



BOHERBUE COMPREHENSIVE SCHOOL

BOHERBUE, MALLOW, Co. CORK

81009 B

**School self-evaluation summary report for
school community**

Evaluation period: *September 2013 to May 2014*

Report issue date: 19/6/14

Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. As of the 19/6/14 our teaching allocation is 24.3 and we have 364 pupils in the school. We have a number of programmes operating in the school including Transition Year, L.C.V.P., the first year mentoring scheme, the Homework Club among others. Our students' behaviour is excellent and there is a tremendous culture of volunteerism and charity work within our student body. For more information on how we intend to improve our students' learning, please see our School Improvement Plan which is on the school website.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated literacy. We chose this because we felt that our students 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, students and teachers in preparing this report. We looked at how well our students were doing in the school year 2014/15. We used the following evidence gathering actions to compile our report

- We interviewed some pupils / teachers / parents
- Primary School Report cards
- Sten Scores
- CAT3 Test 2nd Years
- CAT4 Test 1st Year
- NGRT 2 test (New Group Reading Test)
- Error Analysis Report of First Year Spelling and Punctuation.
- GAP Reading Tests (Conducted in November '12 and May '13.)
- Attitudinal surveys of students and teachers.

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

Strengths
<ul style="list-style-type: none">● Attainment in the majority of subjects at Leaving Cert are above national norms.● Literacy promotion and interventions are working well.● 2013/2014 first years show a high proficiency in reading and verbal ability.● There is openness to new teaching methodologies and the promotion of literacy among teachers.● All teachers are willing to correct spellings.

We know these are our strengths because they were borne out in data analysis, aforementioned tests and various surveys.

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

Areas for development

1. Teachers to integrate all aspects of literacy in their teaching practice (reading, writing, verbal, and digital literacy) as they impart knowledge and skills.
2. To foster a culture of reading for pleasure within the general school community, while challenging the more able students.
3. The development of group-work strategies in the classroom.
4. Address deficiencies in functional literacy (punctuation/grammar/spelling) among students and in so doing promoting the practice of self and peer assessment.
5. The greater use of digital technology to communicate and work with others.

We have decided to prioritise these areas because ...

- they will improve both teaching and learning within our school.
- They will help teachers and students meet the demands of the new Junior Cycle and the 21st century classroom.
- The ability to read, write and express yourself verbally appropriately are life skills and need to be fostered.

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

<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.</p>	
<p>Which area of school life is involved, and what are the regulations?</p>	<p>Is the school following the regulations fully?</p>
<p>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</p>	Yes
<p>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</p>	Yes
<p>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.</p>	Yes
<p>Schools must offer a minimum school week of 28 hours for all year groups. Circular M29/95 sets this down.</p>	Yes
<p>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</p>	Yes
<p>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.</p>	Yes
<p>Implementation of national literacy and numeracy strategy</p>	Yes

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	
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	Yes
Development of school plan All schools are required to have a school plan, giving their mission and vision, policies and priorities for development	Yes
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 .	Yes
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.	Yes
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.	Yes
Exemption from the study of Irish Some students may be exempt from studying Irish. See Circular M10/94	Yes
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	Yes
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school	Yes
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.	Yes

Appendix to School Self-Evaluation report: policy checklist – reporting to the school community

<p>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.</p>	
<p>What area of school life does the policy deal with and what is the aim of the policy?</p>	<p>Has the policy been approved by the Board of Management?</p>
<p>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</p>	<p>Yes</p>
<p>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.</p>	<p>Yes</p>
<p>Anti-bullying procedures The Department's <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013</i>, set out the measures that schools are required to have in place.</p>	<p>Yes</p>
<p>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.</p>	<p>No</p>
<p>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)</p>	<p>Yes</p>
<p>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</p>	<p>No</p>
<p>Special education needs policy 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 students with special educational needs and to provide for them appropriately using the resources available</p>	<p>Yes</p>
<p>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.</p>	<p>Yes</p>
<p>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</p>	<p>Yes</p>
<p>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.</p>	<p>Yes</p>
<p>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.</p>	<p>Yes</p>
<p>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.</p>	<p>Yes</p>
<p>Deployment of special needs assistants</p>	<p>Yes</p>

Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools and students.

