

# Castleknock Community College



School Self-Evaluation &  
School Improvement Plan 2025-2026



## 2023-2025

- Inclusion Phase 1:  
Inclusion &  
Diversity

## 2024-2027

- Inclusion Phase 2:  
Universal Design  
for Learning



## 2023-2025 – Inclusion Phase 1: Inclusion & Diversity

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### Introduction

Under the umbrella theme of “Ethos” this year the School Self Evaluation will use the Quality Mark process as a way to fully examine its area of focus. This process has at its core, child protection and wellbeing. This process continues the work completed by the Diversity Team over the academic year 2022-23. Their work included the Diversity Survey which captured the Student Voice, and from which emerged the College’s draft Inclusion Policy which will endeavour to ratify during this review process.

### Belong To Quality Mark Process:

- Quality Mark leaders meet regularly to plan promotion of Quality Mark project
- Quality Mark leaders report and present to whole staff via staff meetings
- Quality mark leaders have engaged in training with Belong To
- Quality Mark leaders have established a wider working group to help plan and roll out initiatives throughout the year
- Quality mark leaders are in the process of surveying relevant stakeholders (staff, students, parents, BOM)
- This data will be gathered and then analysed. The findings will be used to help us reflect and plan. Following this we will draft and roll out our action plan, ensuring we outline the goals and requirements of the LGBTQ+ Quality Mark under the four key areas of Wellbeing Promotion in line with the Department of Education’s Wellbeing Policy Statement and Framework for Practice (2018):
  - Culture and Environment
  - Curriculum (teaching and learning)
  - Policy and Planning
  - Relationships and Partnerships

- Policy will be reviewed, and if necessary, drafted, or redrafted.
- Staff will engage in e-learning (90-minute online session)
- Whole staff training will take at staff meeting on 9<sup>th</sup> January 2024
- Action plan implementation takes place across 18-month process.

## Actions for the year:

### September:

- Establish core group and larger working group.
- Meet with both the smaller and wider groups.
- Coordinator meetings and Reginal Network Meetings with Belong To.
- DCU Lecturer in Religious Education, Vivek Da Silva presents to whole staff, about inclusion and ethos.
- Quality Mark Teams page has been created as a way for all leaders to communicate.

### October:

- Share surveys with all stakeholders and collect and analyse data. Action Plan Meeting.

### November:

- Stand Up awareness week 6<sup>th</sup> - 10<sup>th</sup> November. Plans include Promotion school wide events, using daily Twitter updates, parents' newsletter, students' newspaper.
- Visiting German students will be here this week – opportunity to include them.
- Pride reading, literacy wall.
- Quiz - school wide.
- Message board at student entrance Film screening (“Pride” on Amazon).
- Rainbow day for First Years on the Wednesday – charity TBC.

### December:

- E-Learning 90-minute training for whole staff. Staff receive certificates after concluding the training.

## January:

- In person training during staff meeting on January 9<sup>th</sup>.

## February - May:

- Curriculum focus: sharing teaching and learning resources and collaborating with teachers to create new resources for their lessons across all subjects. Add to subject planning agenda for Subject Department Meetings.
- Literacy focus: introduce more authors and books that represent the LGBTQ+ community to promote further inclusion.
- Diversity group: build on the already founded group and try to encourage more LGBTQ+ students and allies to join. Hope is to have it as a standalone group that meets on Thursdays.

## Actions for Year 2024-2025:

This year we will continue to implement the improvement plan by carrying out the following actions:

### September:

- Team Planning and Staff Update. Resume Stand Up Club.
- Establish a Lego Club to include neuro-diverse students.

### October:

- The Team will resurvey staff, students, parents and member of the BOM.
- Quality Mark Accreditation visit to take place- visit to school planned for 22<sup>nd</sup> October.

### November:

- Stand Up Week will take place- a variety of events are planned

### December:

- Accreditation Submission

## Our Improvement Plan

Timeframe of this improvement plan is from September 2023 to May 2025

The targets in this plan are taken from “Looking at Our Schools” 2022

Targets	Actions	Persons/Groups	Progress & Adjustments	Targets Achieved
Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.	Surveys for staff, students, parents, BOM	All staff Coordination group Working group		Achieved
Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.	E-learning training (all staff)  Whole staff in person training			Yes
Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. They do so in collaboration with all staff.	Stand Up Awareness Week  Curricular revision and planning		SOWs updated	Yes
	September 2024 Team Planning and Staff Update. Resume Stand Up Club.	Coordinator All Staff	Stand Up Club has been resumed	Yes
	Establish a Lego Club to include neuro-diverse students.	Working Group	Lego Expert attended College, Lego donated and Lego Club established every Friday.	Yes
	October 2024 The Team will resurvey staff,	Working Group		

	<p>students, parents and member of the BOM. Quality Mark Accreditation visit to take place- visit to school planned for 22<sup>nd</sup> October.</p> <p>November: Stand Up Week will take place- a variety of events are planned- Flag raising, Intercom announcements, Chalk crosswalks, Quiz, Rainbow Day 1st Years and more.</p> <p>December 2024 Accreditation Submission</p>	<p>All staff</p> <p>Working group</p> <p>Working group</p>		<p>Yes, visit took place</p> <p>Yes</p> <p>Accreditation document submitted</p> <p>Follow up visit from member of Belong To Submission successful!</p>
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# 2024-2027 – Inclusion Phase 2: Universal Design for Learning & Supporting the Gifted Student

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## The Focus of this Evaluation:

We undertook self-evaluation on Domain Area 3- Teacher's Individual Practice (Teaching & Learning). We evaluated the following aspects of teaching and learning:

- Support of Exceptionally Able students
- Implementation of UDL to further consolidate inclusion of all

## Reasons for this Focus:

- Survey Results from Staff Feedback May 2024: Staff identified UDL and supporting the gifted learner as areas that they would like to pursue within the SSE framework
- As identified in Subject Inspection Report

## Actions for the Year 2024-25:

- Establish Teaching & Learning Team
- Begin process of engaging with research on UDL and supporting the gifted student
- Clarify vision- shared vision
- CPD in area of UDL for Teaching & Learning Team
- Analyse and Make Judgements: Begin to Pilot strategies
- Review of Team findings to date
- Identify strengths and weaknesses and Areas of learning
- Decide on Target

- Further CPD
- Develop 3-year SSE Plan, with focus on Actions
- Share/ Publish Plan
- Plan for roll out of School Improvement Plan during Academic year 2025-26

Castleknock Community College School Improvement Plan 2024-2027

Targets	Actions 2024-25	Persons/Groups	Progress & Adjustments	Progress & Adjustments	Targets Achieved
Teachers meaningfully differentiate content and activities to ensure that all students are challenged by the learning activities and experience success as learners.	Norms and Protocols discussed and agreed upon for Team Possible barriers to success identified and approaches to overcome	Teaching & Learning Team	Successful establishment of team and shared understanding of focus		Yes
The principal, the deputy principals and other leaders in the school promote professional learning that is evidence-based and adapted to the needs of the school. They maximise opportunities to develop teachers' capacity and competence to improve learning and teaching.	Minutes of meetings shared with all staff	C. Clarke	Minutes shared		Yes
Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equality of opportunity for students throughout all aspects of school life. They do so in collaboration with all staff.	Team has engaged with research in area of UDL and Supporting the exceptional learner	Teaching & Learning Team	Professional discourse and conclusions drawn		Yes
	Members of the team attended online evening webinar: Seeing the Gifted and Talented Learner: Towards Identification, Understanding & Support, Dr. Fidelma Healy Eames, PhD.	Teaching & Learning Team	Professional discourse and sharing of insights. Decisions made re how to apply to our context		Yes

	Members attended evening online workshops by Oide re implementation of SSE	C. Clarke & Team	Teaching & Learning Team engaged in one full day CPD- Introduction to Principles of UDL, by Dr Margaret Flood		Yes
	CPD in the area of Universal Design for Learning	Teaching & Learning Team			
	Discussions around how these approaches might be implemented school wide	Teaching & Learning Team			
	targeted survey designed to better understand what students find most beneficial in their learning experiences	Teaching & Learning Team			
	Identify EA students in current 5th year cohort	Members of the team	Survey created		Yes
	Survey Staff	C. Clarke	Student cohort identified		
	Explore ways of integrating UDL principles into practice	Teaching & Learning Team	Staff Survey completed		Yes
	Continue with CPD		Arrangements made for CPD		
	5th Year Students surveyed		Student Survey completed		
	Staff emailed re identification of students	Teaching & Learning Team	Survey results analysed and conclusions drawn		Yes
	Analysis of Survey results	Team members	Choice Boards Created		
	Activities to Challenge EA Students:	C. Clarke & team members			Yes

	<p><b>Actions 2025-26</b></p> <p>Student Focus Groups</p> <p>Whole Staff CPD: Introduction to UDL</p> <p>Subject Planning to reflect incorporation of extension activities</p> <p>Members of Teaching &amp; Learning Team to begin implementation of UDL strategies in their classes</p> <p>Reflect on progress made</p> <p>Continue with Identification of EA Students and create focus group(s) to work with</p> <p>Begin programme of support with these students</p> <p>Begin implementation of extension activities that challenge students in some classes and reflect on this work</p> <p>Reflect on actions to date and share practice</p> <p>Continue to embed UDL</p>	<p>Teaching &amp; Learning Team</p> <p>Teaching &amp; Learning Tema</p> <p>C.Clarke</p>	<p>Whole Staff CPD delivered by Dr Margaret Flood, 23<sup>rd</sup> September 2025</p>		<p>Yes</p> <p>Yes</p>
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	<p>Monitor progress</p> <p><b>Actions 2026-27</b></p> <p>Continue to embed UDL- engagement with CPD and sharing of practice by Teaching &amp; Learning Team- apply our learning from previous year</p> <p>UDL principles/ approaches reflected in subject planning</p> <p>Begin process of Evaluation and analysis: surveys, focus groups etc..</p> <p>Targets achieved?</p> <p>Share findings</p> <p>Identify next area of focus for SSE</p>				
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