



*St. Molaga's Senior N.S.  
Bremore  
Balbriggan  
Co. Dublin*

**Website:** [www.stmolaga.scoilnet.ie](http://www.stmolaga.scoilnet.ie)

*Roll No: 16970A*

# School Self-Evaluation Report

Evaluation period: *September 2012 to June 2013*

***School Self-Evaluation Report***

**1. Introduction**

**1.1 The focus of the evaluation**

School self-evaluation of teaching and learning is part of the ongoing work in *St. Molaga's N.S.* The focus of school self evaluation for 2012/2013 was literacy. During the evaluation, teaching and learning in literacy was evaluated in all classes.

This is a report on the findings of the evaluation.

**1.2 School context**

**St. Molaga's N.S.** is a senior primary school under the patronage of the Catholic Archbishop of Dublin. There are currently 16 mainstream classes from 3<sup>rd</sup>-6<sup>th</sup> class. The school has two special classes for Specific Learning Disability.

**School enrolment:** 448 Pupils (Boys: 239 Girls: 209)

**Staff:** 25 staff including principal: 16 Mainstream class teachers, 2 Special class teachers (Specific Learning Disability), 5 Learning Support/Resource teachers, 1 Resource teacher shared with Balscadden N.S., 1 Learning Support teacher based in St. Theresa's N.S. shared with St. Molaga's N.S. for 2 days per week. We currently have five Special Needs Assistants (3.99 full time equivalent posts) allocated to seven special needs pupils.

**Initiatives:**

- Junior & Senior choirs,
- Green School working towards our fourth Green Flag for travel to school.
- Extensive partnership with local sports clubs providing coaching in Gaelic, Rugby, Soccer, Athletics, Cricket. Swimming classes for 3<sup>rd</sup>/4<sup>th</sup>.
- Student Council
- Sports teams: including boys and girl's Gaelic football teams and Athletics teams coached after school by teaching staff.
- Arts' week takes place before October midterm break providing opportunities for all pupils to engage with visiting authors, storytellers, musicians, composers, weavers, artists.
- Seachtain na Gaeilge
- Rainbows Groups facilitated by staff for to assist children experiencing a significant loss in their lives through a death, separation or divorce in their family.

**2. The findings**

- Teachers report/pupil survey found that pupils enjoy their learning and are motivated and interested in reading at school.
- We have a good range of resources to support literacy in the school which include Parallel reading books for Third/Fourth classes, Novels at all class levels, Class libraries which are restocked on a rolling schedule at each class level every four year, graded information/non fiction books.
- Professional development: Teachers engage in SESS/PDST professional development opportunities. SLD classes/teachers provide opportunities for sharing of knowledge in relation to specific learning difficulties and approaches to literacy difficulties
- Children associate reading with school and many children do not read outside of school for enjoyment. Parents are generally very supportive with homework and are reading with and listening to their children read at home. However, some parents do not engage in literacy activities with their children at home.
- Pupils sometimes choose books which are not appropriate to their ability and do not complete reading the books as a result.

- Comprehension and understanding of the text read needs improvement.
- Standardised test results in English reading 2012 show that 57% of pupils are performing below the 50th Percentile. There is a significant group of 40% scoring at the 17<sup>th</sup> -50<sup>th</sup> percentile and 17% scoring below the 16<sup>th</sup> percentile. However 20% score above the 85<sup>th</sup> percentile.
- Analysis and tracking of standardised test data over the last two years shows that we have been making progress with children increasing their scores each year.
- Teacher observation and assessment found that some pupils had difficulty understanding what they read and needed to develop their comprehension skills. Teachers also found that some pupils had a limited vocabulary which hindered their comprehension.
- Throughout all classes parents are supportive of homework but reading sometimes was not completed at home.
- Literacy resources and initiatives: Class libraries, graded parallel readers, graded information/non fiction books. Annual visits organised to local library. Buddy reading takes place each year between 3<sup>rd</sup>/5<sup>th</sup>, 4<sup>th</sup>/6<sup>th</sup> classes.

### **3. Progress made on previously-identified improvement targets**

N/A as this is first year of SSE/SIP

#### **Our targets for literacy this year were:**

To decrease the number of pupils scoring from 17<sup>th</sup> -50<sup>th</sup> percentile

To increase the number of pupils scoring above the 50<sup>th</sup> percentile

### **4. Summary of school self-evaluation findings**

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

- Pupils enjoy their learning in literacy and are motivated to learn.
- The overall attainment of the pupils with regard to literacy is improving.
- The learning targets set out in the improvement plan in regard to literacy have been achieved at 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> class levels.
- Pupils with learning difficulties in literacy are provided with additional support and are attaining well. Team teaching in fourth class provided a structured planned opportunity for pupils to engage in guided reading and comprehension development.
- Reading comprehension skills are explicitly taught at all class levels using Building Bridges for Understanding.
- Children report liking and enjoying reading.

#### **4.2 The following areas **are prioritised for improvement**:**

- Oral language development/presentation and debating skills
- Comprehension skills and vocabulary development
- Differentiation in literacy in each class

#### **Year 2 of SSE: Focus on Numeracy**

#### **4.3 The following legislative and regulatory requirements need to be addressed: *See attached.*)**

**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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular 14/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<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 P24/02 Staffing Schedule for current school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<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	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011  Please ensure the following in relation to child protection	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE		
		1	

	<ul style="list-style-type: none"> <li>▪ 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> </ul>	1		
	<ul style="list-style-type: none"> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</li> </ul>	1		
	<ul style="list-style-type: none"> <li>▪ 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>	1		
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007  Please consider the following in relation to complaints	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	<ul style="list-style-type: none"> <li>▪ Number of formal parental complaints received</li> </ul>	0		
	<ul style="list-style-type: none"> <li>▪ Number of formal complaints processed</li> </ul>	0		
	<ul style="list-style-type: none"> <li>▪ Number of formal complaints not fully processed by the end of this school year</li> </ul>	0		
Refusal to enrol	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	N/A		
	Number of section 29 cases taken against the school	0 <input type="checkbox"/>		
	Number of cases processed at informal stage	0 <input type="checkbox"/>		
	Number of cases heard	0 <input type="checkbox"/>		
	Number of appeals upheld	0 <input type="checkbox"/>		
	Number of appeals dismissed	0 <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	0		
	Number of section 29 cases taken against the school	0 <input type="checkbox"/>		
	Number of cases processed at informal stage	0 <input type="checkbox"/>		
	Number of cases heard	0 <input type="checkbox"/>		
	Number of appeals upheld	0 <input type="checkbox"/>		
	Number of appeals dismissed	0 <input type="checkbox"/>		

		<input type="checkbox"/>		
Expulsion of students	Section 29 Education Act 1998		0	
	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	0 <input type="checkbox"/>		
	Number of cases processed at informal stage	0 <input type="checkbox"/>		
	Number of cases heard	0 <input type="checkbox"/>		
	Number of appeals upheld	0 <input type="checkbox"/>		
	Number of appeals dismissed	0 <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 checked="" 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 checked="" 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 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	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" 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 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	
Child protection policy	Circular 0065/2011	<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 (Croke Park) agreement – special needs assistants	Circular 71/11	<input checked="" 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 EPSN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.