

School  
Logo

MEANSKOIL MHUIRE  
Longford  
63760E

# School Self-Evaluation Report

Evaluation period: *Academic Year 2015/2016*

Report issue date: *25<sup>th</sup> May 2016*

# School Self-Evaluation Report

## 1. Introduction

### The focus of the evaluation

A school self-evaluation of teaching and learning in Meanscoil Mhuire was undertaken during the period September 2015 to May 2016. During the evaluation, teaching and learning in the following subjects and programmes were evaluated:

- Literacy

This is a report on the findings of the evaluation.

### School context

*We are an all-girls Roman Catholic voluntary secondary school under the trusteeship of CEIST. There are 40 teachers and 552 students in the school. We offer a number of programmes in the school including LCVP and Transition Year. Our school is situated in the heart of Longford town and was founded by the Sisters of Mercy in 1861.*

## 2. The findings

The following methods were used to analyse, identify and inform decisions made in whole school numeracy development plan

- Subject department planning for Literacy
- STEN
- Student surveys
- Teacher surveys
- Professional dialogue
- Longitudinal study
- CPD with PDST
- Literacy link teacher
- SSE Committee
- Reading age tests
- Drumcondra Reading Tests/ CAT

## 3. Progress made on previously-identified targets improvement targets

*Targets were over-ambitious and hence SIP was not generated at this time. The Committee decided to re-evaluate and set achievable targets.*

## 4. Summary of school self-evaluation findings

### 4.1 Our school has **strengths** in the following areas:

- Very dedicated and motivated teaching staff willing to promote Literacy across all subject departments using a varied number and mix of strategies.
- Positive and ambitious students who are enthusiastic to embrace active methodologies in pursuit of improving their Literacy skills
- Great progress has already been made with the introduction of Keywords across all subject departments thus also creating links between subject departments.

- Keyword assessments have revealed an improvement in the understanding and use of keywords.
- Many of the classrooms have a print rich environment
- Some subject departments have developed their own subject libraries
- Practising oral and aural skills is relevant to Irish, French and Spanish and incorporated into end of term exams as are presentation skills in Home Economics.
- English teachers are embracing the new Junior Cycle English Course which emphasises development of oracy.

#### **4.2 The following areas are prioritised for improvement:**

The whole school initiative introduced to date has focused on keywords in all subject areas. Focus also needs to be put on introducing initiatives in areas such as oracy, reading and writing.

- Communication with staff by students, including classroom manners.
- Reading out loud in class and asking questions in order to promote a sense of self-confidence.
- Visiting the library and reading for enjoyment.
- Correct mechanics of writing, spelling and general neatness of writing.
- Use of SESS in preparation and answering of questions
- More instruction to students on how to make their own notes from their textbooks.

#### **4.3 The following legislative and regulatory requirements need to be addressed.** *(Specify the aspects that need to be addressed)*

## Appendix to School Self-Evaluation Report: legislative and regulatory checklist

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Valid enrolment of students	M51/93	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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 type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 40/2012		
Whole-school guidance plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Implementation of child protection procedures	<p>Circular 65/2011</p> <p>Please record the following information in relation to child protection</p> <table border="1"> <tr> <td data-bbox="499 344 884 450">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</td><td data-bbox="884 344 1062 450"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 450 884 629">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed</td><td data-bbox="884 450 1062 629"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 629 884 775">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</td><td data-bbox="884 629 1062 775"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 775 884 931">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed</td><td data-bbox="884 775 1062 931"><input type="checkbox"/></td></tr> </table>	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	<input type="checkbox"/>	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	<input type="checkbox"/>	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	<input type="checkbox"/>	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No			
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Implementation of complaints procedure as appropriate	<p>Section 28 Education Act 1998</p> <p>Please record the following information in relation to complaints made by parents during this school year</p> <table border="1"> <tr> <td data-bbox="499 1099 884 1178">▪ Number of formal parental complaints received</td><td data-bbox="884 1099 1062 1178"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 1178 884 1279">▪ Number of formal complaints processed</td><td data-bbox="884 1178 1062 1279"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 1279 884 1402">▪ Number of formal complaints not fully processed by the end of this school year</td><td data-bbox="884 1279 1062 1402"><input type="checkbox"/></td></tr> </table>	▪ Number of formal parental complaints received	<input type="checkbox"/>	▪ Number of formal complaints processed	<input type="checkbox"/>	▪ Number of formal complaints not fully processed by the end of this school year	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No					
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▪ Number of formal complaints not fully processed by the end of this school year	<input type="checkbox"/>												
Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1"> <tr> <td data-bbox="499 1603 884 1671">Number of section 29 cases taken against the school</td><td data-bbox="884 1603 1062 1671"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 1671 884 1771">Number of cases processed at informal stage</td><td data-bbox="884 1671 1062 1771"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 1771 884 1839">Number of cases heard</td><td data-bbox="884 1771 1062 1839"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 1839 884 1906">Number of appeals upheld</td><td data-bbox="884 1839 1062 1906"><input type="checkbox"/></td></tr> <tr> <td data-bbox="499 1906 884 1973">Number of appeals dismissed</td><td data-bbox="884 1906 1062 1973"><input type="checkbox"/></td></tr> </table>	Number of section 29 cases taken against the school	<input type="checkbox"/>	Number of cases processed at informal stage	<input type="checkbox"/>	Number of cases heard	<input type="checkbox"/>	Number of appeals upheld	<input type="checkbox"/>	Number of appeals dismissed	<input type="checkbox"/>	N/A	
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Suspension of students	Section 29 Education Act 1998			
	Please record the following 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	<input type="checkbox"/>		
	Number of cases processed at informal stage			
	Number of cases heard	<input type="checkbox"/>		
	Number of appeals upheld	<input type="checkbox"/>		
	Number of appeals dismissed	<input type="checkbox"/>		
		<input type="checkbox"/>		
Expulsion of students	Section 29 Education Act 1998			
	Please record the following 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	<input type="checkbox"/>		
	Number of cases processed at informal stage			
	Number of cases heard	<input type="checkbox"/>		
	Number of appeals upheld	<input type="checkbox"/>		
	Number of appeals dismissed	<input type="checkbox"/>		
		<input type="checkbox"/>		

### Appendix to School Self-Evaluation report: policy checklist

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	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy <sup>1</sup>	Circular M33/91 NEWB guidelines 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>2</sup>	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs 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))	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<sup>1</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>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

<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.