



Esker Educate Together National School

**School Self-Evaluation Report
Improvement Plan
September 2013.**

Information for Parents

**Evaluation period: 2012-2013
Implementation period commences 2013-2014**

Report issue date: September 2013

School Self-Evaluation Report

1. Introduction

The focus of the evaluation

A school self-evaluation of teaching and learning in Esker Educate Together National School was undertaken during the period January 2011 to June 2013. During the evaluation teaching and learning in the following curriculum areas were evaluated with a view to focussing on one area for Year 1 of our School Improvement Plan.

- Literacy
- Numeracy: Understanding and using Mathematics

This is a report on the findings of the evaluation.

2. Evidence gathering:

The following measures were used to gather evidence

Attainment of Curriculum Objectives; Attainment as measured by Standardised tests, Attainment (reading level) as measured by Lift off and Reading Recovery before and after intervention statistics; PDST Change Profile (teachers); SCOT analysis on Reading (teachers), Pupils Survey on reading habits; Survey of parents attitudes to reading in the home. (3rd to 6th). Pupils' Attitude to reading (Research project undertaken by teacher Sarah Tighe, see full report in SSE folder).

3. The findings

Attainment of Curriculum objectives and Micra-T and Sigma T data

Having examined our nationalised assessment data for school year 2011-2012 we found significant but unsurprising differences in our pupils' attainment levels, Maths above national average, Reading slightly below. We also found improvements in both Maths and Reading over the last two measurement periods of 2010/2011 and 2011/2012. An analysis of the 2012-2013 Sigma-T and Micra-T results shows a further overall improvement this year. Assessment data from Infants also examined by staff and by LSRT teams (See SSE folder) Data pre-intervention and post intervention (Lift Off and reading recovery programmes) analysed with LSRT and Colette. Both interventions showed significant improvements in reading attainment levels.

Other evidence gathered.

Summary: More girls than boys like to read, most of the children had access to books that they like in their class library and home. Most children use several outlets to access books and most children like to read books more than any other media. All children except one in the study usually read in English

Progress made on previously-identified improvement targets

- Sigma-T; An upward move of 3.9 on average Standard score and upward percentile of 8.6 from school years 2010-2011 to 2011-2012

- Micra-T: an upward move of 1.4 on average standard scores and 2.5 on percentiles from school years 2010-2011 to 2011-2012

4. Summary of school self-evaluation findings

4.1 Our school has strengths in the following areas:

This is a learning school with widely shared goals and values, effective leadership, respectful relationships, a willingness to improve and change and effective communication
Our standardised scores show that we are above the national average in Mathematics

4.2 The following areas are prioritised for improvement:

Literacy, in particular the development of vocabulary (year1)

Meaningful parental involvement in curricular areas, literacy and numeracy (year 2)

Mentoring/Coaching of new members of staff (year1 and year 2)

Numeracy to be the next target area for evidence gathering (2013/2014)

School Improvement Plan

Targets

1. To continue the upward trend in school national average attainment levels. Specifically an overall improvement of standard scores to increase the standard scores by a further 4 points over the next three years.
 - 1.4 in year 1
 - 1.5 in year 2
 - 1.1 in year 3
2. To move 3% of children from 80-89 band to the 90-109 band (see attached result sheet) bringing a larger number into the average range (year 1, 2 and 3)

Actions to achieve targets

- Vocabulary folder to be prepared for each class
- School based use of word wall in all classes
- Pre-identified idiomatic phrases /phrasal verbs to be taught in each class (Vocab folder)
- key vocabulary from each of subject areas to be identified and planned for in fortnightly schemes- words to be consciously taught (academic vocabulary)
- Cloze Procedure to be practised in each class (1st to 6th) at least once a fortnight – recorded in cuntais miosula. (CD Rom available for each class)
- Daily 5 min vocab activities (regularly) based on word wall or academic vocab (Vocab folder for suggestions)
- Conscious attention on children who fall below average but are not eligible for LS/RT
- Whole school emphasis on Vocabulary development-whole school initiatives

Evaluation of Interventions and Plan:

Micra -T results, lift off (pre and post interventions), Reading recovery (pre and post intervention) will be studied and analysed on a yearly basis. All resource teachers trained in Running records. Teachers responsible for SSE will encourage and monitor the planned interventions and SSE will be a recurring item on our staff meeting agenda

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	
achievement				
Exemption from Irish	Circular 12/96	Yes		
Implementation of child protection procedures	Circular 0065/2011 Please ensure the following in relation to child protection	Yes		
	<ul style="list-style-type: none"> ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE 			_3_
	<ul style="list-style-type: none"> ▪ 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 			_3_
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 			_0_
<ul style="list-style-type: none"> ▪ 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 	_0_			
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007 Please consider the following in relation to complaints	Yes		
	<ul style="list-style-type: none"> ▪ Number of formal parental complaints received 			_0_
	<ul style="list-style-type: none"> ▪ Number of formal complaints processed 			_0_
<ul style="list-style-type: none"> ▪ Number of formal complaints not fully processed by the end of this school year 	_0_			
Refusal to enrol	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A		
	Number of section 29 cases taken against the school			0
	Number of cases processed at informal stage			0
	Number of cases heard			0

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
	Number of appeals upheld	0		
Suspension of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year:		No suspensions	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		No expulsions	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

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	
Code of behaviour ¹ including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	Yes	Anti bullying policy to be revised this school year
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	Yes	
Health and safety statement	Section 20 Health and Safety Act 2005	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	To be examined
Special education needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) ⁴ 2004 Disability Act 2005	Yes	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	Yes	
Child protection policy	Circular 0065/2011	Yes	
Parents as partners	Circular 24/91	Yes	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	Yes	
Other			

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform with the provisions stipulated.

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."

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.