

School
Logo

MEANSCOIL MHUIRE
Longford
63760E

School Self-Evaluation Report

Evaluation period: *Academic Year 2015/2016*

Report issue date: *October 2016*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

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

- Student attendance

This is a report on the findings of the evaluation.

1.2 School context

- 2 *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

- Attendance

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

- Professional dialogue
- Longitudinal study

The following table illustrates the level of absenteeism among first years:

	2016
Jan	15.46%
Feb	17.53%
Mar	10.31%
April	13.4%
May	14.43%

- Consultation with year heads and pastoral team
- Consultation with Deputy Principal
- Review of TUSLA reports

3. Progress made on previously-identified targets improvement targets

Not applicable for Year 1.

4. Summary of school self-evaluation findings

4.1 This is effective/very effective practice in our school

- Student journal
- Tutor system
- Year Head pastoral care team and guidance counsellor
- IT system
- A record keeping system in the front hall
- Intercommunications system throughout the school
- Team spirit among the staff
- Parental cooperation

4.2 This is how we know:

- Evaluation of timetabled care team meetings.
- Positive feedback
- Concern from staff re student welfare

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

- *Achieving a more consistent student experience in teaching and learning through regular and punctual attendance throughout the school day.*

4.4 The actions:

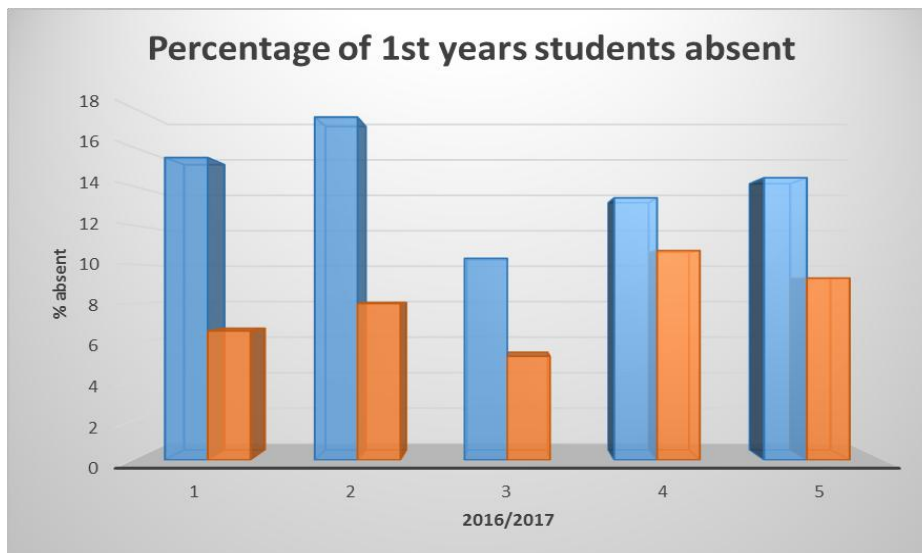
- School journal to be utilised as a student passport around the school
- Attendance roles to be recorded by teachers in every class
- Improvements to the school wifi system
- Change of school MIS system to a user friendly model
- Text messaging
- Membership of the leadership team present to ensure compliance with the signing of the late book and to stamp the journals of latecomers.
- Teachers to check for late stamp in the student journal
- Students are only permitted to leave the school during the school day under the supervision of a parent or guardian

Criteria for success:

- 5% reduction in the rate of absenteeism for first years
- Teachers and students will express increased satisfaction with the teaching and learning experience as a result of improved attendance.

Review of 2017 attendance:

	2016	2017
Jan	15.46%	6.6%
Feb	17.53%	8%
Mar	10.31%	5.3%
April	13.4%	10.7%
May	14.43%	9.3%



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	

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
Implementation of child protection procedures	Circular 65/2011 Please record the following information in relation to child protection		<input type="checkbox"/> Yes <input type="checkbox"/> No
	▪ 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"/>	
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 type="checkbox"/> Yes <input type="checkbox"/> No
	▪ 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"/>	
Refusal to enrol	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		N/A
	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"/>	

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
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	<input type="checkbox"/>	
	Number of cases heard	<input type="checkbox"/>	
	Number of appeals upheld	<input type="checkbox"/>	
	Number of appeals dismissed	<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	<input type="checkbox"/>	
	Number of cases heard	<input type="checkbox"/>	
	Number of appeals upheld	<input type="checkbox"/>	
	Number of appeals dismissed	<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 ¹	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 ²	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 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))	<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	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

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

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.