



St. Margaret's National School,
St. Margaret's,
Co. Dublin.
Telephone: 01-8361669
Roll No. 18038B

**School Self-Evaluation Report & School
Improvement Plan – Community.**

Evaluation period: *September 2012 – June 2013*

Report issue date: *June 2013.*

School Self-Evaluation Report and School Improvement Plan – Community:

Introduction:

A school self-evaluation of teaching and learning in St. Margaret's National School was undertaken in the areas of literacy and numeracy during the period September 2012 to June 2013.

This is a report on the findings of the evaluation.

School context:

St. Margaret's National School is a vertical, co-educational primary school under the patronage of the Archbishop of Dublin. It is projected that for the school year 2013-2014 there will be 90 children enrolled. There are four mainstream class teachers, a full time learning support teacher shared with Mother of Divine Grace in Finglas and a full time resource teacher on a local cluster arrangement. St. Margaret's National School first opened in 1956. A new extension was added in 2008. Although the school strives to continuously update and improve we are committed to maintaining a strong community ethos and promoting the strong history of the school.

Summary of School Self Evaluation Findings:

Our school has strengths in the following areas with regard to Literacy:

- Reading Initiatives to encourage reading – Paired reading, DEAR, Readathon, shared reading and visits to Library.
- New English Curriculum Plan in place
- Commercial products used with reference to Curriculum Objectives
- Good Resources available
- Variety of Assessment tools used
- Print rich environment – lots of sight vocabulary
- Pupils have strong oral language skills and there is a strong focus on formative assessment of oral language, reading and writing.
- Good spiral phonics in junior classes
- Good variety of reading texts used
- Children engage in Listening comprehension activities
- Good variety of reading material available in Junior Classes
- Diagnostic and standardised tests administered
- The process of writing is fostered and children write for real purposes
- Draft, edit, redrafting are at the heart of the writing process
- A variety of writing genres are taught
- Children are given opportunities to write and display poetry
- There is an agreed source of varied content for spellings and a variety of methods used
- Results of assessments are used to inform teacher planning, for screening purposes, for the diagnosis of learning difficulties and to identify aspects of literacy in need of improvement.

The following Areas are prioritized for improvement with regard to Literacy:

- Oral Language Skills
There is a need for development of a variety of modes of assessment of learning and for learning to be consistently used in all classes to monitor pupil progress.
The ACE screening test should be purchased and utilised in the screening of pupils presenting with oral language difficulties or developmental delay.
Pupils should be involved in assessing their own work.
- Reading

1. Develop the pupils appreciation, reading fluency and pleasure through the use of a wider diversity of reading material.
 - a. Continue and expand shared reading and DEAR
 - b. Increased variety and genres of reading materials for middle & senior classes
 - c. Paired reading programme for the Junior end of the school.
 2. Develop a range of reading comprehension strategies.
 - a. Teachers will explicitly teach and model comprehension strategies as part of Literacy.
 3. Support exceptionally able students through differentiation, accelerated reading, quizzes, ICT and independent research projects
 4. Increased use of ICT in literacy lessons.
- Writing
 - a. Develop a whole school approach to handwriting.
 - b. Emphasis will be placed on the development of creative writing and the use of ICT in this area also.
 - Assessment:
 - a. A variety of modes of assessment (of and for learning) are to be used consistently in all classes to monitor pupil progress.
 - b. Pupils should be involved in assessing their own work.

Examine ways we can support Parents in terms of phonics, handwriting, oral language development, reading and the development of comprehension. Include a list of recommended books for pupils to read.

Our school has strengths in the following areas with regard to Numeracy:

- Mental Maths is encouraged and given a specific time slot.
- There is equal emphasis on all strands though some require more time than others.
- Teachers' planning is based on the Maths curriculum and the school Maths plan.
- Supplementary materials are used.
- Opportunities are provided for data collection, analysis and interpretation in subject areas such as geography and science.
- There are agreed strategies for teaching various Maths topics.
- There is an agreed approach to numeral formation and presentation of written work.
- Results of assessments are used to inform teacher planning, for screening purposes, for diagnosis of learning difficulties and to identify aspects of numeracy in need of re-teaching.
- Assessment results are analyzed at class and school level.
- Standardised testing is carried out in all classes Infants to Sixth.
- Developing pupils' proficiency in Numeracy is a focus across the whole curriculum.

The following Areas are prioritized for improvement with regard to Numeracy:

- Strategies to support pupils problem solving need to be agreed at whole school level.
- There is a need for development of a whole school policy on Maths language.
- There is a need for development of a central bank for Maths resources.
- Maths resources should be developed and expanded on.
- Increasing opportunities for pupils to engage with Maths
 - Increase the use of Maths in the school environment.
 - Creation of Maths trails within and outside the school building.
 - Increased use of Maths games

- Talk & Discussion and opportunities for pupils to explain answers for part of Maths lessons.
- Increased use of ICT in Maths and numeracy lessons.
- Examine how we can support parents with regard to the content, methodologies and language of Maths – especially topics of subtraction, long division and fractions.
- Examine strategies to provide challenges for more able students in Maths.

**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 (1 st -6 th classes)	Circular 11/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 Schedule for current school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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								
Exemption from Irish	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No									
Implementation of child protection procedures	<p>Circular 0065/2011</p> <p>Please ensure the following in relation to child protection</p> <table border="1" data-bbox="384 779 879 1391"> <tr> <td data-bbox="384 779 879 898">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</td> <td data-bbox="879 779 1007 898">__0__</td> </tr> <tr> <td data-bbox="384 898 879 1055">▪ 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</td> <td data-bbox="879 898 1007 1055">__0__</td> </tr> <tr> <td data-bbox="384 1055 879 1211">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</td> <td data-bbox="879 1055 1007 1211">__0__</td> </tr> <tr> <td data-bbox="384 1211 879 1391">▪ 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</td> <td data-bbox="879 1211 1007 1391">__0__</td> </tr> </table>	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	__0__	▪ 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	__0__	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	__0__	▪ 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__	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p>Please consider the following in relation to complaints</p> <table border="1" data-bbox="384 1608 879 1912"> <tr> <td data-bbox="384 1608 879 1697">▪ Number of formal parental complaints received</td> <td data-bbox="879 1608 1007 1697">__0__</td> </tr> <tr> <td data-bbox="384 1697 879 1787">▪ Number of formal complaints processed</td> <td data-bbox="879 1697 1007 1787">__0__</td> </tr> <tr> <td data-bbox="384 1787 879 1912">▪ Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="879 1787 1007 1912">__0__</td> </tr> </table>	▪ Number of formal parental complaints received	__0__	▪ Number of formal complaints processed	__0__	▪ Number of formal complaints not fully processed by the end of this school year	__0__	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
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▪ Number of formal complaints processed	__0__										
▪ Number of formal complaints not fully processed by the end of this school year	__0__										
Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken</p>	N/A									

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										
	<p>in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="384 622 879 1055"> <tr> <td data-bbox="384 622 730 712">Number of section 29 cases taken against the school</td> <td data-bbox="730 622 879 712">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 712 730 801">Number of cases processed at informal stage</td> <td data-bbox="730 712 879 801">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 801 730 891">Number of cases heard</td> <td data-bbox="730 801 879 891">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 891 730 981">Number of appeals upheld</td> <td data-bbox="730 891 879 981">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 981 730 1055">Number of appeals dismissed</td> <td data-bbox="730 981 879 1055">0 <input type="checkbox"/></td> </tr> </table>	Number of section 29 cases taken against the school	0 <input type="checkbox"/>	Number of cases processed at informal stage	0 <input type="checkbox"/>	Number of cases heard	0 <input type="checkbox"/>	Number of appeals upheld	0 <input type="checkbox"/>	Number of appeals dismissed	0 <input type="checkbox"/>		
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Number of appeals upheld	0 <input type="checkbox"/>												
Number of appeals dismissed	0 <input type="checkbox"/>												
Suspension of students	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="384 1272 879 1760"> <tr> <td data-bbox="384 1272 730 1361">Number of section 29 cases taken against the school</td> <td data-bbox="730 1272 879 1361">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1361 730 1451">Number of cases processed at informal stage</td> <td data-bbox="730 1361 879 1451">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1451 730 1541">Number of cases heard</td> <td data-bbox="730 1451 879 1541">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1541 730 1630">Number of appeals upheld</td> <td data-bbox="730 1541 879 1630">0 <input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1630 730 1760">Number of appeals dismissed</td> <td data-bbox="730 1630 879 1760">0 <input type="checkbox"/></td> </tr> </table>	Number of section 29 cases taken against the school	0 <input type="checkbox"/>	Number of cases processed at informal stage	0 <input type="checkbox"/>	Number of cases heard	0 <input type="checkbox"/>	Number of appeals upheld	0 <input type="checkbox"/>	Number of appeals dismissed	0 <input type="checkbox"/>		
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Number of cases heard	0 <input type="checkbox"/>												
Number of appeals upheld	0 <input type="checkbox"/>												
Number of appeals dismissed	0 <input type="checkbox"/>												
Expulsion of students	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school</p>												

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
	year		
	Number of section 29 cases taken against the school	0 <input type="checkbox"/>	
	Number of cases processed at informal stage	0 <input type="checkbox"/>	
	Number of cases heard	0 <input type="checkbox"/>	
	Number of appeals upheld	0 <input type="checkbox"/>	
	Number of appeals dismissed	0 <input type="checkbox"/>	

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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.

statement			
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

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.