



*Ceann Eitigh N.S.
Kinnitty
Birr
Co. Offaly
16802C*

School Self-Evaluation Report

Evaluation period: *Sept 2012-June 2013*

Report issue date: *Sept 2013*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Ceann Eitigh N.S.* was undertaken during the period *September 2012 to June 2013*. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- Literacy

This is a report on the findings of the evaluation.

1.2 School context

Ceann Eitigh N.S. is a vertical co-educational rural school with five mainstream class teachers including a teaching Principal, one full-time Learning Support teacher, one full-time Resource teacher and two SNAs. There are 116 pupils currently attending the school.

2. The findings

- Standardised test results in English show that on average most pupils are performing at or slightly above the national norm. 30% of the children tested are scoring in the 17th-50th percentile. Over 24% of children are scoring above the 85th percentile which is above the national norm. Fewer than the national norm are performing below the 2nd percentile. Teachers' surveys show that the area that the school needed to focus on was reading. Despite the majority of children claiming that they enjoy reading, teachers observing children during DEAR time indicate otherwise.
- Throughout all classes students display a good grasp of grammar, write in a variety of genres and the majority have fairly neat legible handwriting. Writing shows a limited use of vocabulary and needs more oral and written preliminary work to ensure the writing has a logical flow.
- Children in all classes are able to recite, recall and sequence stories. Generally the language needed and conventions required to sustain pair and group work is lacking and children often do not have the cognitive or oral language skills to respond critically to stories, pictures, questions, debating, conversations etc. In regard to oral language skills, there is a very wide range of abilities at each class level.
- Responses from a survey of parents show that the majority of parents claim that their child likes reading and is doing well at reading. However 38% said that they did not get good information from the school about how their child was doing in English.
- Responses from pupils' questionnaires claim that less than 4% thought that reading was not important and 6% did not enjoy reading. 26% of pupils said that they read very little. They like to read both fiction and non-fiction, stories that make them laugh, stories that make them think hard, stories that make them feel like the book characters, stories about people like themselves, stories about everyday life, about friends, set in other countries, stories set in the past, about animals, about real people. 32% felt that they were great readers, 57% felt that they were okay and 1% felt that they were not a great reader.
- There is very little in-class support in the school, apart from in Senior Infants with emphasis placed on withdrawal.

- Micra-T results at the beginning and end of Early Intervention show that the majority of children have made good progress.
- Examination of the whole-school plan indicate that there is no formal plan in place to develop comprehension strategies.

3. Progress made on previously-identified improvement targets

N/A

4. Summary of school self-evaluation findings

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

- The majority of children in the school report that they find reading enjoyable and feel that it is important.
- Children are generally able to recite, recall and sequence stories orally and in written form
- Children are able to confidently speak and write about a topic of personal interest
- Children write in a variety of genres, have a good grasp of grammar and neat handwriting
- The children's attitude towards their own reading ability is positive.
- The majority of parents believe that their child is doing well at reading.
- Home – School links are created through the Reading Volunteers and Pyjama Night
- Early-Intervention for Senior Infants is working very well

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

- Reporting to parents about their child's progress more frequently
- A sequenced phonics scheme to be implemented from Junior Infants up to Fourth Class
- Development of Oral Language throughout the school
- Formulate a plan to develop comprehension strategies
- In-class support in First and Second Class during Literacy time
- Incorporate the five components of Reading into Literacy lessons

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

(Specify the aspects that need to be addressed)

- Development of a Health and Safety Statement
- Development of an Attendance and Participation Strategy
-

**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 -	Circular 11/95	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> 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
6 th classes)			
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011 Please ensure the following in relation to child protection	<input type="checkbox"/> Yes <input type="checkbox"/> 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 _____ ▪ 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 _____ 		

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
	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 _____		
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 ▪ 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 _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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 Number of section 29 cases taken against the school <input type="checkbox"/> Number of cases processed at informal stage <input type="checkbox"/> Number of cases heard <input type="checkbox"/> Number of appeals upheld <input type="checkbox"/> Number of appeals dismissed <input type="checkbox"/>	N/A	
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 Number of section 29 cases taken against the school <input type="checkbox"/> Number of cases processed		

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
	at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

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	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Code of behaviour ¹ including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special education needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) ⁴ 2004 Disability Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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 with 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.