

BENEAVIN DE LA SALLE COLLEGE



School self-evaluation summary report for school community

Evaluation period: **September 2013- May 2014**

Report issue date: *Autumn 2014*

Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. There are 40 teachers 5 SNAs and 480 pupils in the school. We have a number of programmes operating in the school including accelerated reading, HSCL, music / art / sports/ breakfast club/ homework club/ reading challenges/ library programmes/). Our attendance levels are improving. Our students' behaviour is excellent as noted by the Inspectors during the whole school inspection and the incidental inspection this September. For more information on how we intend to improve our students' learning, please see our School Improvement Plan which is available from the school.

1.1 The focus of the evaluation

A school based self-evaluation of teaching and learning was undertaken during the period September 2013 to May 2014. During the evaluation, teaching and learning in the following was evaluated:

- The Quality of Learning Outcomes for Students - Attainment levels of Junior Cycle students in Literacy

This is a report on the findings of the evaluation.

2. Summary of school self-evaluation findings

The evaluation (based on a student attitudinal survey, teacher discussion, the GRT II reading tests) indicate that while a large number of students are doing well, a significant minority of students have literacy challenges.

The GRT II reading test was administered to all Junior Cycle students at the beginning of the 2013-2014 school year.

First-year students were also surveyed in order to ascertain their attitudes and dispositions to reading.

- 12.6% said they like reading a lot. 26.1% said they do not like reading at all.
- 65.8% said they spend half an hour or less reading each day. 10.2% said they read for more than 2 hours per day. 32.2% said they spend more than 2 hours playing computer games. 65.5% said they owned between 1 and 10 books other than school books.
- The types of material students read varied: internet reading such as Facebook, text messages, Twitter, websites etc were read on a daily basis by students. Otherwise newspapers were the most likely to be read during a week, followed by novels and magazines.

Overall students do not read for long enough and the material they read might not necessarily help their literacy levels.

The outcomes of discussions among staff at subject department and whole staff level identified the literacy needs of the different subjects, the expectations and concerns of teachers regarding the promotion of literacy in his/her subject area and the strategies that teachers currently use were discussed. There was whole-staff agreement that improving literacy would be a whole school target and that strategies such as Accelerated Reading, SRA, intensive class interventions, reading for pleasure, reading challenge, Book in the Bag, Drop Everything and Read, reading link with Beneavin Lodge, Catch up Literacy, reading link with St Canice's NBS, increased use of the school library, key word subject lists etc would be implemented during the year.

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

Strengths

- A large proportion of students performed well in tests given
- A strong staff commitment to promoting literacy
- A print rich environment
- Good support from the learning support department
- Good structures to support students
- An excellent ICT structure

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

Areas for development

- Enhancement of student performance in GRT II reading test for all Junior Cycle students.
- Development of written skills for all Junior Cycle students
- Students to progress on the SRA programme.
- Students to progress on the Accelerated Reading programme.
- Promotion of interest in reading among the first-year students and ultimately all students.

**Appendix to Post-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?
Enrolment of students The Education Act 1998, the Education (Welfare) Act 2000, and Circular M51/93 set out the principles schools should follow in their enrolment policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Repeating a year Students may repeat a school year in certain conditions and for particular reasons, such as illness. Conditions are set out in Circular M02/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The school calendar and the school timetable Schools must offer a minimum of 167 school days each year to all year groups. Circular M29/95 sets this down. Schools must offer a minimum school week of 28 hours for all year groups. Circular M29/95 sets this down.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Standardised school year School holidays are now standardised so all post-primary schools have holidays at the same time. The current school holidays circular is 34/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent/teacher meetings and staff meetings These meetings have to happen at certain times of the day so as not to interrupt teaching time or inconvenience parents. Circular M58/04 sets these out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of national literacy and numeracy strategy Schools are required to have a whole-school approach to literacy and numeracy development. Parents have an important role to play in this area. See <i>Literacy and Numeracy for Learning and Life</i> , and Circular 25/2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Agreement regarding additional time in school for teachers Circular 025/2011 requires teachers to do an additional 33 hours of out-of-class work each year, so as not to reduce teaching time	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Development of school plan All schools are required to have a school plan, giving their mission and vision, policies and priorities for development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Engagement with school self-evaluation (SSE) process The SSE process requires schools to evaluate how well they are doing, and where they need to improve. The voices of parents and students are very important to this evaluation process. See www.schoolself-evaluation.ie .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Guidance provision in post-primary schools The Education Act 1998 requires all schools to provide appropriate guidance to students. See Circular 09/2012 for the current arrangements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery of CSPE to all junior cycle classes Civic, Social and Political Education is currently a compulsory subject in the junior cycle. All junior cycle students should have one CSPE lesson per week.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Exemption from the study of Irish Some students may be exempt from studying Irish. See Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of child protection procedures The <i>Child Protection Procedures for primary and post-primary schools</i> (2011) 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school	Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
Appeal in the case of refusal to enrol students, suspension, and expulsion Section 29 Education Act 1998 provides for an appeal procedure in these cases. The school deals with them first. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>

Appendix to 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 the policy been approved by the Board of Management?
Enrolment policy Section 15 of the Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 <i>National Educational Welfare Board Guidelines</i> set out regulations and good practice for schools to follow when drawing up and implementing a code of behaviour. This good practice includes consultation with parents and students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Anti-bullying procedures The Department's <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013, set out the measures that schools are required to have in place.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of student attendance and participation in school life. Parents have a very important role and responsibility in this area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Data protection School procedures relating to gathering, storing and sharing data on students should comply with data protection legislation - Data Protection Act 1988 and Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 students with special educational needs and to provide for them appropriately using the resources available	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy Schools are required by various circulars to provide SPHE in the junior cycle and RSE throughout the school, and to have policies to support this provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Substance use policy The National Drugs Strategy and Department guidelines require schools to develop and implement a substance use policy in consultation with parents and students, and other relevant agencies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Internet acceptable use policy Schools should have and implement a policy to instruct students on safe and responsible use of the internet. Parents have a key role to play in this area. See www.webwise.ie .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Child protection policy All schools should have a child protection policy that includes the <i>Child Protection Procedures</i> . The policy should be communicated to the whole school community.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners in education It is good practice for schools to have a parents' association, and to promote partnership between home and school. The board of management has an important role in supporting the parents' association.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools and students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No