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**School Self Evaluation Report**

**School Improvement Plan**

**2021/22**

**School Self Evaluation Process Timeline:**

* January/February *(gather qualitative and quantitative data)*
* May/June *(gather quantitative data, analysis and decision making)*
* September/October *(write up SSE and SIP)*
* November – June *(School Improvement Plan implementation)*

**School Curricular Planning, Teaching and Learning Timeline:**

* *3 year policy review cycle*

**School Self Evaluation Report**

* 1. **The focus of the evaluation**

A school self-evaluation of teaching and learning in *Scoil Bhríde* was undertaken during the period January 2022to June 2022. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

* History/Science/Geography Policy
* Learning Support Planning and Cuntas Míosúila
* Learning Support integrated with ICT
* Increase our stock of tablets for pupils
* Child Protection Pupil Survey
* School Garden and Bio-diversity
* Legislative and regulatory checklist
* Policy review cycle

This is a report on the findings of the evaluation.

* 1. **School context**

Scoil Bhríde is located in a tranquil setting amid playgrounds, green areas and sports amenities in the heart of the beautiful rural village of Nurney in County Kildare.

Our school enjoys a very pleasant, stimulating and attractive setting, with large, bright, well-equipped rooms ensuring the needs of every child are met on a daily basis.

Our school has served the village of Nurney and surrounding area for over a hundred years. Being a ‘village school’ is very important to us and we maintain strong links with our local community.

Scoil Bhríde is a co-ed vertical school focused on providing a high-quality teaching and learning environment in a spirit of partnership with our pupils, parents and wider community. Our School revolves around the core principles of kindness, safety, responsibility and respect so that our school is a peaceful, calm and safe place where everyone can learn and achieve success.

**School Ethos**

Scoil Bhríde Nurney is a Catholic school which aims at promoting the full and harmonious development of all aspects of our pupils: intellectual, physical, emotional, cultural, moral and spiritual including a living relationship with God and with other people.

Scoil Bhríde promotes a philosophy of life based on a belief in God and Jesus Christ. Scoil Bhríde provides religious education for our pupils in accordance with the doctrines, practices and tradition of the Catholic Church and promotes the formation of pupils in the Catholic faith.

While we embrace the Catholic faith, we welcome and embrace the children of all creeds.

**School Mission**

Scoil Bhríde Nurney is a Catholic Primary School which strives to provide a well ordered, happy and secure community atmosphere where the self-esteem of each child will be enhanced and the educational, spiritual, moral and cultural needs of each child identified and developed with compassion, enthusiasm and due regard for the child’s individuality. Scoil Bhríde Nurney promotes excellence in teaching and learning.

**School Philosophy**

1. We support the philosophy of education basic to the three main aims of primary education as stated in the Primary Curriculum

* To enable the child to live a full life as a child and to realise his or her potential as a unique individual
* To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society
* To prepare the child for further education and lifelong learning

1. It is our wish that the school’s total curriculum acknowledges the variety of needs and learning abilities among the pupils and endeavours to strike a balance between an emphasis on an academic core and on the provision of a wide range of other important learning experiences
2. We recognise how important it is for each child to develop the oral, comprehension, reading and written skills of the English language which are so necessary when working in other subject areas and when interacting with others in life. We recognise that it is extremely difficult for any child to reach his/her full potential if he/she has not mastered the basic skills of the language while in primary school
3. We recognise that individual growth best takes place in an atmosphere of openness and friendliness. Accordingly we strive, in each class and throughout the school, to create a strong sense of community so that no child will feel alienated or marginalised at school. We aim to help the children feel that their teachers are people they can trust and on whom they can depend. In a school, our size it is possible for all the teachers to get to know each child from their induction into the school
4. We acknowledge that our school is a Catholic school and therefore we strive to create a school community where Gospel values of hope, justice, fairplay, compassion, love and reconciliation are fostered. The whole school co-operates when we perform our ‘Nativity Play’ at Christmas and the school choir performs at First Confession and First Holy Communion ceremonies
5. The parents are the primary educators of their children and the school is where the professional educators complement the work of the home. In recognition of this fact the school seeks to maintain friendly collaboration and a good working rapport with all parents. The child’s balanced growth and development – not just academic progress is the focus of such collaboration
6. We believe that all children are equal regardless of gender, ability, creed or social background

**Summary**

We have adopted the seanfhocal ***“Mol an Óige”*** as our school motto. Our philosophy is to know each child, to lead them with affection and fairness and to prepare them for life by developing them socially and personally.

We aim for high academic standards and we will demand that each child does his/her best. We believe that this demand will be met by a child who is secure and happy in school and who feels his/her efforts are appreciated.

**2. Progress made on previously-identified improvement targets**

* We increased our average whole school score in Math’s strand ‘measure’ from 56% to 57%
* We discussed, examined and designed a more meaningful cuntas míosúil and fortnightly plan, to help implement more effective differentiation and assessment strategies, reflection and the new Primary Language Curriculum.
* We surveyed all staff, parents an pupils in relation to formulating a more meaningful and coherent whole school handwriting policy. We also collected samples from pupils across all classes. This was done using online surveys.
* We invested in a digital Cuntas Míosúil format on our school website to aid teacher’s fortnightly planning.

**3. Summary of school self-evaluation findings**

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

* The warm relationships between the teachers and pupils make this school special
* The children are generally happy
* We pride ourselves on the holistic care we give to our pupils
* The dedication of the staff and the concern they have for the children is something we should all be proud of
* We have a lovely comfortable building
* We have a caring atmosphere and a hard-working dedicated staff
* The children are valued and made to feel special
* People are very caring of others going through a difficult time
* It is a very welcoming school for visitors and newcomers
* The organisation of testing and formative assessment is excellent
* Parents receive a warm welcome and engage with staff
* The staff are very open to new ideas, methods and practice
* On a whole school level our literacy and numeracy scores are above the national average
* We have invested in 15 new PCs. We have acquired 8 new laptops. We have invested in literacy and numeracy self-assessment software for pupils. We have embraced digital technology into our whole school planning and SEN assessment.

**School Improvement Plan**

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

* **Learner outcomes:** achieve the stated learning objectives for the term and year

1. *A focus on pupil self-assessment for learning using digital technologies*
2. *Improve SESE standards in the school (by discussing and clarifying as a school a whole school policy approach to the teaching and learning of SESE in our school)*
3. *Focus on using more practical methods in teaching the measurements strand of the Mathematics curriculum and invest in more practical resources*

* **Teachers’ individual practice:** selects and uses planning, preparation and assessment practices that progress pupils’ learning

1. *Renewed emphasis and implementation of a more whole school approach to learning support planning, making it more meaningful in terms of methodology, assessment, differentiation and reflection. Whilst also being definite in the learning outcomes being expected.*
2. *Review whole school planning of all SESE subjects and Implement in full a fully coherent whole school SESE Policy*
3. *Emphasise bio-diversity teaching and learning in our school by creating with pupils a new school garden*
4. *Examine our school’s approach and practice in child protection using a pupil survey*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Plan Co-ordinator** | Principal | | | |
| **Targets** | * Increase average whole school score in Maths strand ‘measure’ from 57 to 60 by October 2022 * Put in place a school SESE policy by October 2022 * Implement in full the new PLC and SESE whole school plan * Create bio-diversity areas in our school grounds. * Engage with pupil self-assessment using technology * Investigate pupils voice in relation to Child Protection in our school * Implement a whole school approach to learning support planning | | | |
| **Actions** | **Who?** | | | |
| 1. Organise CPD (from PDST) for staff in the maths strand ‘measures 2. Formulate and put in place a school SESE policy 3. Ensure there is adequate equipment and resources in place for teachers regarding the maths strand ‘measures’ 4. Conduct a bio-diversity survey in our school 5. Invest in and put in place pupil self-assessment technology 6. Survey pupils in relation to Child Protection in our school 7. Implement new learning support planning templates | 1. Principal 2. Principal, deputy principal and staff 3. Principal, deputy principal, Maths post holder 4. Green Schools committee 5. SEN Team 6. SETs | | | |
| **Monitoring** | **Who?** | | | |
| 1. Organise CPD (from PDST) for staff in the maths strand ‘measures 2. Formulate and put in place a school SESE policy 3. Ensure there is adequate equipment and resources in place for teachers regarding the maths strand ‘measures’ 4. Conduct a bio-diversity survey in our school 5. Invest in and put in place pupil self-assessment technology 6. Survey pupils in relation to Child Protection in our school 7. Implement new learning support planning templates | * Whole Staff / Co-ordinator * Principal * Relevant teachers * Class teachers * Children and parents | | | |
| **Evaluation approach:**   * Collective review of pupil’s work * Eliciting views of teachers * Analysis of quantitative information * Professional collaborative review of teaching and learning * Review of monthly progress reports | **Evaluation tools:**   * Prompt questions and review template to review the teaching and learning of SESE in our school * Survey for whole school use re: Bio-Diversity in our school * Pupil survey in relation to Child Protection in our school * PLC progression continua * PDST standardised test result analysis tool * NCCA guidelines on Assessment * NCCA ICT framework | | | |
| **Necessary adjustments throughout implementation process:** | | | | |
| **Target** | **Achieved** | | | |
| * Increase average whole school score in Maths strand ‘measure’ from 57 to 60 by October 2022 | Yes |  | No |  |
| * Put in place a school SESE policy by October 2022 | Yes |  | No |  |
| * Implement in full the new PLC and SESE whole school plan | Yes |  | No |  |
| * Create bio-diversity areas in our school grounds. | Yes |  | No |  |
| * Engage with pupil self-assessment using technology | Yes |  | No |  |
| * Investigate pupils voice in relation to Child Protection in our school | Yes |  | No |  |
| * Implement a whole school approach to learning support planning | Yes |  | No |  |
| * Legislative and Regulatory checklist completed? | Yes |  | No |  |
| * This year’s policy review cycle completed? | Yes |  | No |  |

***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 (1st-6th classes) | Circular 11/95 | | | | | School year  Yes  No  School day  Yes  No |  |
| Arrangements for parent/ teacher and staff meetings | Circular 14/04 | | | | | Yes  No |  |
| Implementation of national agreement regarding additional time requirement | Circular 0008/2011 | | | | | Yes  No |  |
| Standardisation of school year | Circular 0034/2011 | | | | | 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 arrangements for the 2013/14 school year Circular 13/2013 | | | | | Yes  No |  |
| Pupils repeating a school year | Rule 64 Rules for National Schools, Circular 11/01  Circular 32/03 | | | | | Yes  No |  |
| Annual returns to the National Educational Welfare Board (NEWB) | Education and Welfare Act 2000 | | | | |  |  |
| Development of school plan | Section 21, Education Act 1998 | | | | | Yes  No |  |
| Engagement with SSE process | Circular 39/2012 | | | | |  |  |
| Appointments to posts of responsibility | Circular 16/73, Circular 07/03, Circular 053/2011 | | | | | Yes  No |  |
| Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement | Circular 0056/11, Circular 0066/2011, Circular 0018/2012 | | | | | Yes  No |  |
| Exemption from Irish | Circular 12/96 | | | | | Yes  No |  |
| Implementation of child protection procedures | Circular 0065/2011  Please record the following in relation to child protection | | | | | Yes  No |  |
| ▪ 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 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 record the following in relation to complaints | | | | | Yes  No |  |
| ▪ 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 | | | | \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_ |
| Refusal to enrol | Section 29 Education Act 1998  Please record 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  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 record 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  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 record 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  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed |  | | | |

***Appendix to School Self-Evaluation Report:***

***Policy checklist***

|  |  |  |  |
| --- | --- | --- | --- |
| **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[[1]](#footnote-1) including anti-bullying policy | Circular 20/90  NEWB *Guidelines*  Section 23, Education Welfare Act 2000  *Anti-bullying Procedures for Primary and Post-primary schools* 2013, and Circular 45/13 | Yes  No |  |
| Attendance and participation strategy[[2]](#footnote-2) | 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 |  |
| Internet acceptable use policy | National Council for Technology in Education (NCTE) Guidelines, 2012 at [www.webwise.ie](http://www.webwise.ie) | Yes  No |  |
| Special educational needs policy[[3]](#footnote-3) | Education Act 1998  Equal Status Acts 2000- 2011  Education (Welfare) Act 2000  Education for Persons with Special Educational Needs Act (EPSEN)[[4]](#footnote-4) 2004  Disability Act 2005 | Yes  No |  |
| Relationships and sexuality education (RSE) policy | Relationships and Sexuality Education: Policy Guidelines (1997) | Yes  No |  |
| Substance use policy | National Drugs Strategy and Department of Education and Skills Guidelines | Yes  No |  |
| Child protection policy | Circular 0065/2011 | Yes  No |  |
| Parents as partners | Circular 24/91 | Yes  No |  |
| Public service agreement – special needs assistants | Circular 71/11 | Yes  No |  |
| Other |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Scoil Bhríde Nurney Curricular Planning Timeline** | | |
| **School Year beginning:** | **In September of this school year have these curricular plans up to date and ready for inspection in your classroom planning**  ***(using the Primary Planning Tool Software)*** | **In January of this school year begin planning in order**  **(i) the whole school plan**  **(ii) classroom yearly plan**  **(iii) fortnightly plans**  ***(using the Primary Planning Tool Software)*** |
| **September 2016/17** |  | * SPHE * English Oral   *(junior infants – 2nd class)*   * Irish Oral   *(junior infants – 2nd class)* |
| **September 2017/18** | * SPHE * English Oral   *(junior infants – 2nd class)*   * Irish Oral   *(junior infants – 2nd class)* | * Maths * English Reading and Writing   *(junior infants – 2nd class)*   * Irish Reading and Writing   *(junior infants – 2nd class)* |
| **September 2018/2019** | * Maths * English Reading and Writing   *(junior infants – 2nd class)*   * Irish Reading and Writing   *(junior infants – 2nd class)* | * English Oral, Reading and Writing   *(3rd – 6th class)*   * Irish Oral, Reading and Writing   *(3rd – 6th class)*  ***Not Achieved as NO NEW PLC Curriculum available!*** |
| **September 2019/2020** | * English Oral, Reading and Writing   *(3rd – 6th class)*   * Irish Oral, Reading and Writing   *(3rd – 6th class)*  ***Postponed due to late arrival of NEW PLC Curriculum*** | * History * Geography * Science * English Oral, Reading and Writing   *(3rd – 6th class)*   * Irish Oral, Reading and Writing   *(3rd – 6th class)* |
| **September 2020/2021** | * Delayed due to COVID-19 | * Delayed due to COVID-19 |
| **September 2021/2022** | * Delayed due to COVID-19 | * History * Geography * Science * English Oral, Reading and Writing   *(3rd – 6th class)*   * Irish Oral, Reading and Writing * *(3rd – 6th class)* |
| **September 2022/23** | * History * Geography * Science * English Oral, Reading and Writing   *(3rd – 6th class)*   * Irish Oral, Reading and Writing * *(3rd – 6th class)* | * Subject X etc……... |

**Three Year Policy Review Cycle**

**YEAR ‘A’**

**Sept: 2014, 2017, 2020, 2023, 2026, 2029, 2032, 2035 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* Supervision policy
* Attendance policy
* Code of behaviour policy
* Commercialism policy
* Complaints policy
* EPV days policy
* Mobile phone and electronic devices policy
* Party invitation policy
* Safety statement
* School accident and first aid policy
* Substance use policy
* Acceptable Internet Use policy
* Job share policy
* ICT E-Learning policy
* Religion policy
* Language curriculum policy
* Healthy eating policy
* Mathematics policy

**YEAR ‘B’**

**Sept: 2015, 2018, 2021, 2024, 2027, 2030, 2033, 2036 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* Administration of medicines policy
* Work experience / Teaching practice policy
* SEN – Learning language support and resource teaching (support teaching) policy
* CCTV policy
* Custody / access / separation policy
* Class and classroom allocation policy
* Data protection policy
* Education management software policy
* Exemption from Irish policy
* School transport policy
* Special needs assistant policy

**YEAR ‘C’**

**Sept: 2016, 2019, 2022, 2025, 2028, 2031, 2034, 2037 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* Admissions and enrolment policy
* RSE policy (contained within RSE policy)
* SPHE policy
* Maths policy
* Assessment policy
* Book rental scheme policy
* Parents as partners policy
* Use of school premises policy
* SEN policy
* Assistive Technology policy
* School Prefect policy
* Whistle Blower policy
* Sick supervision policy (contained within Supervision policy)
* Uniform policy (contained within Code of Behaviour policy)
* Dignity at work policy
* History
* Geography
* Science

**YEAR ‘D’**

**Sept: 2017, 2020, 2023, 2026, 2029, 2032, 2035, 2038 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* ICT policy
* 5 Year E-Learning Plan
* Maths policy
* ?

**YEAR ‘E’**

**Sept: 2018, 2021, 2024, 2027, 2030, 2033, 2036, 2039 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* ?

**YEAR ‘F’**

**Sept: 2019, 2022, 2025, 2028, 2031, 2034, 2037, 2040 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* ?

**YEAR ‘G’**

**Sept: 2020, 2023, 2026, 2029, 2032, 2035, 2038, 2041 etc.**

* Child Protection Policy
* Anti - Bullying Policy
* ?

1. Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated. [↑](#footnote-ref-1)
2. Under the provisions of the Education (Welfare) Act (2000) (section 22), the school’s attendance strategy should conform to the provisions stipulated. [↑](#footnote-ref-2)
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.” [↑](#footnote-ref-3)
4. The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs. [↑](#footnote-ref-4)