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**School Self Evaluation Report**

**School Improvement Plan**

**2018/19**

**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 May 2018to June 2018. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

* Mathematics
* Primary Language Curriculum
* Legislative and regulatory checklist

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**

* Non – applicable

**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 top class
* Parents are made feel welcome and engagement 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

**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. *Implementation of the new PLC with software tools in our 5 year digital learning plan, with a particular focus on handwriting*
2. *Focus on the measurements strand of the Mathematics curriculum*
* **Teachers’ individual practice:** selects and uses planning, preparation and assessment practices that progress pupils’ learning
1. *Implementation of the new PLC with software tools in our 5 year digital learning plan*

|  |  |
| --- | --- |
| **Improvement Plan Co-ordinator** | Principal |
| **Targets** | * Increase average whole school score in Maths strand ‘measure’ from 59 to 65 by October 2019
* Put in place a school handwriting policy by October 2019
* Implement in full the new PLC with digital support from the Primary Planning Tool software and put in place a school assessment policy by September 2019
 |
| **Actions** | **Who?** |
| 1. Organise CPD (from PDST) for staff in the maths strand ‘measures
2. Formulate and put in place a school assessment policy
3. Formulate and put in place a school handwriting policy
4. Ensure there is adequate equipment and resources in place for teachers regarding the maths strand ‘measures’
5. Populate the Primary Planning Tool software with the whole school plan regarding the new PLC and Maths
6. Gather up samples of handwriting from 2nd, 4th and 6th class for next round of SSE analysis
 | 1. Principal
2. Principal and deputy principal
3. Principal and deputy principal
4. Maths post holder
5. Principal, deputy principal (English post holder), Maths post holder and Gaeilge post holder
6. Class teachers
 |
| **Monitoring** | **Who?** |
| 1. Organise CPD (from PDST) for staff in the maths strand ‘measures
2. Formulate and put in place a school assessment policy
3. Formulate and put in place a school handwriting policy
4. Ensure there is adequate equipment and resources in place for teachers regarding the maths strand ‘measures’
5. Populate the Primary Planning Tool software with the whole school plan regarding the new PLC and Maths
6. Gather up samples of handwriting from 2nd, 4th and 6th class for next round of SSE analysis
 | * Whole Staff / Co-ordinator
* Principal
* Relevant teachers
* Class teachers
* Children and parents
 |
| **Evaluation approach:*** Collective review of pupils 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 analyse handwriting samples
* 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 59 to 65 by October 2019
 | Yes  |  | No  |  |
| * Put in place a school handwriting policy by October 2019
 | Yes  |  | No  |  |
| * Implement in full the new PLC with digital support from the Primary Planning Tool software and put in place a school assessment policy by September 2019
 | 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 [ ]  NoSchool 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 1998Sections 20 and 21, Education (Welfare) Act 2000Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02Staffing arrangements for the 2013/14 school year Circular 13/2013 | [ ]  Yes [ ]  No |  |
| Pupils repeating a school year | Rule 64 Rules for National Schools, Circular 11/01Circular 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 0065/2011Please 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 2007Please 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 1998Please 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 schoolNumber of cases processed at informal stageNumber of cases heardNumber of appeals upheldNumber of appeals dismissed | [ ] [ ] [ ] [ ] [ ]  |
| Suspension of students | Section 29 Education Act 1998Please 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 schoolNumber of cases processed at informal stageNumber of cases heardNumber of appeals upheldNumber of appeals dismissed  | [ ] [ ] [ ] [ ] [ ]  |
| Expulsion of students | Section 29 Education Act 1998Please 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 schoolNumber of cases processed at informal stageNumber of cases heardNumber of appeals upheldNumber 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 20/90NEWB *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 2000Equal Status Acts 2000-2011 | [ ]  Yes [ ]  No |  |
| Health and safety statement | Section 20 Health and Safety Act 2005 | [ ]  Yes [ ]  No |  |
| Data protection  | Data Protection Act 1988Data 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 1998Equal Status Acts 2000- 2011Education (Welfare) Act 2000Education for Persons with Special Educational Needs Act (EPSEN)[[4]](#footnote-4) 2004Disability 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)* |
| **September 2019/2020** | * English Oral, Reading and Writing

*(3rd – 6th class)** Irish Oral, Reading and Writing

*(3rd – 6th class)* | * Subject X
 |
| **September 2020/2021** | * Subject X
 | * Subject Y
 |
| **September 2012/2022** | * Subject Y
 | * Subject Z 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

**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
* 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

**YEAR ‘D’**

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

* Child Protection Policy
* Anti - Bullying 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)