



*Doolin NS*  
*Roll: 175171*

# School Self-Evaluation Report

Evaluation period: *2013/14*

Report issue date: *05/06/14*

# School Self Evaluation in Literacy

## Doolin NS Self Assessment in Literacy 2014.

Doolin NS is a pupil mainstream, non-deis primary school. There are some children with special educational needs and are accessing resource hours. A further group of children accessed learning support, either for the full year or for part of the year in 2013/14.

Doolin school has 3 mainstream class teachers with a further 15 hours L.S. post providing learning support and 12 low incidence hours.

A review of the teaching literacy began 2013/14 school year.

At staff meeting a discussion took place around the teaching of literacy. Standardised testing was carried out in June 2013 /2012/2011. (using Drumcondra Reading & Spelling tests). Pupils & Parents were surveyed in 2014.

### **The findings of the Staff survey were as follows:**

- Teachers work hard at and take pride in the teaching of literacy.
- There are areas of concern in the teaching of literacy.
- There is variation in the method and amount of time spent teaching literacy from classroom to classroom.
- Work needs to be done in the areas of comprehension and vocabulary development.
- Reading and writing skills should be developed in conjunction with one another.
- Technical writing skills such as penmanship and grammar need to be developed further.
- Pupils self assessment needs to be addressed.

### **The findings of the Parents survey were as follows:**

- 96% agreed that they liked reading themselves.
- 100% agreed that learning to read is an important skill.
- 96% agreed that they needed to be able to read confidently for their daily work.
- Not all parents understood D.E.A.R. time, Paired Reading & Sten Scores. This was mainly in the Junior Classes.
- 92% of parents are happy with their child's ability to read aloud.
- 92% of parents are willing to spend extra time with their child on reading.
- 100% reported that their children receive reading homework at least three nights per week.

- The majority of children are members of the local library.
- When surveyed, parents requested a wider range of more challenging books, lists of websites that could be used to enhance the literacy experience at home & the introduction of newspaper reading in senior classes.

**The findings of the Pupils survey were as follows:**

- The majority of children stated that they enjoyed reading.
- Of those who stated that they did not like reading, the majority were boys (2:1).
- Another significant group of non readers were children who had reading difficulties and were attending learning support.
- Newspapers are not being used in the classroom.

Drumcondra Reading & Spelling standardised tests, carried out indicated a high level of reading attainments overall compared to the national standards.

**Conclusions:**

It would appear that the overall teaching of reading in Doolin school provides effective educational outcomes. Children learn to decode effectively. However, it is felt that further work is needed to develop reading for understanding for many of our children.

We identified 1<sup>st</sup> and 2<sup>nd</sup> Classes as an important transitional phase as children move from individualised reading to group reading.

In short we need to balance the equation between Learning to Read and Reading to Learn in the latter years of a child's experiences . We need to increase a love for reading in more children from middle standard onwards.

**Strengths**

- Doolin NS is an open inclusive school for children of all abilities.
- Our children have good word recognition and word attack skills.
- Children with SEN are working to their potential
- There is good communication between the home and the school.
- Our parents are very supportive of our mission.
- Standardised testing indicates a high level of attainment overall.

**Concerns**

- It is a view of the staff as a whole that our children's range of oral language needs to be extended and enriched.
- Similarly comprehension skills need to be further evolved for many of our children.
- There is an identified group of children who need to be helped to develop a love of reading.
- Newspapers can be used to support curriculum.

The issues raised in these conclusions will be the basis for our school improvement plan.

The following legislative and regulatory requirements need to be addressed:  
*(Specify the aspects that need to be addressed)*

- Plans & Policies Reviewed during 2013/14 need to be ratified by BOM. All are available on school website for consultation.
- Circular 24/91 Parents as Partners to be discussed at next Croke Park Hours with a view to formulating a plan.

**Appendix to School Self-Evaluation Report:  
legislative and regulatory checklist**

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 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 11/95	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input 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 P24/02 Staffing Schedule for current school year	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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						
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No							
Implementation of child protection procedures	<p data-bbox="395 568 890 680">Circular 0065/2011 Please ensure the following in relation to child protection</p> <ul style="list-style-type: none"> <li data-bbox="395 712 863 792">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE _____</li> <li data-bbox="395 824 863 927">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed _____</li> <li data-bbox="395 958 863 1039">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made _____</li> <li data-bbox="395 1070 863 1173">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed _____</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No							
Implementation of complaints procedure as appropriate	<p data-bbox="395 1202 995 1292">Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p data-bbox="395 1323 975 1352">Please consider the following in relation to complaints</p> <ul style="list-style-type: none"> <li data-bbox="395 1384 820 1435">▪ Number of formal parental complaints received _____</li> <li data-bbox="395 1467 842 1496">▪ Number of formal complaints processed _____</li> <li data-bbox="395 1527 836 1579">▪ Number of formal complaints not fully processed by the end of this school year _____</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No							
Refusal to enrol	<p data-bbox="395 1615 730 1644">Section 29 Education Act 1998</p> <p data-bbox="395 1675 852 1778">Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="395 1809 879 2027"> <tr> <td data-bbox="395 1809 730 1877">Number of section 29 cases taken against the school</td> <td data-bbox="730 1809 879 1877"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="395 1886 730 1953">Number of cases processed at informal stage</td> <td data-bbox="730 1886 879 1953"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="395 1962 730 2029">Number of cases heard</td> <td data-bbox="730 1962 879 2029"><input type="checkbox"/></td> </tr> </table>	Number of section 29 cases taken against the school	<input type="checkbox"/>	Number of cases processed at informal stage	<input type="checkbox"/>	Number of cases heard	<input type="checkbox"/>	N/A	
Number of section 29 cases taken against the school	<input type="checkbox"/>								
Number of cases processed at informal stage	<input type="checkbox"/>								
Number of cases heard	<input type="checkbox"/>								

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 appeals upheld	<input type="checkbox"/>		
	Number of appeals dismissed	<input type="checkbox"/>		
Suspension of students	Section 29 Education Act 1998 Please provide the following 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 type="checkbox"/>		
	Number of cases processed at informal stage	<input type="checkbox"/>		
	Number of cases heard	<input type="checkbox"/>		
	Number of appeals upheld	<input type="checkbox"/>		
	Number of appeals dismissed	<input type="checkbox"/>		
Expulsion of students	Section 29 Education Act 1998 Please provide the following 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 type="checkbox"/>		
	Number of cases processed at informal stage	<input type="checkbox"/>		
	Number of cases heard	<input type="checkbox"/>		
	Number of appeals upheld	<input type="checkbox"/>		
	Number of appeals dismissed	<input type="checkbox"/>		

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 type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour <sup>1</sup> including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>2</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special education needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform with the provisions stipulated.

<sup>3</sup> 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."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.