THE HAROLD SCHOOL
GLASTHULE
ROLL NUMBER 20141G

School self-evaluation summary report for school community

Evaluation period: *October 2012 to June 2014*

Report issue date: *September 2013*

Summary School Self-Evaluation Report
The Harold School

1. Introduction

Our school has its own context. There are 30 teachers and 630 pupils in the school. We have a number of programmes operating in the school including Reading Recovery, Jolly Phonics, in-class phonic programme, Irish Therapy Reading Dogs, Paired reading. Our attendance levels are very good. Our pupils' behaviour is excellent. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on the website and in your newsletter.

1. The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Literacy. 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 Literacy. We used the following sources of evidence

- parental/pupil/staff questionnaires
- individual teacher reviews of current practice in Literacy
- pupils' work – Standardised test results/ teacher observation/samples/copies/displays
- the Learning Support team's observations

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

- Micra T results are high
- positive attitude from the home to reading
- strong and supportive LS/R team
- good collaborative practices in planning
- good and varied resources available in all classes
- variety of assessment tools used
- good variety of reading texts used in all classes
- print rich environment

We know these are our strengths because the standard of teaching and learning in our school is high and our results show this.

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

Areas for development
- Oral language confidence and fluency – specific oral language skills to be taught and practised   - develop the expressive capacity of pupils   - vocabulary development in Literacy and other curriculum area e.g. History

We have decided to prioritise these areas because:

1. teachers reported a lack of fluency in reading aloud and speaking
2. we want to enable children in all classes to develop their oral language skills

Appendix to Primary School Self-Evaluation Report:
legislative and regulatory checklist – reporting to the school community

Which area of school life is involved?	What is the relevant legislation, rule or circular?	Is the school fully meeting the requirements of the relevant legislation, rule or circular?
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

Policy	Source	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 including anti-bullying policy	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 and 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	**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			