

ST. COLMCILLE'S N.S.



St. Colmcille's N.S.
Ballinahown, Athlone, Co. Westmeath.
Roll No: 19632S

***School self-evaluation summary report for school
community***

Evaluation period: September 2012 – June 2013

Report issue date: 27/11/13

Summary School Self-Evaluation Report

1. Introduction

St Colmcille's N.S. is a rural, mixed primary school under the Catholic patronage of the Bishop of Ardagh & Clonmacnoise. There are currently 67 children on rolls, three Class Teachers, including a teaching Principal, one shared Learning Support Teacher, shared Resource Teacher & an SNA.

We have a number of programmes operating in the school eg Green Schools, Discover Primary Science & Maths. Our attendance levels are good. Our pupil's behaviour is satisfactory. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which will also be made available to the school community.

1. The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year 2012 - 2013. 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 pupils and teachers in preparing this report. We looked at how well our pupils were doing in Literacy. We looked at Standardised tests administered in our school. We also looked at Checklists from the PDST Website & teachers discussed & gave professional opinions regarding children in their classrooms.

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

Strengths

- Attainment levels in literacy are above the national norms
- Pupils use their literacy skills competently in their learning of all curriculum areas.
- Pupils read a variety of print text.
- Teachers employ a variety of teaching approaches & methodologies.
- Pupils display positive attitudes towards all aspects of literacy.

We know these are our strengths because we analysed our Standardised Tests results, completed & analysed Literacy checklists & Staff discussed all findings during Croke Park hours.

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

Areas for development

- Comprehension skills.
- Increase pupil's exposure to Digital media.
- Increase the availability of a wide range of reading material
- Increase opportunities to write poetry.
- Determine an agreed approach to Spelling at school level.
- Decide specific assessment tools for assessing writing.

We have decided to prioritise these areas because we feel addressing these areas will lead to improved learning outcomes for our pupils.

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

<p align="center">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.</p>	
<p align="center">Which area of school life is involved, and what are the regulations?</p>	<p align="center">Is the school following the regulations fully?</p>
<p>The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days</p>	<p>Yes No</p>
<p>Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes)</p>	<p>Yes No</p>
<p>Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings</p>	<p>Yes No</p>
<p>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</p>	<p>Yes No</p>
<p>Standardisation of school year Circular 034/2011 gives the dates for school holidays</p>	<p>Yes No</p>
<p>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</p>	<p>Yes No</p>
<p>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</p>	<p>Yes No</p>
<p>Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan</p>	<p>Yes No</p>
<p>Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools</p>	<p>Yes No</p>
<p>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</p>	<p>Yes No</p>
<p>Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish</p>	<p>Yes No</p>
<p>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</p>	<p>Yes No</p>

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Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p>Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	<p>Yes No Complaints have been resolved or are being resolved Yes NoN/A</p>
<p>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.</p>	<p>Yes No Appeals have been dealt with or are being dealt with Yes NoN/A</p>

**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 Under review
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 Under review
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	Yes No Under review
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 Under review
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 Under review
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 Under review
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 Under review
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 Under review
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 Under review
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 Under review

<p>Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)</p>	<p>Yes No Under review</p>
<p>Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school</p>	<p>Yes No Under review</p>
<p>Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school</p>	<p>Yes No Under review</p>
<p>Other</p>	