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School Self Evaluation
and
School Improvement Plan
Summary Report
For School Community



Evaluation period: *September 2013 – June 2016*

REPORT ISSUE DATE: JUNE 2014

Summary school improvement plan

1. Introduction

There are 22 teachers and 456 pupils in the school. We have a number of programmes operating in the school including 'school choir' and 'Food Dudes'. Our attendance levels are excellent. Our pupils' behaviour is generally excellent.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated LITERACY. We chose this because we wish to take a structured approach to build on pupil's learning in this area.

This report summarises the strengths that were identified relating to the area prioritised for improvement - PHONICS.

This school improvement plan sets out the actions that we will undertake in the school over the three years 2013 - 2016. The main purpose of these actions is to improve our pupils' learning.

2. Summary of school self-evaluation findings

We collected information from parents and teachers in preparing this report through questionnaires and discussion. We also undertook formal recording and analysing of our standardised testing results.

2.1 Our strengths identified relating to phonics are:

Strengths (relating to phonics)

- High results in standardised tests
- Wide variety of approaches used including paired & shared reading activities
- Children enjoy the multifaceted approach to learning phonics which is employed by teachers
- There is an emphasis on the joy of reading and on respect for books
- Cross curricular opportunities provided to develop oral language skills

We know this because we consulted with parents and teachers, and examined test results in the school.

2.2 Our school has decided to prioritise the following areas of development:

Area for development

Literacy – Phonics, whole school approach and development plan

We have decided to prioritise this area because as a result our Self Evaluation Process, we believe that a greater whole school approach and a revision of the schemes in practice regarding phonics would help raise our levels of literacy attainment further.

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets for Improvement	Action
Structured whole school approach to phonics teaching and phonemic awareness building from junior infants to 2 nd class.	<ul style="list-style-type: none">• Through staff discussion, decide on an approach to phonics which can be adopted by, and phased in to all levels over a 4 year period with periodic review.• Build up a store of resources for chosen phonics programme• Develop a formalised review procedure with a specified period of re-evaluation for phonics programme• Develop a list of what children should know by the end of each class level with regard to phonics and phonemic awareness• Training for parents on sound / letter correspondence

As a parent you can help us by reading a variety of books with your child and become familiar with the Phonics programme we have now adopted.

2.4 We know we will have achieved our targets when as a staff we have an agreed phonics programme in place for Junior Infants and Senior Infants in September 2014, 1st Class September 2015, 2nd class 2016 with annual analysis on strengths and weaknesses of the programme, and as each class level adopts the programme a list of links / support materials will be placed on the school website.

**Appendix to Primary School Self-Evaluation Report:
Legislative and regulatory checklist – reporting to the school community**

Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p>The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days</p> <p>Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes)</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Standardisation of school year Circular 034/2011 gives the dates for school holidays</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p align="center">Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>
<p>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.</p>	<p align="center"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p align="center">Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>

**Appendix to Primary School Self-Evaluation Report:
Policy checklist – reporting to the school community**

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Anti-bullying policy <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 <input checked="" type="checkbox"/> No For Board approval September 2014
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No For Board approval September 2014
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No