

Summary school self-evaluation report for the board of management to circulate to the school community

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

School self-evaluation summary report for school community

Evaluation period: *September 2013 to June 2016*

Report issue date: *June 2014*

Summary School Self-Evaluation Report

1. Introduction

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.

There are three full-time teachers, one part-time teacher and one SNA and sixteen pupils in the school. As a result of this school self-evaluation, we will introduce a number of literacy programmes in the school including Drop Everything and Read, Word of the Week and a reading programme. We also have music and art as after-school programmes. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available in the Principal's office.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. 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.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in the main areas of literacy, in particular, reading, writing and communication/oral literacy. We had a number of staff meetings, interviewed teachers, our SNA and asked all members of staff to complete a number of questionnaires. We also interviewed some pupils and parents. In addition to this we asked a number of pupils and parents to complete questionnaires.

2.1 We found that our school has **strengths** in the following areas:

Strengths

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
We know these are our strengths because we consulted with pupils, parents, teachers and our SNA.

2.2 We have decided to prioritise the following areas for development:

Areas for development

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

We have decided to prioritise these areas because these are the core areas that will promote, encourage and enhance literacy development in our school.

Appendix to 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?
The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	✓ Yes <input type="checkbox"/> No ✓ Yes <input type="checkbox"/> No
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	✓ Yes <input type="checkbox"/> No
Implementation of agreement regarding additional time in school for teachers Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time	✓ Yes <input type="checkbox"/> No
Standardisation of school year Circular 034/2011 gives the dates for school holidays	✓ Yes <input type="checkbox"/> No
Valid enrolment of pupils Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school	✓ Yes <input type="checkbox"/> No
Pupils repeating a year The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03	✓ Yes <input type="checkbox"/> No
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	✓ Yes <input type="checkbox"/> No
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	✓ Yes <input type="checkbox"/> No
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	✓ Yes <input type="checkbox"/> No
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	✓ Yes <input type="checkbox"/> No
Implementation of child protection procedures Circular 0065/2011 and the Child Protection Guidelines 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 <input type="checkbox"/> No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	✓ Yes <input type="checkbox"/> No Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A ✓
Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion) Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	✓ Yes <input type="checkbox"/> No WE DO NOT REFUSE TO ENROL Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A ✓

**Appendix to Primary 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 policy been approved by the board of management?
Enrolment policy Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	√ Yes <input type="checkbox"/> 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 in drawing up and implementing a code of behaviour	√ Yes <input type="checkbox"/> No
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013</i> sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	√ Yes <input type="checkbox"/> No
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life	<input type="checkbox"/> 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 <input type="checkbox"/> No
Data protection School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003	√ Yes <input type="checkbox"/> No
Internet acceptable use policy Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See www.webwise.ie for guidelines	<input type="checkbox"/> Yes √ No
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Educational Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	<input type="checkbox"/> Yes √ No
Relationships and sexuality education (RSE) policy Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	√ Yes <input type="checkbox"/> No
Substance use policy The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies	√ Yes <input type="checkbox"/> No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	√ Yes <input type="checkbox"/> No
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input type="checkbox"/> Yes √ No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	<input type="checkbox"/> Yes √ No
Other	