



School Self-Evaluation Report 2024

Ardgillan College



Colm Kilgallon

Chairperson

Board of Management



Date ratified by the Board of Management

Introduction

This document records the outcomes of our last improvement plan (2023/24) and the findings of the school self-evaluation cycle carried out in the 2023/24 academic year.



Our Focus is: *Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.*

Outcomes of improvement plan for 2023/24 Academic Year

We were successful in achieving our targets set out in this improvement plan. These targets were:

- Students are made aware of the attributes of a successful reflective learner.
- Students reflect on learning outcomes and success criteria in each lesson.
- Students reflect on their performance in exams with a view to making improvements.

The focus of this evaluation

We undertook self-evaluation of **Wellbeing** during the period Sept 2023 to May 2024. We evaluated the following aspect(s) of Wellbeing:

- Curriculum (Teaching and Learning) – “Children and young people’s enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework.” *Wellbeing Policy Statement and Framework for Practice 2018–2023*
- Aware - “Do I understand what helps me learn and how I can improve?” *Junior Cycle Indicators of Wellbeing*

Findings

Our Targets for Sept 2023 to Dec 2023

- Students are made aware of the attributes of a successful reflective learner.
- Students reflect on learning outcomes and success criteria in each lesson.
- Students reflect on their performance in exams with a view to making improvements.

Our Actions for these Targets

| Target | Actions |
|---|--|
| Students are made aware of the attributes of a successful reflective learner. | A reflection week was held in Sept 2023. KOT delivered a study skills session to 3 rd and 6 th years in Sept 2023. TYs delivered a study skills and target setting presentation to 1 st and 2 nd years in Oct 2023. The Guidance team ran a Check and Connect Programme for 6 th years. |
| Students reflect on learning outcomes and success criteria in each lesson. | WILF/WALT/REFLECT prompts were given to every teacher to put up on the whiteboard. Reflective templates and subject specific reflective posters were provided to teachers. |
| Students reflect on their performance in exams with a view to making improvements. | The STAR booklet was added to the student journal. TYs delivered a study skills and target setting presentation to 1 st and 2 nd years in Oct 2023. The Guidance team ran a Check and Connect Programme for 6 th years. |

How we monitored the actions and evaluated the impact

We surveyed teachers to find out:

- Are teachers facilitating students reflecting on learning outcomes and success criteria in their lessons?

We surveyed students – 2nd, 3rd and 6th year students to find out:

- Did students reflect on their performance in Summer exams with a view to making improvements in the Semester 1 exams?
- Do they know what a successful learner is?

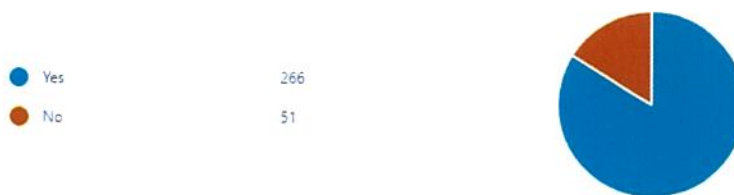
We specifically chose 2nd, 3rd and 6th year students because they had sat in-house summer exams in May 2022 and thus they had the opportunity to reflect on their performance in Summer exams with a view to making improvements in the Semester 1 exams.

Results of the Student Survey

- 84% of students reported reflecting on their performance in the Summer exams, in order to make improvements in the Semester 1 exams (266 out of 317 students).

5. Based on your summer exams did you think about what you could improve for your semester 1 exams?

[More Details](#)



6. In your own words, what is a successful learner?

[More Details](#)

[Insights](#)

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Responses

Latest Responses

"A student who learns from their mistakes"

"Someone who improves after each mistake they make and try to get better ..."

"Somebody who learns from mistakes"

- We asked students what they thought a successful learner is – the responses here were excellent:
 - "someone who improves after each mistake they make and tries to get better"
 - "Someone who takes time to study and improve their exam results"
 - "A successful learner is someone that learns from their mistakes and never gives up"
 - "Somebody who likes to learn and is able to learn new things by themselves."
 - "someone who recognizes the areas they need to revise and work on and improves them"
 - "Someone who tried their best, listens to their teachers' instruction/advice and do all they can to get the maximum learning possible."

Results of the Teacher Survey

- 100% increase in the number of teachers using reflective prompts in their classroom – L&T team gave every teacher a pack with a variety of reflective resources (from 21 teachers last year to 42 teachers this year)

1. Do you use the reflective prompts or the reflective templates in your lessons **this academic year**?

[More Details](#)



2. Did you use the reflective prompts or the reflective templates in your lessons **last academic year**?

[More Details](#)

[Insights](#)



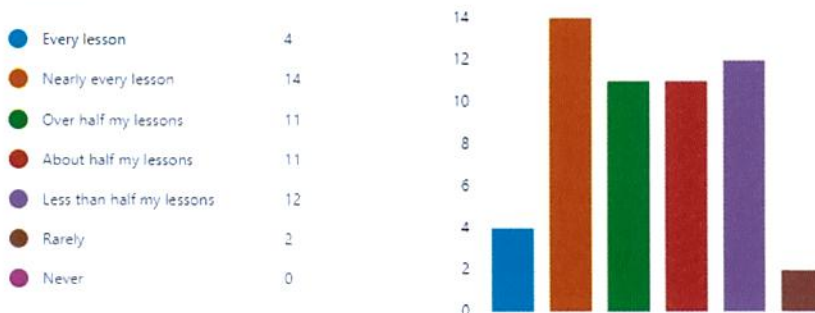
- 78% of teachers have the reflective prompts on their board, compared with 39% last year.

- All teachers reported incorporating students reflecting on their learning in their lessons, with 74% reporting that they facilitated students reflecting on their learning in at least half their lessons.

- 76% of teachers reported incorporating students reflecting on their learning MORE than in previous academic years.

3. How often do you incorporate students reflecting on their learning into your lessons?

[More Details](#)



4. Are you incorporating student reflection on their learning more this academic year (2023-24) than you were in previous academic years?

[More Details](#)

[Insights](#)



Evaluation of Results

The results of the survey show that we have been successful in achieving the targets set for Sept 2023 to June 2024.

| Target | Result |
|---|---|
| Students are made aware of the attributes of a successful reflective learner. | The student survey results show that Ardgillan students demonstrate a good understanding of the attributes of a successful reflective learner. |
| Students reflect on learning outcomes and success criteria in each lesson. | The teacher survey shows that all teachers are facilitating students reflecting on their learning in lessons. We have made significant strides in this area with 76% of teachers reporting incorporating students reflecting on their learning MORE than in previous academic years. |
| Students reflect on their performance in exams with a view to making improvements. | Our student survey showed significant success in this target with 84% of students reported reflecting on their performance in the Summer exams, in order to make improvements in the Semester 1 exams (266 out of 317 students). |

Identifying a New Target for 2024/2025

To help us identify a new target for our focus: Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning, we collected feedback from all the stakeholders:

- All Teachers
- Students – 2 focus groups – one senior, one junior
- Parents – the parents council, 5th and 2nd year parents at the parent-teacher meeting

Areas of Improvement Identified by Teachers

- Attendance
- Littering
- Student motivation
- Students reading more for leisure
- Student reflection
- Quality of homework submitted
- Basic IT skills for students
- Literacy
- Numeracy
- Uniform
- Student goal setting
- Student organisation skills
- Study Skills
- Retrieval Practice
- Students making the best LC subject choices
- Students taking ownership of their learning
- Better quality food in the canteen

Areas of Improvement Identified by Students

- Greater number of students involved in Sport
- Littering
- Attendance
- Setting goals/motivation
- Price hikes in canteen need to be communicated
- New PE bottoms to have band to tighten them

Areas of Improvement Identified by Parents

- More choice in the canteen
- Canteen too expensive
- Afterschool academic curriculum
- More parental involvement
- Bullying
- Drugs
- Encourage sports for all abilities
- More sports
- Extracurricular timetable to parents
- CBA timetable to parents
- Timer for PTMs
- More time during PTMs
- Choice subject clashes
- More notice for trips abroad
- Explanation needed for negative behaviour on VS
- Help quieter students integrate
- Allow football at lunchtime
- VSWare Issues – not getting notifications, messages not saying which year group it's for, difficulty using the app

- Mental Health Counsellor
- School bus too expensive
- More feedback on child's progress
- Road safety (students walking or cycling in front of cars etc..)
- More opportunity to develop STEM outside the classroom
- Study Skills for 1st years
- Too much homework
- Too little homework
- Too strict
- Too strict about uniform
- Extra support for struggling students

Feedback Relevant to Our Current Focus

From these areas for improvement identified by all our stakeholders, we reduced the list down to areas that are applicable to SSE and relate to our current focus, "Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.":

- Student motivation
- Students reading more for leisure
- Quality of homework submitted
- Student goal setting
- Student organisation skills
- Study Skills
- Retrieval Practice
- Students making the best LC subject choices
- Student Attainment

We asked staff to rank these targets in order of preference. The target that came out on top was "**Quality of Homework Submitted**"

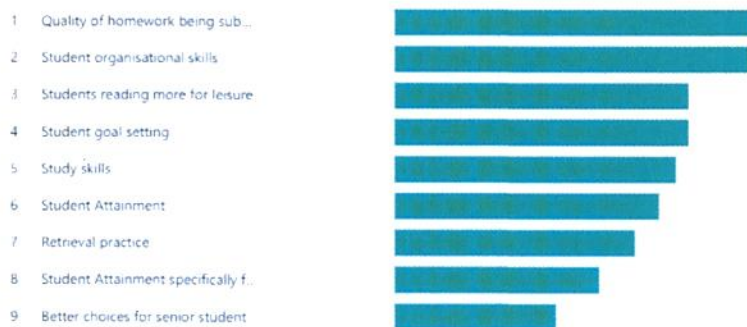
SSE Survey

52 Responses

03:01 Average time to complete

Active Status

1. Rank these targets in order of preference (1. being the most preferable)



Focus and Target for 2024/2025

Our Focus will continue to be: *Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.*

Our Target for 2024/25 will be to **Improve the Quality of Homework Submitted by Students**. In our School Improvement Plan we will outline:

- The **actions** we will implement to achieve this target
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

| Relevant area | Relevant legislation, rule or circular | Is your 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 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups) | Circular M29/95 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Standardisation of school year | Circular 0009/2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Procedures for submission of data returns to the Department | Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Repeating a year – conditions to be met | M2/95 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Annual returns to Tusla on attendance, suspension and exclusion | Section 21 Education (Welfare) Act 2000 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Implementation of national agreement regarding additional time requirement | Circular 0043/2014 Circular 0045/2016, points 21-25 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Development of school plan | Section 21 Education Act 1998 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Engagement with school self-evaluation process | Circular 0040/2016 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Whole-school guidance plan | Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Guidance provision in post-primary schools | Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Exemption from the study of Irish | Circular M10/94 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Implementation of national literacy and numeracy strategy | Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Arrangements for the Implementation of the | Circular 0015/2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

| Relevant area | Relevant legislation, rule or circular | Is your school fully meeting the requirements of the relevant legislation, rule or circular? | If no, indicate aspects to be developed |
|--|--|---|---|
| Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 | | | |
| In-school management structures | Part V Education Act 1998, 0003/2018 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Approved allocation of teaching posts for 2018/19 | Circulars 0007, 0008, 0009/2018 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Leadership and management posts | Circular 0003/2018 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Parents as partners in education | Circular M27/91 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Digital Strategy and Grant Scheme for ICT Infrastructure | Circular 0001/2017 and 0011/2018 Digital Learning Plan Use of the Digital Learning Framework | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Implementation of Child Protection Procedures 2017 | Circular 0081/2017 Please record the following information in relation to child protection as reported to the board | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Child Protection Oversight Report presented at each board meeting | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Number of reports submitted by the DLP to Tusla and reported to the board | 8 | |
| | Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made | 0 | |
| | Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP | 3 | |
| Implementation of vetting requirements | National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Number of formal parental complaints received | 0 | |
| | Number of formal complaints processed | N/A | |
| | Number of formal complaints not fully processed by the end of this school year | N/A | |
| Refusal to enrol | Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

| Relevant area | Relevant legislation, rule or circular | | Is your 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 | 2 | | |
| | Number of cases processed at informal stage | 0 | | |
| | Number of cases heard | 2 | | |
| | Number of appeals upheld | 0 | | |
| | Number of appeals dismissed | 2 | | |
| Suspension of students | Section 29 Education Act 1998 | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Please record 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 | 0 | | |
| | Number of cases processed at informal stage | N/A | | |
| | Number of cases heard | N/A | | |
| | Number of appeals upheld | N/A | | |
| | Number of appeals dismissed | N/A | | |
| Expulsion of students | Section 29 Education Act 1998 | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Please record 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 | 0 | | |
| | Number of cases processed at informal stage | N/A | | |
| | Number of cases heard | N/A | | |
| | Number of appeals upheld | N/A | | |
| | Number of appeals dismissed | N/A | | |

Appendix to School Self-Evaluation report: policy checklist (Post-Primary)

| 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 Circular M51/93 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Attendance and participation strategy ¹ | Circular M51/93 Section 22, Education (Welfare) Act 2000 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Code of behaviour, including anti-bullying policy ² Dignity in the Workplace Charter | Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> 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 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Child Protection Procedures and Child Safeguarding Statement | Circular 0081/2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Annual attendance report to Tusla and Parents' Association | Section 21, Education (Welfare) Act 2000 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Health and Safety Statement | Health and Safety Act 2005 Section 20 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Critical Incident Management policy | Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Data protection | General Data Protection Regulations (GDPR) May 2018: see www.dataprotectionschools.ie | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Special educational needs / Inclusion 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)) Circular 0014/2017 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Relationships and sexuality education (RSE) policy | Circulars 37/2010, 23/2010, 0027/08 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

¹ Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform to the provisions stipulated.

² Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

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.

| | | | |
|--------------------------------|---|---|--|
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Internet acceptable use policy | National Council for Technology in Education (NCTE) Guidelines, 2012 (www.webwise.ie) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

| | | | |
|--|---|--|-----|
| For DEIS schools only: DEIS Action Plan | DEIS Plan 2017 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually) | <input type="checkbox"/> Yes <input type="checkbox"/> No | N/A |
|--|---|--|-----|