

KNOCKANEAN NATIONAL SCHOOL

KNOCKANEAN, ENNIS, Co. CLARE

SCHOOL ROLL NUMBER 17583V

School self-evaluation summary report for school community

Evaluation period: Sept 2015 – June 2016

Report issue date: June 2016 (Delayed due to I.N.T.O directive on SSE)

Report issue date: June 2018

1. Introduction

This is a vertical co-educational primary school. There are currently 277 pupils on roll. There are eleven mainstream classroom teachers, five support teachers and an administrative principal. We also have three full time and one part-time SNA.

Our attendance levels are excellent with an average monthly attendance is 96%.

1.1 The focus of the evaluation

Between November 2012 and June 2016 we have looked at Literacy, Numeracy and P.E. in the school. We reviewed our programmes in each of these areas during several meetings, using a variety of data gathering techniques that would provide us with the most comprehensive view of these subjects in the school.

This report summarises the areas that have been prioritised for improvement and the initiatives that have been put in place to date to bring about that improvement.

2. Summary of school self-evaluation findings

The data gathering tools we used for all three subjects included a SCOT analysis among the teaching staff, teacher focus groups and a survey of both pupils and parents using the on-line tool, Survey Monkey. We then compiled a school self-evaluation report each year, which was presented to the Board of Management for approval. A copy of each report was also forwarded to the Parents Association and can be viewed at the school if you so wish.

3. Progress made on previously identified targets identified in the current School Improvement Plan (SIP)

In the 2012/2013 school year the school's Self Evaluation Process focused on Literacy and identified spellings as the area we would focus on for the following three years. Listed below are the improvements we have undertaken over the first three years, as per our S.I.P. 2012/2013

- We have implemented agreed teaching approaches based on the feedback from the pupil survey.-teachers are now using dictation as a means of testing spellings on a Friday. They now orally check the spellings every day and use a series of fun games to make spellings more interesting.

- We have developed a whole school plan for spelling and phonics based on successful teaching and learning strategies. Classes from infants to 2nd class follow the Jolly Phonics programme and classes from 3rd – 6th follow the SWST programme.
- Pupils have increased access to ICT resources following the purchase of 34 laptops which each class is timetabled for one day per week. This has enabled pupils access online spelling games which is a fun way for them to reinforce the work done in the class.
- Teachers have familiarised themselves with the SWST and teachers in classes from 2nd – 6th have tested their class using this method.
- We have produced a handbook of spelling benchmarks for each class level. This book also includes a comprehensive list of common spelling rules as well as proven useful teaching strategies
- When tested in May 2015 we found that on average, 76% of pupils in classes 3rd – 6th increased their standard score in spellings from their previous test in September 2014.

In the school year 2015/2016 the remainder of these improvements were put in place namely,

- Investigate and implement a uniform approach to correction of written work with emphasis on pupil self-correction. Classes from 1st to 6th are now using a coded approach to the correction of pupils written work
- Literacy lift Off has been introduced to 1st class. This is an intensive programme of Reading and Writing, which gives the pupils lots of opportunities to read books at their own level of competency. It gradually lifts the complexity of what they can do in both reading and writing by equipping them with the necessary problem-solving skills.
- Writing genres: We divided the writing genres up as follows to enable us to focus more clearly on each one. We will continue yearly with this rotation policy.

For the school year 2015/16 the genres of Narrative, Procedure and Persuasive were taught.

For the school year 2016/17 the genres of Narrative, Recount, Report, and Explanation were taught.

In the 2013/2014 school year the school's Self Evaluation Process focused on Numeracy and identified Problem Solving as the area we would focus on for the following three years. Listed below are the improvements we have undertaken over the first two years, as per our S.I.P. 2013/2014

- The whole staff undertook Professional Development training with a PDST facilitator on two separate occasions. All teachers got to see in class modelling in the area of Problem Solving.
- Teachers implemented agreed teaching approaches based on the feedback from the pupil and parents surveys as well as teacher focus groups. Activities such as Mangahigh, Khan Academy and Mathletes were introduced in the senior classes.
- Colour coded flash cards with the words Addition, Subtraction, Multiplication and Division written on them are now being used throughout the school to increase vocabulary around these words.
- A Croke Park hour was devoted to use of Target Boards and Number fans and now all classes are using these at least twice a week for ten minutes as a means of teaching Oral Maths and Problem Solving.
- Teachers are now focusing on two or three problems as opposed to a full page of problems. These individual problems are differentiated up or down as needs be.
- Teachers are now engaging in more paired work as a methodology to teaching Problem Solving. Pairs consist of pupils of different abilities in Numeracy.
- Class blogs have a section on Numeracy and some specifically have a "Problem of the Day" on their blog.
- Teachers are placing more emphasis on Maths across the curriculum. Eg. 6th classes have integrated Maths into their JEP programme, experiments conducted during Intel Mini Scientist competition had to have an element of Maths incorporated into them.
- Parents now receive fortnightly/ monthly information (in the form of tests undertaken) on how their child is performing in maths highlighting any areas of difficulty that needs to be worked on at home.
- An inventory of maths equipment was undertaken and new equipment purchased for all classrooms and learning support rooms.
- The school decided that the Problem Solving Strategy RUDE (Read, Underline, Draw, Estimate) would be adopted by all classes as a means of helping pupils solve maths problems.
- Maths lessons are well-planned, thematic and collaborative where possible drawing on best practice e.g. station teaching (currently on-going in 4th class), in-class support (Senior Infants, 1st and 2nd), etc.

- When tested in May 2015 we found that on average, 62% of pupils in classes 3rd – 6th increased their standard score in solving word problems in Maths, from their previous test in May 2014.

In the school year 2015/2016 the remainder of these improvements were put in place namely,

- A handbook of uniform mathematical language and terminology was started. This book will also include a list of mathematical rules and approaches used in the school.
- Practical Maths: We raised awareness of maths in the real world, station teaching, games, using maps, measuring etc

In the 2014/2015 school year the school's Self Evaluation Process focused on P.E. Our third subject area to focus on. During the school year (2015/2016) we undertook the following improvements as per our S.I.P. 2014/2015

- The school year was divided into half terms to enable each class to focus on one strand of the PE curriculum each half term
- FRIENDS for Life was introduced in 3rd and 5th classes. This is a school-based positive mental health programme. The programme helps students to develop effective strategies to deal with worry, stress and change and teaches the skills required to reduce anxiety and promote resilience.
- Super Troopers was introduced for all classes as part of our Active School initiative. This programme was successfully piloted in over 300 schools, along with teachers and a team of psychologists, nutrition, wellbeing and physical activity experts to encourage children to learn about a healthy lifestyle and increase their activity levels. It aims to help address that only 1 in 5 children are meeting the World Health Organisation recommended daily guidelines of 60 minutes by setting physical activity homework every night.
- All teachers were provided with a folder containing suitable PE activities for each strand of the curriculum relevant to their class level (ref PDST PSSI.ie)
- All classes made use of the website gonoodle.com to provide children with regular short, sharp brain breaks.
- Lunchtime activities were organised for the pupils such as circuits, basketball leagues etc

- Yard markings were provided in the front yard to encourage children to take part in activities
- A running track was repainted in the back yard to encourage pupils to make more use of it
- Encourage pupils to try and complete 1km/5km/10km/15km at their own pace and in their own time.
- An active schools week was organised between June 20th – June 24th
- David Courtney (Athletics Ireland) to provide athletics training for all classes once per month
- Antoinette Butler introduced all pupils to yoga
- We reviewed of our healthy eating policy and we raised awareness of healthy eating and in particular healthy lunches in schools.

Summary School Improvement Plan 2015-2016

Review of School Self Evaluation Progress

In early June 2016 we conducted a survey of pupils from 2nd to 6th covering the areas of Literacy, Numeracy and P.E. The objective of this survey was to compare pupils attitudes now compared to when we started out the School Self Evaluation process in 2012/2013. The results are as follows:

Results of pupil survey on Spellings / Problem Solving and P.E.

Literacy (Spellings) :

- The number of pupils who don't like spellings has been reduced from 43% to 37%
- 58% now report that spellings is taught in a variety of different ways

Numeracy (Problem Solving):

- The number of pupils reporting they find Maths easy or very easy has increased from 36.36% to 54.8%
- The number of pupils reporting they find Maths hard or very hard has reduced from 11.11% to 6.85%
- The number of pupils reporting they find Maths Problems easy or very easy has increased from 39% to 46.58%
- The number of pupils reporting they find Maths Problems hard or very hard has reduced from 21% to 9.59%
- 83% now report that Maths is now taught in a variety of different ways.

P.E.:

Dance:

- The number of pupils reporting that Dance is now taught sometimes / often has increased from 32.58% to 68.49%
- The number of pupils reporting that Dance is now never taught has reduced from 58.43% to 30.4%

Gymnastics:

- The number of pupils reporting that Gymnastics is now taught sometimes / often has increased from 8.99% to 67.12%
- The number of pupils reporting that Gymnastics is now never taught has reduced from 87.64% to 32.88%

Outdoor and Adventure:

- The number of pupils reporting that Outdoor and Adventure is now taught sometimes / often has increased from 39.56 % to 68.49 %
- The number of pupils reporting that Outdoor and Adventure is now never taught has reduced from 49.45 % to 15.07%

Athletics:

- The number of pupils reporting that Athletics is now taught sometimes / often/ very often has increased from 70.01% to 89.05 %
- The number of pupils reporting that Athletics is now never taught has reduced from 4.12 % to 2.74%

**Appendix to Primary School Self-Evaluation Report:
Legislative and Regulatory checklist – reporting to the school community
2015-2016**

<p>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.</p>	
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 Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Standardisation of school year Circular 034/2011 gives the dates for school holidays	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
about a school.	Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 external appeals committee hears the appeal and makes a decision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

***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, 2013</i> sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<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
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	<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
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Other	

