

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 2014 – June 2015

Report issue date: 24/09/15

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 72 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

A school self-evaluation of teaching and learning in St. Colmcille's N.S., Ballinahown was undertaken during the period September 2014 to June 2015. The focus of our self-evaluation was numeracy, with a particular focus on problem-solving skills. This report summarises the findings of the evaluation.

2. Summary of school self-evaluation findings

We looked at standardised test results which revealed that, while results were generally good, there was some scope for improvement in the area of problem-solving. A survey of pupils was carried out online to ascertain pupils attitudes towards mathematics and their experience and of different methodologies in the classroom.

2.1 Our school has strengths in the following areas:

- Standardized test results are above national norms according to results from June 2014.
- Pupils have a very positive attitude towards Mathematics in our school.
- Good use of concrete materials during mathematics lessons in all classrooms.
- Good knowledge of tables and number facts amongst all pupils.
- Good supply of Mathematics equipment and resources.
- All classrooms have access to iPads to enhance learning through ICT.
- Good use of display areas in Mathematics to enhance pupils understanding and learning.
- Good emphasis is placed on oral Mathematics and on the subject specific language of Mathematics.

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

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

- The amount of time given to discussion on solving Mathematics problems will be increased.
- Mathematics vocabulary will be explicitly taught and its importance emphasized by the use of the Mathematics display area where all vocabulary associated with a particular topic will be displayed.
- Increase the use of group work/ pair work to enhance learning in our classrooms.
- More discrete time will be given to Maths games, projects and Maths trails.
- Increase the use of ICT during mathematics lessons.

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

**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	√ Yes No √ Yes No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	√ Yes No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	√ Yes No	
Standardisation of school year	Circular 034/2011	√ Yes 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 Schedule for current school year	√ Yes No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	√ Yes No	
Development of school plan	Section 21, Education Act 1998	√ Yes No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	√ Yes No	

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 for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	√ Yes No		
Exemption from Irish	Circular 12/96	√ Yes No		
Implementation of child protection procedures	Circular 0065/2011 Please ensure the following in relation to child protection	√ Yes No		
	<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 			_0_
	<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 			_0_
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 			_0_
<ul style="list-style-type: none"> ▪ 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 	_0_			
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007 Please consider the following in relation to complaints	√ Yes No		
	<ul style="list-style-type: none"> ▪ Number of formal parental complaints received 			_0_
	<ul style="list-style-type: none"> ▪ Number of formal complaints processed 			_0_
<ul style="list-style-type: none"> ▪ Number of formal complaints not fully processed by the end of this school year 	_0_			
Refusal to enrol	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A		

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
	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			
Suspension of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A		
	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			
Expulsion of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A		
	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			

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 No	
Code of behaviour including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	✓ Yes No	
Attendance and participation strategy	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	✓ Yes No	
Health and safety statement	Section 20 Health and Safety Act 2005	✓ Yes No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	✓ Yes No	

Special education needs policy	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) 2004 Disability Act 2005	√ Yes No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	√ Yes No	
Child protection policy	Circular 0065/2011	√ Yes No	
Parents as partners	Circular 24/91	√ Yes No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	√ Yes No	
Anti-Bullying Policy	Circular 45/13	√ Yes No	