St. Ronan's National School
Cloonloo, Via Boyle, Co. Sligo
12767G

School self-evaluation summary report for school community

Evaluation period: September 2013 - June 2016

Report issue date: 4 June 2014

Summary School Self-Evaluation Report

Introduction
We are a rural DEIS two teacher primary school. There are currently 24 pupils on roll. The school is allocated ten hours learning support per week provided by a shared Learning Support Teacher. We have 14.45 resource hours per week provided by a part-time Resource Teacher.

The focus of the evaluation
A school self-evaluation of teaching and learning in literacy and numeracy was undertaken during the period January to May 2013.

Summary of school self-evaluation findings
We collected information from parents, pupils and teachers in preparing this report using surveys . We looked at how well our pupils were doing in literacy and numeracy.

- Standardised test results in Maths were higher than in English.
- In Maths most of our pupils are performing above the national average while in English most of our pupils are performimg at or slightly above the national average. We therefore decided to focus on Literacy.
- Our English results were slightly up on the previous year's scores but the Maths results had improved significantly.
- Throughout all classes students display excellent word attack skills, knowledge of and use of phonics is very good, the majority of pupils are very good spellers but some pupils' oral language/story writing is weak (poor vocabulary) and higher order comprehension skills need development.
- The majority of our pupils enjoy reading, writing stories, believe that they are good readers and spellers but very few are members of a library. The children would like our school library to be better resourced.
- The majority of our parents believe their children like reading and are doing well at school. Many would like to see school based incentives to encourage reading for pleasure e.g.a readathon

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

Strengths

- No pupils scored below Sten 4 in Standardised tests for English.

- The majority of our pupils enjoy reading and writing stories.

- A good Classroom Environment for learning.

- Use of IT to redraft, improve and edit the writing process.

- A goood use of a variety of teaching approaches.

- Pupils at risk of underachieving are receiving Learning Support and are making good progress,

- The majority of our pupils find spellings easy to learn.

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

Areas for development

- Comprehension skills need to be taught and improved

- A focus on higher order thinking skills

- Building vocabulary

- Pupils need to be more independent (due to lack of comprehension skills/strategies)

- Pupils need to seek help from peers before seeking help from the teacher

- Library resources need updating in consultation with the pupils

- Encourage our pupils to join the library

- More pupil assessment monitoring their own progress and giving constructive criticism of others.

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	Yes
Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes)	Yes
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	Yes
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
Standardisation of school year Circular 034/2011 gives the dates for school holidays	Yes
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
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
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	Yes
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	Yes
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
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	Yes
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
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	Yes
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 Appeals have been dealt with or are being dealt with N/A

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
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
Anti-bullying policy *Anti-bullying Procedures for Primary and Post-primary Schools*, 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	Yes
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
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
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
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
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
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
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
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	Yes
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	Ongoing
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	N/A