



DE LA SALLE COLLEGE
WATERFORD
649500

School Self-Evaluation Report

September 2013 – May 2014

Report issue date: 23/06/2014

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in De La Salle College was undertaken in Spring 2013. During the evaluation, it was decided to concentrate on the following areas in the evaluation period 2013 - 2016.

- Literacy - 1st Year in 2013/14
- Numeracy: Understanding and using Mathematics – Commencing in 1st Year 2014/15.
- Differentiation - Expected learning outcomes are differentiated to cater for different learning needs (Must, Should & Could). Commencing 2015.

This is a report on the findings of the evaluation.

1.2 School context

De La Salle College, Waterford, is an all boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life. We had an enrolment of 1214 students in 2013/14. The school's catchment area includes Waterford City, Co. Waterford (east), South Kilkenny & South Tipperary.

2. The findings

- Literacy. Emphasis on key words, Very good discussion/group work using key words in first and second years noted in incidental inspection

3. Progress made on previously-identified targets improvement targets

- Increased emphasis on teaching Key Words at the beginning of class throughout the school.
- School based test template/marking scheme devised and used in first year, May 2014.
- WRAT retests in 1st, 2nd & 5th years, 2013 & 2014. Evaluation of results awaited.
- CPD for numeracy element arranged for September 2014.

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas (WSE 2012 & Incidental Inspection 2014):

- Teachers showed a high level of care for their students and the interactions between students and teachers observed were positive and respectful.
- The school offers a generally broad and balanced curriculum, with a wide range of subjects across almost all curricular areas.
- A notable strength of the school is the quality and variety of extracurricular activities available and the dedication of teachers in providing them.
- Teaching and learning processes were of a good quality in a majority of the lessons observed, and very good or exemplary practice was noted in some lessons in many subject areas.
- Specific supports for students with a range of needs are in place and are being further developed.

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

(Specify the aspects of teaching and learning that need to be improved)

- Cross curricular numeracy
- Differentiation
- Homework Policy.

4.3 The following legislative and regulatory requirements need to be addressed.

(Specify the aspects that need to be addressed)

- School plan to be moved from draft to final stage

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	
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	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/12	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	<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	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998	<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 revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	<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
Parents as partners in education	Circular M27/91		
Implementation of child protection procedures	<div> Circular 65/11 Please provide the following information in relation to child protection </div> <div> <div> ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE <input type="checkbox"/> </div> <div> ▪ 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"/> </div> <div> ▪ 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"/> </div> <div> ▪ 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"/> </div> </div>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of complaints procedure as appropriate	<div> Section 28 Education Act 1998 Please provide the following information in relation to complaints made by parents during this school year </div> <div> <div> ▪ Number of formal parental complaints received <input type="checkbox"/> </div> <div> ▪ Number of formal complaints processed <input type="checkbox"/> </div> <div> ▪ Number of formal complaints not fully processed by the end of this school year <input type="checkbox"/> </div> </div>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Refusal to enrol	<div> Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year </div> <div> <div> Number of section 29 cases taken against the school <input type="checkbox"/> </div> <div> Number of cases processed at informal stage <input type="checkbox"/> </div> <div> Number of cases heard <input type="checkbox"/> </div> <div> Number of appeals upheld <input type="checkbox"/> </div> <div> Number of appeals dismissed <input type="checkbox"/> </div> </div>	N/A	

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 provide 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"/>
Expulsion of students	Section 29 Education Act 1998			
	Please provide 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	Source	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 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011	<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 education needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education 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	Department of Education and Skills Directive	<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.