

GLANTANE N.S.
LOMBARDSTOWN
MALLOW
CO. CORK
17823P

School Self-evaluation
Summary report for school community

Evaluation period: *February –May 2013*

Report issue date: *June 2013*

Summary of School Self-Evaluation Report

1. Introduction

Our school has its own context. There are currently 8 teachers and 148 pupils in the school. The school has grown significantly in size in the last ten years resulting in almost a doubling of the numbers of pupils enrolled in our school. We have a number of programmes operating in the school including (e.g. Literacy Liftoff, Handwriting Without Tears, A Fine and Gross Motor group to assist pupils with Occupational Therapy difficulties, The Green Schools' Programme, various sporting activities including swimming lessons Cork City Sports, Music lessons etc. Our attendance levels are good. Our pupils' behaviour is excellent. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available e.g. on our website www.glantanens.ie.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. As instructed by the Department of Education of Skills, we selected a topic under the Literacy spectrum. Therefore, as many as possible stakeholders in our school community evaluated poetry for this process. We chose this because we felt that perhaps our pupils could improve their learning outcomes in this area.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in the poetry section of the English Primary Curriculum. We interviewed the pupils from Senior Infants up to sixth class. Mr. O'Sullivan (School Principal) held a focus group of the staff to ascertain their views on poetry in our school and we used a website to allow the parents to answer a questionnaire online. *(if they did not have internet access they also could have received a hardcopy from our school secretary)*

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

Strengths

- The majority of pupils like reading poetry
- The majority enjoy learning poetry
- Most of the children did not find poetry boring
- The majority of children as part of their weekly school routine copy down poems from the board in their classrooms.
- The majority of parents also enjoy reading poetry with their children, listening to them reading poetry and that parents understand importance of poetry in the Primary English Curriculum.

We know these are our strengths because they are based on the results of the pupil's questionnaires and that of the parent's online survey. These results have been recorded and are filed in the school.

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

Areas for development

- To create a better system of recording the poems that the children are being taught in the school e.g. anthologies of poems
- To broaden the various genres of poetry we teach in the school and at what class level they are being introduced.
- The teacher will create a list of poems that their class(es) will learn off by heart during the school year.
- To foster a positive attitude towards reading and listening to poetry at home and at school.
- To use more local poetry and invite poets from the locality to our school.
- To create a poetry notice board within the school to increase awareness of poetry and to promote its importance as part of the Primary English Curriculum, independently to the other elements of this subject.
- To increase home-school communication regarding poems being taught in our school and any other poetry activities occurring during the school year, e.g. via the school's new website.

We have decided to prioritise these areas because the above points were indicated by the staff, parents and pupils as in need of some further development and improvement in order to maintain the pupils' engagement in learning, assist in preparation for teaching and assessment of the implementation of the English Primary school Curriculum in our school.

As previously indicated these results are filed securely within the school.

Appendix to Primary School Self-Evaluation Report:

Which area of school life is involved?	What is the relevant legislation, rule or circular?	Is the school fully meeting the requirements of the relevant legislation, rule or circular?
The school calendar and the school timetable	Circular 11/95 sets down the length of the school year - minimum of 183 days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of agreement regarding additional time in school for teachers	Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time	<input type="checkbox"/> Yes <input type="checkbox"/> No
Development of school plan	Section 21, Education Act 1998 requires all schools to have a school plan	<input type="checkbox"/> Yes <input type="checkbox"/> No
Engagement with SSE process	Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	<input type="checkbox"/> Yes <input type="checkbox"/> No
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	<input type="checkbox"/> Yes <input type="checkbox"/> No

Legislative and regulatory checklist – reporting to the school community

Code of behaviour including anti-bullying policy	Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour and an anti-bullying policy	<input type="checkbox"/> Yes <input type="checkbox"/> No
Internet acceptable use policy	Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet	<input 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 (EPSN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners	Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input type="checkbox"/> Yes <input type="checkbox"/> No