



SCOIL MUIRE
GOWRAN
SCHOOL ROLL No. 18064C

*School self-evaluation summary report for school
community*

Evaluation period: *January 2013-June 2013*

Report issue date: *November 2013*

Summary School Self-Evaluation Report

1. Introduction

Our school is a rural co-ed primary school. There are currently 13 teachers and 253 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 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 year. We evaluated Numeracy. We will begin evaluating teaching and learning in Literacy during the current school year.

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 Mathematics, we gathered information about how our school is currently performing. We analysed and collated the data from the Drumcondra test results for May 2012 and May 2013 and identified where the children's strengths lay. We surveyed all the teaching staff and the parents and pupils of 2nd class and 5th class in preparing this report.

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

Strengths

- Attainment of curricular objectives: Standardised tests scores for numeracy attainment throughout the school are significantly above the national norms and the majority of pupils expressed positive feelings about Maths
- Teaching Approaches: collaborative teaching has been used successfully in Maths teaching in our as a result of Continuous Professional Development by staff members.
- Teaching Approaches: teachers report using a wide variety of strategies successfully, in particular the use of ICT, which the pupils find very beneficial and we have a very good supply of resources which are widely used.
- Learning to Learn: Pupils are very competent in the area of mental Maths and tables and use these in their work. 82% of parents agree that their children know how to apply their Maths to real life situations.
- 85% of parents engage in Maths games and activities with their children and see them as an effective way of learning.

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

Areas for development

- Pupils' Engagement in learning: following the success of the team teaching initiatives in 1st and 5th classes, where possible, more collaborative approaches will be extended in mathematics throughout the school.
- Pupils 'Engagement in Learning: a review of our approach to problem solving because the pupils' scores in this area in the standardised tests were not as strong as we would like them to be.
- Attainment of curricular objectives in relation to attitudes: an increase in the number of pupils with positive attitudes to mathematics

The following regulatory and legislative requirements will also be addressed:

- Review of the Code of Behaviour and Anti Bullying policy as recommended by the DES in line with the newly published Anti Bullying Guidelines in Circular 0045/13
- Review of the Health and Safety Statement

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> <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>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</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 <input type="checkbox"/> No</p>
<p>Standardisation of school year Circular 034/2011 gives the dates for school holidays</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</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 <input type="checkbox"/> No</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 <input type="checkbox"/> No</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 <input type="checkbox"/> No</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 <input type="checkbox"/> No</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 <input type="checkbox"/> No</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 <input type="checkbox"/> No</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 <input type="checkbox"/> No</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"/> No</p> <p>Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 <input type="checkbox"/> No</p> <p>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"/></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 <input type="checkbox"/> No
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 <input type="checkbox"/> No
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	<input type="checkbox"/> Yes <input type="checkbox"/> No
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 <input type="checkbox"/> No
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 <input type="checkbox"/> No
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"/> Yes <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 <input type="checkbox"/> No
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	<input type="checkbox"/> Yes <input type="checkbox"/> No
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"/> Yes <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 <input type="checkbox"/> No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
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 <input type="checkbox"/> No
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 <input type="checkbox"/> No
Other	