

St Brigid's Primary School

Haddington Road, Dublin 4

School Roll Number: 16567S

School Self-Evaluation Report

Evaluation period: September 2012- June 2013

Report issue date: June 2013

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St Brigid's Primary School was undertaken during the period September 2012 to June 2013. While we always had a culture of self-evaluation and review, we undertook to focus on one area during the school year using the SSE tools (Inspectorate Guidelines for School Self-Evaluation). During the evaluation, teaching and learning in the area of literacy was our target, with a particular focus on oral language. This is a report on the findings of the evaluation and on the programme undertaken as a result of this work.

1.2 School context

St Brigid's Primary School is a vertical school with co-ed Junior and Senior Infants and girls only from 1st-6th classes. We have 11 mainstream classes (five at Infant level) and an enrolment of 308 children. This represents an increase on previous years' enrolments and underlines the need for our new school building which is in the planning phase. We have 11 mainstream teachers, plus 5 support teachers. All teachers work collaboratively to plan and deliver a targeted, differentiated curriculum to our pupils.

We have a structured approach to assessment and early intervention, beginning with Junior Infants. Children in Senior Infants are assessed using the Middle Infant Screening Test in May each year; in addition they are assessed three times during the year on their progress with letter names, sounds, blending, reading and dictation. We administer the Drumcondra English Standardised tests to children in 1st to 6th classes, each year in May. We also test the children's spelling using the Single Work Spelling Test (1st to 6th classes). The results of these tests, in addition to teacher knowledge, inform our planning of interventions and supports, as necessary. Parents receive an annual report, including the results of standardised tests.

2. The findings

Children are highly engaged and enthusiastic learners.

Teachers work collaboratively in planning and delivering the curriculum.

Standardised test results in English were showing clear evidence of the impact of highly structured teaching of First Steps comprehension strategies. Scores will well within national norms.

Oral language development is a key area for our pupils. In each class, children have a wide variety of language experiences and many of our pupils speak more than one language. It is important for the school to focus on teaching and learning in this area and to ensure that the children are receptive to new vocabulary and can transfer it across the curriculum.

Teaching approaches and Assessment: We have a highly structured, whole-school approach to the implementation of First Steps for reading and writing and it is clear that these strategies have impacted positively on the comprehension scores recorded in English Standardised tests. Scores are well within national norms. However, having reviewed previous years standardised tests, it became evident that there were still differences between the results obtained in comprehension and those obtained in vocabulary.

3. Progress made on previously-identified improvement targets

- First Steps Reading - Comprehension scores have improved as a result of reading comprehension strategies introduced across the whole school
- First Steps Writing- Children are aware of, and can use effectively, the different genres; there is a structured approach to the introduction, and review of each writing genre

4. Summary of school self-evaluation findings: Literacy

4.1 Our school has **strengths** in the following areas:

- we plan for the structured teaching and learning of comprehension strategies
- phonics/ newell programme: structured, differentiated approach to early learning of sounds, letters, blending etc.
- self evaluation strength- children centered
- children's enthusiasm for learning
- team teaching
- mutual respect among children and staff members
- friendly working environment with a positive personal school community
- strong links between home and school
- a vast array of resources available across the curriculum

4.2 The following areas **are prioritised for improvement**:

- oral language development: need for a more targeted, structured approach to match the specific needs and strengths of our pupils.
- enriching vocabulary- both informal and formal
- ability to communicate effectively in real life situations as well as within the classroom
- raising awareness and understanding of the importance of vocabulary development

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

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 Yes School day Yes	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	Yes	
Implementation of national agreement regarding additional time	Circular 0008/2011	Yes	

requirement					
Standardisation of school year	Circular 0034/2011	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	Yes			
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	Yes			
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	Yes			
Development of school plan	Section 21, Education Act 1998	Yes			
Engagement with SSE process	Circular 39/2012				
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	Yes			
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	Yes			
Exemption from Irish	Circular 12/96	Yes			
Implementation of child protection procedures	<p>Circular 0065/2011</p> <p>Please record the following in relation to child protection</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;"> <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 ▪ 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 </td> <td style="width: 30%; text-align: center; vertical-align: middle;"> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> </td> </tr> </table>	<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 ▪ 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 	<hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>	Yes	
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	<p>Complaints Procedures, Section 28 Education Act</p> <p>Primary Boards of Management Information Manual November 2007</p>				

<p>Implementation of complaints procedure as appropriate</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 	<p>Yes</p>	
<p>Refusal to enrol</p>	<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> <ul style="list-style-type: none"> Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed 	<p>None</p>	
<p>Suspension of students</p>	<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> <ul style="list-style-type: none"> Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed 	<p>None</p>	

	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		
Expulsion of students	Number of section 29 cases taken against the school		None
	Number of cases processed at informal stage		
	Number of cases heard		
	Number of appeals upheld		
	Number of appeals dismissed		

**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	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	Yes	
Attendance and participation strategy[1]	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	Yes	
Health and safety statement	Section 20 Health and Safety Act 2005	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	Yes	
Special educational needs policy[1]	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN)[1] 2004 Disability Act 2005	Yes	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	Yes	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	Yes	

Child protection policy	Circular 0065/2011	Yes	
Parents as partners	Circular 24/91	Yes	
Public service agreement – special needs assistants	Circular 71/11	Yes	
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.