



Scoil Chaitríona Senior
Renmore
194681

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

Evaluation period: *September 2012 to September 2016*

Report issue date: *June 2013*

Summary School Self-Evaluation Report

1. Introduction

We are a senior, coeducational, urban, DEIS primary school. There are currently 401 pupils enrolled. There are 28 teachers and 6 Special Needs Assistants on staff including administrative principal, mainstream teachers, special class teachers, a LS/RT support team and shared HSCL teacher. The school administers standardised tests (SIGMA and MICRA) in Mathematics and English reading from 3rd to 6th class.

We have a number of programmes operating in the school including (eg DEIS, SCP, OCOTOP, HSCL, music, sport, pastoral care, after-school programmes etc). Our attendance levels are excellent (94%). Our pupils' behaviour is well managed and the code of behaviour is reviewed and revised regularly. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available eg on the school website.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Numeracy. We chose this because we felt that our pupils could improve their learning outcomes in this area.

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 parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in Numeracy. We also interviewed teachers & evaluated our school environment.

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

Strengths

Learner Outcomes

Close examination of pupil and parent questionnaires indicated that

- 78% of pupils surveyed liked maths.
- The majority of our pupils have made some progress in maths or had maintained an average or above average standard in that academic year.
- Pupils whose scores fall below average have been targeted for instruction appropriate to their needs according to our support policy.
- Talk and discussion is an integral part of the learning process.
- Emphasis is placed on the process of problem solving as well as finding the answer.
- Teachers ensure that skills are being developed through the content.
- Assessment results are analysed at class and school level and are used for screening purposes as well as informing teaching.
- Children with special needs are provided with access to all strands of the curriculum and supplementary teaching is available where necessary in line with our SEN policy.
- A collaborative approach between the mainstream teacher and the support teacher is ensured.
- A strong maths rich environment is evident.
- Professional development in the area of Mathematics is on going and a priority.

We know these are our strengths through analysis of all data gathered.

2.2 We have decided to prioritise the following areas for development:

Areas for development

Problem Solving- We have identified that a better approach could be used to teach and learn problem solving .We recognise that problem solving is a complex task and as the foundation to problem solving we will target the following areas;

- Teaching mental maths strategies to develop a deep understanding of number and fluency with tables.
- Teaching of language of maths



- Teach problem solving strategies in the same way across the class groups.
- Maths trails to be developed.
- Link maths skills to other areas of the curriculum

- The school plan for Maths to be updated & followed
- A good supply of resources to be audited & purchased for all class levels and all areas in maths.
- Children’s work in maths to be displayed on corridors.



We have decided to prioritise these areas because this will improve your child’s learning experience.

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

<p>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.</p>	
<p>Which area of school life is involved, and what are the regulations?</p>	<p>Is the school following the regulations fully?</p>
<p>The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days</p>	<p><input type="checkbox"/> Yes</p>
<p>Circular 11/95 sets down the length of the school day</p>	<p><input type="checkbox"/> Yes</p>

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

**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	<input type="checkbox"/> Yes, to be reviewed in 2014/2015
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	<input type="checkbox"/> Yes, to be reviewed in 2014/2015
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	<input type="checkbox"/> 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	<input type="checkbox"/> 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)	<input type="checkbox"/> 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	<input type="checkbox"/> No
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	<input type="checkbox"/> Yes
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Educational 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	<input type="checkbox"/> 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)	<input type="checkbox"/> No
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	<input type="checkbox"/> Yes to be reviewed in 2014/2015
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input type="checkbox"/> Yes
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input type="checkbox"/> Yes to be developed in 2014/2015s
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	<input type="checkbox"/> Yes
Other	