



*St. Kevin's National School  
Pearse Street  
Sallynoggin  
Co. Dublin*

## ***School Self-Evaluation Report Summary Report for School Community***

*Evaluation period: September 2017 to June 2018*

*Report issue date: 29<sup>th</sup> June 2018*

***School self-evaluation***

## *Summary School Self-Evaluation Report*

### **1. Introduction**

*St. Kevin's National School is a school that serves the parish of Our Lady of Victories and the surrounding environs in the community of Sallynoggin. St. Kevin's N.S. is a DEIS Band I urban primary school and consequently a number of initiatives run alongside our academic programmes and teaching of the national curriculum. Our academic approaches include First Steps Writing and Reading, DEAR Time, Reading Recovery, Power Hour (literacy and numeracy) and will now include the new language curriculum (in 2018/2019 the new language curriculum will focus on the oral language, reading and writing strands of the language curriculum from Junior Infants to 2nd Class). We will proceed with First Steps writing in our senior classes while phasing in the writing strand in the relevant streams – combined with ongoing elective support where possible.*

*All teachers are empathetic and favour a clear, instructive approach, supported by more focused, responsive teaching once the lesson objective is imparted. Collegial in-class support is available to the mainstream class teacher and pupils are supported by teachers in the classroom and other settings, individually or in small groups, where appropriate to the pupils' needs. All objectives, where apposite, are in sympathy with the school DEIS action plan. All teachers ensure the engagement of pupils and employ a range of methodologies, from 'active learning', station teaching, to peer instruction and mixed ability grouping. In addition, a range of in-class initiatives such as 'power hour' for literacy and numeracy, First Steps writing strategies, 'Brain Snack' problem solving, mental maths and support team teaching are in place and working very well.*

*With respect to additional areas reviewed as part of the overarching evaluation report, in particular, attendance and area partnerships, it has identified pupils' engagement with learning improves with increased attendance. Partnership with outside agencies that promotes pupils' engagement with learning is intrinsic to the holistic approach of St. Kevin's. This was apparent in initiatives such as Parent and Pupil Art, Parent and Pupil Maths for Fun, Parent and Pupil Shared Reading, Parent and Pupil Gardening Club, the 'Lads n' Dad' Club, Adventure Club, Chess Club, our 'Science Fair', '50 Year Jubilee Celebrations', school assemblies and exhibitions and the 'Helping your Child with Maths' and additional courses, all of which assisted the learning of our pupils. In addition, we also linked with Baxter Healthcare and the Business in the Community, Zurich 'Time to Read' initiative. In the academic year 2018/2019 we will continue and endeavour to enhance these activities.*

*There is also a high degree of pastoral care among all members of staff for the well-being of each pupil, encouraging learning and attendance, participation in school activities and excellent behaviour and conduct. All relationships are respectful. This cannot be underestimated in a DEIS Band 1 urban primary school (where many pupils endure significant and daily challenges). It is a pertinent strength as we aspire to mould pupils that are empathetic, law-abiding and culturally aware as much as pupils that are literate and numerate. Our attendance levels are good and improving. Our pupils' behaviour is excellent. Further information on how we intend to improve our teaching and the learning of our pupils is outlined in our DEIS Action Plans 2018/2019*

## **1.1 The focus of the evaluation**

*We undertook a school self-evaluation of teaching and learning during the year. We evaluated*

- i. Literacy*
- ii. Numeracy*
- iii. Other curriculum areas*
- iv. Attendance*
- v. Area Partnerships*

*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. This was undertaken through formal and informal meetings, surveys and questionnaires. We looked at how well our pupils were doing in literacy, numeracy and physical education.*

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

### **Strengths**

- i. There is continued evidence of outstanding teaching and learning in this DEIS band 1 urban primary school – the professionalism of each teacher remains, evident, quantitatively, in test scores and, qualitatively, in the breadth of methodologies and structure of each lesson. The climate and ethos was noted as a particular strength by our visiting inspector throughout the year and the professional development of teachers has continued in the last year, ensuring the commendable evidence of teaching and learning remains consistent alongside the introduction of new curricula.*
- ii. These strengths were noted during an incidental inspection, on Thursday 10th May 2018, from Inspector Edel Corcoran. Three teachers were observed, including the subjects of English, Maths, SESE, SPHE, PE and Gaeilge. She also spoke to me in the office and examined our Child Protection documentation.  
The inspector was very happy with the school noting;
  - a) Pupils are enjoying learning, pupils are content and comfortable and open in their interactions with the teachers and staff*
  - b) Pupils are motivated and want to please teachers. Pupils are supported and engaged and stay on task,*
  - c) There are respectful interactions between the teachers and pupils, pupils and SNA's and between all members of staff.*
  - d) There is a lovely emphasis on creativity throughout the school, which is to be commended.*
  - e) The subject knowledge of teachers is also to be commended as is the planning, this is particularly evident with respect to writing and genres – recount etc.*
  - f) Planning of teachers links well to DEIS plans and Whole School Plans*
  - g) The range of teaching methodologies employed is admirable, including group work and pair work and teachers are well prepared*
  - h) The classrooms are organised with good displays**
- iii. There is also a high degree of pastoral care among all members of staff for the well-being of each pupil, encouraging learning and attendance, participation in school activities and excellent behaviour and conduct. All relationships are respectful. This*

cannot be underestimated in a DEIS Band 1 urban primary school (where many pupils endure significant and daily challenges). It is a pertinent strength as we aspire to mould pupils that are empathetic, law-abiding and culturally aware as much as pupils that are literate and numerate.

- iv. There continues to be a high degree of parental involvement and engagement with area partnerships, to the edification of both teaching and learning in the school community. The H.S.C.L. teacher, teachers, SNA's and ancillary staff are to be commended for this. This will continue this year with additional classes and clubs – please see the Self Evaluation Report and the DEIS Action Plan for Parental Involvement for further details.
- v. St. Kevin's has improved its approach to Science in the following six ways, continuing for a fourth consecutive year:
  - 1) Each class has undertaken minimum of 5 'hands-on' science investigations, each from one of the four strands; Living Things, Energy and Forces, Materials and Environmental Awareness and Care. We have also invited a science speaker to school and have participated in science events or projects run by other organisations.
  - 2) We have encouraged pupils to use technology as part of their school and science work. By technology we mean Information Communications Technologies [ICT]. This included evidence of the students developing 'photostories', researching projects and using technology to record and analyse data collected e.g. a spreadsheet or graph and evidence of the children developing a PowerPoint presentation. This is also linked to our Green School presentations and achievements.
  - 3) We also promoted engineering and invited an engineer to visit the school and explore the local area with pupils. We invited an engineer to the school to speak to the children about their work.
  - 4) We have encouraged the pupils to use their maths skills as part of their science work e.g. measuring distances, capacity, weight, recording and analysing data. Using maths operations; ratio, percentages, averages. We also developed a number of maths trails around the school. We encouraged the older classes to undertake maths trails with younger classes.
- vi. Like Science, we have, for a fourth consecutive year, also improved and consolidated our instruction of the Physical Education curriculum, promoting Physical Literacy in our school. Physical Literacy is a fundamental and valuable human capability that can be described as a disposition acquired by pupils encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle. Each pupil engages with Zuu Chimps once a week. There is also weekly Gaelic coaching, weekly P.E. classes, weekly rugby coaching (in the third term) and dedicated swimming lessons for a period of twelve weeks, along with weekly dance classes for each pupil. The school has increased its participation in national Gaelic and soccer competitions and participates in local blitzes such as basketball, futsal and 'Cuala All-Stars'. In addition, there are extra-curricular classes organised for pupils including basketball, volleyball, badminton, sailing, golf and football, each for a period of six weeks.
- vii.

***We know these are our strengths because of standardised test results, incidental inspections, the peer appraisal of visiting educational professionals, the appraisal of parents and the self-reflective practice of the teaching staff.***

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

### *Areas for development*

- i. Continue to implement throughout all classes a progressive plan that supports the introduction of the language curriculum – from Junior Infants to Second Class the oral language, reading and writing strands will be fully implemented and consolidated at this level (in both the English and Gaeilge curricula). These three language strands will continue from Junior Infants to Second Class alongside the First Steps Writing programme which will continue in the senior classes. Teachers will receive CPD with respect to the writing strand. All classes are ascribed a selection of class novels and supporting materials. Reading Recovery will also be reintroduced and continued this year to support pupils where apposite.*
- ii. In order to continue to progress our numeracy practice, ten minutes of oral maths prefacing each numeracy lesson will continue, endorsing the development of lateral thinking and consistency in language where appropriate. There will also be an emphasis on the learning of tables, using a range of methodologies (See DEIS Action Plan). There will be a whole school approach to maths operations and maths language. Both the instruction of tables and practical problems will be supplemented by 'Snackbox', 'Brainbox', Planet Maths, Maths Challenge, Dropbox Tables Resources, IWB activities and Tables games.*
- iii. We will consolidate and progress the teaching and learning of Science for a third consecutive year, in the academic year 2017/2018. We will continue to operate a whole school approach to engaging with science, endeavouring to generate an interest in investigation amongst children, and assist each other as a staff to apply the DPSSM framework of inquiry based science teaching and learning. We will deliver the science curriculum in a cross curricular manner, concurrent to the attainment of curriculum objectives. This shall continue to build upon the work achieved last year and endeavour to achieve a third DPSSM Plaque of Excellence.*
- iv. We will begin to work on SPHE – particularly with respect to the new Stay Safe Programme as we did not achieve this goal last year – other than heavily promote the appropriate use of technology and social media – through our tv appearances, in-class seminar and incidents among the pupils.*
- v. The target for 2016/2017 was to increase this attendance rate and maintain an attendance rate at this increase, ideally at 93.5%. We did not succeed. The attendance for 2017/2018 is reported at 89%. However, further analysis indicates that while attendance is at 93% for the months of September and October, it falls to an average of 89% in December, April, May and June. These months will be targeted specifically, to endeavour to maintain the attendance rate of 93% evident at the beginning of the academic year. Pupils who have missed more than 20 days in the preceding academic year will also be purposely targeted (59 pupils have missed 20 days or more).*

*We have decided to prioritise these areas because while significant gains have been made, literacy and numeracy levels remain insufficient to equip a number of pupils with the requisite basis and scaffolding to successfully navigate second level and have a reasonable expectation of accessing third level education. Naturally, attendance is essential to achieving the requisite foundations for this expectation. However, it should be noted that we endeavour to teach with a pedagogy that is underpinned by pastoral care and we endeavour to educate pupils that are empathetic, law-abiding and culturally aware as much as pupils that are literate and numerate.*

*Our strategy will be to conform to statutory edicts but to try to do so in a way that vivifies our practice, which engages creativity and which seeks to structure a progressive pedagogy. To allow*

*the space for imagination and spontaneity within a necessarily highly structured approach is not a balance easily achieved or always readily understood but that is our challenge – and we endeavour at St. Kevin's to provide an educational experience that is at once edifying and striving towards excellence.*

*Appendix to Primary School Self-Evaluation Report:  
legislative and regulatory checklist – reporting to the school community*

<i>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, <a href="http://www.education.ie">www.education.ie</a>.</i>	
<i>Which area of school life is involved, and what are the regulations?</i>	<i>Is the school following the regulations fully?</i>
<p><b>The school calendar and the school timetable</b> Circular 11/95 sets down the length of the school year - minimum of 183 days</p> <p>Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1<sup>st</sup>-6<sup>th</sup> classes)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Parent/ teacher meetings and staff meetings</b> Circular 14/04 sets out the arrangements for these meetings</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Implementation of agreement regarding additional time in school for teachers</b> 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</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Standardisation of school year</b> Circular 034/2011 gives the dates for school holidays</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Valid enrolment of pupils</b> Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Pupils repeating a year</b> The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Development of school plan</b> Section 21, Education Act 1998 requires all schools to have a school plan</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Engagement with SSE process</b> Circular 39/2012 outlines the school self-evaluation process and what it requires of schools</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement</b> Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Exemption from Irish</b> Circular 12/96 sets out the circumstances in which children are exempt from studying Irish</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Implementation of child protection procedures</b> Circular 0065/2011 and the Child Protection Guidelines 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</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Implementation of complaints procedure as appropriate</b> Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/></p>

*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](http://www.education.ie).*

<i>Which area of school life is involved, and what are the regulations?</i>	<i>Is the school following the regulations fully?</i>
<p><i>Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)</i></p> <p><i>Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Appeals have been dealt with or are being dealt with</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/></p>



*Appendix to Primary School Self-Evaluation Report: policy checklist – reporting to the school community*

<i>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.</i>	
<i>What area of school life does the policy deal with and what is the aim of the policy?</i>	<i>Has policy been approved by the board of management?</i>
<b>Enrolment policy</b> <i>Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Code of behaviour</b> <i>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</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Anti-bullying policy</b> <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Attendance and participation strategy</b> <i>Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Health and safety statement</b> <i>All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Data protection</b> <i>School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Internet acceptable use policy</b> <i>Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See <a href="http://www.webwise.ie">www.webwise.ie</a> for guidelines</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Special education needs policy</b> <i>Various pieces of equality and education legislation, especially the Education for Persons with Special Educational Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Relationships and sexuality education (RSE) policy</b> <i>Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Substance use policy</b> <i>The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Child protection and Child Safety Statement and policy</b> <i>Circular 0065/2011 sets out requirements (see above for details of policy and implementation)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Parents as partners</b> <i>Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school</i>	<input 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 the school*

Yes  No