

Sample template for a summary school self-evaluation report for the board of management to circulate to the school community

ST. ITA'S N.S.  
LOUGHREA  
CO. GALWAY

ROLL NUMBER 16762Q

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

Evaluation period: *May 2012 to June 2013*

Report issue date: *June 2014*

## Summary School Self-Evaluation Report

### 1. Introduction

Our school has its own context. There are 18 teachers and 275 pupils in the school. We have a wide range of co-curricular and extra curricular programmes operating in the school. Our attendance levels are good. Our pupils' behaviour is excellent. For more information on how we intend to improve our pupils' learning a copy of the full and complete SSE report is available from the Principal's Office and is published on the school website.

#### 1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Numeracy in our school. 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 parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in Mathematics. We carried out a SCOT analysis of Numeracy with the staff, issued parent questionnaires and pupil focus group questionnaires as well as administering class based and standardised tests in mathematics.

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

#### Strengths

- Aistear Programme for Infant teachers
- Ready Steady Go Maths
- Masters Programme (Professional Learning Communities with CPD for teachers) – 6<sup>th</sup> Class Teacher
- Co-curricular projects e.g. Practical Maths Workshops
- Computer Room (with a wide range of maths resources) available to all classes on a timetabled basis)
- SCRATCH Initiative 6<sup>th</sup> Class
- Our Sigma T (standardised testing in maths) results are in line with national norms and STEN scores in the 1-3 category are higher than national norms by 3.6%
- Parent responses to the questionnaire indicate that parents are supportive of school mathematical initiatives.

We know these are our strengths because of feedback following staff SCOT analysis, feedback from pupil / parent questionnaires and analysis of test results.

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

#### Areas for development

- Maths Language
- Concrete Materials / Maths Environment
- Problem Solving

- Mathematical strands based on shape and measure
- Tables /Oral and Mental Maths

We have decided to prioritise these areas because of the information we compiled following an analysis of Numeracy in our school.

**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, <a href="http://www.education.ie">www.education.ie</a> .	
Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<b>The school calendar and the school timetable</b> Circular 11/95 sets down the length of the school year - minimum of 183 days  Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	<input type="checkbox"/> Yes  <input type="checkbox"/> Yes
<b>Parent/ teacher meetings and staff meetings</b> Circular 14/04 sets out the arrangements for these meetings	<input type="checkbox"/> Yes
<b>Implementation of agreement regarding additional time in school for teachers</b> 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
<b>Standardisation of school year</b> Circular 034/2011 gives the dates for school holidays	<input type="checkbox"/> Yes
<b>Valid enrolment of pupils</b> 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
<b>Pupils repeating a year</b> 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
<b>Development of school plan</b> Section 21, Education Act 1998 requires all schools to have a school plan	<input type="checkbox"/> Yes
<b>Engagement with SSE process</b> Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	<input type="checkbox"/> Yes
<b>Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement</b> Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	<input type="checkbox"/> Yes
<b>Exemption from Irish</b> Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	<input type="checkbox"/> Yes

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Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p><b>Implementation of child protection procedures</b> 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</p>
<p><b>Implementation of complaints procedure as appropriate</b> Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	<p><input type="checkbox"/> Yes Complaints have been resolved or are being resolved <input type="checkbox"/> Yes</p>
<p><b>Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)</b> 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 Appeals have been dealt with or are being dealt with <input type="checkbox"/> N/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?
<b>Enrolment policy</b> 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
<b>Code of behaviour</b> 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
<b>Anti-bullying policy</b> <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
<b>Attendance and participation strategy</b> 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
<b>Health and safety statement</b> 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
<b>Data protection</b> 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
<b>Internet acceptable use policy</b> Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See <a href="http://www.webwise.ie">www.webwise.ie</a> for guidelines	<input type="checkbox"/> Yes
<b>Special education needs policy</b> 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
<b>Relationships and sexuality education (RSE) policy</b> 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
<b>Substance use policy</b> 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
<b>Child protection policy</b> Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input type="checkbox"/> Yes
<b>Parents as partners</b> Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input type="checkbox"/> Yes
<b>Deployment of special needs assistants</b> Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	<input type="checkbox"/> Yes
<b>Other</b>	