



Scoil Naomh Pádraig
Ballyroan Crescent, Ballyroan, Dublin 16
19114T

School Self-Evaluation Report

Evaluation period: October 2013 to February 2014

Report issue date: September 2014

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Scoil Naomh Pádraig Ballyroan was undertaken during the period October 2012 to February 2014. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Literacy (English)
- Numeracy: Understanding and using Mathematics

This is a report on the findings of the evaluation.

1.2 School context.

Scoil Naomh Pádraig is located in Ballyroan, Dublin 16. The school enrolls children from Junior Infants to Sixth Class. Boys and girls are enrolled in Junior and Senior Infants. Boys then graduate to Ballyroan Boys School and girls continue in Scoil Naomh Pádraig. There is strong parental support and pupil support for teaching and learning in the school, a factor which has a positive effect on pupil attainment levels and on pupils' attitudes to learning.

2. The findings

- Literacy: Through the examination of standardised tests over a three year period, the use of a checklist review of literacy among teaching staff and from questionnaires to pupils and parents we found that the overall attainment of pupils in the school in reading continues to improve. Scores in standardised tests conducted annually on pupils from First to Sixth classes show a steady improvement in the last three years. The literacy attainments of pupils compares favourably with national norms on standardised tests. Pupils use their literacy skills confidently in their learning of all curriculum areas. Pupils display positive attitudes to listening and speaking and have a love of and interest in reading. Pupils are motivated to use their listening, oral, reading and writing skills for learning and communication. From the checklist review among teaching staff and based on a recommendation in our Whole School Evaluation Report 2011 the staff identified a need to enhance the Literacy provision in the school by engaging the pupils in challenging comprehension activities.
- Numeracy: Through the examination of standardised tests over a three year period, from questionnaires to pupils and parents and from feedback from parents following Maths Information Meetings we found that pupils have a good understanding of mathematical concepts and processes in the strands of number, algebra, shape and space and data but more time needs to be devoted to the teaching of the Measures strand. Pupils need to be taught strategies for problem solving in mathematics. Scores in standardised tests conducted annually on pupils from First to Sixth classes show an improvement in the last three years. The numeracy attainment of pupils compares favourably with national norms. Pupils on the whole display a positive attitude to numeracy.
- Pupils' engagement in Learning: Pupils are eager to learn and become involved in learning. The learning environment is visually stimulating and supportive of learning especially in the areas of Literacy and Numeracy. Pupils are encouraged to monitor their own work and to reflect on their learning. The use of Assessment for Learning tools as per NCCA Assessment Guidelines fosters self- assessment and reflection among pupils.
- Preparation for teaching: Both long and short term plans are prepared by teachers and a monthly record of work completed is also kept. Plans are guided by the strands of the revised curriculum, by the Whole School Curriculum Plans and indicate expected learning outcomes. These outcomes are clear, curriculum based and differentiated for children with learning difficulties and for children with different abilities within the class. Class teachers meet on a scheduled and regular basis to plan for their teaching.
- Assessment: The school has a specific Assessment Policy on assessing and reporting pupils' attainment and progress.

4. Summary of school self-evaluation findings

4.1 Our school has strengths in the following areas:

- There is a good positive attitude to literacy and pupils are motivated to learn.
- A variety of initiatives in the school support literacy ie Paired Reading, DEAR time. The school Library run by the PA.
- An effective phonics programme is used in Junior Classes
- There is a positive attitude to numeracy generally though some children in senior classes informed us through questionnaires that they did not feel confident in solving maths problems.
- An agreed maths language is used across the school.

- L/S teacher teaches a group of children from 5th and 6th class daily to enable smaller class size.

4.2 The following areas are prioritised for improvement:

- Explicit teaching of comprehension strategies (Building Bridges Programme) in all classes
- Through the use of the Guided Reading Programme in all Senior Infant Classes ensure that all children at the Senior infant level are reading books appropriate to their level of reading and understanding.
- Greater time and opportunities to support pupil's problem solving skills in mathematics need to be given. Problem solving skill-developing techniques need to be explicitly taught and practised more frequently.
- Greater time needs to be given to the teaching of the Measures strand of the Mathematics Curriculum.

4.3 The following legislative and regulatory requirements need to be addressed:

- Final ratification of the schools Anti Bullying Procedures.
- Special Education needs Policy to be revised and updated
- .Internet Acceptable use Policy to be revised and updated.
- Data protection policy to be formulated.

***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 (1 st -6 th classes)	Circular 11/95	School year x <input type="checkbox"/> Yes <input type="checkbox"/> No School day x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0034/2011	x <input type="checkbox"/> Yes <input type="checkbox"/> 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 arrangements for the 2013/14 school year Circular 13/2013	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	Yes	
Development of school plan	Section 21, Education Act 1998	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with SSE process	Circular 39/2012		
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011 Please record the following in relation to child protection	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE		

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										
	<ul style="list-style-type: none"> ▪ 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 	<p style="text-align: center;">_ 0 _</p> <p style="text-align: center;">_ 0 _</p> <p style="text-align: center;">_ 0 _</p>												
Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p>Please record the following in relation to complaints</p> <ul style="list-style-type: none"> ▪ 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 		x <input type="checkbox"/> Yes <input type="checkbox"/> No											
Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Number of section 29 cases taken against the school</td> <td style="width: 20%; text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of cases processed at informal stage</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of cases heard</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of appeals upheld</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of appeals dismissed</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> </table>		Number of section 29 cases taken against the school	0 <input type="checkbox"/>	Number of cases processed at informal stage	0 <input type="checkbox"/>	Number of cases heard	0 <input type="checkbox"/>	Number of appeals upheld	0 <input type="checkbox"/>	Number of appeals dismissed	0 <input type="checkbox"/>		
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Suspension of students	<p>Section 29 Education Act 1998</p> <p>Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Number of section 29 cases taken against the school</td> <td style="width: 20%; text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of cases processed at informal stage</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of cases heard</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> <tr> <td>Number of appeals upheld</td> <td style="text-align: center;">0 <input type="checkbox"/></td> </tr> </table>		Number of section 29 cases taken against the school	0 <input type="checkbox"/>	Number of cases processed at informal stage	0 <input type="checkbox"/>	Number of cases heard	0 <input type="checkbox"/>	Number of appeals upheld	0 <input type="checkbox"/>				
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	Number of appeals dismissed	0 <input type="checkbox"/> 0 <input type="checkbox"/>		
Expulsion of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school	0 <input type="checkbox"/>		
	Number of cases processed at informal stage	0 <input type="checkbox"/>		
	Number of cases heard	0 <input type="checkbox"/>		
	Number of appeals upheld	0 <input type="checkbox"/>		
	Number of appeals dismissed	0 <input type="checkbox"/>		

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

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	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ¹ including anti-bullying policy	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	To be formulated
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	x <input type="checkbox"/> Yes <input type="checkbox"/> No	To be revised and updated
Special educational needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) ⁴ 2004 Disability Act 2005	x <input type="checkbox"/> Yes <input type="checkbox"/> No	To be revised and updated
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	x <input type="checkbox"/> Yes <input type="checkbox"/> No	To be updated
Public service agreement – special needs assistants	Circular 71/11	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

³ 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."

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.