QUEEN OF THE UNIVERSE N.S.
LONG RANGE
Bagenalstown
Co. Carlow
18183K

School self-evaluation summary report for school community

Evaluation period: *Sept 2013* to *June 2014*

Report issue date: *June 2014*

Summary School Self-Evaluation Report

1. Introduction

Our school is a co-ed school from Junior Infants to First class and all girls from Second class to Sixth class under the patronage of the Bishop of Kildare and Leighlin. There are 16 teachers including one resource teacher, two Learning support teachers and an administrative principal. Our school also has two special classes for children with Autism. At present we have 283 pupils in the school including 10 in our ASD classes. Attendance in school is good with an average of 95% throughout the year. Parents are supportive and help the school in many ways including a very active parents council. Children come from a mixture of backgrounds and nationalities. Behaviour in the classes and on school grounds is excellent.

For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on this website.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Numeracy throughout the school. 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 standardised testing using SIGMA-T results. We used questionnaires for pupils and parents, teacher focus groups and reflection sheets.
2.1 We found that our school has **strengths** in the following areas:

Strengths

• <u>Attainment of Curricular Objectives:</u> Standardised test scores show our school performing above national norms. None of our children are scoring below the 2nd percentile. The overall attainment of pupils with regard to numeracy is at a high standard in accordance with learning outcomes of the Primary School Curriculum.

• <u>Pupil's Learning Experiences / Learning Environment:</u> Classrooms are appropriately laid out, well maintained and orderly. All pupils have access to appropriate learning settings and the learning environment provides for the needs of our pupils. Pupils are given support as needed.

• <u>Pupil's engagement in Learning:</u> Pupils at all class levels are enabled to engage with their learning and the level of pupil interest and participation is high. 68% of pupils say they like maths. Pupils are given purposeful and frequent opportunities to engage in independent learning. Pupils achieve the expected learning outcomes of lessons.

• <u>Teaching Approaches:</u> Team and co-operative teaching are widely used within the school as a means of differentiating the curriculum so as to meet the needs of our pupils

We know this because we consulted with pupils/parents/teachers and examined test results, teachers planning, timed tables tests and pupils work in the school.

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

Areas for development

- Strategies to support pupils problem solving need to be agreed at whole school level
- Mental maths and oral language to be timetabled at each class level.
- Increasing opportunities for pupils to engage with Maths
    - Increase the use of Maths in the school environment.
    - Creation of Maths trails within and outside the school building.
    - Increased use of Maths games

- Attention is needed to boost the attainment of high achieving children.
- Teachers planning to consider what tools to use for oral language at class and whole school level

We have decided to prioritise these areas because following analysis of standardised test results and pupils feedback they were an area we felt needed improvement.

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?**
The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days	☒ Yes ☐ No
Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1ˢᵗ-6ᵗʰ classes)	☒ Yes ☐ No
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	☒ Yes ☐ No
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	☒ Yes ☐ No
Standardisation of school year Circular 034/2011 gives the dates for school holidays	☒ Yes ☐ No
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	☒ Yes ☐ No
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	☒ Yes ☐ No
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	☒ Yes ☐ No
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	☒ Yes ☐ No
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	☒ Yes ☐ No
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	☒ Yes ☐ No
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	☒ Yes ☐ No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	☒ Yes ☐ No Complaints have been resolved or are being resolved ☐ Yes ☐ No ☐ N/A ☒
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.	☒ Yes ☐ No Appeals have been dealt with or are being dealt with ☐ Yes ☐ No ☐ N/A ☒

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 ☐ 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	☒ Yes ☐ No
Anti-bullying policy *Anti-bullying Procedures for Primary and Post-primary Schools*, 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	☒ Yes ☐ 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	☒ Yes ☐ 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)	☒ Yes ☐ 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	☒ Yes ☐ 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	☒ Yes ☐ 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	☒ Yes ☐ 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)	☒ Yes ☐ 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	☒ Yes ☐ No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	☒ Yes ☐ No
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	☒ Yes ☐ No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	☒ Yes ☐ No
Other	