
COLÁISTE POBAIL BHEANNTRAÍ
SESKIN
BANTRY
CO.CORK
76090G

School Self-Evaluation Report

Evaluation period: *JAN/ 2015* to *APRIL/ 2015*

Report issue date: 26th/MAY/2015

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Coláiste Pobail Bheantraí was undertaken during the second term of the school year 2014/2015. During the evaluation, Literacy and how the teaching and learning in all subjects support the acquisition of literacy skills, for first years were reviewed.

This is a report on the findings of the evaluation.

1.2 School context

This is a rural mixed school with 697 students. We have an excellent tradition of school development planning. We provide a varied curriculum including TY,LCVP programmes and PLC courses.

2. The Findings

Learner Outcomes:

- A Cognitive Ability Test (CAT) was administered to all 1st year students and the results for the cohort are well within the national norms.
- All subject departments used the PDST tool for analysing results in the Junior Certificate exam and analysed the results for 2014

Learning Experience:

At a staff meeting, the evaluation criteria in the SSE guidelines were scanned and the sub-themes attainment of curriculum objectives, engagement in learning and teaching approaches through the lens of literacy in 1st year were chosen for the SSE.

It was decided to run the DEAR programme for 5 weeks. (10 sessions)

Each department was emailed and asked to compile a list of ten key-words used in tests and exam questions in their subject areas. These lists were collated and ten common words were identified. Each department was given this key-word list and asked to target those words in their subject teaching and thus making students more familiar with their use and meaning in the different subjects.

Teachers' Practice:

The core literacy team designed a questionnaire and administered it to the teaching staff.

A summary of the findings are as follows:

- Two thirds of staff are teaching first year students either for a core subject or for an option subject.
 - Approximately 30% of staff were able to accommodate half of the DEAR sessions.
 - Over 85% of staff felt that the students were well engaged in the initiative.
 - Students felt encouraged to read and actually enjoyed it. This was especially true for reluctant readers as they were able to observe their peers as reading role models.
 - Students had more awareness of key words within subjects and thus more interest in the subject.
-
- There is a huge awareness of literacy amongst staff and they see themselves as having a role to play in developing literacy skills.
 - There is some awareness of the resources, including ICT, available for the integration of literacy.

- Many teachers use a variety of methodologies and approaches to improving literacy in their lessons.
- Teachers do believe that a whole school approach to literacy needs to be embedded further with improved cross – curricular links with all departments.

3. Progress made on previously-identified targets improvement targets

- Some class rooms actually now set up for team-work.
- Survey given to subject departments demonstrates that there has been a significant increase in the use of Team-work as a teaching methodology and corresponding assessment methods.
- Teachers use Team-work on a monthly basis at minimum; many use it weekly.
- There has been a marked improvement in the use of numeracy vocabulary:- this was evident in end of year tests taken by students.

4. Summary of school self-evaluation findings

4.1 Our school has **strengths in the following areas:**

- There is an awareness of literacy amongst staff and they see themselves as having a role to play in developing literacy skills.
- We have a print rich environment in our school.
- Students view their peers as role models as well as teachers.(ref: DEAR reading programme)

4.2 The following areas are prioritised for improvement:

- Developing a better understanding of the common words used in exams.
- Further development of a literacy rich environment. (i.e within classrooms, notice boards and in the wider school environs).
- Ensuring that first year students improve their competence in reading.
- Embedding a rich literacy culture within the school.

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
Valid enrolment of students	M51/93	Yes	
Repeating a year – conditions to be met	M2/95	Yes	
Time in school - Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	Yes Yes	
Standardisation of school year	Circular 034/2011	Yes	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	Yes	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	Yes	
Arrangements for parent/teacher and staff meetings	Circular M58/04	Yes	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	Yes	
Development of school plan	Section 21 Education Act 1998	Yes	
Engagement with school self-evaluation process	Circular 40/2012	Yes	
Whole-school guidance plan	Section 21 Education Act 1998	Yes	Work in progress
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	Yes	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	Yes	
Exemption from the study of Irish	Circular M10/94	Yes	
Implementation of national literacy strategy	Circular 25/2012	Yes	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	Yes	
Limited alleviation on filling posts of responsibility for	Circular 53/2011	Yes	

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	
school year 2011/12				
Parents as partners in education	Circular M27/91	Yes		
Implementation of child protection procedures	Circular 65/2011 Please record the following information in relation to child protection	Yes		
	<ul style="list-style-type: none"> ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE 			8
	<ul style="list-style-type: none"> ▪ 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 			8
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 			1
<ul style="list-style-type: none"> ▪ 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 	1			
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	Yes		
	<ul style="list-style-type: none"> ▪ Number of formal parental complaints received 			0
	<ul style="list-style-type: none"> ▪ Number of formal complaints processed 			0
<ul style="list-style-type: none"> ▪ 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 the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	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"/>
Number of appeals upheld	<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 dismissed	<input type="checkbox"/>		
Suspension of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		Yes	
	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 the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		Yes	
	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	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	Yes	
Code of behaviour, including anti-bullying policy ¹	Circular M33/91 NEWB guidelines Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	Yes	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education (Welfare) Act 2000	Yes	
Health and Safety Statement	Health and Safety Act 2005 Section 20	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes	
Special educational needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (2004) Disability Act (2005))	Yes	
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	Yes	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	No	Currently part of Code of behaviour To be further developed in next school year.
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	Yes	
Child Protection Policy	Circular 0065/2011	Yes	

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

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

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 students with special educational needs.