GAELSCOIL MHUSCRAÍ
SEAN IOCHTARACH
20151J

School self-evaluation summary report for school community

Evaluation period: **September 2015 – January 2016**

Report issue date: *January 2016*

Summary School Self-Evaluation Report

1. Introduction
Gaelscoil Mhuscraí is a vertical, co-educational Gaelscoil under the Patronage of An Foras Patrúnachta, There are 7 teachers and 149 pupils in the school. We have a number of programmes operating in the school including Green Schools, Active Schools, Discover Primary Science and Maths, Aistear and Mata sa Rang. We are a Digital School and are working towards achieving Health Promoting School status. Our attendance levels are very good.

The focus of the evaluation

We undertook a school self-evaluation of teaching and learning as part of the National School Self Evaluation process in the 2015/16 school year. We evaluated Mathematics. We chose this because we felt that our pupils could improve their learning outcomes in this area.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in Mathematics. We looked at the Standardised testing and informal testing results. Teachers engaged in individual reviews of practice in numeracy. We sent questionnaires to every pupil in 3rd to 6th class and to every parent in 3rd to 6th class.

2.1 We found that our school has **strengths** in the following areas:

Strengths

- Pupils' attitudes to maths is positive and they feel confident in their work in maths (Pupil Questionnaires)
- Pupils perform above the national norm in standardized Maths tests (SIGMA T); 85.3% of pupils achieve a Sten of 5 or higher in their Standardised tests and 35.9% of pupils achieve a Sten of 8 or higher in their scores. This compares to 16% nationally.
- We have a young, enthusiastic staff who are committed to engaging in professional development.
- We have a well-equipped computer room with 27 computers that enable some classes to use the 'Scratch' computer programming scheme.
- Parents are supportive of the school and report that most of their children like maths (Parents' Questionnaires).

2.2 We have decided to prioritise the following **areas for development:**

Areas for development

- Increased use of concrete manipulatives and interactive learning opportunities.
- Ensure uniformity in the use of maths language.
- Increased opportunity for pupils to solve problems through discussion and pair/group-work.
- Use of ICT as an integrated teaching and learning resource throughout the school.
- Increased use of the school environment as a resource to teach maths.
- Improve the teacher-parent communication in relation to areas of maths that are difficult for pupils

We have decided to prioritise these areas because they have been identified by pupils, parents and teachers as areas that were in need of attention.

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

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, **www.education.ie**.	
Which area of school life is involved, and what are the regulations?	**Is the school following the regulations fully?**
The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days	☑ Yes ☐ No
Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes)	☑ Yes ☐ No
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	☑ Yes ☐ No
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 Circular 0052/14 amends the above circular	☑ Yes ☐ No
Standardisation of school year Circular 034/2011 gives the dates for school holidays	☑ Yes ☐ No
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	☑ Yes ☐ No
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	☑ Yes ☐ No
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	☑ Yes ☐ No
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	☑ Yes ☐ No
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 Circular 0027/15 provides updates for schools on standardised testing	☑ Yes ☐ No
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	☑ Yes ☐ No
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	☑ Yes ☐ No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	☑ Yes ☐ No Complaints have been resolved or are being resolved ☐ Yes ☐ No ☐ N/A ☑
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	☑ Yes ☐ No Appeals have been dealt with or are being dealt with

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Which area of school life is involved, and what are the regulations?	**Is the school following the regulations fully?**
external appeals committee hears the appeal and makes a decision.	☐ Yes ☐ No ☐ N/A ☑

Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.	
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	☑ Yes ☐ 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	☑ Yes ☐ No
Anti-bullying policy *Anti-bullying Procedures for Primary and Post-primary Schools*, 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	☑ Yes ☐ No
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	☑ Yes ☐ 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)	☑ Yes ☐ 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	☑ Yes ☐ No
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	☑ Yes ☐ 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	☑ Yes ☐ 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)	☑ Yes ☐ No
Substance use policy The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies	☑ Yes ☐ No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	☑ Yes ☐ No
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	☑ Yes ☐ No

Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	☑ Yes ☐ No
Other	