

Scoil na mBuachaillí, Cloch na gCoillte



School Self-Evaluation Summary Report for school community Literacy

Evaluation Period: October 2022

Report Issue date: October 2022

Summary Report: November 2022



OUR SCHOOL IMPROVEMENT PLAN | LITERACY

Summary of main strengths as identified in the last SSE dated November 2013, improvements made as a consequence, and new strengths identified in our Reviewed in February 2019. Reviewed again in October 2022

- Literacy Lift Off
- Consistency – starting our 15th year of LLO in the school and now delivering the programme from Juniors to Rang 2/3.
- Parental involvement – especially in Literacy Lift Off and I.T. (Coder Dojo). *However, since Covid-19 Parental involvement has diminished and we hope to restart it again this school year.*
- Reading Recovery programme
- Ongoing training in Reading Recovery. A new teacher has now taken over the reigns and is being trained. This will bring to 3 teachers who are fully trained as a Reading Recovery teacher on our staff.
- EAL and Ukrainian teacher.
- Aistear in the Infants Classrooms
- New Language Curriculum implemented in classes Juniors – 6th.
- We have devised a system of provision of Learning Support Literacy for children who are experiencing difficulty but not eligible for Resource Hours.
- We have sourced a Graded Comprehension series for Senior Classes especially.
- We have changed to Drumcondra Literacy tests and use Aladdin for recording and analysing Standardised Tests Results.
- We now use the computer for classes Rang 3- Rang 6 for Literacy and Numeracy testing. *However we are considering using paper again for Learning Support and Resource Pupils in the coming year.*
- Large store of books / class libraries
- We have introduced “Words their Way” into the school and this year Rang 2/3 are doing it.
- Teachers explicitly teach a number of skills which are appropriate for both factual and fictional texts, for example, scanning, skimming, search reading, KWL, reflective reading, brainstorming and categorising, sequencing, and predicting. This will aid comprehension.
- Restocking **class libraries** with new books. New books were ordered in October 2022 for all classes.
- A new **Cúntas Míosúil / Fortnightly Scheme** which is user friendly for all classes up to Rang 6 – this change is due to the introduction of the Primary Language Curriculum.
- Recording of Cúntas Míosúil – kept on new Staff Site.

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	<ul style="list-style-type: none"> • Starlight for Oral Language for Juniors – Rang 1. • Purchase English in Practice for Rangana 2 – Rang 6 for Grammar and Spelling. • “Over the Moon” scheme introduced. • etc (see School Self-Evaluation Report)
<p>Summary of main areas requiring improvement as identified in the last SSE.</p>	<ul style="list-style-type: none"> • Set up a Buddy System for older classes to visit junior classes to read together in 2022/2023 <ul style="list-style-type: none"> ○ Rang 6 and Rang 1 ○ Rang 5 / 6 and Seniors ○ Rang 5 and Juniors ○ Rang 4 and Rang 1/2 • <i>This was going to be introduced, but Covid-19 prevented its introduction.</i> • PAL – Peer Assistend Reading strategy to be introduced. • More use of iPads and appropriate apps in LLO. Sixteen more iPads to be purchased – bringing the number up to 24. • Improve the wireless network in the school – to enable the use of the iPads throughout the school – in all classrooms.
<p>Improvement targets (related to pupils’ achievement)</p>	<ul style="list-style-type: none"> • PAL – Peer Assistend Reading strategy to be introduced by year end. • Buddy System to be introduced immediately – <i>now that Covid-19 restrictions have been lifted.</i> • Critical Thinking – renewed focus from 2021/2022
<p>Required actions (related to teaching and learning that will help to achieve the targets)</p>	<ul style="list-style-type: none"> • Purchasing new books with the Library Grant from the Department of Education. • Reading Eggs – licence to be purchased for a number of SEN pupils. • Reader Pens - more Pens to be ordered for the pupils with Dyslexia. • iPads – purchasing more iPads. • TTRS – typing programme, licence to be organised. • PM – 10 online licences for struggling readers / children who would benefit from it.
<p>Persons responsible</p>	<ul style="list-style-type: none"> • PAL system: relevant classes. • Setting up the Buddy System: relevant classes. • Class libraries: entire staff / Barth Harrington • Reading Eggs – Carol O’Boyle / Barth Harrington • Reader Pens – Barth Harrington

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	<ul style="list-style-type: none"> • TTRS – Regina Fitzmaurice • PM Licences – Orla O’Keeffe • iPads purchase – Barth Harrington
Timeframe for action	<ul style="list-style-type: none"> • PAL system: immediately. • Setting up the Buddy System: immediately. • Class libraries: October / November 2022 • Reading Eggs – October 2022 • Reader Pens – November / December 2022 • TTRS – October 2022 • PM Licences – October 2022 • iPads purchase – November / December 2022
Success criteria / measurable outcomes	<ul style="list-style-type: none"> • Improvement in Drumcondra test results • Teacher satisfaction with new initiatives • Pupil’s enjoyment of reading
Review dates	March 2023

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Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

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 0011/1995	School year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No School day <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<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 0024/2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Updating and simplifying the manner in which schools can maintain pupil enrolment and attendance records following the introduction of the Primary Online Database (POD)	Primary Online Database - Circular 0025/2015, Update - Circular 0033/2015	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools Circular 0011/2001 Circular 0032/2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns on Attendance to Tusla: The Child and Family Agency	Education and Welfare Act 2000	<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	
Engagement with SSE process	Circular 0039/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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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 for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Exemption from Irish	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Deployment of Teachers	Staffing arrangements for the 2017/18 school year Circular 0017/17 Special Education Teaching Allocation Model Circular 0013/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Posts of Responsibilities	Circular 0063 / 2017 – Leadership and Management in Primary Schools	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Seniority of primary teachers	Circular 0015/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Release Time for Principal Teachers in Primary Schools	Circular 0040/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Implementation of national agreement regarding additional time requirement	Circular 0008/2011 Circular 0052/14	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0001/2017 and 0011/2018 Digital Learning Plan Use of the Digital Learning Framework	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	We have an IT Policy and Programme for all classes.						
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Child Protection Oversight Report presented at each board meeting</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</td> </tr> <tr> <td>Number of reports submitted by the DLP to Tusla and reported to the board</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made</td> <td style="text-align: center;">0</td> </tr> </table>	Child Protection Oversight Report presented at each board meeting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Number of reports submitted by the DLP to Tusla and reported to the board	0	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There have been no reports in 2022.* /
Child Protection Oversight Report presented at each board meeting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
Number of reports submitted by the DLP to Tusla and reported to the board	0								
Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made	0								

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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 cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	0	
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017 (Statutory requirements for retrospective vetting) Child Protection Procedures 2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Please record the following in relation to complaints Number of formal parental complaints received	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of formal complaints processed	0	
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year Number of section 29 cases taken against the school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There have been no cases.
	Number of cases processed at informal stage	0	
	Number of cases heard	0	
	Number of appeals upheld	0	
	Number of appeals dismissed	0	
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year Number of section 29 cases taken against the school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There have been no cases.
	Number of cases processed at informal stage	0	
	Number of cases heard	0	
	Number of appeals upheld	0	
	Number of appeals dismissed	0	

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Appendix to School Self-Evaluation Report: Policy checklist (Primary)

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	
Attendance and participation strategy ¹	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Safeguarding Statement	Child Protection Procedures 2017 Circular 0081/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ² including anti-bullying policy Dignity in the Workplace Charter	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Critical incident management plan	Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	General Data Protection Regulations (GDPR) May 2018: see www.dataprotectionschools.ie	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	<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 agreement – special needs assistants	Circular 71/11	<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	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) ⁴ 2004 Disability Act 2005 Circular RAM –SEN (2017)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

² Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

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.

