ICT Co-ordinator/ Nominated Students/ Nominated teachers</p>	<p>Creation of free ebooks developed from digital teacher notes and resources to support student learning</p>	<p>March 2018- March 2019</p>	<p>November 2018</p>
	<p>To introduce e-portfolios as an alternative assessment strategy for TY students. This will then be extended to students as part of recording their learning experiences through Junior Cycle Reform</p>	<p>ICT Co-ordinator/ TY Programme Co-ordinator/ Microsoft Office Teachers</p>	<p>E-portfolios submitted/ Google Drive accounts for students created</p>	<p>Nov 2017- November 2018</p>	<p>November 2018</p>
	<p>To use Google Drive to encourage sharing and collaborating of resources to support Junior Cycle Reform</p>	<p>ICT Co-ordinator/ Co-ordinator of Teaching and Learning/ All Teachers</p>	<p>Increase in shared folders and resources amongst teachers /faculties using Google Drive Platform</p>	<p>Sept 2017- January 2019</p>	<p>December 2018</p>
	<p>To highlight the awareness of digital safety amongst our staff and students and to review ICT protocols of staff and pupils in line with current legislation.</p>	<p>Staff involved in the listed subjects</p>	<p>E-safety programme to be delivered to all students through ICT in 1st Yr, Wellbeing in 2nd Yr, teacher visit in 3rd Yr/TY & in RE for 5th & 6th Yr Talks in ICT / Digital Media for Parents & students</p>	<p>Sept 2017- September 2018</p>	<p>October 2018</p>

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	Yes ✓ Yes ✓	
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, 0003/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Approved allocation of teaching posts for 2018/19	Circulars 0007, 0008, 0009/2018	<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 education	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
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0001/2017 and 0011/2018 Digital Learning Plan Use of the Digital Learning Framework	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	work in progress
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board 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 4 Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made 0 Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP 0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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 Number of formal parental complaints received 0 Number of formal complaints processed 0 Number of formal complaints not fully processed by the end of this school year 0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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 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	<input type="checkbox"/> Yes <input checked="" 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	
Expulsion 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

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 ¹	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 ² 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	
Child Protection Procedures and Child Safeguarding Statement	Circular 0081/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	General Data Protection Regulations (GDPR) May 2018: see www.dataprotectionschools.ie	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs / Inclusion policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (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 (www.webwise.ie)	<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	

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

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

³ 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."

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