ARLES NATIONAL SCHOOL
BALLICKMOYLER
CO. LAOIS
0599147731

School self-evaluation summary report for school community

Evaluation period: *June 2014* to *June 2017*

Report issue date: *June 2014*

<div align="center">**Summary School Self-Evaluation Report**</div>

1. Introduction
A school self evaluation of teaching and learning in Arles N.S. was undertaken during May and June 2014. During the evaluation teaching and learning in the following curricular areas were evaluated.
● Numeracy
Parents were also asked to identify areas where they felt the school were performing well and areas for improvement in Numeracy,.

The following sources of evidence were used to compile the findings of this report:

- SCOT Analysis by School Staff
- Standardised Tests
- Pupils work – samples, copies, displays.
- Teachers' observations.
- Parental Questionnaires
- Pupil Questionnaires – Junior Infants to Sixth class.
- WSE Report

This is a report on the findings of the evaluation.

The School Context.

Patron: Bishop Denis Nulty
Chairperson BOM: Mr. Declan Fenlon
Principal: Mrs. Annette Fitzpatrick
Staff: 3 class teachers, 1 Learning support teacher, 1 Shared Resource Teacher and an SNA,
Pupils: 70 pupils, from Junior Infants to Sixth Class
School Mission Statement: We, the staff of Our Lady of Perpetual Help, (Arles National School) endeavour to promote a positive culture of teaching and learning. We will strive for each child to fulfil their potential while respecting difference. We aim to provide equal status of girls and boys and encourage a safe, clean and healthy environment for children and staff . We hope to develop the school as part of a growing community.

Website: www.arlesnationalschool.ie
School Growth: Our school community has grown in recent years.
Awards: We have 6 Green Flag Awards, Active School Flag, Blue Star Flag and awarded Tidy Schools Award numerous times.
Initiatives: Peace Proms, Cumann na mBunscol, Laois Education Centre Projects

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 2013.

The Findings of the Evaluation

<u>Numeracy</u>

Preparation for Teaching:
Teachers prepare short and long term plans and use their plans to guide teaching and learning. Learning outcomes and teaching approaches, activities and resources are identified in the plans. Curriculum objectives and the school plan are used to devise long and short term plans by teachers. Teachers plan for how they are going to assess the pupils learning.Mental maths is encouraged across all the strands and is an integral component of each maths lesson.

Teaching Approaches:
Teachers employ a wide variety of teaching methodologies appropriate to the development of numeracy. Very good use is made of resources including ICT to support pupils in their learning. Teachers differentiate the lessons effectively to cater for the needs and abilities of all pupils. Talk and Discussion is an integral part of Mathematics. Mathematics games and concrete materials are regularly used in teaching maths. Additional texts are available in classrooms.

Management of Pupils:
Collaboration between class teachers and learning Support teachers takes place on a regular basis and team teaching/In class support is being used to support the development of Numeracy.. A positive code of behaviour including an anti-bullying policy is implemented in a fair and consistent way. This is an inclusive school which respects all pupils regardless of background or gender. Teachers have high but realistic expectations of pupils behaviour and learning and they communicate these to them. Pair work, Group work, Individual work and Whole class work approaches are used.

Assessment:
Teachers employ a large selection of assessment tools to assess learning in Numeracy – observations, checklists, curriculum objectives, questioning, self-assessment, tests and standardised tests. The SIGMA T Maths standardised test is administered to all classes from first to sixth in May each year and results are reported to parents in the end of year report. NRIT tests are undertaken with second and fifth class each year. Tables Tests are administered every Friday. Assessments from Maths Books are used at the end of each Term and at the end of the year.

Learning Environment:
The school is a safe stimulating environment and classrooms and the building in general are organised, clean and well maintained. Classrooms are appropriately laid out and well resourced. Teachers are aware of and follow the school's Child Protection Guidelines. The school environment is used to provide opportunities for

mathematical problem solving and creating an awareness of number.

Pupil's engagement with learning:
Pupils at all class level are actively engaged in their learning and the level of pupil interest and participation is high. 92% use ICT for Maths in school. The majority of pupils reported that maths was interesting, they were good at maths, usually do well in the subject but don't feel more time should be spent on Maths in school. Pupils report that they enjoy learning Maths and know it is useful to them outside of school. 80% report that it will also be useful to them in the future. The Junior Room prefer to do Maths Problems than from 2nd-6th classes. Although 76% of pupils find Maths Problems easy, Teachers report that some pupils have poor problem solving skills, often not reading the word problem correctly. Only 40% of pupils found 'Shape and Space' difficult. Standardised Test results show that this is an area requiring improvement.

Parental Involvement:
Parents are very supportive of school Numeracy initiatives. The Numeracy Plan is available to parents. Parents are encouraged to support their child's numeracy skills through revising Maths at home, especially Tables. 61% of Parents report that their child likes Maths. The majority of parents know their child's strengths and weaknesses in Maths. 77% agree that Mathis is at the right level of difficulty for their child. Most parents don't need to help their child with their Maths homework. 65% agree that they get good information from the school in relation to their child's progress in Maths. The areas of Shape and Space and Number Operations were two of the areas their children found the easiest, while Problem Solving and Fractions were the most difficult. Some parents would prefer more regular updates from the school on their child's progress in Maths.

WSE Report
"The quality of teaching and learning in Mathematics is commendable. A very good focus is placed on mental mathematics in all classrooms. Appropriate emphasis is placed on the introduction and use of correct mathematical language. Lessons observed were characterised by the successful use of manipulatives and ICT. Pupils were enabled to cooperate with one another in many settings to develop their understanding of mathematical concepts. An adequate range of problem-solving strategies was demonstrated by pupils during the course of the evaluation. Pupils display a positive attitude to Mathematics and learning outcomes are good."

Attainment in Numeracy:

Pupils of Arles N.S. have a good attainment rate in the annual SIGMA-T Standardised Tests.

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

Strengths
- School Plan for Mathematics in place, formulated to inform teaching and learning. Teachers' planning is based on the Maths curriculum and the school Maths plan,   - Provision of wide range of appropriate materials and resources in classrooms   - Mental Maths is encouraged and constitutes an integral part of each lesson.   - Assessment: Variety of assessment tools utilised Standardised & Diagnostic Tests administered.   - Assessment results are used to inform teaching and learning.   - Talk & Discussion and opportunities for pupils to explain answers for part of Maths lessons.   - A high percentage of the sample study has a positive attitude towards numeracy   - There is an agreed whole school policy on Maths Language.   - ICT is used to support students in their learning and teachers in their delivery of differing teaching approaches.   - Web Links on school blog assist in accessing educational websites for strand units in school and at home   - A variety of teaching and learning approaches are used in numeracy lessons   - The School celebrates Maths Week each year.

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

Areas for development
- Providing tips for parents and short video clips on Parent Section the school website in how Maths is taught, what to expect at each class level and how they can support their child at home;   - Teachers to use concrete materials more during Maths lessons   - Problem solving; To develop a whole-school approach to the development of problem-solving skills.   - Shape and Space- to improve results in SIGMA-T tests.   - Maths Resources to be purchased to support the teaching and learning in the classroom

The following Legislative and regulatory requirements need to be reviewed:

1. Complaints Procedure

The following Curriculum Plans and Policies need to be reviewed over the next 3 years:

- Gaeilge
- Maths
- Data Protection Policy
- RSE Policy
- ICT Policy
- Swimming Policy
- Substance Use Policy

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	✓☐ 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	✓ ☐ 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 external appeals committee hears the appeal and makes a decision.	✓ ☐ Yes ☐ No Appeals have been dealt with or are being dealt with ☐ Yes ☐ No ☐ 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 ☐ 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	