Jesus and Mary Secondary School

Gortnor Abbey

Summary School Self-Evaluation Report

Initial Report Issue Date: 30 May 2019

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1. Introduction:

Jesus and Mary Secondary School is a co-educational voluntary secondary school under the trusteeship of the Le Cheile Trust with an enrolment of 560 students. The school offers the Transition Year and LCVP programmes. The school also had two ASD units, The Claudine Centre named after our foundress St. Claudine Thevenet.

2. Research

Gortnor Abbey engages in continuous self-evaluation following the Department Guidelines. There has been an extensive amount of data gathered to date from which a number of areas can be identified for improvement.

Topic	Stakeholders	Timeframe
Outgoing LCs "My School Experience"	LC students	May 2017
Enrolment night and tasters survey	1st Year students, parents of 1st year students, teachers involved.	December 2017
Aptitude testing & senior cycle subject options.	TY students	April 2018
Wellbeing Survey	1st Years students	May 2018
Student Council: Annual Review & presentation to the board.	Student Council- representation of whole school student body.	May 2018
Teaching & Learning	2nd Year students, parents and all teaching staff	May 2018
Needs analysis for appointment of Principal	Staff, Parents & Students	May 2018
GDPR	Staff Data Audit	September 2018
Junior Cycle	Parents of all JC students	September 2018
Parent Information evening (Junior Cycle) review	Parents of all JC students	September 2018
Digital Literacy Strategy-Teacher Audit	Teaching Staff	October 2018
WSE/MLL Surveys	Parents Students Staff	November 2018
TY Subject Options	Students	January 2019
1st Year Subject Sampling	Parents	March 2019

Child Protection Annual Review	Parents Students Staff	March 2019
Canteen Review	Students Parents Staff	April 2019
CBA Review	Staff	May 2019

3. SSE Targets & Review

2015 to 2018:

- Literacy
- Numeracy
- Assessment For Learning

Following a change in senior management a review was undertaken of the school's existing School Improvement Plan and engagement with the School Self Evaluation process to date. The following areas were identified as targets for next cycle of SSE.

2018/2019

1) Embedding the new JC with a focus on active teaching methodologies.

In September a survey was conducted with the parents of Junior Cycle students. The findings indicated that parents were unaware of the assessment structure of the new JC, including the JCPA. To address these issues a Parent's Information Evening was hosted by the JCT Coordinator and the Deputy Principal. It was well attended. An evaluation of this evening indicated that the event was success and we intend to repeat the evening next year.

As many of the other subjects specifications are coming on stream the regularity of the CBAs are becoming a part of school life. The JCT Coordinator undertook a comprehensive review of the CBA process within the school and identified some proposals which need to be acted on to ensure the smooth running of the CBAs next year. These included:

➢ A meeting of subject representatives to work out a CBA schedule for 2nd and 3rd year.

- The CBA schedule being printed in the student journal with an outline of the importance of student attendance during these times and a parent and student signature is required.
- A review of the current draft assessment policy to include a piece on CBAs.

The emphasis on active teaching methodologies aspect of embedding the new JC is apparent in the student questionnaires responses from the WSE which indicated that 86% of students engaged in active learning methods in their classes.

2) Wellbeing

The whole school staff engaged in a Wellbeing training day hosted by the JCT. Our existing wellbeing team undertook a review of the 1st year wellbeing programme in May 2018 and the school has embarked on provided the required 400 hours of wellbeing at Junior Cycle. The Code of behaviour was reviewed in light of the wellbeing guidelines in May 2018 and this was commended by the Inspectorate.

The outcome of the WSE report positively highlighted the ongoing caring aspect of the school. This was evident in the student questionnaire which indicated a 92% positive response to feeling safe and cared for within the school. Parent responses further support this with 100% agreeing that there is a good atmosphere in the school.

3) Embedding the Digital Literacy Strategy.

A Digital Strategy Team was established with the school in September 2018 with a goal to leading the school in embedding digital technologies in the classroom. Two members of this team attending training on the Digital Strategy while other team members participated in the PDST online course.

A survey was conducted with staff to ascertain what / if any digital technologies were being used in the classroom, the CPD required and overall levels of ICT competency. The data revealed that many teachers are already using a variety of digital technologies in their classes and it was suggested that those using a variety of digital technology tools in the classroom share their expertise with colleagues in a techmet style during staff meetings. However it was apparent from the teacher survey that power point is referenced as the most commonly used ICT in the classroom. This is also reflected in the student WSE questionnaire were only 31% of the respondents indicated that they regularly use ICT in the classroom.

A trial of allowing students to bring their own devices (BYOD) was undertaken by a member of the team and evaluated with positive outcomes. This is an area the team are eager to extend across the school.

A successful application was made for additional ICT grant funding and the investment in technology is currently being discussed with senior management.

Actions:

➢ CPD for ideas on using digital technologies in the classroom.
➢ Need for a BYOD policy and a consequential update of exiting AUP & mobile phones policy.
➢ Roll out of WiFi access
➢ Investment in devices to continue to bring technology to the classroom rather than the class to the technology.

4. Whole School Evaluation & SSE

The school underwent a Whole School Evaluation in November (2018). The report of which is available below:

https://www.education.ie/en/Publications/Inspection-Reports-Publications/Whole-School-Evaluation-Reports-List/64630T_WSEMLLPP_9179_20181123.pdf

In adopting the recommendations outlined in the report the school has reassessed the previously proposed SSE targets. The wellbeing of the students was commended in the report and therefore not an area identified for whole school improvement. One of the recommendations in the report was the strategic development of practices in relation to formative feedback for improvement, peer assessment and self-assessment. In the first cycle of SSE the school had Assessment For Learning (AFL) as a target. The findings of the WSE report validate the need to return to embedding AFL with a particular emphasis on feedback. The Inspectorate also recommended the development of practices which enable the integration of digital technologies; therefore the school is retaining this existing SSE target for the next cycle.

In summary the SSE targets for the school 2019/2020 to 2021/2022 cycle are:

➢ AFL: Feedback.
➢ Embedding Digital Technologies.

5. School Self Evaluation 2019/2020

SSE The 6-step Process

1. **Identify Priority**
2. **Evidence – the why**
3. **Action plan – the what**
4. **Set target(s)**
5. **Record all (SIP)**
6. **Review/evaluate progress (SSE)**

Identify focus

Gather evidence

Analyse and make judgements

Write and share report and improvement plan

Put improvement plan into action

Monitor actions and evaluate impact

1. Priority: The priority has been identified as continued with AFL, with a focus on formative feedback and embedding digital technologies.

2. Evidence: Data collected from internal questionnaires and the recommendations of the WSE

3. Action:

    (i)   AFL:

➢ Facilitate CPD in this area
➢ Get subject departments to agree feedback strategies and report back.

    (ii)   Embedding Digital technologies

➢ Invest in equipment

- ➢ Facilitate teachmet style of peer lead CPD
- ➢ Facilitate CPD for advancing all staffs' technological abilities.
- ➢ Roll out of WiFi
- ➢ Bring Your Own Device Policy and subsequent of

4. Targets:

General SSE targets.	➢ To communicate to all stakeholders the chosen SSE targets for this cycle. ➢ To address the recommendations of the WSE.
AFL	➢ To continue with current AFL strategies such as 2 stars and a wish and comment only feedback. ➢ To place emphasis on the importance of focused formative feedback to improve learning.
Digital Technologies	➢ To encourage more staff to adopt digital technologies in to their lessons. ➢ To change the current culture of ICT in the classroom which considers the use of PowerPoint presentations as a digital technology. ➢ To enable students to use their own devices within school to enhance teaching and learning.

5. Record

A post holder has been appointed in this area to record the progress of the SSE targets.

6. Review/ Evaluate

A review of the targets will be out in place to evaluate progress in the two outlined areas.

6. *Appendix to Post-primary School Self-Evaluation Report:*

Legislative and regulatory checklist – reporting to the school community

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, **www.education.ie**.	
Which area of school life is involved, and what are the regulations?	**Is the school following the regulations fully?**
Enrolment of students The Education Act 1998, the Education (Welfare) Act 2000, and Circular M51/93 set out the principles schools should follow in their enrolment policies	☒ Yes ☐ No
Repeating a year Students may repeat a school year in certain conditions and for particular reasons, such as illness. Conditions are set out in Circular M02/95	☒ Yes ☐ No
The school calendar and the school timetable Schools must offer a minimum of 167 school days each year to all year groups. Circular M29/95 sets this down.	☒ Yes ☐ No
Schools must offer a minimum school week of 28 hours for all year groups. Circular M29/95 sets this down.	☒ Yes ☐ No
Standardised school year School holidays are now standardised so all post-primary schools have holidays at the same time. The current school holidays circular is 34/2011	☒ Yes ☐ No
Parent/teacher meetings and staff meetings These meetings have to happen at certain times of the day so as not to interrupt teaching time or inconvenience parents. Circular M58/04 sets these out.	☒ Yes ☐ No
Implementation of national literacy and numeracy strategy	☒ Yes ☐ No

Schools are required to have a whole-school approach to literacy and numeracy development. Parents have an important role to play in this area. See *Literacy and Numeracy for Learning and Life*, and Circular 25/2012	
Agreement regarding additional time in school for teachers Circular 025/2011 requires teachers to do an additional 33 hours of out-of-class work each year, so as not to reduce teaching time	☒ Yes ☐ No
Development of school plan All schools are required to have a school plan, giving their mission and vision, policies and priorities for development	☒ Yes ☐ No
Engagement with school self-evaluation (SSE) process The SSE process requires schools to evaluate how well they are doing, and where they need to improve. The voices of parents and students are very important to this evaluation process. See www.schoolself-evaluation.ie.	☒ Yes ☐ No
Guidance provision in post-primary schools The Education Act 1998 requires all schools to provide appropriate guidance to students. See Circular 09/2012 for the current arrangements.	☒ Yes ☐ No
Delivery of CSPE to all junior cycle classes Civic, Social and Political Education is currently a compulsory subject in the junior cycle. All junior cycle students should have one CSPE lesson per week.	☒ Yes ☐ No
Exemption from the study of Irish Some students may be exempt from studying Irish. See Circular M10/94	☒ Yes ☐ No
Implementation of child protection procedures The *Child Protection Procedures for primary and post-primary schools* (2011) oblige schools to ensure that: liaison persons have been appointed ; the procedures have been communicated to the whole school community; and the procedures are being followed	☒ Yes ☐ No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school	Complaints have been resolved or are being resolved ☒ Yes ☐ No ☐ N/A ☐

Appeal in the case of refusal to enrol students, suspension, and expulsion Section 29 Education Act 1998 provides for an appeal procedure in these cases. The school deals with them first. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	Appeals have been dealt with or are being dealt with ☐ Yes ☐ No ☐ N/A ☒

Appendix to School Self-Evaluation report: policy checklist – reporting to the school community

Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.	
What area of school life does the policy deal with and what is the aim of the policy?	**Has the policy been approved by the Board of Management?**
Enrolment policy Section 15 of the Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	☒ Yes ☐ No
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 *National Educational Welfare Board Guidelines* set out regulations and good practice for schools to follow when drawing up and implementing a code of behaviour. This good practice includes consultation with parents and students.	☒ Yes ☐ No
Anti-bullying procedures The Department's *Anti-bullying Procedures for Primary and Post-primary Schools*, 2013, set out the measures that schools are required to have in place.	☒ Yes ☐ No
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of student attendance and participation in school life. Parents have a very important role and responsibility in this area.	☒ Yes ☐ No
Health and Safety Statement All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	☒ Yes ☐ No
Data protection School procedures relating to gathering, storing and sharing data on students should comply with data protection legislation - Data Protection Act 1988 and Data Protection (Amendment Act) 2003	☒ Yes ☐ No

Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of students with special educational needs and to provide for them appropriately using the resources available	☒ Yes ☐ No
Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy Schools are required by various circulars to provide SPHE in the junior cycle and RSE throughout the school, and to have policies to support this provision.	☒ Yes ☐ No
Substance use policy The National Drugs Strategy and Department guidelines require schools to develop and implement a substance use policy in consultation with parents and students, and other relevant agencies	☒ Yes ☐ No
Internet acceptable use policy Schools should have and implement a policy to instruct students on safe and responsible use of the internet. Parents have a key role to play in this area. See www.webwise.ie.	☒ Yes ☐ No
Child protection policy All schools should have a child protection policy that includes the *Child Protection Procedures*. The policy should be communicated to the whole school community.	☒ Yes ☐ No
Parents as partners in education It is good practice for schools to have a parents' association, and to promote partnership between home and school. The board of management has an important role in supporting the parents' association.	☒ Yes ☐ No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools and students.	☒ Yes ☐ No