



SCOIL MUIRE  
GOWRAN  
SCHOOL ROLL No. 18064C

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

Evaluation period: *September 2014-December 2014*

Report issue date: *January 2015*

## Summary School Self-Evaluation Report

### 1. Introduction

Our school is a rural co-ed primary school. There are currently 13 permanent teachers and 250 pupils in the school. Our attendance levels are very good. Our pupils benefit from a wide range of extra-curricular activities including sports, music, debating, Green Schools, Junior Entrepreneur Programme etc. Support from the parents in their role as partners in education is excellent and our links with the community are very strong.

#### 1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the last school term. We evaluated Literacy.

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

### 2. Summary of school self-evaluation findings

In creating an action plan for raising standards in English, we gathered information about how our school is currently performing. We analysed and collated the data from the Drumcondra test results for May 2012, May 2013 and May 2014 and identified where the children's strengths lay. We surveyed the parents and pupils of Third Class and conducted wide ranging staff discussion, led by the Literacy team, in preparing this report.

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

#### Strengths

- Attainment of curricular objectives: Standardised tests scores for reading throughout the school are significantly above the national norms and the majority of pupils expressed positive feelings about reading and writing.
- Attainment of curricular objectives in relation to attitudes: 94% of pupils like reading and 91% of pupils reported that they liked writing.
- Teaching Approaches: Following on the WSW report in 2010 when it was recommended that the teaching of reading be reviewed and that early intervention strategies and in-class support be implemented in the junior classes to advance whole school attainment in reading, an analysis of teaching methodologies was carried out by the staff. Continuous Professional Development was prioritized and, consequently, a wide variety of initiatives for teaching reading are currently being employed throughout the school, in conjunction with the Learning Support teachers: Literacy stations in Junior and Senior Infants; the Aistear Programme in the infant classes; Literacy Lift Off in First Class; Paired/ Buddy reading with infants and senior classes; the introduction of the Accelerated Reading Programme to Fifth and Sixth classes; D.E.A.R.; Participation annually in National Book Week activities; Mobile Library visits.
- Teaching Approaches: Teachers report using a wide variety of resources for reading including graded supplementary readers, class novels, class libraries, comprehension boxes, news magazines, websites etc. in addition to the class reader.

- Parents are very supportive of the school's literacy initiatives; listening to reading homework, attending and volunteering in Book Week activities, visiting the library and donating books their children have outgrown etc.
- The majority of parents agreed that they are well informed by the school as to their child's progress in English.

The following areas are prioritized for improvement

- Teaching approaches: teachers will endeavour to develop a whole school approach to the teaching of writing based on the PDST handbook, "Writing Genres – A Structured Approach" and the First Steps Writing Programme.
- Teaching Approaches: Staff will agree an editing approach at whole school level
- Teaching Approaches: To build on the spiral programme for Spelling and Grammar already in place in the junior classes throughout the school.
- Teacher's Practice: Assessment - a variety of assessment tools including Assessment for Learning, pupil self-assessment and portfolios will be utilised to assess children's writing.

The following regulatory and legislative requirements will also be addressed:

- Review of Attendance Policy
- Review of Critical Incident Policy (in conjunction with NEPS Psychologist)
- Data Protection Policy to be drawn up.

**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, <a href="http://www.education.ie">www.education.ie</a> .	
Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<b>The school calendar and the school timetable</b> Circular 11/95 sets down the length of the school year - minimum of 183 days  Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	✓ Yes <input type="checkbox"/> No  ✓ Yes <input type="checkbox"/> No
<b>Parent/ teacher meetings and staff meetings</b> Circular 14/04 sets out the arrangements for these meetings	✓ Yes <input type="checkbox"/> No
<b>Implementation of agreement regarding additional time in school for teachers</b> 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
<b>Standardisation of school year</b> Circular 034/2011 gives the dates for school holidays	✓ Yes <input type="checkbox"/> No
<b>Valid enrolment of pupils</b> 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
<b>Pupils repeating a year</b> 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
<b>Development of school plan</b> Section 21, Education Act 1998 requires all schools to have a school plan	✓ Yes <input type="checkbox"/> No
<b>Engagement with SSE process</b> Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	✓ Yes <input type="checkbox"/> No
<b>Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement</b> Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	✓ Yes <input type="checkbox"/> No
<b>Exemption from Irish</b> Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	✓ Yes <input type="checkbox"/> No
<b>Implementation of child protection procedures</b> 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
<b>Implementation of complaints procedure as appropriate</b> 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 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)</b> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No  Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

**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?
<b>Enrolment policy</b> 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 <input type="checkbox"/> No
<b>Code of behaviour</b> 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 <input type="checkbox"/> No
<b>Anti-bullying policy</b> <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	✓ Yes <input type="checkbox"/> No
<b>Attendance and participation strategy</b> 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 <input type="checkbox"/> No
<b>Health and safety statement</b> All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	✓ Yes <input type="checkbox"/> No
<b>Data protection</b> 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 <input type="checkbox"/> No
<b>Internet acceptable use policy</b> Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See <a href="http://www.webwise.ie">www.webwise.ie</a> for guidelines	✓ Yes <input type="checkbox"/> No
<b>Special education needs policy</b> 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	✓ Yes <input type="checkbox"/> No
<b>Relationships and sexuality education (RSE) policy</b> Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	✓ Yes <input type="checkbox"/> No
<b>Substance use policy</b> 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 <input type="checkbox"/> No
<b>Child protection policy</b> Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	✓ Yes <input type="checkbox"/> No
<b>Parents as partners</b> Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	✓ Yes <input type="checkbox"/> No
<b>Deployment of special needs assistants</b> Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	✓ Yes <input type="checkbox"/> No
<b>Other</b>	