



SCOIL AN CHLOCHAIR  
KILBEGGAN  
Co Westmeath

20063M

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

Evaluation period: *January 2013 to June 2013*

Report ratified by BOM : *October 1<sup>st</sup> 2013*

## 1 Introduction

### 1.1 The Focus of the Evaluation

A school self-evaluation of teaching and learning in Scoil an Chlochair was undertaken during the period January 2013 to June 2013. During the evaluation teaching and learning in the following curriculum areas were evaluated:

*Numeracy: Understanding and using Mathematics*

### 1.2 School Context

Scoil an Chlochair, Kilbeggan is a mixed vertical single stream primary school with 225 pupils and 12 teachers. The school is wholly located on the property of the Sisters of Mercy and as such shares with the campus with the Mercy Secondary School. The children of Scoil an Chlochair are located in three separate buildings two of which are prefabs. Building work is due to commence in 2013 in order to replace some of the prefabs with a permanent structure. Class sizes range in number from 23 to 31 and with five classes having more than 28 children. Approximately 20% of the children are from Newcomer families and are from mainly Polish and Brazilian backgrounds.

Planning and self-evaluation have played an increasingly central part of our staff and BOM meetings. At each teachers meeting we focus on our Plean Scoile and review curriculum and other policies. These are then presented to the Board of Management for ratification and implementation.

- All teaching staff members have recently received inservice training in School Self Evaluation. and we are now focusing on numeracy with a view to reviewing and developing a school improvement plan.

## 2 The Findings

We are using a variety of tools and methodologies to evaluate our school: teacher discussion; observation of children; testing both class and standardised ; questionnaires

### Attainment of curriculum objectives

In reviewing our Drumcondra Test scores for Mathematics for the two school years 2011-2012 and 2012-2013 ( see attached) we identified **1 content: measures** and **2 process: Problem Solving** as areas of weakness.

### **3 Progress made on previously-identified improvement targets**

As a staff we reviewed all aspects of school life (teacher questionnaire as above) and we have initially concentrated on the following areas:

- Involvement of parents – parents have taken an active role in our Paired Reading scheme.
- ICT – we are continuing to focus on and utilise our ICT facilities in order to aid all subjects but in particular Literacy and Numeracy. To support this we are engaged in continued personal development of our ICT skills.
- Transition to and from schools – principal had formal meetings with pre-school providers and observed incoming children. Reports and standardised tests were prepared for secondary school. Meetings and visits with secondary schools have taken place.
- We reviewed our Catholic ethos in the school and discussed how this impacted on school life
- As part of our review in English the school has purchased The Primary Planet Newspaper for children in Senior Classes. This is a newspaper which deals with current issues for children.
- We have reviewed and updated policies for Maths, English, PE, SESE, Religion, Learning Support Attendance.
- Learning Support – our support teachers are working in different ways to support children and their class teachers

### **4 Summary of school self-evaluation findings**

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

With regard to teaching and learning the content area: shape and space and the process area: recall

#### **4.2 The areas prioritised for improvement**

- Problem solving in Mathematics with cross-curricular links particularly in Reading and Science

#### **4.3 The following Legislative and regulatory requirements need to be addressed:**

Child Protection and a policy of Garda vetting for personnel visiting the school

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

Which area of school life is involved?	What is the relevant legislation, rule or circular?	Is the school fully meeting the requirements of the relevant legislation, rule or circular?
<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)	✓ Yes <input type="checkbox"/> No  ✓ Yes <input type="checkbox"/> No
<b>Parent/ teacher meetings and staff meetings</b>	Circular 14/04 sets out the arrangements for these meetings	✓ Yes <input type="checkbox"/> No
<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	✓ Yes <input type="checkbox"/> No
<b>Standardisation of school year</b>	Circular 034/2011 gives the dates for school holidays	✓ Yes <input type="checkbox"/> No
<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	✓ Yes <input type="checkbox"/> No
<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	✓ Yes <input type="checkbox"/> No
<b>Development of school plan</b>	Section 21, Education Act 1998 requires all schools to have a school plan	✓ Yes <input type="checkbox"/> No
<b>Engagement with SSE process</b>	Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	✓ Yes <input type="checkbox"/> No
<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	✓ Yes <input type="checkbox"/> No
<b>Exemption from Irish</b>	Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	✓ Yes <input type="checkbox"/> No
<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	✓ Yes <input type="checkbox"/> No
<b>Implementation of complaints procedure as appropriate</b>	Section 28 Education Act 1998 provides for procedures to address complaints about a school.	✓ Yes <input type="checkbox"/> No  Complaints have been resolved or are being resolved N/A
<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.	✓ Yes <input type="checkbox"/> No  Appeals have been dealt with or are being dealt with N/A <input type="checkbox"/>