

Scoil Náisiúnta Baile Uí Chárthaigh,

Ballycar, Newmarket-on-Fergus, Co.Clare

18526O

SCHOOL SELF-EVALUATION REPORT

Evaluation Period: September 2013 to June 2014

**Report Issue Date: 9th June 2014**

**School Self Evaluation Report**

1. **Introduction**
	1. **The Focus of the evaluation**

A school self-evaluation of teaching and learning in Ballycar NS was undertaken during the period 1/9/2013 - 5/6/2014. During the evaluation, teaching and learning in the following areas were evaluated:

* Literacy
* Numeracy

This is a report on the finding of the evaluation.

* 1. **School Context:**

Ballycar National School is a two- teacher, Catholic, co-educational primary school situated in the south east of County Clare. The school is under the patronage of the Catholic Bishop of Killaloe. Its catchment area includes Ballycar, Rathlaheen, Rathlaheen South, Fenloe, Maus Quin, Muckanagh and Newmarket-On-Fergus. This is a vertical primary school. There are currently 39 pupils on roll. There are 4 teachers including 2 mainstream classroom teachers. Currently there is one Learning support teacher (based in Ballycar, shared with St.john’s National School Shannon) and 1 shared Resource teacher based in Scoil Donncha Rua, Shannon. The principal is a teaching principal. The school has received awards for participation in the Discover Primary Maths and Science Initiative. The school is participating in the Greenschool Programme.

The school administers Micra-T and Sigma-T standardised tests in Mathematics and English reading from 1st-6th class every year.

1. **The Findings:**

**SCOT Analysis in relation to Numeracy:**

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| **Strengths*** Most pupils are performing at or above average in mathematics standardised tests. The pupils are making progress at a level which is consistent with their stage of development.
* Children’s attitude towards maths is very positive in the younger classes. 100% of the infants surveyed reported that they love maths. Only one child surveyed in 1st-2nd class reported that they do not like maths.
* Data gathered from Sigma T analysis show that pupils tend to score higher in questions relating to concepts, facts, computations and procedures (1st-6th class).
* The WSE Report in 2009 was positive in this area of the curriculum.
 | **Challenges*** The Maths Plan for the school needs to be reviewed in light of recent changes to staffing and multigrade settings.
* Data analysed using the SigmaT analysis tool show that pupils tend to score lower in questions involving word problems (1st-6th class).
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| **Opportunities*** The new multigrade settings naturally suit the curriculum.
* The low pupil teacher ratio benefits all children and allows teachers more opportunities for 1:1 work and small group work.
* The Parents Association will support the staff in developing ICT resources.
* The staff have the opportunity to invest in the visual learning environment.
* New staff on the school team and shared teachers bring new ideas and fresh approaches. Current staff can learn from visiting teachers and share expertise and resources.
* There are Team Teaching opportunities.
 | **Threats*** Resource Hours : There are delays for assessments, which causes delays in receiving resources.
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**Progress made on previously identified targets in the current SIP:**

* Policy on Parental Involvement has been formulated by the Board
* Policy on Punctuality and Attendance has been formulated
* Drumcondra English Profiles have been used to document progress. Classes assessed: Rang 1, Rang 3, to be reviewed in Dec 2015.

**Summary of school self-evaluation findings:**

Our school has strengths in the following areas:

Theme 1: Attainment of curricular objectives:

* Standardised test scores for numeracy attainment are at or above the national norms. Pupils at risk of underachieving are attaining well and make good progress from their prior levels of achievement.

Theme 2: 2.1 Learning Environment:

* A safe, stimulating learning environment is provided for the pupils in this school. Each classroom is equipped with desktops, and overhead projector/interactive whiteboard.

All classrooms/learning settings are appropriately laid out, well-resourced and orderly.

Teachers are aware of and follow the Child Protection Guidelines. A copy of the school’s Child Protection Guidelines is readily accessible in every classroom.

Theme 2: 2.2 Pupils’ engagement in learning:

* Pupils are given purposeful and frequent opportunities to engage in collaborative, cooperative as well as independent learning. Pupils are suitably challenged in their learning and given additional support as needed.

Theme 2: 2.3 Learning to Learn:

* The pupils are involved in monitoring their own progress in learning. The teachers focus on developing the pupils’ abilities to communicate, work with others, engage in research, investigate/enquire, experiment, analyse and problem-solve. The pupils are provided with frequent, well-guided access to ICT and are enabled to use it to present and illustrate their work, access and retrieve information, organise and produce information.

Theme 3: 3.1 Preparation for Teaching:

* Teachers are prepared in terms of practical and written planning for the delivery of the curriculum. Necessary and relevant resources and materials are identified and sourced in advance of lessons. Teachers provide monthly progress records of pupil’s learning in curricular areas.

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

Theme 1: Attainment of curricular objectives in relation to attitudes:

* The pupils may be enabled to use their knowledge and skills in numeracy confidently and competently, and to apply their knowledge and skills independently in a variety of contexts.

Theme 2: 2.1 Learning environment:

* An increase in high-quality displays promoting development of numeracy in all areas of the school
* Theme 2: 2.1 Pupil’s engagement in Learning:
* An increase in the number of children who use various problem solving methods and approaches when met with a challenge, rather than relying on teacher or a parent for help, through enabling the children to learn skills with each mathematical area.

**4.3 The following legislative and regulatory requirements need to be addressed:**

The following policies will be reviewed during the 2014/15 academic year:

* The Enrolment policy will be reviewed in the 2014/15 academic year.
* Health and Safety Statement to be completed.
* The Data Protection Policy needs to be reviewed.
* The Special Education Needs Policy should be reviewed.
* The Public Service (Croke Park) Agreement – Special Needs Assistants will need to be reviewed.