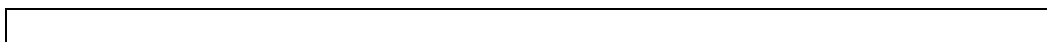


ST MARY'S NATIONAL SCHOOL,
BISHOPSCOURT,
BALLYGUNNER,
WATERFORD.
ROLL, NUMBER 17351A

***School self-evaluation summary report for school
community***

Evaluation period: *School Year 2014/15*

Report issue date: October 2014



Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. There are 37 teachers and 686 pupils in the school. Our attendance levels are superb and generally our pupils' behaviour is excellent. For more information on how we intend to improve our pupils' learning during the 2015/16 School Year please see our School Improvement Plan which is available on our school website www.ballygunner.ie

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated English Writing and Maths Problem Solving. We chose this because we felt that our pupils could improve their learning outcomes in this area of literacy as recommended in our Whole School Evaluation Report (WSE) 2012.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from pupils and teachers in preparing this report. We looked at how well our pupils were doing in the English Writing and Maths Problem Solving

2.1 We found that our school has **strengths** in the following areas:

Strengths

Literacy

The plan gave a structure to writing genres and was completed
Tracker children were identified and their work filed
We began the process of questionnaires for teachers and pupils
Teachers are using the 'First Steps' method of modelled teaching and the steps to teach the various genres
Conventions in grammar are being used and there is a lot of good quality work
There was much practice in handwriting and typing
The Drumcondra Writing Profiles were introduced for assessing
There was a notable amount of discussion among teachers for the various genres
Senior classes participated in W.I.T. School of Excellence Awards (History)

Numeracy

There is a store/bank of written problems, in folders and on class teacher's laptops for all classes
These problems are used by teachers in a regular schedule
Learning Support Teachers taught and encouraged the use of the Singapore pictorial approach for maths problems
Boxes of maths materials have been sourced, acquired, assembled and distributed to the following classes: Junior and Senior Infants, First Class and Junior Class for pupils with ASD. These are used to teach Mata sa Rang daily.
Mata sa Rang was piloted in First Class
Class averages for Sigma-T testing were recorded
PDST facilitator visited our school on Monday 2nd February and modelled maths problem solving lessons for teachers in classes 3rd to 6th
PDST facilitator gave a presentation to all teaching staff on maths problem methodologies and useful resources the same day.
At present three First Classes, three Fifth Classes and three Sixth Classes have a half hour per day in-class maths support

At present all Junior and Senior Infant Classes (6 in total) have twenty minutes in-class support per day for Mata sa Rang.

We know these are our strengths because all pupils practiced writing and completed the whole school plan for recount writing, report writing, narrative writing and poetry.

2.2 We have decided to prioritise the following areas for development

Areas for development

Literacy

Amend English Plan to include English Writing Genres as detailed in school improvement and self-evaluation plans for 2013/14 and 2014./15 school years
This will involve the use of Croke Park hours to allow teacher make changes to School English Plan content at each class level.

Derek O'Neill, Deputy Principal will coordinate this work

Cover the writing genres of recount, report, narrative and poetry in 2015/16

Improve the percentage of parents who read their children's writing.

Improve the quality of pupils' handwriting.

Improve how paragraphs are set out in a piece of writing.

Continue extensive work on school libraries in conjunction with Parents Association
Details in School Library Plan.

Numeracy

In order to assess progress class averages of most recent Sigma-T test will be recorded

In-house pre-tests and post-tests with a prepared set of problems will be organised and applied

Learning Support Teachers will revise the Singapore pictorial method

Ensure that problem solving is practiced across all five strands of maths curriculum

School Maths Plan content will be amended to include new programmes

Promote the learning of tables in our school

**Appendix to Primary School Self-Evaluation Report:
legislative and regulatory checklist – reporting to the school community**

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, www.education.ie.

Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p>The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days</p>	Yes
<p>Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes)</p>	Yes
<p>Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings</p>	Yes
<p>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</p>	Yes
<p>Standardisation of school year Circular 034/2011 gives the dates for school holidays</p>	Yes
<p>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</p>	Yes
<p>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</p>	Yes
<p>Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan</p>	Yes
<p>Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools</p>	Yes
<p>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</p>	Yes
<p>Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish</p>	Yes
<p>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</p>	Yes
<p>Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	Yes Complaints have been resolved
<p>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.</p>	Yes Appeals have been dealt with

**Appendix to Primary School Self-Evaluation Report:
policy checklist – reporting to the school community**

Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.

What area of school life does the policy deal with and what is the aim of the policy?	Has policy been approved by the board of management?
Enrolment policy Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	Yes
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour	Yes
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013</i> sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	Yes
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life	Yes
Health and safety statement All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	Yes
Data protection School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes, Under review
Internet acceptable use policy Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See www.webwise.ie for guidelines	Yes
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	Yes
Relationships and sexuality education (RSE) policy Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	Yes
Substance use policy The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies	Yes
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	Yes
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	Yes
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	Yes
Other	