

# A Guide to Whole-School Evaluation in Primary Schools



AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS EOLAÍOCHTA | AND SCIENCE  
INSPECTORATE

Evaluation Support and Research Unit

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**Preliminary**

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# CONTENTS

INTRODUCTION	4
The WSE procedures and processes	7
Pre-evaluation phase	8
In-school evaluation	12
Post-evaluation phase	16
The WSE report	18
Appendixes	
Appendix 1 Function of the Inspectorate and the code of practice	20
Appendix 2 Framework for whole-school evaluation based on <i>Looking at Our School: An Aid to Self-Evaluation in Primary Schools</i>	22
Appendix 3 The school information form	25

# 1 Introduction

## 1.1 Enhancing quality in primary schools

Whole-school evaluation (WSE) is a process of external evaluation of the work of a school carried out by the Inspectorate of the Department of Education and Science (DES). The process is designed “*to monitor and assess the quality, economy, efficiency and effectiveness of the education system provided in the state by recognised schools and centres of education*” (Education Act 1998, section 7 (2) (b)).

Whole-school evaluation replaces the *tuairisc scoile* model of school inspection. Schools are evaluated in a cyclical procedure, in line with the annual inspection programme of the Inspectorate. At present an individual school is evaluated approximately every five to seven years.

## 1.2 Evaluation teams

A regional assistant chief inspector nominates the reporting inspector and the evaluation team for each whole-school evaluation. The number of inspectors who will work on the evaluation team depends on the size of the school. The reporting inspector has overall responsibility for the organisation and co-ordination of the WSE.

## 1.3 First steps: pre-evaluation meetings

Whole-school evaluation is a collaborative process involving the teaching staff, the management of the school, parents, and pupils. At various stages during the WSE process, members of the school community have the opportunity to interact with the evaluation team to discuss their work, their role, and their vision for the school. These interactions provide the evaluation team with an insight into the structure and dynamics of the school.

## 1.4 In-school evaluation

During the whole-school evaluation, management and planning, teaching and learning and supports for pupils are evaluated. This enables the evaluation team to identify and affirm the strengths within the school and to make clear recommendations on areas for development and improvement.

## 1.5 Post-evaluation meetings

Following the in-school evaluation phase of the WSE, the evaluation team discusses the findings and recommendations of the evaluation with the school management and members of the teaching staff. During these meetings the work of the school is discussed and the findings of the evaluation outlined. Strengths and areas for further development are presented.

### 1.6 The whole-school evaluation report

The WSE report is concerned with the work of the school as a whole. It affirms positive aspects of the school's work and suggests areas for development. The WSE report provides an external view on the work of the school and it is intended that the report's findings and recommendations will facilitate further school self-evaluation and development planning.

### 1.7 School self-evaluation

Schools contribute significantly to improving quality through school self-evaluation. To facilitate school self-evaluation as a central component of the continuous planning process the Inspectorate published *Looking at Our School: An Aid to Self-Evaluation in Primary Schools* (2003). This publication provides schools with a framework for supporting an internal review of school policies and procedures and for promoting school effectiveness and improvement in the broad areas of management, planning, learning and teaching, and supports for pupils. This framework is also used by the Inspectorate in conducting whole-school evaluations and as a basis for other external evaluations of the work of schools and centres for education.

### 1.8 The role of the Inspectorate

Section 13 of the Education Act 1998 defines the functions of the Inspectorate and clarifies the role of members of the Inspectorate in relation to evaluation and inspection. (See appendix 1.) The Inspectorate is committed to evaluating schools and teachers in a spirit of professional collaboration and in accordance with the highest professional standards. The *Professional Code of Practice on Evaluation and Reporting for the Inspectorate* (2002) sets out general principles and guidelines under which members of the Inspectorate engage in the process of evaluation and reporting. The general principles of the code are that inspectors will be consistent, fair and courteous and will work with members of the school community in a climate of mutual respect. Inspectors are also committed to basing their judgements on first-hand evidence and to applying evaluation criteria objectively and reliably.

### 1.9 Reviewing evaluations and evaluation reports

In accordance with section 13 (9) of the Education Act 1998, the Inspectorate published a *Procedure for Review of Inspections on Schools and Teachers* (2002). Under the review procedure a teacher or the board of a school may request the Chief Inspector to review any evaluation carried out by an inspector that affects the teacher or the school. The review procedure applies to all evaluations affecting schools or teachers, including all reports arising from such evaluations, other than those required under existing procedures for teachers experiencing professional difficulties.

### **1.10 The purpose of this guide**

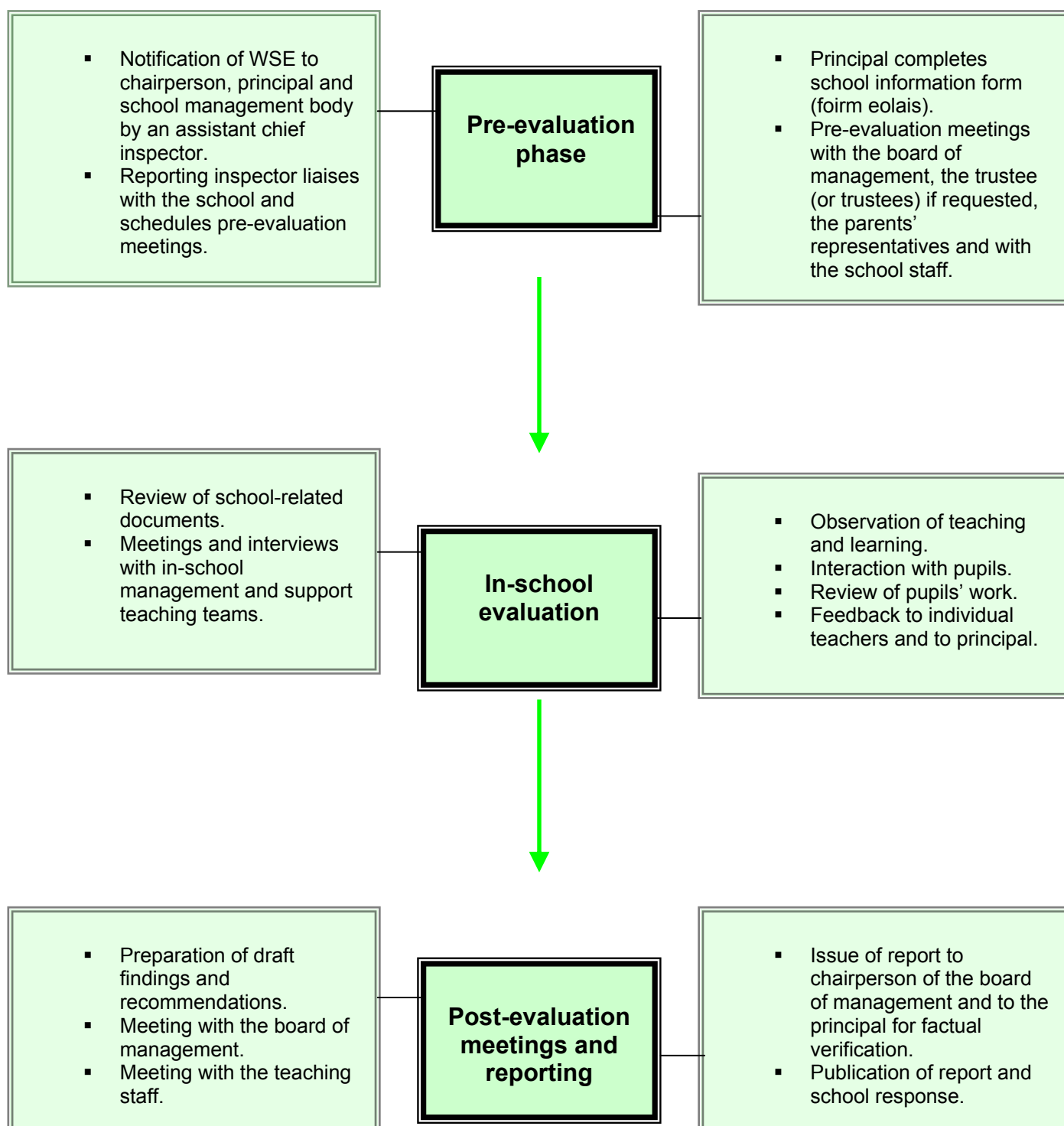
*A Guide to Whole-School Evaluation in Primary Schools* sets out the practices and procedures involved in all aspects of the WSE process. It clarifies the process for all participants and places whole-school evaluations within a legislative and regulatory framework.



## 2 The WSE procedures and processes

The WSE process is divided into three phases:

- Phase 1: the pre-evaluation phase
- Phase 2: the in-school evaluation phase
- Phase 3: the post-evaluation phase.



## 2.1 The pre-evaluation phase

### Formal notification of the WSE to the school community

An assistant chief inspector writes to the school, informing the chairperson of the board of management and the principal that a whole-school evaluation will be conducted. A copy of the letter is issued to the school management body.

Schools in which a whole-school evaluation is scheduled between January and June receive written notification of a whole-school evaluation during the week following the October mid-term break of the previous year. Schools that are scheduled for evaluation between September and December receive a letter of notification during the week after the June public holiday. Whole-school evaluations will not take place during the first two weeks of the school year, the week preceding or succeeding the Christmas holidays, or the last two weeks in the school year. However, it is recognised that in some instances post-evaluation meetings in relation to WSE may take place during the last two weeks in June when this is necessary to complete the process during a particular school year.

### Contact with the school principal

Following the official notification of the WSE, the reporting inspector contacts the principal three weeks before the beginning of the evaluation to outline the format of the evaluation, to arrange meetings and evaluation visits, and to clarify any specific issues.

## 2.2 Request for school documents

### School information form

The school principal is requested to complete a school information form (*foirm eolais*). (See appendix 3.) This form includes questions relating to school context, enrolment, attendance patterns, the number of pupils at different class levels, the allocation of teaching staff, and the provision of accommodation and resources. Information already available in the school, such as class lists, staff details, and attendance data, may be photocopied and appended to the form: there is no need to enter the information on the form. The school principal is requested to ensure that the form is returned to the reporting inspector before the in-school evaluation stage of the WSE.

The inspectors also confirm that the school has formally adopted child protection guidelines as recommended in *Children First: National Guidelines for the Protection and Welfare of Children* (1999).

### Other information and documents

In addition, the reporting inspector will request background documents from the principal. Typically, the documents requested include the following:

- the school timetable and the timetable of all the teachers, including support teachers
- the names and teaching responsibilities of all members of the teaching staff, including support teachers, and number of pupils assigned to each
- a list of external tutors teaching aspects of the curriculum during the school day
- the school plan, including the organisation policies, action plans, and curricular plans
- the school's procedures for the reporting and management of child protection concerns
- summary information in relation to the cohort of pupils attending learning support or resource teaching and other supplementary teaching
- copies of the school's report to parents on the operation of the school
- the names of members of the board of management and nominating groups
- copies of the minutes of the three most recent meetings of the board of management
- the school's policy and practice in relation to the assessment of pupils and any relevant records of pupils' achievement
- details of the school's attendance strategy
- copies of the teachers' monthly progress reports (*cuntais mhíosúla*).

The reporting inspector examines any other school documents, proffered by the school, which are pertinent to the WSE process. This helps to inform the evaluation team regarding school context and to identify areas for discussion during the in-school evaluation stage. Section 13 (7) of the Education Act, 1998, requires that inspectors be “*accorded every reasonable facility and co-operation by the board and the staff of a school or centre for education*” necessary for the purpose of performing these evaluative functions.

### **Analysing assessment data**

The inspectors may discuss the results of standardised tests and other assessment information with the school management and staff. However, this information is not presented in the WSE report. The analysis of these results helps to give a further insight into the school context and into achievement throughout curricular areas and provides valuable information about school priorities.

### **2.3 Initial meetings**

The reporting inspector discusses arrangements for the pre-evaluation meetings with the school principal. The reporting inspector convenes three initial meetings:

- *meeting 1*: with the board of management; an additional meeting is convened between the evaluation team and the trustee (or trustees), if requested
- *meeting 2*: with the representatives of the parents' association affiliated to the National Parents' Council (NPC); alternatively, if the association is not affiliated to the NPC a meeting is held with the parent representatives on the board of management
- *meeting 3*: with the teaching staff.

These meetings are normally convened on the same day, and a common agenda is used at each meeting. In general, two inspectors attend the pre-evaluation meetings. The reporting inspector or another inspector on the evaluation team will chair the meetings. All meetings are conducted in line with the *Professional Code of Practice on Evaluation and Reporting for the Inspectorate* (2002) and in a manner that is transparent and supportive of the school community. In all instances the inspector (or inspectors) will wish to gather information and discuss all issues relevant to the context of the whole school.

### **Common agenda for the initial meetings**

1. Welcome
2. Explanation of the whole-school evaluation process
3. Discussion of the following whole-school matters:
  - management
  - planning
  - curriculum
  - teaching and learning: curriculum areas
  - support for pupils.
4. Matters agreed for discussion
5. Close

### **Initial meeting with the board of management**

The meeting with the board of management outlines the whole-school evaluation process, and the procedures and operation of the board are discussed. Notes taken at these meetings form part of the record of evidence for the WSE and inform the WSE report. The board of management may also use the meeting to raise and discuss issues relating to the WSE.

### **Initial meeting with parents**

Where a parents' association affiliated to the National Parents' Council has been formed, the association is invited to nominate three representatives to meet the WSE evaluation team. The purpose of the meeting is to obtain the views of parents on matters of a whole-school nature. At the meeting, issues related to the WSE framework, and other matters agreed in advance, are included on the agenda for discussion. The work of individual teachers is not discussed at this meeting. Where a parents' association does not exist, the inspectors will convene a meeting with the parents' representatives on the board of management.

A record of this meeting is made available to the board of management and any issues raised by the officers that are pertinent to the day-to-day running of the school will be referred to the principal or board of management for comment.

### The initial meeting with the teaching staff

This meeting provides an opportunity for all members of the teaching staff to meet the inspector (or inspectors) and to discuss the whole-school evaluation process. Members of the teaching staff have the opportunity to discuss any issues that refer particularly to the WSE process in the context of both the classroom and the whole school. They also have the opportunity to outline and discuss the context of the school within the wider community.

### Evaluation teams

A regional assistant chief inspector nominates the reporting inspector for each whole-school evaluation. Usually, the reporting inspector is the school's assigned district or divisional inspector. For large schools an evaluation team comprising the reporting inspector and supporting inspector (or inspectors) is nominated to undertake an evaluation. The number of inspectors who work on the evaluation team depends on the size of the school. In general, the following guidelines apply:

Size of school	Number of inspectors
Up to 4 mainstream classes	1 inspector
5–12 classes	2 inspectors
13–18 classes	3 inspectors
18 or more classes	4 inspectors

The reporting inspector has overall responsibility for the WSE, including the allocation of team roles, the choice of evaluation approach, the arrangement of meetings, and the compilation of the final report.



## 3 In-school evaluation

### 3.1 The evaluation phase

Typically, the in-school evaluation stage of the WSE does not exceed five school days. The reporting inspector prepares an overall schedule for the evaluation. Members of the evaluation team visit the school on the days notified to the staff during the pre-evaluation meeting. While the team makes every effort to work within the agreed timetable, unforeseen events may extend this period. Any changes are discussed with the school principal and the relevant staff members in advance, where possible.

During a whole-school evaluation the work of the teaching staff is evaluated. Staff members involved in programmes for the support of pupils, for example those pupils with special educational needs or those from disadvantaged or minority groups, are also involved in the evaluation.

### 3.2 The evaluation framework

The WSE team evaluates and reports on the operation of the school under the following headings or areas of inquiry:

- the quality of the school management
- the quality of school planning
- the quality of learning and teaching
- the quality of support for pupils.

These areas of inquiry reflect the structure of *Looking at Our School: An Aid to Self-Evaluation in Primary Schools* (pages xii–xv). The evaluation framework is further outlined in appendix 2.

### 3.3 Evaluation activities

WSE involves a wide range of evaluation methodologies, including the following:

#### **A review of school documents**

The WSE team examines relevant school-related documents, including those associated with the school planning process, curriculum plans, and documents associated with particular curricular programmes. Samples of documents used to communicate with parents, pupils and the school community are also reviewed.

#### **Meetings and interviews**

During the in-school evaluation phase, meetings and interviews are typically held with the in-school management team and with the support teachers for pupils with additional learning needs. These interviews provide information and evidence to inform the WSE.

### **The observation of teaching and learning**

Teaching and learning in a range of curriculum areas and subjects are observed throughout the school. This includes the work of temporary staff and visiting teachers who may be based in other schools. It may also include the work of external personnel who are employed by the board of management to provide additional tuition to pupils during school time. The WSE team looks at methodology, classroom management, classroom atmosphere, and learning. The team also evaluates evidence of planning for teaching and learning. Feedback is provided to individual teachers and to the principal during the evaluation.

### **Interaction with pupils**

The inspectors interact with pupils in all classrooms and learning areas. This interaction involves engagement with the class as a whole and may involve targeted or open questioning, the provision of appropriate tasks, or the evaluation of skills. In classes where pupils are engaged in practical tasks or in group work the inspector may also engage with groups or individuals as the lesson progresses. These interactions provide the inspector with first-hand insight into the level of pupils' learning and achievement and an understanding of the context of the individual class.

### **Reviewing pupils' work**

The inspectors review samples of pupils' work in notebooks, copybooks, folders, workbooks, portfolios, and displays of project work. These samples of pupils' work give the inspector an insight into the teaching processes in the classroom, the pattern and quality of homework, and the quality of pupils' learning.

### **The evaluation team and how it operates in the school**

The reporting inspector decides on the evaluation approach to be adopted in the school. The approach employed reflects school size and the context of the school. The following arrangements for in-school team evaluation provide an illustration of various models that are in use by evaluation teams:

*Example 1:* Individual inspectors may evaluate provision in the junior section of the school while others evaluate the senior section. They evaluate teaching and learning in a range of curriculum areas and subjects. A further inspector may evaluate the role of the support staff.

*Example 2:* The inspectors may each take a number of junior and senior classes in addition to the evaluation of some support teaching provision. They look at areas of teaching and learning in each classroom.

*Example 3:* The inspectors evaluate teaching and learning in specific curriculum areas and subjects. For example, one inspector may evaluate the quality of provision for arts education, languages and physical education while another inspector may evaluate the quality of provision for mathematics, social, environmental and scientific education (SESE),



and social, personal and health education (SPHE). In this model, two inspectors visit each classroom at various times during the period of the whole-school evaluation.

## 4 The post-evaluation phase

The post-evaluation phase takes a number of weeks, culminating in the issuing of the WSE report to the school principal and the board of management. During this period the evaluation team drafts the whole-school evaluation report, in accordance with the evidence collected. The reporting inspector assumes overall responsibility for the drafting of the report. When a draft report is prepared, the reporting inspector arranged the dates and times for the post-evaluation meetings with the school principal. During the post-evaluation phase, two meetings are held:

- meeting 1: meeting with the teaching staff
- meeting 2: meeting with the board of management

An agenda is issued to the chairperson of the board of management before the meeting. Typically, both post-evaluations meetings are scheduled for the same date.

### 4.1 Post-evaluation meetings with the school staff

At the meeting with the school staff, the reporting inspector and members of the evaluation team present the main findings and recommendations of the WSE. The inspectors present the report under its component headings and sub-headings. (See section 5.) Members of the staff are encouraged to discuss the outcomes of the evaluation and to clarify any information with the WSE team.

### 4.2 Post-evaluation meetings with the board of management

At the meeting with the board of management, the reporting inspector and members of the evaluation team presents the main findings and recommendations of the WSE, including the evaluation of the implementation of the board's plans and policies. Time is allocated for discussion, and the issues raised are recorded. A record of the issues discussed at the pre-evaluation meeting with the parents' association is provided to the board. The agenda for the meeting, issued in advance to the chairperson, is similar to that of the pre-evaluation meeting with the board:

#### Agenda for the post-evaluation meeting with the board of management

1. Welcome
2. Discussion of the main findings of the WSE under the following headings:
  - Management
  - Planning
  - Curriculum provision
  - Learning and teaching
  - Support for pupils
3. Record of the parents' association meeting
4. Summary comments
5. Close

### 4.3 Factual verification of the report

The Inspectorate Secretariat will send a copy of the evaluation report to the school principal<sup>1</sup>, and the chairperson of the school's board of management<sup>2</sup>. A *factual verification form* will accompany the report. The principal and the chairperson are invited to draw the attention of the Inspectorate to any errors of fact in the evaluation report, using this form. The factual verification form should be returned to the Inspectorate Secretariat by the principal or by the chairperson of the board of management within twenty school days of the date of issue of the report.

The factual verification form, when returned to the Inspectorate Secretariat by the principal or chairperson, is referred to the reporting inspector and the appropriate assistant chief inspector. If any errors of fact have been drawn to the attention of the Inspectorate, the report is amended, as necessary.

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1. In the absence of the principal, his or her duties may be undertaken by the deputy principal.

2. In the absence of the chairperson of the board of management, his or her duties, as described in these guidelines, may be undertaken by an acting chairperson.

## 5 The WSE report

The WSE report directly reflects the WSE evaluation framework. The text of the report contains a balance between description, in the form of evidence based on the particular area of inquiry, and evaluative statements, identifying both strengths and areas that are recommended for development. No person is named in a WSE report. The primary purpose of the report is to evaluate the quality of provision in the areas of inquiry.

### 5.1 Dissemination of the whole-school evaluation report

The WSE report is issued to the chairperson of the board of management and the school principal. It is recommended that the board of management, as part of its agenda for school improvement, discuss the findings and recommendations. The board is required to make the report available to all staff members (Education Act 1998, section 13 (9)), including any staff members who may have left the school in the period between the evaluation stage and the issue of the WSE report. It is open to the chairperson to provide a copy of the report to other members of the staff; for example, in special schools this may include members of multi-disciplinary teams working in the school.

The members of the school community should reflect upon the report and give equal consideration to the strengths identified and the recommendations for further development. These recommendations should be used to formulate the future directions for the development of the school which, in turn, should inform the school development planning process and engage all members of the school community.

### 5.2 Publication of the WSE report

The detailed arrangements for the publication of WSE reports are described in a separate document, *Publication of School Inspection Reports – Guidelines (2006)*, which is available on the DES website ([www.education.gov.ie](http://www.education.gov.ie)).

### 5.3 The structure of the whole-school evaluation report

The WSE report contains the following headings and sub-headings:

## **Introduction**

### **1 Quality of school management**

- 1.1 Board of management
- 1.2 In-school management
- 1.3 Management of resources

### **2 Quality of school planning**

- 2.1 The school planning process and the content of the school plan
- 2.2 Implementation and impact of the school plan

### **3 Quality of learning and teaching in curriculum areas**

- 3.1 Language
  - Irish
  - English
- 3.2 Mathematics
- 3.3 Social, environmental and scientific education
  - Geography
  - History
  - Science
- 3.4 Arts education
  - Visual arts
  - Music
  - Drama
- 3.5 Physical education
- 3.6 Social, personal and health education
- 3.7 Assessment and achievement

### **4 Quality of support for pupils**

- 4.1 Policy and provision for pupils with special educational needs
- 4.2 Policy and provision for pupils from disadvantaged backgrounds
- 4.3 Policy and provision for pupils from minority groups
- 4.4 Home-school partnership

### **5 Post-evaluation meetings**

### **6 Summary of findings and recommendations for further development**

Under heading 5 of the report, *Post-evaluation meetings*, a summary is provided of the points raised in the discussions following the presentation of findings and recommendations at the post-evaluation meetings. Under heading 6, *Summary of findings and recommendations for further development*, the findings of the evaluation and identifies strengths and areas that are recommended for development are listed.

## Appendix 1

### Functions of the Inspectorate and code of practice

#### Function of the Inspectorate in respect of WSE

Section 13 (3) of the Education Act defines the function of the Inspectorate as follows:

*To support and advise recognised schools and centres of education and teachers on matters relating to the provision of education . . .*

The act also sets out the functions of members of the Inspectorate in relation to inspection and evaluation as follows:

*An Inspector shall visit recognised schools and centres of education . . . and following consultation with the board, parents of students and teachers as appropriate . . .*

- Evaluate the organisation and operation of those schools and centres and the quality and effectiveness of the education provided in those schools and centres . . .*
- Evaluate the education standards in such schools and centres.*
- Assess the implementation of regulations made by the Minister.*
- Report to the Minister, or the board, patron, parents of students and teachers as appropriate . . . on these matters and any other matter relating to the activities of those schools or centres and the needs of students attending those schools or centres.*

Section 13 (5) states that, where an inspector has carried out an evaluation,

*he or she may make recommendations to the Minister in respect of improvements that he or she considers appropriate.*

#### The professional code of practice

The Inspectorate operates a continuous system of in-school evaluation within this legislative framework. The Inspectorate is committed to evaluating schools and teachers in a spirit of professional collaboration and in accordance with the highest professional standards. The *Professional Code of Practice on Evaluation and Reporting for the Inspectorate* (2002), developed in accordance with the provisions of section 13 (8) of the Education Act, 1998, sets out general principles and guidelines under which members of the Inspectorate engage in the process of evaluation and reporting. The code lays down the professional standards to which the Inspectorate works. Among the general principles of the code of practice, the Inspectorate is committed to

- fostering mutual respect, trust, positive professional relations and partnership between the Inspectorate and the school community
- the consistent application of evaluation criteria and objectivity, reliability and reliance on first-hand evidence based on observation
- consistency and fairness, taking due account of school context factors and taking

cognisance of school self-review

- engaging in dialogue with members of school staffs and the education partners and ensuring confidentiality, while having due regard to statutory provisions
- courtesy, respect and sensitivity towards both individual teachers and the school, and clarity in the manner in which findings are communicated
- acknowledging that the pupils are the ultimate beneficiaries of the evaluation process.

## Appendix 2

# Framework for whole-school evaluation based on *Looking at Our School: An Aid to Self-Evaluation in Primary Schools*

The WSE team evaluates and reports on the operation of the school under the following headings or areas of inquiry:

- the quality of school management
- the quality of school planning
- the quality of learning and teaching
- the quality of support for pupils.

### Area 1: The quality of school management

#### Board of management and in-school management

The WSE team examines the role of patrons and the composition, role and functioning of the board of management. This area of the WSE also examines the operation of the board of management and its policies and procedures.

#### In-school management

The WSE team examines the in-school management of the school, including the management of pupils and the management of relationships with parents and the community. It also looks at the level of self-evaluation being implemented in the school. The evaluation team examines the allocation of members of the teaching staff and compliance with requirements of the Department of Education and Science relating to material and staff resources. The quality of accommodation in the school, including specialist areas and the integration of ICT and teaching resources, is also considered.

#### The management of resources

During the meetings with the school management and during the evaluation phase, the WSE team evaluates the effectiveness of the management and allocation of members of the school staff, the policy and support for professional development, including the induction period, and the management of external personnel, such as visiting teachers and tutors. The evaluation team also reviews the management of material resources and the use of DES grants and will evaluate the pupils' and teachers' access to resources in the various areas of the curriculum.

### Area 2: The quality of school planning

#### School plan

The WSE team examines the school plan and the action plans devised and reviews the role and responsibilities of members of the staff within the school development planning process.



### **Implementation of the school plan**

Within this theme, the team evaluates the implementation, dissemination and impact of the school plan.

### **Area 3: The quality of learning and teaching in curriculum areas**

The WSE team evaluates aspects of learning in the Primary School Curriculum (1999): Language, Mathematics, Social, environmental and scientific education (SESE), Arts education, Physical education, and Social, personal and health education (SPHE). They evaluate the following aspects of provision within these curriculum areas:

#### **Planning and preparation**

The WSE team evaluates the level of planning for the teaching of individual curriculum areas and subjects. They look for evidence of collaborative curricular planning and the monitoring, review and evaluation of these plans.

#### **Quality of teaching and learning**

The WSE team evaluates methodology, classroom management, classroom atmosphere and learning within the lessons observed.

#### **Assessment and achievement**

The WSE team considers the range of assessment modes, record-keeping and reporting on pupils' achievement. Through engagement with the pupils, the inspectors evaluate the level of pupils' understanding, achievement and enthusiasm for the various curriculum areas and subjects. The team reviews the results of standardised tests and in-school evaluations.

#### **Curriculum planning and organisation**

The WSE team examines curriculum provision in the school, with an emphasis on the planning process, breadth and balance in curriculum provision, and how the needs of all pupils are being met. The WSE also examines the school timetable and the allocation of staff.

### **Area 4: The quality of supports for pupils**

#### **Policy and provision for pupils with special educational needs**

The WSE team examines school policy on the admission, enrolment and participation of pupils with general and specific educational needs. This aspect of the evaluation considers the numbers involved and the provision for both classroom inclusion and individual support. The team examines the communication and dissemination of information concerning these pupils and the provision of supplementary teaching support.

### **Policy and provision for pupils from disadvantaged backgrounds**

The WSE team examines the school policy on the access, admission and participation of pupils from disadvantaged backgrounds. The team evaluates the allocation of resources to meet the needs of these pupils. They also explore the participation of the parents of these pupils in the school and any collaboration with other community agencies supporting pupils from disadvantaged backgrounds.

### **Policy and provision for pupils from minority groups**

The WSE team considers school policy on the access, admission and participation of pupils from minority groups. The team evaluates the allocation of resources to meet the needs of these pupils. They also explore the participation of the parents of these pupils in the school and any collaboration with other community agencies supporting pupils from minority groups.

### **Home-school partnership**

The WSE team considers the level of care for pupils in the school and the provision for co-operation between school, home, and the community. The involvement of pupils in the organisation of school activities is examined.

## Appendix 3

### Roinn Oideachais agus Eolaíochta WSE: Foirm eolais don phríomhoide

#### 1: Sonraí teagmhála

Ainm agus seoladh na scoile:		
Uimhir rolla:		Fón:
Facs:	Ríomhphost:	Suíomh gréasáin:
Ainm an phríomhoide:		
Amanna scoile:		Amanna sosa:
Ainm agus seoladh chathaoirleach an bhoird bhainisteoireachta:		
Fón:	Facs:	Ríomhphost:

#### 2: Brief history of context factors that affect the work of the school

Please include details of DES or community initiatives in which the school has participated.

#### 3: Enrolment

Recent enrolment trends: Please state the number of pupils enrolled on each date.		
30 September 2003:	30 September 2004:	30 September 2005:
Projected enrolment		
30 September 2006:	30 September 2007:	30 September 2008:
Average attendance for previous term:		

Please list the number of pupils who, during the school year 2004/05, were absent

for more than 30 days:	
for 21–30 days:	
11–20 days:	

#### 4: Accommodation

Date of construction:		Date (or dates) of extensions:	
Number of permanent classrooms:		Number of temporary classrooms:	
Room	Yes / No	Room	Yes / No
Learning-support room		Staff room	
Resource teacher's room		Staff toilet (or toilets)	
RTT room		Cloakroom (or cloakrooms)	

General-purpose room		Indoor storage area	
Library		Outdoor storage area	
Computer room		Other (please give details)	
Principal's office			
Secretary's office			

### 5: Recreation areas

Area	Yes / No	Area	Yes /No
Tarmacadam area		Pitches or facilities hired	
Grass area		Other (please give details)	
Outdoor shelter			
Games pitch			
Hard court			

### 6: Maintenance

<b>What arrangements have been made for the cleaning of the school building?</b>
<b>What arrangements have been made for the maintenance of the building and grounds?</b>
<b>Please give details of the school's phased maintenance programme (if any).</b>

### 7: Teaching resources

<b>Please list some school resources (for example, equipment, materials, facilities) that are used widely in the implementation of the curriculum.</b>
<b>Please give a brief account of how curricular grants from the Department of Education and Science have been used to improve the quality of learning and teaching in the school.</b>

### 8: Staffing and organisation

Teaching staff		
Total number of teachers on the staff		
	Number	Comments
Principal:		
Mainstream-class teachers:		
Special-class teachers:		
Learning-support teachers:		<i>Full-time / shared</i>
Resource teachers for pupils with disability:		<i>Full-time / shared</i>
Resource teachers for children of the Travelling community:		<i>Full-time / shared</i>
Home-school-community liaison co-ordinators:		<i>Full-time / shared</i>
Early Start teachers:		
Other teachers (please specify):		

**Specific details of teachers and classes assigned**

Name of teacher	Assigned class	Number of pupils

**Shared teachers not based in this school**

Post	Number of hours per week in this school

**What arrangements are in place to ensure that teachers get a variety of teaching experience within the school (for example, different class levels or ability levels)?**


**Posts of responsibility (please state responsibilities of post-holders)**

Name	Post	Responsibilities		
		Curricular	Organisational	Pastoral

**Please give details of any 'external' instructors or coaches who work in the school during school hours.**

Description and time allocation	Who funds this activity?	Which pupils participate?

Additional staff (please enter number)		
Post	Full-time	Part-time
Special-needs assistants:		
School secretary:		
Caretaker:		
Other (please give details):		
Number of pupils for whom SNA support has been sanctioned by the Department of Education and Science:		

### 9: Staff development

<b>Please outline professional development courses recently undertaken by members of the staff:</b>
<b>What areas have been given priority for future staff development?</b>
<b>What arrangements has the school made to support newly qualified teachers?</b>

### 10: Staff meetings

<b>Please outline arrangements for staff meetings: frequency, organisation of agenda, minutes, and areas discussed.</b>

### 11: Planning and review

<b>Teachers' planning</b>
<b>What school policies are there for teachers' preparation and planning?</b>
<b>What arrangements are there for recording monthly progress in class?</b>

<b>School development planning</b>
<b>Who is involved in the school development planning process?</b>
<b>What areas have been developed recently or are under development?</b>
<b>What areas have been identified as priorities for future development planning?</b>

### 12: Assessment

<b>Please describe briefly the forms of assessment used by class teachers.</b>
<b>What standardised tests are administered in the school?</b>
<b>Who administers the tests?</b>
<b>What arrangements are there for the analysis and use of the assessment data?</b>

### 13: Reporting

<b>What arrangements are in place for sharing information regarding pupils' progress?</b>
<b>What arrangements are in place for sharing information with parents regarding pupils' progress?</b>

### 14: Parents and the community

<b>Has the school a parents' association affiliated to the National Parents' Council?</b>
<b>What is the current role of the parents' association in the school?</b>
<b>How are parents consulted in the development of school policies?</b>

<b>In what other ways are parents involved in the life of the school?</b>
<b>Please give details of the use, if any, of the school building by parents and the wider community.</b>

### 15: Board of management

<b>How often does the board of management meet?</b>
<b>Please outline the areas of work recently undertaken by the board.</b>
<b>Please outline the board's involvement in the development of the school plan.</b>
<b>Please give details of the board's present concerns and priorities.</b>

### 16: Further information

<b>Please give details of any extracurricular activities provided by the school.</b>	
<b>Additional general comments</b>	
<b>Signature of principal:</b>	<b>Date:</b>

Go raibh míle maith agat as do chomhoibriú ag comhlánú na foirme seo.  
Cabhair mhór é don phróiseas MSU.