



School Self-Evaluation Summary Report for school community Music

Evaluation Period: September 2018 - June 2019

Report Issue date: February / August 2019 / October 2023 / January 2024



OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in the last SSE dated November 2014

Music Equipment

- A large store of **Music** equipment is stored centrally and is available to all. We have started a loan scheme, which allows pupils to borrow a musical instrument for the year. This helps the pupil and the parent decide if they really want to learn that particular instrument.

Performance

- We put a lot of emphasis on performance, both in school and in the community. All ages are encouraged to participate, in whatever way is appropriate – singing, playing an instrument etc.

Involvement / Accessible to all

- All children, of all ages are given opportunities to participate in music. The cost of instruments or lessons should not preclude any child from learning an instrument; to this end we have started a Loan Scheme for instruments and the school & Parent's Association assist parents with the payment of fees for music, confidentially.

Composing

- Although the Composing strand is challenging, it is very much encouraged in all classes. Some of our students have composed, recorded and released singles over the past few years.

Music Room

- Music is highly valued in Scoil na mBuachaillí. As a result of this Parents, Staff and the community came together to raise funds to build a Music Room a number of years ago. It is used every day of the week, at break times and after school.

Playing Live

- Many opportunities are provided for children to perform music "live" in front of audiences.
 - First Friday masses, each month
 - Christmas events and carol singing – outlined above,



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	<ul style="list-style-type: none"> ○ Christmas concert / pageant ○ ScoilaVision ○ Summer musical ○ etc <p>Guitar Festival</p> <ul style="list-style-type: none"> • For many years now, artists from the Clonakilty International Guitar festival perform in our school. At these events, our pupils also join in and play along. • This past year, we also formed the Clonakilty Fringe Festival, where we invited past pupils back to their old school, where it all started, to perform for the students. <p>Different Genres</p> <ul style="list-style-type: none"> • Children are exposed to a variety of different genres of music throughout their schooling in Scoil na mBuachaillí: <ul style="list-style-type: none"> ○ Blues, pop, country, musical theatre, heavy metal, classical music, jazz, folk, reggae, raffer, rock, soul. • etc (see School Self-Evaluation Report)
<p>Summary of main areas requiring improvement as identified in the last SSE.</p>	<p>Composing</p> <ul style="list-style-type: none"> • Although composing has been listed as a strength in our school, due to the number of singles recorded by children and staff, we also have a concern about composing in class. This is an area that requires attention. <p>Music Literacy / Notation</p> <ul style="list-style-type: none"> • Music literacy and the teaching of notation is an area that requires attention. <p>Listening and responding</p> <ul style="list-style-type: none"> • More time is needed to devote to this area. <p>Musical Concepts</p> <ul style="list-style-type: none"> • a sense of pulse, a sense of duration, a sense of tempo, a sense of pitch, a sense of dynamics, a sense of structure, a sense of timbre, a sense of texture and a sense of style. Attention is needed in this area. <p>Percussion</p>



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<p>Summary of main areas requiring improvement as identified in the last SSE.</p>	<ul style="list-style-type: none"> • Even though a large number of children take drum lessons and / or cajon lessons, the majority of the school do not. Attention is needed in this area. <p>Awareness of the Opportunities available</p> <ul style="list-style-type: none"> • Some parents (in the younger classes) are not aware of the opportunities to participate in music in Scoil na mBuachaillí. <p>Music Lessons clashing with other subjects</p> <ul style="list-style-type: none"> • It is inevitable that Music Lessons will clash with other subjects e.g. P.E. <p>Unsure of what instruments are suitable for the various age levels</p> <ul style="list-style-type: none"> • More information on age group of lessons available for pupils. Distribution of information about different instrument teachers and contact numbers would be great.
<p>Improvement targets (related to pupils' achievement)</p>	<ul style="list-style-type: none"> • Confidence: the children's confidence in performing – singing, playing an instrument will have improved. • Composing: children will be encouraged to compose their own material. • Recording: children will be able to record their own work.
<p>Required actions (related to teaching and learning that will help to achieve the targets)</p>	<ul style="list-style-type: none"> • Implement a common plan / scheme across all classes. • This scheme has been identified as Dabbledoo and is now available to all classes. • Purchase more guitars / cajons to increase access to lessons. The aim is to have 25 guitars available for rent in the school. • We now have 13 cajons – which is enough for all lessons. • We have purchased a set of Ukuleles – stored in Rang 4.



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Persons responsible	<ul style="list-style-type: none"> Principal – Barth Harrington – for securing the funding and purchasing the instruments. Karen O'Regan – for identifying the scheme which can be used in all classes to assist delivery of the curriculum. (This has been identified and is called Dabbledoo.) <p>Teachers – implement the plan and use Dabbledoo as the common scheme across the school.</p>
Timeframe for action	<ul style="list-style-type: none"> Dabbledoo – immediately. Purchase of equipment will be an ongoing activity.
Success criteria / measurable outcomes	<ul style="list-style-type: none"> Increased participation in playing musical instruments. More instruments needed to be purchased for rent. Involvement of all children in musical activities.
Review dates	October 2024



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	
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	<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
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Child Protection Procedures 2017	<div> <div>Circular 0081/2017</div> <div>Please record the following information in relation to child protection as reported to the board</div> <div> <div>Child Protection Oversight Report presented at each board meeting</div> <div> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div> </div> <div> <div>Number of reports submitted by the DLP to Tusla and reported to the board</div> <div>0</div> </div> <div> <div>Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made</div> <div>0</div> </div> <div> <div>Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP</div> <div>0</div> </div> </div>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There have been no reports in 2019

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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										
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 <table border="1"> <tr> <td>Number of formal parental complaints received</td><td>0</td></tr> <tr> <td>Number of formal complaints processed</td><td>0</td></tr> <tr> <td>Number of formal complaints not fully processed by the end of this school year</td><td>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					
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												
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 <table border="1"> <tr> <td>Number of section 29 cases taken against the school</td><td>0</td></tr> <tr> <td>Number of cases processed at informal stage</td><td>0</td></tr> <tr> <td>Number of cases heard</td><td>0</td></tr> <tr> <td>Number of appeals upheld</td><td>0</td></tr> <tr> <td>Number of appeals dismissed</td><td>0</td></tr> </table>	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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There have been no cases.
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												
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 <table border="1"> <tr> <td>Number of section 29 cases taken against the school</td><td>0</td></tr> <tr> <td>Number of cases processed at informal stage</td><td>0</td></tr> <tr> <td>Number of cases heard</td><td>0</td></tr> <tr> <td>Number of appeals upheld</td><td>0</td></tr> <tr> <td>Number of appeals dismissed</td><td>0</td></tr> </table>	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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There have been no cases.
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 record information in relation to appeals taken in accordance with Section 29 against the school during	<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
	this school year			
	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		



Appendix to School Self-Evaluation Report: Policy checklist

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 Guidelines 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.

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