



SCIL GHORMÁIN NAOFA



SCOIL GHORMÁIN NAOFA
CASTLETOWN, INCH, GOREY, CO. WEXFORD
17768K

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

Evaluation period: *September 2013 to December 2014*

Report issue date: *December 2014*

Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. Scoil Ghormáin Naofa is a vertical mainstream co-educational rural primary school with a Catholic ethos in the Dublin Diocese. We currently have four classroom teachers including a teaching principal. In addition there is a full-time resource teacher, a full time learning support teacher and two visiting resource teachers.

Scoil Ghormáin Naofa has two post holders; the deputy principal and a special duties post holder. There are three SNA's (one full time SNA and two part-time SNA's)

The current enrolment is 118, facilitating the reinstatement of a 5th class teacher for the 2015/16 academic year. The school has fluctuated between a four and a five class teacher school in the past and this looks likely to be the case in the future.

Our attendance levels are high and our pupil's behaviour is very good. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on this website or through the office.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the past year. We evaluated literacy with a focus on writing genres, spelling and handwriting. We chose this because we felt that our pupils could improve their learning outcomes in these areas.

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 the various genres of writing, spelling and handwriting. We also used checklists, teacher's plans, assessment folders, pupil's work and school policies/plans to gather and compile our finding

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

Strengths

- Provision of wide range of appropriate reading material in class and school libraries which acts as a stimulus for writing ideas
- Print rich environment in classrooms and school corridor.
- Children engage in Listening / Oral / Writing and Comprehension activities.
- A variety of writing genres are taught.
- Teachers' planning is based on the English curriculum.
- Standardised assessments and other assessment tools are utilised to assess learning and progress.
- Our staff is constantly taking the initiative regarding ongoing professional development. As a whole staff we have attended PDST training regarding Guided Reading.
- Standardised test results show that children are performing well in Literacy, leading to high achievement; well above the national norm, from 1st to 6th classes.

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

Areas for development

- Further develop whole school approach and teaching strategies to develop 'Writing Genres' at each class level.
- Review the English Plan and facilitate the development of a whole school approach to the teaching of English.
- Invest in appropriate literacy resources to enhance station teaching and other school adapted literacy interventions.
- Teaching of Spelling.
- Handwriting.

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

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

<p>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>Which area of school life is involved, and what are the regulations?</p>	<p>Is the school following the regulations fully?</p>
<p>schools</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>✓ <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish</p>	<p>✓ <input type="checkbox"/> Yes <input type="checkbox"/> 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>✓ <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	<p>✓ <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A ✓ <input type="checkbox"/></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>✓ <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A ✓ <input type="checkbox"/></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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> 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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> 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)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> 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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
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	<input type="checkbox"/> Yes ✓ <input type="checkbox"/> No
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Educational 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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> 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)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> 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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
Other	