



SCOIL AN CHLOCHAIR
KILBEGGAN
Co Westmeath

20063M

*School self-evaluation summary report for school
community*

Evaluation period: *September 2013 to June 2014*

1 Introduction

1.1 The Focus of the Evaluation

A school self-evaluation of teaching and learning in Scoil an Chlochair was undertaken during the period September 2013 to June 2014. During the evaluation teaching and learning in the following curriculum areas were evaluated:

Literacy : teaching and learning- pupil outcomes – Reading for pleasure

1.2 School Context

Scoil an Chlochair, Kilbeggan is a mixed vertical single stream primary school with 232 pupils and 12 teachers. The school is wholly located on the property of the Sisters of Mercy and as such shares with the campus with the Mercy Secondary School. The children of Scoil an Chlochair are located in three separate buildings two of which are prefabs. Building work commenced in July 2014 in order to replace some of the prefabs with a permanent structure. Class sizes range in number from 23 to 31 and with five classes having more than 28 children. Approximately 20% of the children are from Newcomer families and are from mainly Polish and Brazilian backgrounds.

Planning and self-evaluation have played an increasingly central part of our staff and BOM meetings. At each teachers meeting we focus on our Plean Scoile and review curriculum and other policies. These are then presented to the Board of Management for ratification and implementation.

2 The Findings

We are using a variety of tools and methodologies to evaluate our school: 2013 WSE inspection report; teacher discussion; observation of children; testing both class and standardised ; questionnaires

3 Progress made on previously-identified improvement targets

- Mathematics – problem solving being addressed in each class. Children are becoming more familiar with the processes involved in problem solving.

As a staff we reviewed all aspects of school life (teacher questionnaire as above) and we have concentrated on the following areas:

- As part of our review in English the school has purchased The Primary Planet Newspaper for children in Senior Classes. This is a newspaper which deals with current issues for children.

4 **Summary of school self-evaluation findings**

4.1 Our school has strengths in the following areas

- Standardised test Results are above the National Norms
- Jolly Phonics is in place in classes and is working well
- In-class support is in place in many classes;
- an early intervention literacy programme is in place
- Paired-reading is taking place in the school

4.2 The areas prioritised for improvement

- Increased emphasis on Reading for pleasure. Children to be encouraged to read both within school and in their leisure time.

4.3 The following Legislative and regulatory requirements need to be addressed:

- Implementation of new Anti-Bullying Policy

Appendix to Primary School Self-Evaluation Report:

legislative and regulatory checklist – reporting to the school community

Which area of school life is involved?	What is the relevant legislation, rule or circular?	Is the school fully meeting the requirements of the relevant legislation, rule or circular?
The school calendar and the school timetable	Circular 11/95 sets down the length of the school year - minimum of 183 days	✓ Yes <input type="checkbox"/> No
	Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	✓ Yes <input type="checkbox"/> No
Parent/ teacher meetings and staff meetings	Circular 14/04 sets out the arrangements for these meetings	✓ Yes <input type="checkbox"/> No
Implementation of agreement regarding additional time in school for teachers	Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time	✓ Yes <input type="checkbox"/> No
Standardisation of school year	Circular 034/2011 gives the dates for school holidays	✓ Yes <input type="checkbox"/> No
Valid enrolment of pupils	Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school	✓ Yes <input type="checkbox"/> No
Pupils repeating a year	The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03	✓ Yes <input type="checkbox"/> No
Development of school plan	Section 21, Education Act 1998 requires all schools to have a school plan	✓ Yes <input type="checkbox"/> No
Engagement with SSE process	Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	✓ Yes <input type="checkbox"/> No
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	✓ Yes <input type="checkbox"/> No
Exemption from Irish	Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	✓ Yes <input type="checkbox"/> No
Implementation of child protection procedures	Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed	✓ Yes <input type="checkbox"/> No
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 provides for procedures to address complaints about a school.	✓ Yes <input type="checkbox"/> No Complaints have been resolved or are being resolved N/A
Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)	Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	✓ Yes <input type="checkbox"/> No Appeals have been dealt with or are being dealt with N/A <input type="checkbox"/>
NEW: Anti- Bullying Policy to be drafted and implemented by school	Anti-Bullying Procedures 2013	✓ Yes <input type="checkbox"/> No

OUR SCHOOL IMPROVEMENT PLAN

<p>Summary of main strengths as identified in last SSE on (specify date):</p>	<p>Our school has strengths in the following areas</p> <p style="padding-left: 40px;">With regard to teaching and learning the content area that were identified as our main strength was shape and space; the process area identified was recall</p>
<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<p>The areas prioritised for improvement:</p> <p style="padding-left: 40px;">Problem solving in Mathematics with cross-curricular links particularly in Reading and Science</p>
<p>Improvement targets (related to pupils' achievement)</p>	<p>To increase the Drumcondra scores in Problem Solving over the next three years by 1% each year. We aim to increase by 3per cent by 2017</p>
<p>Required actions (related to teaching and learning that will help to achieve the targets)</p>	<p>A list of all problem solving resource books, websites to be compiled</p> <p>Implement a yearly plan for teaching problems with a designated time each week for problem solving 10-30 mins</p> <p>Regular testing of children in Problem Solving</p>
<p>Persons responsible all</p>	<p>All teaching staff under the direction of the Principal and Maths co-ordinator</p>

Timeframe for action	Implementation Term 2 (January –April) 2015 Testing -Term 3 (April – June) 2015 Review Term 1 (September – December) 2015
Success criteria / measurable outcomes	Analysis of Drumcondra Maths Results Teacher designed tasks and tests Observation
Review dates	Review to be conducted between September and December 2015