WILLIAMSTOWN NATIONAL SCHOOL
Williamstown, Co. Galway.
17368R

School Self-Evaluation Summary Report

for School Community

Evaluation period: *Sept 2013 to Feb 2014*

Report issue date: *23 June 2014*

Summary School Self-Evaluation Report

1. Introduction

Williamstown NS is a rural mixed primary school under Catholic Patronage. There are currently 98 pupils, four class room teachers including a teaching principal, one resource and one learning support teacher and two SNA's. There is strong parental support for teaching and learning.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Literacy. Having analysed the relevant standardised test results we chose this because we felt that our pupils could improve their learning outcomes.

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 about pupil performance in Literacy from both pupil writing samples and standardised test results. We also collected information about pupils perceptions of Literacy from pupil questionnaires. Reference was also made to findings on literacy from our Whole School Evaluation report (WSE).

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

Strengths
• Attainment levels in literacy are in line with national norms. • Pupils display very positive attitudes towards all aspects of literacy. • Reading comprehension skills and a variety of writing genre are explicitly taught at all class levels. • Pupils use their literacy skills competently in their learning of all curriculum areas. • Pupils are exposed to a wide variety of reading texts. • Pupils read with fluency.

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

Areas for Development
• Pupils need access to more challenging core texts as appropriate. • Outcomes for writing to be agreed at Whole school level and used to facilitate improvement. • The teaching of the writing process needs to be further developed throughout the school. • Teaching of grammar, spelling and punctuation needs attention. • Need for greater use of digital media.

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 Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes).	Yes Yes
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings.	Yes
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.	Yes
Standardisation of school year Circular 034/2011 gives the dates for school holidays.	Yes
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
Pupils repeating a year The circumstances in which pupils may repeat a year are set out in Rules for NationalSchools, and circulars 11/01 and 32/03.	Yes
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan.	Yes
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools.	Yes
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.	Yes
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish.	Yes
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
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	Yes Complaints have been resolved or are being resolved N/A

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Which area of school life is involved, and what are the regulations?	**Is the school following the regulations fully?**
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.	Yes Appeals have been dealt with or are being dealt with N/A

Appendix to Primary School Self-Evaluation Report: policy checklist – reporting to the school community

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
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
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
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
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
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
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
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
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).	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
Child Protection Policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation).	Yes
Parents as Partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school.	Yes
Deployment of Special Needs Assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school.	No
Other	