

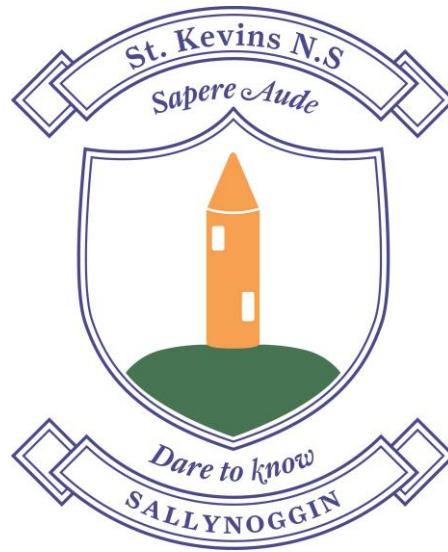


*St. Kevin's National School
Pearse Street
Sallynoggin
Co. Dublin*

School Self-Evaluation Report

Evaluation period: September 2018 to June 2019

Report issue date: 28th June 2019



Contents

<i>1. Introduction.....</i>	<i>3</i>
<i>2. The findings</i>	<i>4</i>
<i>3. Progress made on previously-identified improvement targets</i>	<i>8</i>
<i>4. Summary of school self-evaluation findings</i>	<i>9</i>

1. Introduction

The focus of the evaluation

A school self-evaluation of teaching and learning in St. Kevin's was undertaken during the period of September 2018 to June 2019. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- i. Literacy (new language curriculum; English, Gaeilge)*
- ii. Numeracy*
- iii. Other curriculum area – P.E., Science, SPHE and Digital Framework, Learning Plan*
- iv. Attendance*
- v. Area Partnerships*

This is a report on the findings of the evaluation.

School context

St. Kevin's National School is a school that serves the parish of Our Lady of Victories and the surrounding environs in the community of Sallynoggin. The present school is an amalgamation of three schools originally established in 1967, a boys' school, a girls' school and an infants' school. Amalgamation was undertaken in 1993 and the school remains on the site of the original boys' and girls' schools.

St. Kevin's serves one of the most socio-economically disadvantaged communities in Ireland (it is a designated DEIS Band 1 urban primary school) and provides an education for a cohort of pupils who often face significant challenges in their daily lives. St. Kevin's upholds the highest standards of teaching and learning as each aspect of the curriculum is delivered. Indeed, the teaching in St. Kevin's is dedicated, creative, attentive, and sensitive to the academic, social and pastoral needs of all pupils. Holistic education and personal development pervades in every classroom.

Our school crest includes the words 'Sapere Aude', Latin words that are understood as 'Dare to Know'. In origin, these words are ascribed to the Roman poet Horace. 'Dare to Know' is the motto of St. Kevin's National School.

In St. Kevin's National School, 'Dare to Know' lives in our attitude and our ethos. Both teachers and pupils question what we know and dare to know more. Our motto ensures we are never afraid to learn or show what we have learned. We dare to know all that our talents and abilities can achieve. 'Dare to Know' says we should never be afraid to be seen as different, intelligent, talented, strong and proud.

At the time of writing our enrolment stands at 178 pupils, with a projected enrolment of 200 pupils for September 2019.

2. The findings

The quality of practice in relation to the aspects of teaching and learning were evaluated in conference with members of staff, the broader school community and relevant agencies. The instruments of evaluation are in the appendices. In addition, the school received an incidental inspection, on Thursday 10th May 2018, from Inspector Edel Corcoran. Three teachers were observed, including the subjects of English, Maths, SESE, SPHE, PE and Gaeilge. She also spoke to me in the office and examined our Child Protection documentation.

The inspector was very happy with the school noting;

- a) Pupils are enjoying learning; pupils are content and comfortable and open in their interactions with the teachers and staff
- b) Pupils are motivated and want to please teachers. Pupils are supported and engaged and stay on task.
- c) There are respectful interactions between the teachers and pupils, pupils and SNA's and between all members of staff.
- d) There is a lovely emphasis on creativity throughout the school, which is to be commended.
- e) The subject knowledge of teachers is also to be commended as is the planning, this is particularly evident with respect to writing and genres – recount etc.
- f) Planning of teachers links well to DEIS plans and Whole School Plans
- g) The range of teaching methodologies employed is admirable, including active lessons (readily engaging the pupils), group work and pair work. It was not that the teachers are well prepared in each subject area.
- h) The classrooms are organised with good displays
- i) There is also a high degree of pastoral care among all members of staff for the well-being of each pupil, encouraging learning and attendance, participation in school activities and excellent behaviour and conduct. All relationships are respectful. This cannot be underestimated in a DEIS Band 1 urban primary school (where many pupils endure significant and daily challenges). It is a pertinent strength as we aspire to mould pupils that are empathetic, law-abiding and culturally aware as much as pupils that are literate and numerate.

These findings have been carried through the academic year 2018/2019 and improved upon, particularly with respect to our Digital Learning Framework.

i. Literacy

In June 2016 68% of our pupils attained a score above the 50th percentile while 16% scored STEN 1-3. In June 2017 60% of our pupils attained a score above the 50th percentile while 20% of pupils scored STEN 1-3. In June 2018 64% of our pupils attained a score above the 50th percentile while 21% of our pupils scored STEN 1-3. In June 2019, only 50% of our pupils achieved above the 50th percentile, while 31% of our pupils scored STEN 1-3. This may appear to be a decrease in our pupils' achievements but more likely reflects the i) re-standardisation of test norms, ii) the new test layout, iii) the new procedure for answering the test, iv) the change in length of the test and v) the move towards the language new curriculum, away from structure of our First Steps approach (Department of Education and Skills report on national test results from 2011/2012 and 2012/2013 showed heavily skewed results compared with test norms, hence re-standardisation) We will endeavour to maintain or increase the percentage of pupils achieving above the 50th percentile and decrease the percentage of pupils scoring in the STEN 1-3 range. We have also targeted for observation and support pupils who have dropped two or more STEN in the new test. Please see SSE Folder for same. We will continue to implement throughout all classes a progressive plan that supports the

implementation of the new language curriculum in all classes with an emphasis on comprehension and reading skills. Staff will continue CPD with respect to implementing the new language curriculum.

ii. Numeracy

In June 2016 69% of pupils performed above the 50th percentile while 16% scored STEN 1-3. In June 2017 67% of pupils performed above the 50th percentile while 15% of pupils continued to score STEN 1-3. In June 2018 61% of pupils performed above the 50th percentile while 26% of pupils continued to score STEN 1-3. In June 2019, 51% of our pupils performed at or above the 50th percentile. 35% of pupils scored STEN 1-3. While this indicates an increasing number (nearly double that of last year) of pupils struggling with maths it more likely reflects the i) re-standardisation of norms, ii) the new test layout, iii) the new procedure for answering the test and iv) the change in length of the test (Department of Education and Skills report on national test results from 2011/2012 and 2012/2013 showed heavily skewed results compared with test norms, hence re-standardisation). We have also targeted for observation and support pupils who have dropped two or more STEN in the new test. Please see SSE Folder for same. We will endeavour to decrease the percentage of pupils scoring in the STEN 1-3 range through a range of actions and increase the number of pupils performing at the 50th percentile and above.

iii. Attainment of curriculum objectives

a) The attainment of curriculum objectives is managed in keeping with the expectation of each pupil. With respect to our additional curriculum area of Physical Education, we maintain strong belief in the importance of physical literacy – healthy in body, healthy in mind, and so promote physical literacy in our school. Physical Literacy is a fundamental and valuable human capability that can be described as a disposition acquired by pupils encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle. We have a structured timetable and introduction of additional activities has ensured all pupils receive requisite time in this subject (weekly Gaelic coaching, weekly P.E. classes, weekly rugby coaching, weekly swimming lessons, weekly dance classes, increased participation in national Gaelic and soccer competitions, basketball, futsal and 'Cuala All-Stars' blitzes, extra-curricular classes for basketball, volleyball, badminton, sailing, golf and football have all been introduced and enhanced). Furthermore, in the academic year 2018/2019 we introduced the 'Daily Mile', and each pupil, from First Class to Sixth Class, jogged or walked a mile each day from Monday to Thursday, following the perimeter of both the junior and senior yard. This occurred before 'small-break' each day.

b) In conference with members of staff, we consolidated Science for the academic year 2018/2019, for the fourth consecutive academic year, as one other curriculum area, to allow it become completely embedded in teaching and learning in the school. We operated a whole school approach to engaging with science and maths, and continued to generate an interest in investigation amongst children. We assisted each other as a staff to apply the DPSSM framework of inquiry based science teaching and learning and delivered the science curriculum in a cross curricular manner, concurrent to the attainment of curriculum objectives. We have been successful in this endeavour and have now achieved three Discover Primary Science STEM Plaques of Excellence.

- c) *Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic, personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others. In conference with members of staff, we reviewed our SPHE programme in the 2018/2019 academic year. Through this policy and subsequently through RSE, we wished to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. As a staff we also acknowledge that parents have the primary role in the social, personal and health education of their children so their involvement was and will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults. We also reviewed our timetable for the Stay Safe programme, within our SPHE policy. Please see our SPHE policy for further details.*
- d) *We undertook a digital learning evaluation in our school during the period January 2019 to May 2019. A Focus group of teachers was established to work on developing our digital learning plan and an attitudinal survey was carried out to elicit the views of students on their use of digital technologies in the classroom, their access to internet at home and to reflect on their digital learning experiences.*

With respect to the Standard Teaching and Learning, and the Domain Learner Outcomes, we focused on i) using appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes and ii) encouraged positive attitude towards the use of digital technologies and are aware of possible risks and limitations.

With respect to the Standard Leading Leadership and Management, and the Domain Leading Teaching and Learning, we i) promoted a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment, In addition, ii) the principal and other leaders in the school encouraged teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.

Both of these Standards will be carried forward in the new academic year 2019/2020 to further our use of digital technologies to enhance our teaching and the learning of our pupils.

iv. Learning environment

The learning environment continues to be conducive to learning, created through attractive and stimulating classrooms (a number recently painted and all classrooms have been re-carpeted between March 2019 and July 2019) and the effective classroom management skills of teachers and ancillary staff. The professionalism of all staff is noted in this respect and each year a number of teachers complete their probationary year successfully. This is testament to the professionalism and collegiality of all staff. There remains a high degree of pastoral care among all members of staff towards the pupil body too, ensuring a very positive learning environment.

With respect to additional areas reviewed as part of this evaluation, namely attendance and area partnerships, the positive learning environment promotes attendance and all members of staff foster a welcoming relationship to agencies and partnerships working with the school, to the edification of our pupils, both socially and academically.

v. Pupils' engagement in learning

There is a very positive code of conduct, behaviour and discipline, effectively implemented by each member of staff. In addition there are very high standards of behaviour and levels of motivation among pupils. Incidents of a serious nature are singular and atypical. Primarily, it is the support of parents, and interesting, varied approaches in teaching, that ensure there is a high level of engagement by all pupils. Pupils' engagement with learning improves with increased attendance, and partnership with outside agencies promotes pupils' engagement with learning. Additional supports include Homework Club and the various initiatives, activities and programmes funded by the School Completion Programme, our H.S.C.L. teacher and outside agencies (for example, weekly Gaelic coaching, weekly P.E. classes, weekly rugby coaching, weekly swimming lessons and weekly dance classes improve pupils physical health and inclination to attend – it should be noted in many instances it is not the reluctance of the pupil to attend school that undermines attendance rates but rather issues at home – that impact upon punctuality and attendance). We also provided a number of 'after-school' activities, such as Gaelic matches, Athletics Club, Karaoke Club, the DRAFTS programme (including sailing) and Chess Club. Please see our Parental Involvement and Partnership DEIS Action Plans for a further list of these extensive activities and supports, in place to, in due course, to increase our pupils' engagement in learning.

vi. Preparation for teaching

Teachers are well prepared and deliver well-structured, objectives-based lessons and employ, where apposite, a team teaching approach and use of resources. Teachers are punctual, empathetic, and give cooperatively of their time. Pupils are well supported in their learning. The subject knowledge of teachers is also to be commended as is the planning, this is particularly evident with respect to writing and genres and the planning of teachers links well to DEIS plans and Whole School Plans.

Records of teaching are transparent and presented monthly. There is a timetable in each class, and the resources available to the school are optimised through professional collegiality, resources itineraries, classroom support and school supports (see NIEPS Continuum of Support and Personal Pupil Plans where apposite). With respect to the additional areas reviewed as part of this evaluation, attendance and area partnerships, the support of pupils by teachers and non-teaching staff is very beneficial towards improving attendance. In summation, teachers are well prepared as teaching professionals and very welcoming to agencies and partnerships that work with our classes.

vii. Teaching approaches

Naturally, there are a range of teaching approaches across the school (as a profession, teaching approaches are not easily divested from personality). However, all teachers are empathetic and favour a clear, instructive approach, supported by more focused, responsive teaching once the lesson objective is imparted. Collegial in-class support is available to the mainstream class teacher, through the Learning Support Team / Special Education Team, and withdrawing pupils is also provided where apposite (e.g. Reading Recovery). All objectives, where apposite, are in sympathy with the school's DEIS action

plans. All teachers ensure the engagement of pupils and employ a range of methodologies, from 'active learning' and station teaching, to peer instruction, individual withdrawal and support and mixed ability grouping. In addition, a range of in-class initiatives such as 'power hour' for literacy and numeracy, First Steps writing strategies, collective 'Brain Snack' problem solving, mental maths, DPSSM framework and support team teaching are in place and working very well.

viii. Management of pupils

The school action plan with respect to literacy and numeracy can be a useful tool to inform teachers' individual planning with respect to the curriculum and needs of the school, and to enable teachers to monitor individual pupils' progress based on the planned learning outcomes. The analysis of standardised test scores is also beneficial to this planning. There are very high standards of behaviour and levels of motivation among pupils (each class teacher uses a number of classroom management strategies) and the engagement of pupils with local partnerships (for example, visiting art therapists and play therapists from Mounttown NYP) is also very useful in managing behaviour and attendance in school, along with the activities offered to pupils both in school and after school. Teachers liaise regularly with the principal and deputy principal with respect to pupils of concern or pupils to be commended.

ix. Assessment

The ongoing analysis of assessment data will guide the development of whole-school targets across the curriculum. Individual assessment of pupils is also undertaken in conference with the in-class team, the learning support team and the school principal. This is reviewed at apposite intervals in the school year. Formal assessment is undertaken twice during the academic year, to establish a profile of each pupil, to establish areas of attention, to measure gains or diminutions in a pupils' advancement and evaluate the strength of particular teaching approaches.

3. Progress made on previously-identified improvement targets

- i. Literacy scores continued to improve (from June 2017 60% of our pupils attained a score above the 50th percentile and in June 2018 64% of our pupils attained a score above the 50th percentile) However, in June 2019, only 50% of our pupils achieved above the 50th percentile, while 31% of our pupils scored STEEN 1-3. This may appear to be a decrease in our pupils' achievements but more likely reflects the i) re-standardisation of test norms, ii) the new test layout, iii) the new procedure for answering the test, iv) the change in length of the test and v) the move towards the language new curriculum, away from structure of our First Steps approach. We will endeavour to increase the number of pupils performing above the 50th percentile and decrease the pupils scoring STEEN 1-3.
- ii. The objective in numeracy is to endeavour to decrease the percentage of pupils scoring in the STEEN 1-3 range through a range of actions. (In June 2018 61% of pupils performed above the 50th percentile while 26% of pupils continued to score STEEN 1-3. In June 2019, 51% of our pupils performed at or above the 50th percentile but 35% of pupils scored STEEN 1-3). We are determined to reduce the pupils scoring STEEN 1-3.
- iii. The variety of the curriculum in Physical Education has been improved and enhanced. Physical literacy is promoted as a fundamental and valuable human capability. The invested approach of all teachers ensures that this physical literacy has been developed, particularly through the introduction of the Daily Mile. Structured lessons in the following areas continued throughout the year; Gaelic football (thrice weekly through

- Cuala coaching; teachers taking after-school coaching, Damien as visiting coach and league participation), tag rugby, swimming, in-school soccer coaching, dance and Irish dancing. Additional ventures have been listed above. We feel that pupils made commendable efforts towards physical literacy and shall continue to do so, through continued participation and interest, which the school endeavours to foster in each pupil.
- iv. A fourth year of emphasis on the DSPM framework has allowed Science become a regular, consistent and laudable aspect of teaching and learning in the school. We have been successful in this endeavour and have achieved three Discover Primary Science STEM Plaques of Excellence to date. We will continue this in the coming year, continuing to generate an interest in investigation and scientific skills amongst children.
 - v. There has been significant improvement with respect to our use of digital technology, particularly with respect to drafting our Digital Framework plan. Our standards and domains have been outlined and agreed upon. Pupils are generally using appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes and generally have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.
 - vi. There has been continued improvement in area partnerships and parental involvement. With respect to additional areas reviewed as part of this evaluation, again attendance and area partnerships; pupils' engagement with learning improves with increased attendance, and partnership with outside agencies promotes pupils' engagement with learning. This was apparent in initiatives such as Maths for Fun, Parent and Pupil Shared Reading, Adventure Club, Chess Club, our 'STEM Showcase' and the initiatives run by our Parents' Association – cakes sale, fun day, Communion breakfast reception etc., all of which assisted the learning of our pupils. We also linked with Baxter Healthcare and Business in the Community, linking with Zurich, Blackrock, for the 'Time to Read' literacy initiative. In the academic year 2019/2020 we will continue these activities.

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)

- i. There is evidence of outstanding teaching and learning in this DEIS Band 1 urban primary school – the professionalism of each teacher remains, evident, quantitatively, in test scores and, qualitatively, in the breadth of teaching approaches and methodologies and structure of each lesson. This was noted by our inspector Edel Corcoran throughout the probation process and the incidental visit of May 10th, 2018. This practice has continued through the academic year 2018/2019. There is a high level of professional collegiality in St. Kevin's. The professional development of teachers has continued, ensuring the commendable evidence of teaching and learning by our pupils remains consistent. We have made significant progress on our identified targets.
- ii. There is a high degree of pastoral care among all members of staff for the well-being of each pupil, which supports the attendance, welfare and learning of our pupils.
- iii. There is a high degree of parental involvement and engagement with area partnerships, to the edification of both teaching and learning in the school community.

4.2 The following areas are *prioritised for improvement*:

- i. Continue to implement throughout all classes a progressive plan that supports the implementation of the new Language Curriculum. The school follows will follow an annual plan, introducing the new elements of the language curriculum in both English and Irish in all classes. The new language curriculum will be supported by CPD (facilitated by PDST), in both the English and Irish curricula, combined with ongoing elective support were possible.
- ii. In order to continue to progress our numeracy practice and scores, ten minutes of oral maths will continue to preface the beginning of every numeracy lesson, endorsing the development of lateral thinking and consistency in language where appropriate. There will also be an emphasis on the learning of tables, using a range of methodologies. These areas remain prioritised for improvement along with constancy in a spiralled approach to maths language. Problem solving will continue to be addressed through 'Brain Snack' as an integral approach to each daily lesson, along with adopting the use of Maths Challenge/Mathemagic as an in-class activity, regularly revising topics in the curriculum.
- iii. We will introduce the 'Suas' numeracy programme as an additional support to pupils in Second and Third Class with a number of volunteers - comparable to the Time to Read programme which has been a significant support to literacy and pupils in Second Class each year over the last four years.
- iv. We will continue to engage with our new SPHE policy and the Stay Safe programme as an aspect of the SPHE curriculum. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults. As we have reviewed our timetable for the Stay Safe programme, within our SPHE policy, we will ensure we continue to implement the SPHE in an appropriate manner.
- v. In light of the variety of the curriculum in Physical Education that has been improved, the school will apply for 'Active School' status. The invested approach of all teachers has ensured that physical literacy has been developed, particularly through the introduction of the Daily Mile. Structured lessons outlined above have contributed to this and we hope that we can gain recognition of our achievements over the last three years by the reward of 'Active School' status.
- vi. The attendance for 2017/2018 was reported at 89%. However, further analysis indicates that while attendance is at 93% for the months of September and October, it falls to an average of 89% in December, February, March and June. These months will continue to be targeted specifically, to endeavour to maintain the attendance rate of 93% evident at the beginning of the academic year. This proved relatively successful in the 2018/2019 academic year as we achieved an attendance rate of 91% (boys had a 91% attendance rate, girls had an attendance rate of 91.3%). We will endeavour to maintain this increase and improve our attendance rate to 92% in the academic year 2019/2020. Pupils who have missed more than 20 days in the preceding academic year will also be purposely targeted (44 pupils have missed 20 days or more in the 2018/2109 academic year, in 2017/2018 59 pupils had missed 20 days or more).

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

- i. *The annual review of our Health and Safety Policy*
- ii. *The annual review of our Anti-Bullying Policy*
- iii. *The annual review of our Child Protection Policy*
- iv. *The annual review of our Child Safety Statement*
- v. *The annual review of our G.D.P.R. policies*

*Appendix to School Self-Evaluation Report:
legislative and regulatory checklist*

<i>Issue</i>	<i>Relevant legislation, rule or circular</i>	<i>Is the school fully meeting the requirements of the relevant legislation, rule or circular?</i>	<i>If no, indicate aspects to be developed</i>
<i>Time in school</i> - 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)	<i>Circular 11/95</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Arrangements for parent/ teacher and staff meetings</i>	<i>Circular 14/04</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Implementation of Croke Park agreement regarding additional time requirement</i>	<i>Circular 0008/2011</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Standardisation of school year</i>	<i>Circular 034/2011</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Valid enrolment of pupils</i>	<i>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 Schedule for current school year</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Retention of pupils</i>	<i>Rule 64 Rules for National Schools Circular 11/01 Circular 32/03</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Development of school plan</i>	<i>Section 21, Education Act 1998</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Appointments to posts of responsibility</i>	<i>Circular 07/03 Circular 053/2011</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<i>Issue</i>	<i>Relevant legislation, rule or circular</i>	<i>Is the school fully meeting the requirements of the relevant legislation, rule or circular?</i>	<i>If no, indicate aspects to be developed</i>
<i>Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement</i>	<i>Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
<i>Exemption from Irish</i>	<i>Circular 12/96</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
<i>Implementation of child protection procedures</i>	<i>Circular 0065/2011</i> <i>Please ensure the following in relation to child protection</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
	<ul style="list-style-type: none"> ▪ <i>Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</i> _____ ▪ <i>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</i> _____ ▪ <i>Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</i> _____ ▪ <i>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</i> _____ 		
<i>Implementation of complaints procedure as appropriate</i>	<i>Complaints Procedures, Section 28 Education Act</i> <i>Primary Boards of Management Information Manual November 2007</i> <i>Please consider the following in relation to complaints</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
	<ul style="list-style-type: none"> ▪ <i>Number of formal parental complaints</i> _____ 		

<i>Issue</i>	<i>Relevant legislation, rule or circular</i>	<i>Is the school fully meeting the requirements of the relevant legislation, rule or circular?</i>	<i>If no, indicate aspects to be developed</i>										
	<p><i>received</i></p> <ul style="list-style-type: none"> ▪ <i>Number of formal complaints processed</i> ▪ <i>Number of formal complaints not fully processed by the end of this school year</i> 	<p>_____</p> <p>_____</p> <p>_____</p>											
<i>Refusal to enrol</i>	<p><i>Section 29 Education Act 1998</i></p> <p><i>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</i></p> <table border="1" data-bbox="384 1055 724 1487"> <tr> <td><i>Number of section 29 cases taken against the school</i></td> <td><input type="checkbox"/></td> </tr> <tr> <td><i>Number of cases processed at informal stage</i></td> <td><input type="checkbox"/></td> </tr> <tr> <td><i>Number of cases heard</i></td> <td><input type="checkbox"/></td> </tr> <tr> <td><i>Number of appeals upheld</i></td> <td><input type="checkbox"/></td> </tr> <tr> <td><i>Number of appeals dismissed</i></td> <td><input type="checkbox"/></td> </tr> </table>	<i>Number of section 29 cases taken against the school</i>	<input type="checkbox"/>	<i>Number of cases processed at informal stage</i>	<input type="checkbox"/>	<i>Number of cases heard</i>	<input type="checkbox"/>	<i>Number of appeals upheld</i>	<input type="checkbox"/>	<i>Number of appeals dismissed</i>	<input type="checkbox"/>	<i>N/A</i>	
<i>Number of section 29 cases taken against the school</i>	<input type="checkbox"/>												
<i>Number of cases processed at informal stage</i>	<input type="checkbox"/>												
<i>Number of cases heard</i>	<input type="checkbox"/>												
<i>Number of appeals upheld</i>	<input type="checkbox"/>												
<i>Number of appeals dismissed</i>	<input type="checkbox"/>												
<i>Suspension of students</i>	<p><i>Section 29 Education Act 1998</i></p> <p><i>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</i></p> <table border="1" data-bbox="384 1740 724 2027"> <tr> <td><i>Number of section 29 cases taken against the school</i></td> <td><input type="checkbox"/></td> </tr> <tr> <td><i>Number of cases processed at informal stage</i></td> <td><input type="checkbox"/></td> </tr> <tr> <td><i>Number of cases heard</i></td> <td><input type="checkbox"/></td> </tr> </table>	<i>Number of section 29 cases taken against the school</i>	<input type="checkbox"/>	<i>Number of cases processed at informal stage</i>	<input type="checkbox"/>	<i>Number of cases heard</i>	<input type="checkbox"/>						
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<i>Number of cases heard</i>	<input type="checkbox"/>												

<i>Issue</i>	<i>Relevant legislation, rule or circular</i>	<i>Is the school fully meeting the requirements of the relevant legislation, rule or circular?</i>	<i>If no, indicate aspects to be developed</i>
	<i>Number of appeals upheld</i> <i>Number of appeals dismissed</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<i>Expulsion of students</i>	<i>Section 29 Education Act 1998</i> <i>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</i>		
	<i>Number of section 29 cases taken against the school</i> <i>Number of cases processed at informal stage</i> <i>Number of cases heard</i> <i>Number of appeals upheld</i> <i>Number of appeals dismissed</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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 type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ¹ including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input 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 type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<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- 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	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<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 pupils with special educational needs.