

Linn Dara
School

*Linn Dara School
C/O St. Loman's Hospital
Palmerstown
Dublin 20.
School Roll Number: 196300*

School Self-Evaluation Report

Evaluation period: *September 2013 to June 2016*

Report issue date: *June 2014*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Linn Dara School was undertaken during the period September 2013 to June 2016. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Literacy; Commenced September 2013
- Numeracy: Understanding and using Mathematics: Will commence January 2015
- Other curriculum areas will be decided in January 2016

This is a report on the findings of the evaluation.

1.2 School context

Linn Dara School is co-educational and the ethos is multi denominational, we are designated by the Department of Education and Skills (DES) as a Special School for students experiencing Severe Emotional Disturbance. The school depends on grants and fulltime teacher resources provided by the DES. It operates within the regulations laid down from time to time by the DES in so far as is possible in the particular context. The function and purpose of Linn Dara School is to provide continuity of educational provision for children and young people who are temporarily absent from school due to their medical needs and who are admitted to either the Linn Dara Child & Adolescent Inpatient Unit or the Linn Dara Child & Adolescent Day Hospital. Our vision is to be a centre of excellence which offers high quality educational experiences and support for all children and young people in a caring environment. Linn Dara School supports and promotes the principles of inclusiveness, particularly with reference to enrolment of children with a disability or other special educational needs, equality of access and participation in the school and respect for the diversity of values, beliefs, traditions, languages and ways of life in society.

2. The findings

Indicate the quality of practice in relation to the aspects of teaching and learning evaluated with reference to the sub-themes below where relevant.

- Literacy: This is the focus of the school self-evaluation from 2013 to 2016
- Numeracy: This will commence 2015
- Other curriculum areas will be decided in January 2016
- A different curriculum area will be evaluated each January from 2017 onwards.

We undertook a school self-evaluation of teaching and learning during the year and we evaluated literacy. We chose literacy because we felt that our pupils could improve their learning outcomes in all subject areas, as literacy is at the heart of all learning.

3. Progress made on previously-identified improvement targets

- **This is our first School Self-Evaluation; therefore we will evaluate progress on the areas that are prioritised for improvement, which are listed below, please see section 4.2. These areas that are prioritised for improvement have been identified by us as our improvement targets and these targets will be reviewed by June 2015.**

4. Summary of school self-evaluation findings

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

(List the main strengths of the school with regard to teaching and learning))

- Dedicated staff
- Written lesson plans
- Variety of teaching methodology; verbal, text, visual imagery , audio and active learning
- Promotion of oral language, emphasis upon expression, communication and reading aloud
- Promotion and encouragement of reading a broad array of material, extending beyond the literature from the curriculum
- Audio curriculum books
- Group discussions on books, plays, film, poetry, subject topics and general topics
- Excellent attitude towards reading for pleasure
- Written comments on student work
- Emphasis upon the writing process
- Teaching the conventions of writing, developing the concept of writing as a skill
- Focus upon structure in writing
- Focus on legibility of hand-writing where possible and the use of laptops for typing
- Explicit teaching of a range of genres within literature across the curriculum, expression and writing.
- Teaching the concept of the reader/audience relationship
- Availability of dictionaries and thesauruses, in both print and digital formats
- Availability of online resources for all subject areas

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

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

- D.E.A.R. – Drop Everything And Read – to encourage reading for pleasure
- W.O.W. – Word Of the Week – to develop vocabulary
- Keyword journals – to develop subject vocabulary
- Print- rich environment – to present opportunities to read
- Display daily timetable – the visualisation of the daily activities
- Reading programme – to develop the skill of reading
- Reading assessments - to understand the students' reading level
- Comprehension assessments- to understand the students' comprehension ability
- Monitoring of written work - written feedback on student work, to refer to strengths and where and how improvements can be made
- Audio books beyond the curriculum – to develop listening skills and to access a broader literacy level
- Increased parental involvement - to seek parents interest and attitudes towards literacy
- Increased student involvement - to seek students interest and attitudes towards literacy

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

We have all our legislative and regulatory requirements in place.

We are currently developing our policies and we need to address the following policies;

- Attendance and participation strategy
- Internet acceptable use policy
- Special educational needs policy
- Parents as partners
- Public service agreement – special needs assistants

**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
Time in school - Length of school year - minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1 st -6 th classes)	Circular 11/95	School year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No School day <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02 Staffing arrangements for the 2013/14 school year Circular 13/2013	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	N/A	
Development of school plan	Section 21, Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with SSE process	Circular 39/2012	Yes	
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of	Circular 0065/2011		

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										
child protection procedures	<p>Please record the following in relation to child protection</p> <table border="1" data-bbox="384 465 879 931"> <tr> <td data-bbox="384 465 879 566">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</td> <td data-bbox="879 465 1007 566">0</td> </tr> <tr> <td data-bbox="384 566 879 689">▪ 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="879 566 1007 689">0</td> </tr> <tr> <td data-bbox="384 689 879 813">▪ 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="879 689 1007 813">0</td> </tr> <tr> <td data-bbox="384 813 879 931">▪ 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="879 813 1007 931">0</td> </tr> </table>	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	0	▪ 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	0	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	0	▪ 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	0	√ Yes <input type="checkbox"/> No			
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Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p>Please record the following in relation to complaints</p> <table border="1" data-bbox="384 1115 879 1368"> <tr> <td data-bbox="384 1115 879 1193">▪ Number of formal parental complaints received</td> <td data-bbox="879 1115 1007 1193">0</td> </tr> <tr> <td data-bbox="384 1193 879 1272">▪ Number of formal complaints processed</td> <td data-bbox="879 1193 1007 1272">0</td> </tr> <tr> <td data-bbox="384 1272 879 1368">▪ Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="879 1272 1007 1368">0</td> </tr> </table>	▪ 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	√ Yes <input type="checkbox"/> No					
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Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="384 1525 730 1854"> <tr> <td data-bbox="384 1525 730 1603">Number of section 29 cases taken against the school</td> <td data-bbox="730 1525 1007 1603">0</td> </tr> <tr> <td data-bbox="384 1603 730 1682">Number of cases processed at informal stage</td> <td data-bbox="730 1603 1007 1682">0</td> </tr> <tr> <td data-bbox="384 1682 730 1760">Number of cases heard</td> <td data-bbox="730 1682 1007 1760">0</td> </tr> <tr> <td data-bbox="384 1760 730 1839">Number of appeals upheld</td> <td data-bbox="730 1760 1007 1839">0</td> </tr> <tr> <td data-bbox="384 1839 730 1854">Number of appeals dismissed</td> <td data-bbox="730 1839 1007 1854">0</td> </tr> </table>	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	N/A We never refuse to enrol	
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Number of cases processed at informal stage	0												
Number of cases heard	0												
Number of appeals upheld	0												
Number of appeals dismissed	0												
Suspension of students	<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>	N/A We do not suspend											

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
	Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
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		N/A We do not expel	
Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>			

Appendix to School Self-Evaluation Report: Policy checklist

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ¹ including anti-bullying policy	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Special educational needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) ⁴ 2004 Disability Act 2005	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Public service agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Other			

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 to 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 pupils with special educational needs.