About (EQI) Centre for Evaluation, Quality and Inspection

(EQI) Centre for Evaluation, Quality and Inspection is a multidisciplinary research group based at the School of Education Studies, DCU. It brings together evaluators, policy analysts, and economists and explores the thematic areas of School Evaluation and Inspection and Culturally Responsive Evaluation and Assessment (CREA). It also hosts the Irish Evaluation Network (IEN) – the national database for Evaluators working on the island of Ireland.

Address

(EQI) Centre for Evaluation, Quality & Inspection
School of Education Studies
Dublin City University
Dublin 9

Tel: 353 1 7005351
Web: www.dcu.ie/ceqie/index.shtml
Twitter: @EQI_DCU

Please cite this publication as:

© EQI 2016

You can copy, download or print content from this publication for your own use, provided that suitable acknowledgement of the authors is given. All requests for public or commercial use should be submitted to (EQI) Centre for Evaluation, Quality and Inspection, School of Education Studies, Dublin City University, Dublin 9, Ireland. Requests for permission to photocopy portions of this material for public or commercial use should also be addressed to (EQI) Centre for Evaluation, Quality and Inspection, School of Education Studies, Dublin City University, Dublin 9, Ireland.
National Survey of Principals
Attitudes Towards School

Summary

(EQI) Centre for Evaluation, Quality and Inspection
Part 1
Post Primary
Response Rate = 351

INPUT

Figure 1: The existing resources provided by the DES are useful for SSE

Figure 2: More resources are required from the DES on how to conduct SSE
**Figure 3:** Rather than each school spending time and resources developing their own internal evaluation procedures, schools should be provided with a generic set of tools to assist with the implementation of SSE.

![Bar chart showing responses to a survey question.]

**Figure 4:** Staff at this school have the necessary skills required to carry out SSE.

![Bar chart showing responses to a survey question.]

![Bar chart showing responses to a survey question.]

![Bar chart showing responses to a survey question.]
**Figure 5:** Principals and Deputy Principals need more training on how to conduct School Self-Evaluation

**Figure 6:** Teachers need more training on how to conduct School Self-Evaluation
Figure 7: Staff at this school have the capacity to analyse quantitative data.

Figure 8: Staff at this school have the capacity to analyse qualitative data.
Figure 9: The Principal and Deputy Principal of this school have the necessary training required to carry out peer review (teacher observation)

Figure 10: Teachers of this school have the necessary training required to carry out peer review (teacher observation)
**Figure 11:** The Board of Management of this school have the necessary skills required to carry out evaluation and planning duties required of Board of Managements.

**Figure 12:** Results from externally devised standardised tests (e.g. literacy and numeracy tests) should be used as part of the self-evaluation process of schools.
**Figure 13:** Results from externally devised examinations (e.g. Leaving Certificate, Junior Certificate results) should be used as part of the self-evaluation process of schools

**Figure 14:** Peer review is used as part of the School Self-Evaluation process in this school
PROCESS

Figure 15: To ensure that School Self-Evaluation is of an acceptable standard, schools should use the same methods and procedures to carry out School Self-Evaluation.

Figure 16: To ensure that School Self-Evaluation is of an acceptable standard, schools should use the same process to carry out School Self-Evaluation.
**Figure 17:** Does your school have a set of procedures for carrying out School Self-Evaluation?

![Pie chart showing 73.20% Yes and 26.80% No responses.]

**Figure 18:** Does your school have a School Self-Evaluation policy?

![Pie chart showing 71.90% Yes and 28.10% No responses.]

**Figure 19:** The process of School Self-Evaluation is easy to understand

**Figure 20:** The School Self-Evaluation guide-lines (School Self-Evaluation of teaching and learning) developed by the Department of Education and Skills are easy to understand
**Figure 21:** The Principal and Deputy Principal conduct School Self-Evaluation on a regular basis in this school

**Figure 22:** Teachers conduct School Self-Evaluation on a regular basis in this school
**Figure 23:** School Self-Evaluation involves all staff

**Figure 24:** School Self-Evaluation reports should be published on the Internet
OUTCOMES

Figure 25: School Self-Evaluation results in better management

Figure 26: School Self-evaluation results in better teaching and learning
UNINTENDED CONSEQUENCES

**Figure 27:** Has there been any unintended consequences as a result of your school’s engagement in School Self-Evaluation?

**Figure 28:** School Self-Evaluation places a lot of stress on staff
Figure 29: School Self-Evaluation increases staff morale

Figure 30: School Self-Evaluation takes up a lot of time
Figure 31: School Self-Evaluation is popular with the majority of staff in this school
Part 2
Primary
Response Rate: 296

INPUT

Figure 32: The existing resources provided by the DES are useful for SSE

Figure 33: More resources are required from the DES on how to conduct SSE
Figure 34: Rather than each school spending time and resources developing their own internal evaluation procedures, schools should be provided with a generic set of tools to assist with the implementation of SSE.

Figure 35: Staff at this school have the necessary skills required to carry out SSE.
Figure 36: Principals and Deputy Principals need more training on how to conduct School Self-Evaluation

Figure 37: Teachers need more training on how to conduct School Self-Evaluation
Figure 38: Staff at this school have the capacity to analyse quantitative data

Figure 39: Staff at this school have the capacity to analyse qualitative data
**Figure 40:** The Principal and Deputy Principal of this school have the necessary training required to carry out peer review (teacher observation).

![Bar chart]

**Figure 41:** Teachers of this school have the necessary training required to carry out peer review (teacher observation).

![Bar chart]
Figure 42: The Board of Management of this school have the necessary skills required to carry out evaluation and planning duties required of Board of Managements.

Figure 43: Results from externally devised standardised tests (e.g. literacy and numeracy tests) should be used as part of the self-evaluation process of schools.
Figure 44: Peer review is used as part of the School Self-Evaluation process in this school.

Figure 45: Does your school have a set of procedures for carrying out School Self-Evaluation?
Figure 46: Does your school have a School Self-Evaluation policy?

Figure 47: The process of School Self-Evaluation is easy to understand
**Figure 48:** The School Self-Evaluation guidelines (School Self-Evaluation of teaching and learning) developed by the Department of Education and Skills are easy to understand.

**OUTPUT**

**Figure 49:** The Principal and Deputy Principal conduct School Self-Evaluation on a regular basis in this school.
Figure 50: Teachers conduct School Self-Evaluation on a regular basis in this school

Figure 51: School Self-Evaluation involves all staff
**Figure 52**: School Self-Evaluation reports should be published on the Internet

**Figure 53**: School Self-Evaluation results in better management
**Figure 54**: School Self-Evaluation results in better teaching and learning

**UNINTENDED CONSEQUENCES**

**Figure 55**: School Self-Evaluation places a lot of stress on staff
Figure 56: School Self-Evaluation increases staff morale

Figure 57: School Self-Evaluation takes up a lot of time
Figure 58: School Self-Evaluation is popular with the majority of staff in this school