

***Scoil Chríost Rí
Drumnacurra,
Causeway,
Co. Kerry***
School Roll Number
18573A

School Self-Evaluation Report

Evaluation period: *September 2012 to June 2013*

Report issue date: *June 2013*

Introduction

A school self-evaluation of teaching and learning was undertaken during the period September 2012 to June 2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated.

- Literacy: English

This is a report on the findings:

School Context

Drumnacurra N.S. is a rural co-educational, vertical Catholic school with an enrolment of 33 pupils. The school has a teaching principal and a deputy principal. The schools GAM hours (10) are covered by a shared learning support teacher. Our resource hours (4.25) are covered by a shared resource teacher. The school administers the MIST to all pupils in Senior Infants. Micra-T and Sigma-T tests are administered to all pupils from 1st class to 6th class. This year (2013) the Drumcondra English spelling and reading test was administered to further evaluate pupil attainment in Literacy.

The Findings:

Standardised Tests: The literacy attainment of our pupils compares favourably with the national norms on standardised tests. Results from our Drumcondra Reading tests indicate that our pupils are performing well in reading. Results from the Sigma-T show we are well above average in Maths. Given that pupil attainment is better in Mathematics than in English, the school decided to focus on effecting improvement in literacy for 2013-2014 school year. Analysis of standardised test results in literacy suggest that there is room for improvement in the learning outcomes of pupils in the 25th to 50th percentile particularly in relation to comprehension.

Teacher reflection: Teachers utilised the templates in the "School Self-Evaluation Guidelines for Primary Schools" to reflect on their own teaching practice. Particular attention was paid to the range of methodologies we employ when teaching English, time allocation to discrete reading, oral and writing lessons and to the manner in which pupils experience English lessons. All teachers engage in comprehensive planning and preparation for lessons and they have engaged in a number of informative continuous professional development courses in the teaching of English and the use of ICT. Visits to the local library are organised and the school library is well stocked with a range of reading materials. Teachers' literacy lessons incorporate a variety of teaching methodologies including talk and discussion and questioning. Teachers report they would like to use more co-operative and collaborative learning in lessons. Increased emphasis could also be placed on the development of pupils' higher order thinking skills.

Pupil survey: All pupils were surveyed regarding their attitudes to reading and their strengths and challenges regarding independent reading. Responses to the questionnaire indicate that pupils are very positively disposed to reading, spelling and writing and that ICT is explored to good effect in lessons. Many pupils indicated that they have difficulty answering questions on stories they have read.

Parent survey: Responses to questionnaires issued to parents were very positive. The vast majority of parents feel that their children are doing well in English, enjoy reading, find spelling easy and they listen to their child reading. A few parents indicated that their children do not enjoy writing stories at home and that they do not read to their children.

Other findings: Our school has a well-motivated conscientious staff who have engaged in a variety of CPD opportunities to enhance their practice in the teaching of literacy and the use of ICT to support pupil learning. An audit of literacy resources indicated that the school is well resourced with a variety of suitable reading materials. An examination of classroom learning environments indicates that each teacher has created a print rich environment and that samples of pupils' writing are displayed. The Board of Management works hard to maintain a physical environment conducive to learning. Our classrooms are bright, well ventilated and kept very clean. Parents

are actively involved in their children's learning and work closely with teachers. Parents are encouraged to become involved in a range of activities to create a positive learning environment in the school e.g. paired reading, gardening, sports, cooking and school tours.

Summary of School Self-Evaluation findings;

- Literacy attainment of pupils compares favourably to national norms.
- Well-resourced libraries
- Very positive attitudes towards English among pupils and parents
- Skilled staff who prepare comprehensively for lessons
- Good use of ICT

Areas prioritised for improvement:

- Learner Outcomes –Improvement in pupil attainment in comprehension
- Learning Experiences- Development of Active Learning Strategies
Co-operative/Collaborative learning
- Learner environments- supportive of the teaching of comprehension strategies

School Self-Evaluation Report
Legislative and regulatory checklist; Scoil Chríost Rí,
Drumnacurra, Causeweay, Co. Kerry

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 <input type="checkbox"/> Yes School day <input type="checkbox"/> Yes	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input type="checkbox"/> Yes	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes	
Standardisation of school year	Circular 0034/2011	<input type="checkbox"/> Yes	
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	<input type="checkbox"/> Yes	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	<input type="checkbox"/> Yes	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	<input type="checkbox"/> Yes	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes	
Engagement with SSE process	Circular 39/2012		
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	<input type="checkbox"/> Yes	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	<input type="checkbox"/> Yes	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes	

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
Implementation of child protection procedures	Circular 0065/2011	<input type="checkbox"/> Yes	
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007	<input type="checkbox"/> Yes	
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A	
Suspension 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	N/A	
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	N/A	

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	<input type="checkbox"/> Yes	
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	<input type="checkbox"/> Yes	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes	

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.

Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	<input type="checkbox"/> Yes	
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	<input type="checkbox"/> Yes	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input type="checkbox"/> Yes	
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes	
Public service agreement – special needs assistants	Circular 71/11	N/A	
Other			

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.