

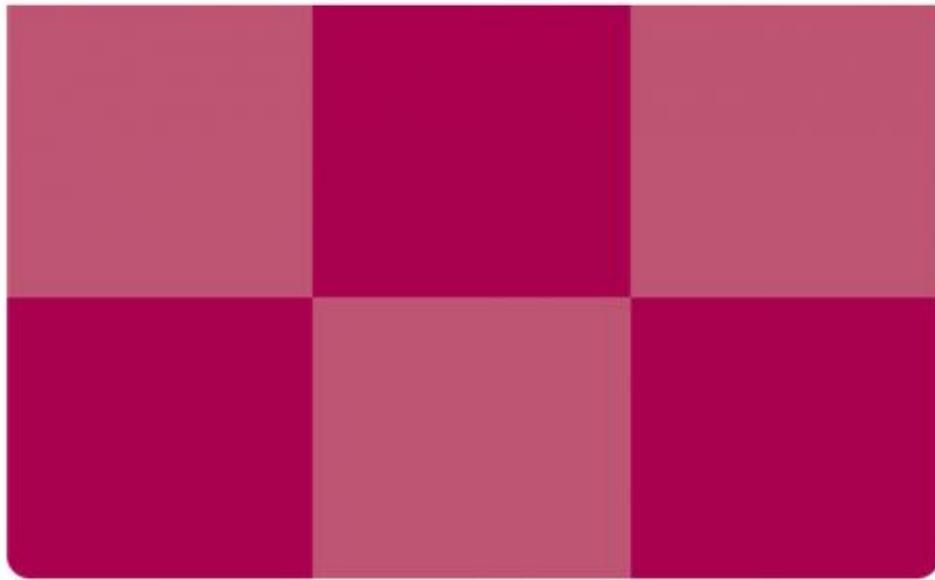
## School Self-evaluation for Physical Education



Primary School  
Curriculum

Curaclam na  
Bunscoile

# Physical Education



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This resource was developed in 2018 by Physical Education Advisors  
in the Professional Development Service for Teachers (PDST).

# School Self-Evaluation for Physical Education

## What is school self-evaluation?

School self-evaluation is a collaborative, inclusive, reflective process of internal school review. During school self-evaluation the principal, deputy principal and teachers, under the direction of the board of management and the patron and in consultation with parents and pupils, engage in reflective enquiry on the work of the school. It is an evidence-based approach which involves gathering evidence from a range of sources and making judgements with a view to bringing about improvements in pupils' learning. Self-evaluation requires a school to address the following key questions with regard to an aspect or aspects of its work:

- How well are we doing?
- How do we know?
- How can we find out more?
- What are our strengths?
- What are our areas for improvement?
- How can we improve?

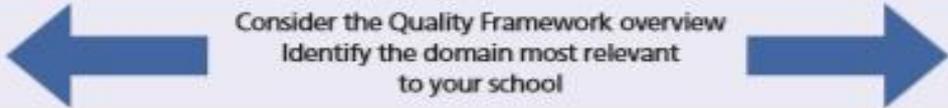
## The school self-evaluation process

THE SIX-STEP SCHOOL SELF-EVALUATION PROCESS



The process is iterative, in that it facilitates repeated cycles of analysis or a return to a previous stage of the cycle as required. The framework above highlights a six-step school self-evaluation process. This supports the building of teachers' expertise over time in looking at the evidence of pupils' learning, analysing it, interpreting it and acting on it to improve outcomes.

## APPLYING THE SIX-STEP SCHOOL SELF-EVALUATION PROCESS TO PHYSICAL EDUCATION

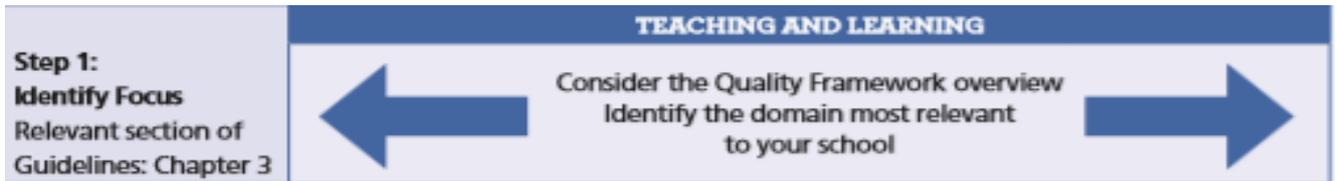
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This resource is designed to support primary schools in the school evaluation process specific to the curricular area of physical education. Accordingly the six steps of school self-evaluation are used to structure of this document with specific physical education examples and prompts provided for each step. Whilst each of the steps are addressed separately in this document, it is likely that the iterative process of school self-evaluation will lead to overlap across steps in some areas.

### Using this resource

Please note that this document should be used as an aid to help scaffold effective self-evaluation of physical education in your school and not as a prescriptive guide to be followed. The examples provided are for illustrative purposes only and each schools should consider their own unique circumstances at each stage of the self-evaluation process.

## Step 1: Identify Focus



Step 1 involves identifying the focus for the self-evaluation. Having identified physical education as the curricular area of focus it is necessary as a school community to consider what aspects of physical education will be the focus of the inquiry. The Looking at our School 2016: A Quality Framework for Primary Schools can help schools identify their strengths and areas for development. Within this framework, teaching and learning are viewed through the following four distinct, although interrelated and sometimes overlapping domains:

- Learner outcomes
- Learner experiences
- Teachers’ individual practice
- Teachers’ collective/collaborative practice

For each of these domains, four standards have been articulated. These standards are stated as the behaviours and attributes that characterise teaching and learning practices in an effective well-functioning school.

DOMAINS	STANDARDS
<b>Teaching and Learning</b>	<p><b>Learner outcomes</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>enjoy their learning, are motivated to learn, and expect to achieve as learners</li> <li>have the necessary knowledge and skills to understand themselves and their relationships</li> <li>demonstrate the knowledge, skills and understanding required by the primary curriculum</li> <li>achieve the stated learning objectives for the term and year</li> </ul>

<p><b>Learner experiences</b></p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>engage purposefully in meaningful learning activities</li> <li>grow as learners through respectful interactions and experiences that are challenging and supportive</li> <li>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</li> <li>experience opportunities to develop the skills and attitudes necessary for lifelong learning</li> </ul>
<p><b>Teachers' individual practice</b></p>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>has the requisite subject knowledge, pedagogical knowledge and classroom management skills</li> <li>selects and uses planning, preparation and assessment practices that progress pupils' learning</li> <li>selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs</li> <li>responds to individual learning needs and differentiates teaching and learning activities as necessary</li> </ul>
<p><b>Teachers' collective / collaborative practice</b></p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>value and engage in professional development and professional collaboration</li> <li>work together to devise learning opportunities for pupils across and beyond the curriculum</li> <li>collectively develop and implement consistent and dependable formative and summative assessment practices</li> <li>contribute to building whole-staff capacity by sharing their expertise</li> </ul>

Schools should consider if they wish to focus specifically on learner outcomes in physical education, learner experiences in physical education, teachers' individual practice in physical education or teachers' collective/collaborative practice in physical education. School may also wish to address an issue within physical educational which encompasses more than one domain or standard. Whatever area of focus chosen by a school should ultimately aim to improve learner outcomes and experiences in PE. The professional judgment of the teachers within the school and already existing evidence (e.g. Inspection reports etc.) can be used to inform the identification of a focus. New evidence does not need to be generated to justify the area of focus selected. To support examination of their particular area of focus schools could utilise PDST PE planning resources available on <http://www.pdst.ie/node/793>.

Schools who are involved in the Active School Flag process may also wish to connect the physical education section of their application to school self-evaluation. The active school

flag process and school self-evaluation of PE are complimentary and can be undertaken at the same time. The Active School Flag PE success criteria can, for example, be mapped to relevant domains and standards to ensure progress is achieved concurrently. Conversely schools engaging with self-evaluation in the area of PE should consider undertaking the active school flag process as there are many synergies. For more information on the Active School Flag process visit <http://activeschoolflag.ie/>

Page 7 and 8 below outlines examples of where connections can be made between some of the Active School Flag PE success criteria and the quality framework to enrich both processes. This list is not exhaustive and in many instances an Active School Flag PE success criteria may connect with more than one domain and standard. Once a focus for the school self-evaluation process has been identified, the school can move to gather evidence about what is working well and what can be improved in this area.

## Connecting School Self-Evaluation and the Active School Flag



	DOMAINS	STANDARDS	Active School Flag PE Success Criteria
TEACHING AND LEARNING	<b>Learner outcomes</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>enjoy their learning, are motivated to learn, and expect to achieve as learners</li> <li>have the necessary knowledge and skills to understand themselves and their relationships</li> <li>demonstrate the knowledge, skills and understanding required by the primary curriculum</li> <li>achieve the stated learning objectives for the term and year</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are provided with one hour timetabled PE per week, as a minimum</li> <li>All classes are taught 5 different PE strands each year from Athletics, Aquatics, Dance, Gymnastics, Games, Outdoor and Adventure</li> <li>Our school prioritises a different PE strand for further development every year</li> <li>Our school has adequate, age appropriate equipment to teach all of the PE strands</li> <li>RENEWAL Schools - Our school teaches the Land PAWS Water Safety Programme to support the Aquatics strand</li> </ul>
	<b>Learner experiences</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>engage purposefully in meaningful learning activities</li> <li>grow as learners through respectful interactions and experiences that are challenging and supportive</li> <li>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</li> <li>experience opportunities to develop the skills and attitudes necessary for lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>RENEWAL Schools - Our school prescribes PE homework on the days that children have PE classes</li> <li>Our school prioritises a different PE strand for further development every year</li> </ul>

<p><b>Teachers' individual practice</b></p>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>has the requisite subject knowledge, pedagogical knowledge and classroom management skills</li> <li>selects and uses planning, preparation and assessment practices that progress pupils' learning</li> <li>selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs</li> <li>responds to individual learning needs and differentiates teaching and learning activities as necessary</li> </ul>	<ul style="list-style-type: none"> <li>All classes are taught 5 different PE strands each year from Athletics, Aquatics, Dance, Gymnastics, Games, Outdoor and Adventure</li> <li>Members of staff have undertaken CPD in Physical Education and new knowledge, ideas and resources have been shared out amongst staff members</li> <li>Our school prioritises a different PE strand for further development every year</li> <li>All teachers use the PSSI lesson plans to guide their delivery of the primary curriculum</li> <li>Our school ensures that children with special needs can play a full role in all PE opportunities</li> </ul>
<p><b>Teachers' collective / collaborative practice</b></p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>value and engage in professional development and professional collaboration</li> <li>work together to devise learning opportunities for pupils across and beyond the curriculum</li> <li>collectively develop and implement consistent and dependable formative and summative assessment practices</li> <li>contribute to building whole-staff capacity by sharing their expertise</li> </ul>	<ul style="list-style-type: none"> <li>Our school has an up to date PE plan</li> <li>Feedback about progress in Physical Education is included the annual school report</li> <li>Every child's progress in PE is discussed with parents at PT meetings</li> <li>Members of staff have undertaken CPD in Physical Education and new knowledge, ideas and resources have been shared out amongst staff members</li> <li>Our school prioritises a different PE strand for further development every year</li> <li>Our school ensures that children with special needs can play a full role in all PE opportunities</li> </ul>

## Step 2: Gather Evidence

<b>Step 2:</b> <b>Gather Evidence</b> Relevant section of Guidelines: Chapters 4 and 5	Learner outcomes	Learner experiences	Teachers' individual practice	Teachers' collective / collaborative practice
	Investigate your area of focus			

At this point the school should seek to gather evidence about what is working well and what needs to be improved within their area of focus. It is important to ensure that evidence gathered is manageable, useful and focussed. Information can be quantitative (results often in number form) or qualitative (results in language form). Information can be gathered from a number of sources and a variety of examples will now be provided within each domain specific to physical education.

### **Domain: Learner outcomes**

#### *Sample Letter and Questionnaire for Parents*

**Scoil X**

**School Self-Evaluation Questionnaire for Parents – Physical Education**

Dear parent(s) and guardian(s),

We are undertaking a self-evaluation of teaching and learning in **PHYSICAL EDUCATION (PE)** in our school. To help us with this evaluation, we would be very grateful for your views and opinions on the matters detailed in the questionnaire below. The questionnaire should take between 10 and 15 minutes to complete. We would be very grateful if you would complete it and return it to the school before xxxx. Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially.

**\*PLEASE NOTE THAT PE REFERS TO THE ONE HOUR PER WEEK ALLOCATED DURING SCHOOL TIME RATHER THAN PHYSICAL ACTIVITY WHICH MAY TAKE PLACE AT OTHER TIMES/OUTSIDE SCHOOL.**

Many thanks,  
**Principal**  
 Date

Please tick:	Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
My child is in	<input type="checkbox"/>							

## Your child's outcomes in Physical Education

	Please tick the correct box:	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1	My child is doing well at PE	<input type="checkbox"/>				
2	I know my child's strengths in PE	<input type="checkbox"/>				
3	I know my child's weaknesses in PE	<input type="checkbox"/>				
4	I am familiar with the various activities in the PE as per the curriculum	<input type="checkbox"/>				
5	I often receive information about how my child is doing in PE	<input type="checkbox"/>				
6	I often ask my child questions about how they are doing in PE	<input type="checkbox"/>				
7	My child gets weekly PE related homework	<input type="checkbox"/>				

Is there any way that the school can help improve your child's outcomes in Physical Education?

Any other comments or suggestions?

Thank you for completing this questionnaire

## Domain: Learner experiences

### Sample Letter and Questionnaire for Parents

Scoil X

#### School Self-Evaluation Questionnaire for Parents – Physical Education

Dear parent(s) and guardian(s),

We are undertaking a self-evaluation of teaching and learning in **PHYSICAL EDUCATION (PE)** in our school. To help us with this evaluation, we would be very grateful for your views and opinions on the matters detailed in the questionnaire below. The questionnaire should take between 10 and 15 minutes to complete. We would be very grateful if you would complete it and return it to the school before xxxx. Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially.

**\*PLEASE NOTE THAT PE REFERS TO THE ONE HOUR PER WEEK ALLOCATED DURING SCHOOL TIME RATHER THAN PHYSICAL ACTIVITY WHICH MAY TAKE PLACE AT OTHER TIMES/OUTSIDE SCHOOL.**

Many thanks,

Principal

Date

Please tick:	Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
My child is in	<input type="checkbox"/>							

#### Your child's experiences in physical education

	Please tick the correct box:	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1	My child enjoys PE	<input type="checkbox"/>				
2	My child understands the importance and need for PE.	<input type="checkbox"/>				

3	My child participates fully in PE class	<input type="checkbox"/>				
4	My child enjoys being active	<input type="checkbox"/>				
5	My child enjoys PE homework	<input type="checkbox"/>				
6	My child feels sufficiently challenged in PE class	<input type="checkbox"/>				

Is there any way that the school can help improve your child's outcomes in Physical Education?

Any other comments or suggestions?

Thank you for completing this questionnaire

## Pupil Focus Group Questions

1. What is PE?

2. Do you like PE? Why/Why not?

3. What do like most about PE?

4. What do you like least about PE?

5. Is PE different in any way to your other subjects? Is so, in what way?

6. Is there anything else that you would like to include in PE classes?

7. What are you favourite activities in PE lessons?

8. Do you ever talk to your parents/ caregivers at home about PE?  
Why/Why not?

9. If you were to give a friend 3 pieces of advice about PE, what would they be?

10. If you were to give a teacher 3 pieces of advice about PE, what would they be?

**Domain: Teachers' individual practice**

**Teacher reflection sheet – Physical Education**

<b>1.</b>	<b>Describe current PE provision in your school:</b>

<b>2.</b>	<b>Describe the facilities and equipment that are available to you:</b>

<b>3.</b>	<b>How much PE do your children get each week?</b>

<b>4.</b>	<b>What happens if children miss PE due to inclement weather etc.?</b>

<b>5.</b>	<b>Describe the special educational needs present within your classroom:</b>

<b>6.</b>	<b>Describe the differentiation required to teach PE within your classroom:</b>

<b>7.</b>	<b>How do teachers plan for PE in your school?</b>

<b>8.</b>	<b>Do you use any particular resources to help you with planning or teaching PE?</b>

<b>9.</b>	<b>How do you record and share pupil progress?</b>

<b>10.</b>	<b>Look back over the past school year. How many minutes of each of the following strands did your class receive?</b>					
	<b>Athletics</b>	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Outdoor and Adventure</b>	<b>Aquatics</b>

<b>11.</b>	<b>What are your strengths as a PE teacher?</b>

<b>12.</b>	<b>Are there any teachers with particular strengths in PE? Would you be interested in utilising their expertise/experience to enhance your PE provision and if so, how?</b>

<b>13.</b>	<b>What areas of PE would you like to receive professional development in?</b>

<b>14.</b>	<b>What activities do the children in your class love to do for PE?</b>

<b>15.</b>	<b>How can PE provision be improved or enhanced in your school?</b>

**Domain: Teachers' collective/collaborative practice**

<b>Teacher Focus Group discussion</b>			
<b>Participants</b>		<b>Classes Taught</b>	
<b>Physical Education</b>			
<b>Topic</b>	<b>Key Questions</b>		<b>Main Points Made</b>
<b>PE planning</b>	<ul style="list-style-type: none"> <li>• What are the positives in relation to our planning in Physical Education?</li> <li>• What are our concerns?</li> <li>• How can we improve?</li> <li>• Suggestions to support teachers?</li> </ul>		
<b>PE teaching</b>	<ul style="list-style-type: none"> <li>• What are our strengths in relation to the teaching of Physical Education?</li> <li>• What are our concerns?</li> <li>• How can we improve?</li> </ul>		
<b>PE professional development</b>	<ul style="list-style-type: none"> <li>• What professional development has been undertaken within the school in the area of PE?</li> <li>• Is time spent on professional development valued and supported?</li> <li>• How can we improve on upskilling our staff in PE? (CPD courses/Croke Park Hour presentations/lesson modelling)</li> </ul>		
<b>PE beyond the curriculum</b>	<ul style="list-style-type: none"> <li>• Are parents meaningfully involved in their child's development in the area of PE?</li> <li>• Is feedback provided to parents on pupils learning in PE? When? How?</li> <li>• Are external coaches utilised in the school? Are teachers and coaches collaborating effectively?</li> <li>• Is the curriculum the focus during PE time?</li> </ul>		

<p><b>Assessment in PE</b></p>	<ul style="list-style-type: none"> <li>• What forms of assessment are used in PE class? Are there both formative and summative?</li> <li>• How is feedback provided to pupils?</li> <li>• Is there a collaborative whole school approach utilised to support assessment in PE?</li> </ul>	
<p><b>Sharing of expertise</b></p>	<ul style="list-style-type: none"> <li>• Are there members of staff with additional expertise in an area of PE?</li> <li>• Are teachers supported in sharing their expertise with other teachers both within and outside of the school?</li> </ul>	
<p><b>PE resources</b></p>	<ul style="list-style-type: none"> <li>• How satisfied are you with the resources available to you for the teaching of PE?</li> <li>• Are you aware of any good PE resources that you would like the school to invest in?</li> <li>• How can we improve on our resources in PE? (equipment, DVDs, books, posters etc)</li> </ul>	
<p><b>Any other comments/suggestions?</b></p>		

## TEACHING STAFF QUESTIONNAIRE

TEACHING STAFF QUESTIONNAIRE	
<b>1</b>	How would you rate the importance of PE in the curriculum?
<input type="checkbox"/> Very important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Not important	
<b>2</b>	Do you follow the school PE plan in your planning for PE?
<input type="checkbox"/> yes <input type="checkbox"/> no	
<b>3</b>	Do you feel that a block approach would work better in implementing PE in our school?
<input type="checkbox"/> yes <input type="checkbox"/> no	
<b>4</b>	How much time do you devote to PE each week?
<b>5</b>	List our two greatest strengths in this school in relation to the teaching of PE.
1. 2.	
<b>6</b>	How would you rate the resources available for PE?
<input type="checkbox"/> Very satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not satisfactory	
<b>7</b>	List your two biggest obstacles to teaching PE.
1. 2.	
<b>8</b>	What area of PE do you feel needs more focus?
<b>9</b>	Would you like to avail of any CPD in any particular area of PE?
<b>10</b>	How do you feel we could enhance teaching and learning in PE in this school?
<b><i>Any further suggestions?</i></b>	

## Step 3: Analyse and make judgements

The examples detailed above should be used to support the creation of individualised tools specific to each school context and circumstance. Further sample tools to support the effective gathering of evidence are available on [www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie). It is also noteworthy that the Active School Flag process also asks renewal schools to gather evidence, through the medium of pupil/parent surveys. Their website has further examples which can supporting schools in gathering evidence about their practice in the area of PE. These examples can be downloaded from the following link <http://activeschoolflag.ie/wp-content/uploads/2018/02/Sample-PUPIL-and-PARENT-Questionnaires.pdf>.



Step 3 is about analysing the data and drawing conclusions based on the analysed data. Quantitative results (e.g. surveys/questionnaires) can, for example, be collated into statistical evidence. Computer based programmes such as word and excel can generate visual graphs and images to support analysis of the data generated. Qualitative data (e.g. focus groups and reflections) can be arranged by sorting the data into key themes.

Schools should celebrate the strengths they identify in the aspects of practice being evaluated. They should also acknowledge the areas that should be prioritised for improvement. In order to be as objective as possible they should judge the quality using the **statements of practice** taking due cognisance of the school context. Each domain and standard in the looking at our schools quality framework contains these statements of practice. The key thing for each staff to consider is:

- How close is our practice to the statements of effective practice?

We will now consider one example to illustrate how schools might use the statements of effective practice to analyse and make judgements. In this scenario the school has generated data on assessment in PE within the domain of learner experiences through pupil and teacher focus groups and by examining recent cuntas míosúil. The relevant statements of effective and highly effective practice they have identified are:

Domain	Standard	Statement of effective practice	Statement of highly effective practice
Learner experiences	Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Pupils assess their progress and are aware of their strengths and areas of development as learners	Pupils assess their progress realistically and can describe their strengths and areas for development as learners.

## Step 4: Write and share report and improvement plan

At a staff meeting the evidence generated on assessment in PE within the school is outlined and the staff are then asked to consider how these findings relate to the statements of effective practice. It is noted as a positive that assessment in PE is undertaken in the majority of PE classes. It is also evident to all pupils and staff that assessment in PE is important and this is highlighted as a characteristic of effective practice. After further discussion the staff identify that teachers currently do most of the assessments in PE but that pupils are not centrally involved in the process. In the focus groups pupils were, for example, not able to coherently describe their strengths and areas for development as learners in PE as outlined in the statement of highly effective practice. The staff decide that this an area in which improvements can be made and ideas for how to move towards highly effective practice in this area are sought. It is suggested that more formative assessments could be used in PE by the pupils themselves and not just by the teachers. The potential to use more self and peer assessments, for example those available in the PDST resource Move Well Move Often, is highlighted as one strategy which may bring about sustained improvements.

<b>Step 4: Write and share report and improvement plan</b> Relevant section of Guidelines: Chapter 6	Record your findings and develop your school improvement plan
	Share a summary of this record with the parents and school community

Step 4 ensures that schools keep a record of their self-evaluation; plan for how they will improve the curriculum areas or aspects of teaching and learning being evaluated; and share the findings of the evaluation and the improvement plans with the school community. The primary focus of self-evaluation should not be on the written work. Nonetheless, schools should complete a concise school self-evaluation report and school improvement plan annually. Typically, the school self-evaluation report and improvement plan should be a single document of no more than three pages in length. Normally, it should be completed once annually.

A template of the self-evaluation report and school improvement plan is provided below. A blank summary template to share with the school community is also included below. These templates are also available for download from <http://schoolself-evaluation.ie/primary/resources/reporting-sse/>

The final part of Step 4 is to share a summary of the self-evaluation report and improvement plan with the school community. This single document should be very brief, clear and meaningful and a sample template is provided below.

## Self-Evaluation Report and Improvement Plan Template

[School name]

### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

#### \*Outcomes of our last improvement plan from [date] to [date]

\* This section refers only to improvement plans using the new 2016-2020 guidelines and accordingly may be omitted for the first cycle of self-evaluation using the new guidelines.

### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*month/year*) to (*month/year*). We evaluated the following aspect(s) of teaching and learning:

Domain	Standard	Questions	Methods to Gather Evidence	Relevant ASF Success Criteria

## 2. Findings

### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

### 2.2. This is how we know

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

### 2.3 This is what we are going to focus on to improve our practice further

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

## 3. Our improvement plan

On the next page we have recorded:

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

As we implement our improvement plan we will record:

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

## Our Improvement Plan

Timeframe of this improvement plan is from [date] to [date]

Targets	Actions	Persons / groups responsible	Monitoring and evaluation	Progress and adjustments	Targets achieved

## OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

This is what we did to find out what we were doing well, and what we could do better:

This is what we are now going to work on:

This is what you can do to help:

## Step 5: Put improvement plan into action

<b>Step 5: Put improvement plan into action</b>	Actions at the level of the individual class
	Actions at the level of a group of classes (e.g. all second classes)
	Actions at the level of the whole school

This is the key step in the process. It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should share ownership of the actions to be implemented at individual teacher, class, or whole-school level. These actions should become part of the normal teaching and learning process.

## Step 6: Monitor actions and evaluate impact

<b>Step 6 Monitor actions and evaluate impact</b>	Changes in practice		<b>ADJUST AS NECESSARY</b>
	Teacher experiences		
	Pupils' experiences		
	Impact on learning		

In order to evaluate the impact of the actions, they must be monitored. A number of questions are useful when considering this step in the process:

- Has practice changed in classrooms?
- What are teachers' experiences of the agreed changes?
- What are pupils' experiences of the agreed changes?
- What is the impact on pupil learning?

Schools will need to decide:

- How monitoring will occur?
- Who will be responsible for monitoring?
- How progress will be determined and reported?
- When and to whom progress will be reported?
- If targets and actions are realistic or need to be changed

The criteria for success to evaluate the impact of the actions are included in the initial improvement plan. Schools may use the initial improvement plan to record progress in these areas. They may also make adjustments to the plan based on ongoing monitoring.

The role of those leading the process, and the role of all teachers in the ongoing and systematic monitoring of the implementation of the plan is important. In this regard, the gathering and use of information at specified intervals to check if the required improvements are being made is necessary. The implementation of the school improvement plan ultimately leads to a new cycle of school self-evaluation.

This resource was created by Physical Education Advisors for the Professional Development Service for Teachers. The materials used were adapted for the primary physical education context from those created by the Inspectorate. For more information on self-evaluation please see the following key references:

## Further School Self-Evaluation Supports

- The Inspectorate Department of Education and Skills (2016), *Looking at our schools 2016 a Quality Framework for Primary Schools*, Dublin.  
Available for download at [http://schoolself-evaluation.ie/primary/wp-content/uploads/sites/2/2016/08/Looking-at-Our-School-2016-A-Quality-Framework-for-Primary-Schools\\_English\\_WEB.pdf](http://schoolself-evaluation.ie/primary/wp-content/uploads/sites/2/2016/08/Looking-at-Our-School-2016-A-Quality-Framework-for-Primary-Schools_English_WEB.pdf)
- The Inspectorate Department of Education and Skills (2016), *School Self-Evaluation Guidelines 2016-2020*, Dublin.  
Available for download at <https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/School-Self-Evaluation-Guidelines-2016-2020-Primary.pdf>
- Government of Ireland (1999) Primary school curriculum physical education, Dublin
- Government of Ireland (1999) Primary school teacher guidelines physical education, Dublin
- Dedicated School Self-Evaluation Inspectorate website <http://schoolself-evaluation.ie/primary>
- Active School Flag website <http://activeschoolflag.ie/>
- PDST School self-evaluation website <http://www.pdst.ie/sse/p>

Inspectors are available to provide advisory visits to primary schools, to discuss progress with the SSE process and to support the school with the use of *Looking at Our School 2016*. The inspector will visit the school at an agreed date and time and meet with the principal and other members of the in-school leadership team. The visit will involve an advisory discussion on the school's SSE process, including how the school can use *Looking at Our School 2016* to support the process. To request an advisory visit, simply e-mail [info@schoolself-evaluation.ie](mailto:info@schoolself-evaluation.ie). Please include your school's full name and address, as well as the roll number and phone number. The Professional Development Service for teachers also offers customised in-school support to all schools in the area of physical education. Support can be provided in a variety of formats and can be used to support pedagogy, planning and self-evaluation in the area of PE. Should you wish to arrange for an advisor to visit your school apply online at <http://www.pdst.ie/schoolsupport>

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

An updated legislative and regulatory checklist for Boards of Management has been published. Boards should complete this checklist as an appendix to their SSE report. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school.

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

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

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days  - Length of school day -4 hours 40 minutes (infants); 5 hour 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 0011/1995	School year <input type="checkbox"/> Yes <input type="checkbox"/> No  School day <input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Valid enrolment of pupils	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 0024/2002	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Updating and simplifying the manner in which schools can maintain pupil enrolment and attendance records (Clárleabhar, Leabhar Rolla and Leabhar Tinrimh Laethúil) following the introduction of the Primary Online Database (POD)	Primary Online Database - Circular 0025/2015, Update - Circular 0033/2015	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 0011/2001  Circular 0032/2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns on Attendance to Tusla: The Child and Family Agency	Education and Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with SSE process	Circular 0039/2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Deployment of Teachers	Staffing arrangements for the 2017/18 school year Circular 0017/17  Special Education Teaching Allocation Model  Circular 0013/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Posts of Responsibilities	Circular 0063 / 2017 – Leadership and Management in Primary Schools	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Seniority of primary teachers	Circular 0015/2016	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
Release Time for Principal Teachers in Primary Schools	Circular 0012/2016	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Implementation of national agreement regarding additional time requirement	Circular 0008/2011 Circular 0052/14	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Grant Scheme for ICT Infrastructure – 2016/17 School Year	Circular 0001/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Child Protection Oversight Report presented at each board meeting			<input type="checkbox"/> Yes <input type="checkbox"/> No
	Number of reports submitted by the DLP to Tusla and reported to the board			
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made			
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP			

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed										
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012  Circular 0026/2015  Circular 0016/2017 (Statutory requirements for retrospective vetting)  Child Protection Procedures 2017	<input type="checkbox"/> Yes <input type="checkbox"/> No											
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act  Please record the following in relation to complaints <table border="1" data-bbox="456 1104 863 1422"> <tr> <td data-bbox="456 1104 863 1198">Number of formal parental complaints received</td> <td data-bbox="863 1104 970 1198"></td> </tr> <tr> <td data-bbox="456 1198 863 1292">Number of formal complaints processed</td> <td data-bbox="863 1198 970 1292"></td> </tr> <tr> <td data-bbox="456 1292 863 1422">Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="863 1292 970 1422"></td> </tr> </table>	Number of formal parental complaints received		Number of formal complaints processed		Number of formal complaints not fully processed by the end of this school year		<input type="checkbox"/> Yes <input type="checkbox"/> No					
Number of formal parental complaints received													
Number of formal complaints processed													
Number of formal complaints not fully processed by the end of this school year													
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year <table border="1" data-bbox="456 1653 863 2022"> <tr> <td data-bbox="456 1653 863 1747">Number of section 29 cases taken against the school</td> <td data-bbox="863 1653 970 1747"></td> </tr> <tr> <td data-bbox="456 1747 863 1841">Number of cases processed at informal stage</td> <td data-bbox="863 1747 970 1841"></td> </tr> <tr> <td data-bbox="456 1841 863 1895">Number of cases heard</td> <td data-bbox="863 1841 970 1895"></td> </tr> <tr> <td data-bbox="456 1895 863 1948">Number of appeals upheld</td> <td data-bbox="863 1895 970 1948"></td> </tr> <tr> <td data-bbox="456 1948 863 2022">Number of appeals dismissed</td> <td data-bbox="863 1948 970 2022"></td> </tr> </table>	Number of section 29 cases taken against the school		Number of cases processed at informal stage		Number of cases heard		Number of appeals upheld		Number of appeals dismissed		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Number of section 29 cases taken against the school													
Number of cases processed at informal stage													
Number of cases heard													
Number of appeals upheld													
Number of appeals dismissed													

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

## Appendix to School Self-Evaluation Report: Policy checklist (Primary)

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	
Attendance and participation strategy <sup>1</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Safeguarding Statement	Child Protection Procedures 2017 Circular 0081/2017	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour <sup>2</sup> including anti-bullying policy Dignity in the Workplace Charter	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Critical incident management plan	Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016	<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	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at <a href="http://www.webwise.ie">www.webwise.ie</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service agreement – special needs assistants	Circular 71/11	<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	

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

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

Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005 Circular RAM –SEN (2017)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

For DEIS schools only:  DEIS Action Plan	DEIS Plan 2017  Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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<sup>3</sup> 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.”

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.