**Compiled by the Staff of Bekan N.S.**



School Self-Evaluation Report Bekan N.S.

2013-2016

***School Self-Evaluation Report***

**1. Introduction**

* 1. **The focus of the evaluation**

School self-evaluation of teaching and learning is part of the ongoing work of St. Joseph’s N.S, Bekan. This evaluation *was* undertaken during the period January *2013* to May 2013 and the focus for next academic year will be literacy. This was identified, in part, by tracking outcomes for both literacy and numeracy (*standardised test results*) over the past three years. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

* English Literacy [with focus on oral language skills]

This is a report on the findings of the evaluation.

* 1. **School context**

1. This is rural co-educational primary school
2. There are currently 146 pupils [projected enrolment for 2013/14 school year is 150]
3. There are 6 mainstream teachers including a teaching principal, a full-time learning support teacher, a shared learning support teacher [5 hrs] and a shared resource teacher. [3.4 hrs]
4. The school’s population has grown significantly in recent years and the student population has increased to 146 from 105 in the past 10 years.
5. The school administers Micra and Sigma standardised tests from 1st to 6th class. The Belfield infant assessment profile and MIST [Middle infant screening test] are currently used to assess at infant level. The NRIT [Non-Reading Intelligence Test] is administered to all pupils at second class level.

**2. The findings**

* Standardised test results in English Literacy [Micra-T] show that on average our pupils are performing as follows:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **% Bands** | | | | | | | | | | | |
|  | 0-2nd | | 3rd – 16th | | 17th -50th | | 51st – 84th | | 85th – 98th | | 99th – 100th | |
|  | **Class Based** | **Age Based** | **Class Based** | **Age Based** | **Class Based** | **Age Based** | **Class Based** | **Age Based** | **Class Based** | **Age Based** | **Class Based** | **Age Based** |
| 2011-12 | 0 | 3.54 | 13.27 | 10.62 | 35.4 | 35.4 | 36.28 | 34.51 | 15.04 | 15.04 | 0 | 0.88 |
| 2012-13 | 0 | 4.95 | 8.91 | 4.95 | 31.68 | 30.69 | 37.62 | 38.61 | 20.79 | 16.83 | 0.99 | 3.96 |

* Analysis of standardised test data over the past two years shows that the number of students below the 50th percentile has decreased and progress at the 51st to 98th percentile is ahead of the normal distribution.
* Throughout all classes students generally display a good grasp of grammar, write in a range of genres and generally have neat legible handwriting. However, writing shows a limited use of vocabulary in many instances. Overuse of words and repetition of words was a notable feature.
* Children in all classes are able to recite, recall and sequence stories at a standard appropriate to their class/age level. Some children may have insufficient cognitive or oral language skill development to participate or respond effectively in group situations. Teachers’ observations would suggest that the development of language and appropriate behavioral and collaborative skills required to foster pair and group work should be targeted as early as possible e.g. turn-taking, questioning, listening.
* Responses from a survey of parents show that, in general, parents are positive or very positive about their child’s performance in literacy especially reading and writing. [See survey results appended.]Some parents suggested that lists of appropriate reading material be made available to parents.
* Our survey of parents’ views on children’s oral language indicated that the majority of parents had a positive view of their children’s oral language abilities e.g. comprehension of oral instructions, use of age-appropriate language and grammatical constructions, ability to sustain a train of thought and to sequence events, ability to recall events from immediate or longer term past.
* Replies indicated that a small percentage of parents felt that some children experienced difficulty in speaking clearly and without hesitancy when giving accounts of personal experiences or describing events. Around 20% indicated that children sometimes required prompting or assistance when speaking.
* Our pupil survey on literacy indicated the great majority of students have a positive attitude toward reading. They also expressed confidence in their reading ability and viewed reading as an enjoyable activity.
* Teachers’ Literacy lessons cater for different learning styles and incorporate a variety of teaching methodologies.Teachers feel that most students are motivated and confident in their learning. Ongoingassessment of teaching and learning is used to guide teachers planning and choice of teaching methodologies. (e.g. In-class support/ small-group teaching; Parallel teaching; Paired Reading& Shared Reading; Collaborative teaching [Note: See reports on collaborative teaching assignment)
* **3. Progress made on previously-identified improvement targets**
* N/A for year one as SIP not in place yet. This will be addressed at the end of year 1.

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

* 1. **Our school has strengths in the following areas:**

**Attainment of curriculum objectives:**

* Analysis of standardised test data over the past two years shows that the number of students below the 50th percentile has decreased and progress at the 51st to 98th percentile is ahead of the normal distribution curve and has improved over the past two years.
* Children are generally able to recite, recall and sequence stories orally and in written form at an age-appropriate level.
* Children are able to confidently speak and write about a topic of personal interest.
* Most children write in a variety of genres, have a good grasp of grammar and have developed a cursive handwriting style from 3rd Class onwards.

**Areas for improvement:**

* Oral language skills need to be developed to include use of tier 2 words.
* The teaching of the writing process needs to be further developed throughout the school.
* Teaching of spellings, punctuation and grammar needs attention.

**Engagement in learning:**

* Parents reported that most children like to read at home and this was also reflected in the pupil survey.
* Teachers report that children are generally confident and motivated regardless of their ability level
* Teachers have noted that the use of ICT by both teachers and students has enhanced the teaching and learning experience for all and can act as a motivational force in the classroom. It has considerable potential to assist in the development of literacy skills.

**Teaching Approaches:**

* Teachers use a range of methodologies including: active learning including play, guided activity (scaffolded approach to literacy at junior level), discovery and teacher modeling
* Collaborative and co-operative teaching has been introduced in classes from 1st to 6th from Sept. 2012.
* Teaching approaches are planned to meet the requirements of varying learning styles and abilities of students.
  1. **The following areas are prioritised for improvement**
* Oral language development
* Collaborative group work
  1. **The following legislative and regulatory requirements need to be addressed: Data Protection Policy**

***Appendix to School Self-Evaluation Report:***

***legislative and regulatory checklist***

| **Issue** | **Relevant legislation, rule or circular** | | | | **Is the school fully meeting the requirements of the relevant legislation, rule or circular?** | **If no, indicate aspects to be developed** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Time in school  - Length of school year - minimum of 183 days  - Length of school day  4 hours 40 minutes (infants);  5 hour 40 minutes (1st-6th classes) | Circular 11/95 | | | | Yes  No  Yes  No |  | |
| Arrangements for parent/ teacher and staff meetings | Circular 14/04 | | | | Yes  No |  | |
| Implementation of Croke Park agreement regarding additional time requirement | Circular 0008/2011 | | | | Yes  No |  | |
| Standardisation of school year | Circular 034/2011 | | | | Yes  No |  | |
| Valid enrolment of pupils | Section 9(1), 15(2) and 23 Education Act 1998  Sections 20 and 21, Education (Welfare) Act 2000  Rules 55, 64, 108 and 123, Rules for National Schools  Circular P24/02  Staffing Schedule for current school year | | | | Yes  No |  | |
| Retention of pupils | Rule 64 Rules for National Schools  Circular 11/01  Circular 32/03 | | | | Yes  No |  | |
| Development of school plan | Section 21, Education Act 1998 | | | | Yes  No |  | |
| Appointments to posts of responsibility | Circular 07/03  Circular 053/2011 | | | | Yes  No |  | |
| Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement | Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy | | | | Yes  No |  | |
| Exemption from Irish | Circular 12/96 | | | | Yes  No |  | |
| Implementation of child protection procedures | Circular 0065/2011  Please ensure the following in relation to child protection | | | | Yes  No |  | |
| ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE  ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed | | | 0  0  0  0 |
| Implementation of complaints procedure as appropriate | Complaints Procedures, Section 28 Education Act  Primary Boards of Management Information Manual November 2007  Please consider the following in relation to complaints | | | | Yes  No |  | |
| ▪ Number of formal parental complaints received  ▪ Number of formal complaints processed  ▪ Number of formal complaints not fully processed by the end of this school year | | | \_0  \_0  \_0 |
| Refusal to enrol | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year | | | N/A | | |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | | 0  0  0  0  0 |
| Suspension of students | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year | | | N/A | | |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0 | |
| Expulsion of students | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year |  | | N/A | | |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  0 | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy** | **Source** | **Has policy been approved by the board of management?** | **If no, indicate aspects to be**  **developed.** |
| Enrolment policy | Section (15)(2)(d) Education Act 1998 | Yes  No |  |
| Code of behaviour | Circular 20/90  DES Guidelines on Countering Bullying Behaviour 1993  NEWB Guidelines  Section 23, Education Welfare Act 2000 | Yes  No |  |
| Attendance and participation strategy[[1]](#footnote-1) | Section 22 Education Welfare Act 2000  Equal Status Acts 2000-2011 | Yes  No |  |
| Health and safety statement | Section 20 Health and Safety Act 2005 | Yes  No |  |
| Data protection | Data Protection Act 1988  Data Protection (Amendment Act) 2003 | Yes  No |  |
| Special education needs policy[[2]](#footnote-2) | Education Act 1998  Equal Status Acts 2000- 2011  Education (Welfare) Act 2000  Education for Persons with Special Education Needs Act (EPSEN)[[3]](#footnote-3) 2004  Disability Act 2005 | Yes  No |  |
| Relationships and sexuality education (RSE) policy | Relationships and Sexuality Education: Policy Guidelines (1997) | Yes  No |  |
| Child protection policy | Circular 0065/2011 | Yes  No |  |
| Parents as partners | Circular 24/91 | Yes  No |  |
| Public service (Croke Park) agreement – special needs assistants | Circular 71/11 | Yes  No |  |
| Other  Anti-Bullying Policy  Updated | Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 | Yes  No |  |

1. Under the provisions of the Education (Welfare) Act (2000) (section 22), the school’s attendance strategy should conform with the provisions stipulated. [↑](#footnote-ref-1)
2. Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.” [↑](#footnote-ref-2)
3. The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs. [↑](#footnote-ref-3)