

CASE STUDY

Self Evaluation

at

Blackwater Community School

Lismore

Co Waterford



BACKGROUND

**Blackwater Community School
Amalgamation
in 2003
of 3 schools**

CBS, Mercy & Presentation

SELF EVALUATION AT BCS

Influencing Factors:

Subject Inspections (since 2004+)

Analysis of Results

Subject Department Planning

School Development Planning

WSE/MLL (2007+)

HSA – Risk Assessment (2010+)

Financial Audit (2009+)

Visits to Primary Schools/other schools (2003+)

Eamonn Stack Retired chief Inspector (2007+)

Sean O’Floinn, Retired Inspector (2007+)

Studies on Irish Amalgamations (2007+)

Stredia (2011+)

Critical Friend (Costa & Kallick (1993)

SELF EVALUATION AT BCS

Related Interesting Materials/Concepts:

Looking at our schools

Ofsted Procedures

Forum Business Media

Self Evaluation & Inspection Toolkit

Author Tony Powell ofsted Inspector & local Education Advisor

Forum Business Media

Schön – Reflective Practice

Double looped learning (Chris Argyris, Donald Schön)

Theories in use / espoused theories

Rearranging mental furniture (Carlile)

40 years teaching – individual or combined

Johari window – Joseph Luft & Harry Ingram (1995) (Arena, Blind Spot, Hidden area, unknown area)

Things we already do in all schools in Self- Evaluation

Self-Evaluation of student examination Results

S.D.P.I. SWOT Analysis School Planning

Subject Planning Reviews

Checklist facilitating self evaluation of child protection guidelines

Annual Report on School Performance

Subject Department Policy Checklist S.D.P.I.

Role and Function of Joint Patron

HSA GUIDELINES

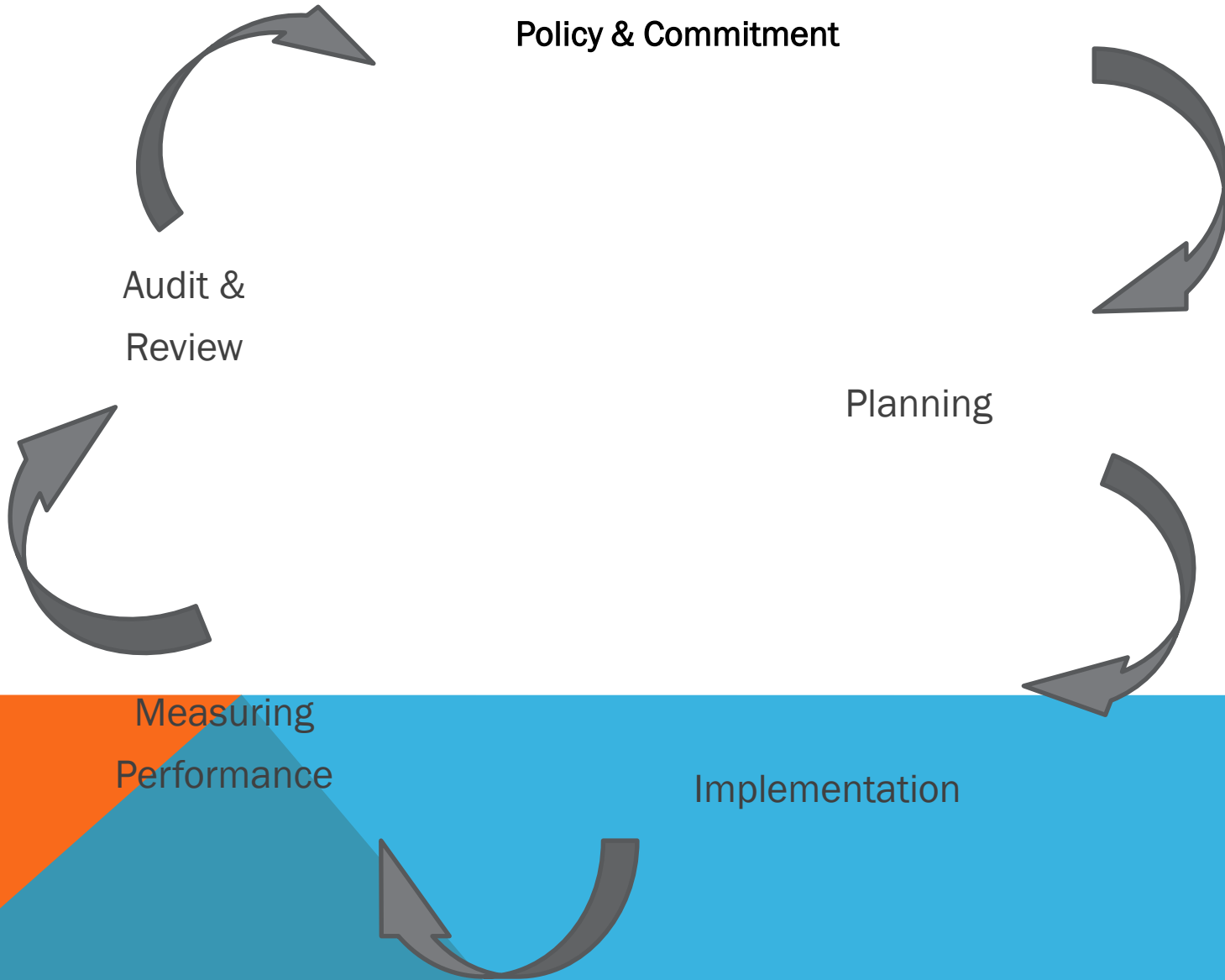
Policy & Commitment

Audit &
Review

Planning

Measuring
Performance

Implementation



SELF EVALUATION AT BCS

Personnel

Performance Indicators

Success Criteria

Evaluation Instruments



STAKEHOLDERS POTENTIALLY INVOLVED IN SELF EVALUATION

Teachers

Caretakers/Cleaners

Clerical Staff

SNA's

Parents

Parents' Council

Students

Students' Council

Board of Management

Trustees

Inspectorate



SELF EVALUATION AT BCS

Senior Management

Work Positive Survey – Staff

Subject Departments

Post Holders

Year Heads

Subject Convenors

Teaching Staff

Secretarial Staff

Caretaking Staff & Cleaning Staff

Parents


Students

HSA

Policies

Inspectorate

Not Included yet:

- Parents' Council
 - Board of Management
 - Students' Council
 - Trustees
- 

INSTRUMENTS WE USE AT BCS FOR SELF EVALUATION

Senior Management survey

Stredia – All staff

Staff Survey - Post Holders

- Year Heads
- Subject Convenors
- Subject Departments
- SD Planning

HSA – Risk Assessment

Teacher Checklist

Students' Survey (DES)

Parents' Survey (DES)

Trial by Car park

Policy Review – success criteria

FUTURE PLANS FOR SELF EVALUATION AT BCS

Students' Council Self Evaluation.

Parents' Council Self Evaluation.

Board of Management Evaluation

Annual Report on the performance of the school:

- currently in Newsletter to parents – in the future it will be by report on BCS website/booklet covering wider range of areas.

Further teacher self evaluation

SELF EVALUATION POLICY FOR BCS

RELATED RESPONSIBILITIES

Outline strengths/weakness/opportunities/ threats

Following through on recommendations !!!



- STEP 1 Identify the hazards – Risk Assessment
- STEP 2 Decide who might be harmed and how – all staff asked
- STEP 3 Evaluate the risk and take action – Focus groups
- STEP 4 Record your findings – Risk Control Matrix
- STEP 5 Monitor and Review- Ongoing

STREDIA WORK POSITIVE SURVEY



SOME RELATED STREDIA QUESTIONS

I have unrealistic time pressures

I have a choice in deciding what I do at work

My line manager encourages me at work

I receive the respect I deserve from colleagues

Relationships at work are strained

I am clear what my duties and responsibilities are

Staff are consulted about change at work



WHOLE SCHOOL EVALUATION (MLE)

STUDENT QUESTIONNAIRE
ALL RESPONSES ARE
PRIVATE AND CONFIDENTIAL

NAME OF SCHOOL: _____

Please put an x in the correct box.

	Male	Female	What	1 st , 2 nd , 3 rd , TY, 5 th , 6 th
Gender		<input type="checkbox"/>	<input type="checkbox"/>	Year: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



MY SCHOOL IN GENERAL:

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. I am proud to be in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I enjoy going to my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The facilities available are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel safe & cared for in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get on well with student in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There is a good atmosphere in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOW THINGS WORK IN MY SCHOOL

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	
7. I understand the school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The behaviour of students is good in the school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. All students are treated fairly in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Attendance at classes is checked regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. My classes begin on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. I am expected to use my journal to record all homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. I have very few free classes each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The school pays attention to drug and alcohol issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Bullying is dealt with well by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TEACHING & LEARNING IN MY SCHOOL:

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
16. My classes are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am getting on well with my school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Teachers explain things clearly for me in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Teachers encourage me to work to the best of my ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Teachers tell me how I improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Teachers Listen to me and take notice of what I say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I can talk to an adult in school if I am having problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I get opportunities to work with other students in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. We often use computers in classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I get regular homework in most subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My work is checked regularly in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER INFORMATION ABOUT MY SCHOOL:

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
27. The school regularly sends information home about my work in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I good advice & info from teachers about subject choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I do other activities (e.g. music Sport/debating) outside class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I have a say in how to make the school a better place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**PERSONAL TEMPLATE FOR CHECKLIST FOR
SELF EVALUATION OF TEACHING STAFF AT BCS**

PERSONAL INFORMATION

1. Am I consistently punctual for class?
Yes No
2. Do I state intentions/goals/objectives at beginning of class?
Yes No
3. Do I allocate homework? daily other _____
4. Do I write homework on the homework board at beginning of class?
Yes
No
5. How frequently do I collect homework
daily weekly bi weekly monthly
6. How frequently do students receive feedback
daily weekly bi weekly monthly

7. Do I provide homework/classwork for students at times of anticipated absence Yes No

8. How do I know if my students are learning?

Quality of homework

Quality of feedback during lesson

level of attention in class

other _____

9. How do I know if my students' knowledge of my subject area is showing signs of improvement?

State Examination Results

I compare with previous grades

I check with previous teachers

Other _____

10. Do I consult with my Department colleagues on their ideas/approaches to teaching? Yes No

11. Are my students realising their full potential? Yes No

If not why? _____

12. How do I know if my students are realising their full potential

(a) Exam Results

(c) Quality of Homework

(d) Other _____

13. Do I treat all class groups the same? Yes No

14. Do I avoid conversations regarding other classes/teachers/students during my own class with the students?

Yes No

15. Do I avail of the scheduled subject department planning meetings?

Yes No

16. Do I possess a plan/scheme of work for the year?

Yes No

17. Does my Subject Department possess a plan/scheme for the year?

Yes No

18. Do I really know the School Discipline Policy?

Yes No

19. Do I administer discipline to the required level within my own classroom first before moving to the next level?

Yes No

20. Have I ever left the classroom for (a) phone call (b) photocopying
(c) other _____

Yes No

21. Do I over react to some issues in class?

Yes No

22. Am I professional in discussing other staff/students inside the school?

Yes No

23. Am I professional in discussing other staff/students outside the school?

Yes No

24. Do I maximise use of available resources at my disposal in the school?

Yes No

25. Do I contribute positively to the development of the school?

Yes No

26. Am I consistent in my dealings with pupils?

No

Yes

27. Am I consistent in my dealings with parents?

Yes No

28. Am I professional in my dealings with colleagues?

Yes No

29. Am I professional in my dealings with management?

Yes No

30. Do I use communication opportunities with the school appropriately

Yes No

31. Do I keep staff & school business confidential from my life outside school

Yes No

32. Do I plan school events well in advance?

Yes in an ad hoc manner

33. Do I use E-portal effectively for monitoring

- (a) Newsletter info
- (b) Student Events
- (c) Student Performance
- (d) Student Attendance

34. Do I use the first name when addressing the students?

35. Do I follow correct financial requisition procedures?

36. Am I consistent in my dealings with students in the following:

- Allocating homework
- Assisting their revision
- Application of Discipline in the classroom
- being punctual for their class
- my behaviour in the classroom

37. Do I assist Learning Support students within my class?

Yes

No

38. Am I aware of any SEN requirements within my class?

Yes No

39. Am I implementing IEPS within my class?

Yes No

40. What do I do if a Health & Safety issue arises in my class:

41. What is my priority function/role in the classroom:

42. Do I vary my methodologies depending on the level of my class group?

Yes No

43. Do I reflect on my methodologies if a large number of students have performed badly in any exam? Yes No

44. Do you feel you would benefit from having a mentor?

Yes No

45. Do I avail of advice from the mentor?

Yes No

46. Do I put students outside my classroom?

Yes No

47. Do I know school Policy regarding 46.

Yes No

48. Do I leave my class unattended?

Yes No

49. Do I know the contents of the staff handbook?

Yes No

50. Do I know and apply adopted school policies

Yes No

51. Do I cover all syllabus material for the State Examinations?

Yes No

52. Do I take chances with my students in eliminating questions/sections of the course?

Yes No





**SENIOR MANAGEMENT SURVEY
OUR SELF EVALUATION PERFORMANCE
INDICATORS
(1-60)**

PERFORMANCE RANKED 1- 5

**5 EXCELLENT,
4 VERY GOOD,
3 GOOD,
2 FAIR,
1 POOR**

- 1. The extent to which student numbers are growing at BCS
†
- 2. The extent to which teachers approach us regarding issues at school our
†
- 3. The quality of feedback from staff in staff surveys annually
†
- 4. The extent to which staff approach us regarding issues
†
- 5. The quality & nature of and feedback from the stakeholders in our
BCS Vision Survey
†
- 6. The extent to which our Trustees feel included †our BOM †our local
community feel included
†
- 7. The quality & nature of and feedback from our Trustees on
school occasions and annual meeting



- 8. The extent to which parents approach us regarding issues
†
- 9. The quality nature and nature of feedback received on annual visits to Primary Schools †
- 10. The quality of results attained at state examinations
†
- 11. The extent to which the staff respond to our encouragement
†
- 12. The extent to which staff are facilitated & supported with resources on demand †
- 11. The extent to which parents support our systems in place
†
- 12. The extent to which we listen to our parents
†
- 13. The extent to which we listen to our Parents' Council
†
- 14. The extent to which vandalism takes place or not
†
- 15. The extent to which the property is respected
†
- 16. The extend to which students remain on after school at BCS

- 18. The extent to which parents/students/teachers act in a voluntary capacity at BCS †
- 19. The extent to which teachers/students are present in the school voluntarily during midterms, Saturdays and during Easter & Christmas holiday time.
†
- 20. The extent to which teachers are supported in CPD
†
- 21. The extent to which teachers are supported in times of personal difficulty †
- 22. The extent to which we listen to our students
†
- 23. The extent to which we listen to our Student Council
†
- 24. The extent to which we are willing to adapt or change procedures, policies or ideas †
- 25. The extent to which people within our school feel safe & secure
†
- 26. The extent to which our school is environmentally aware
†

27. The extent to which people show respect for all members within our community
- †
28. The extent to which students are challenged to realize their full potential
- †
29. The extent to which values of openness, equality, honesty and justice are promoted
- †
30. The extent to which teaching is stimulating & interesting
- †
31. The extent to which good relationships exist within the classroom
- †
32. The extent to which each classroom is inclusive
- †
33. The extent to which a variety of different teaching methods exist and pupils are stimulated to learn
- †
34. The extent to which our pupils work independently & control their own learning
- †
35. The extent to which our curriculum is broad, balanced and well sequenced to ensure continuity and progression
- †

- 36. The extent to which our TY Curriculum is imaginative & stimulating to our students
- 37. The extent to which we comply with the DES expectations
- †
- 38. The extent to which we respond to DES recommendations
- †
- 39. The extent to which we inspire innovation & facilitate/accommodate change at BCS
- †
- 40. The extent to which we possess a clear vision
- †
- 41. The extent to which this is a shared vision amongst all within our community
- †
- 42. The extent to which our policies & procedures are known & implemented
- †
- 43. The extent to which our management is strong
- †
- 44. The extent to which the school is moving forward
- †

45. The extent to which our student achievement levels are raised † being
46. The extent to which our student levels of expectations are † rising
47. What is our reputation within the local community †
48. What is our reputation amongst primary schools †
49. What is our reputation amongst parents †
50. The extent to which we demand high standards †
51. The extent to which we communicate clearly †
52. The extent to which we have links with all aspects of the community both internal & external school



53. The extent to which we monitor teacher performance

†

54. The extent to which we monitor student performance

†

55. The extent to which we are willing to reflect on our own performance

†

56. The extent to which we are each other's 'critical friend'

†

57. The extent to which our secretarial staff feel included

†

58. The extent to which our caretaking and cleaning staff feel included

†

59. The extent to which our canteen staff feel included

†

60. The extent to which this is a school where teaching & learning flourishes and where students and school personnel are encouraged to reach their full potential

STAFF SURVEY IN PREPARATION FOR 2011-2012 SCHOOL YEAR

AS PART OF OUR REVIEW OF THE ACADEMIC YEAR
2010/2011 AND AS PART OF OUR PLANNING FOR
THE NEXT ACADEMIC YEAR, COULD YOU PLEASE FILL
IN THE FOLLOWING:

Name _____

Address: _____

Mobile No: _____

Email No: _____

For Expense Claims

Car Registration	Car Model/Make	Engine CC

1. What worked well this year in your subject area?

(a) _____

(b) _____

(c) _____

(d) _____

2. What were the problems associated with your subject area?

(a) _____

(b) _____

(c) _____

(d) _____

3. Suggested solutions to the above problems:

(a) _____

(b) _____

(c) _____

(d) _____

4. Outside your own subject area what worked well?

(a) _____

(b) _____

(c) _____

(d) _____



5. Outside your own subject area what problems arose?

(a) _____

(b) _____

(c) _____

(d) _____

6. Suggested solutions to the above problems:

(a) _____

(b) _____

(c) _____

(d) _____

7. If you teach 1 or 2 subjects please fill in the following information appropriately

Subject A _____ Please specify: _____

Please outline the stage of your subject in SD Planning in Subject A

- (a) Plan up to date :
- (b) Listing of curricular content only
- (c) Listing of aims/objectives only
- (d) Listing of Resources only
- (e) Analysis of state results only
- (f) Existence of subject specific homework policy

Subject B _____ Please specify: _____

Please outline the stage of your subject in SD Planning in Subject B

- (a) Plan up to date :
- (b) Listing of curricular content only
- (c) Listing of aims/objectives only
- (d) Listing of Resources only
- (e) Analysis of state results only
- (f) Existence of subject specific homework policy

Teachers who have received new I.T. equipment

Please identify I.T. equipment received during the year:

Please outline the frequency with which you use this:

Everyday Weekly Monthly Couple of time a year

Please indicate if you need the same I.T. equipment next year

In the event of I.T. equipment not being used, it may be passed on to colleagues.

FOR POST HOLDERS ONLY

Non Year Head Post Holders Only

1. What worked well this year in your area?

(a) _____

(b) _____

(c) _____

(d) _____

2. What were the problems associated with your post?

(a) _____

(b) _____

(c) _____

(d) _____

3. Give suggested solutions to the above problems:

(a) _____

(b) _____

Subject Department Planning Research

1. Please indicate the number of subject department meetings that took place this year in your subject

2. Please indicate if you attend subject Department planning meetings

Yes

No

3. Please indicate if minutes are kept of your subject department meetings?

Yes

No

4. Please indicate where subject department planning meeting minutes are stored:

▶ with subject department convenor

▶ in staff room subject file

▶ no records kept

5. Please indicate if you feel that subject department meetings in your subject are productive?

Yes

No

6. If no to Q5, please indicate how subject department meetings could be more productive?

Mobile Phone Research

1. Do you believe that mobile phone use is a significant issue in our school?

Yes

No

2. If so, please rate the mobile phone issue as a problem at BCS

1-5 (1 – Major issue – 5 – Minor issue)

3. Please indicate from the following points your preference in relation to the use of mobile phones at our school.

A. Keep the current rule in existence except implement it more vigilantly

B. Introduce complete ban on all mobile phone possession

C. Use of a blocking/scanner system to prevent use of mobile phones in Selected areas excluding offices & staff room

D. Please indicate other alternative if relevant:

Have you had a negative experience with respect to student mobile phone use? Yes No

Staff Peer Mentoring – as part of Teacher Induction at BCS

1. Would you like to volunteer to be a peer mentor?

Yes No

PLANNING IN ADVANCE OF OUR 10 YEAR CELEBRATIONS DURING THE ACADEMIC YEAR 2012-2013

Please outline any ideas you have in celebrating our 10 year celebration of your school the year after next:



Supervision & Substitution 2011-2012

1. Are you available to do supervision and substitution for the 2011-2012 school year?

Yes

No

Any extra curricular activity that you want to include next year.

Signed: _____

Date: _____

Only forms completed and returned on or before will be used for superintendent purposes or research purposes.

