School Self-evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in literacy and numeracy was undertaken in the last term of school-year 2011-2012 and the first term of school-year 2012-2013. The tools used included a detailed teachers' questionnaire on curriculum delivery and teachers' practice, pupils' learning experiences and learning outcomes for pupils as designed by the D.E.S. inspectorate, two parents' questionnaires and a pupils' questionnaire.

This is a report of the findings of the evaluation

1.2 School context

- This is a vertical, co-educational primary school
- There are currently 352 pupils
- There are 19 teachers(one shared) including an administrative principal

2. The Findings

- Standardised test results in English reading show that our pupils are performing substantially above national norms with only a very small group below average and a very large group performing above average.
- An independent departmental survey of parents expressed a high satisfaction rating i.e. "Strongly agree"or "Agree" in all areas questioned, except for the following ones:
  - "I have been informed of the details of the relationships and sexuality policy of the school", 16% said "no", and 40% said "yes". All others did not know (This policy is available in hard-copy or can be downloaded from our school's website – also, parents of all new school entrants are informed of this policy and where it can be sourced).
  - "The school regularly seeks the views of parents on school matters". 13% said "no" and 72% said "yes", with 15% "don't know".
  - "Financial contributions to help the running of the school are voluntary". 17% said they are not, 78% said they are and 5% said they did not know.
  - "The Parents' Association keeps me informed about its work". – 9% answered "no", 70% answered "yes" and 22% answered "don't know".
  - There were another 27 questions asked of parents which were much more far-reaching than the 4 mentioned above. These questions related to teaching, learning, happiness, progress, school atmosphere, school communication with families and overall management of the school. As we prescribed from declaring exact statistics in all areas, the average from the responses given were:
    - Positive responses in all areas – 98.6%
    - Negative responses in all areas – 1.4%

- An independent departmental survey of pupils expressed some of the following
  - "I use computers/interactive whiteboard in school most days". 51% answered "yes", 3% answered "no" and, as we later found out, the other 46% thought they should have been on the interactive whiteboard themselves to honestly answer the question.
  - "I get on well with the other children in my school" 100% answered "yes".
  - "I feel safe in the playground" 99% answered "yes" 0% answered "no"
  - "I feel safe in class" 99% answered "yes" 0% answered "no"
  - "I am doing well at reading" 83% answered "yes" 5% answered "no"
  - "I am doing well at maths" 88% answered "yes" 4% answered "no"
  - "I enjoy my lessons and learning" 95% answered "yes" 1% answered "no"
  - "This is a good school" 98% answered "yes" 2% answered "no"
  - "We work in groups most days" 36% answered "yes and 55% answered "no"

  Of the remaining questions, the average from the responses given (excluding "don't know") were
  - Positive responses in all areas – 94%
  - negative responses in all areas – 6%

- From responses to the teachers' questionnaire the following areas were highlighted as areas in which we could improve:
  - A policy on creative writing is required to enable children to write in a variety of genres.

- The whole school plan in Maths needs to be reviewed to ensure consistency in methodologies throughout the the school, to include a section on the language of Maths and to develop a problem-solving plan.
- There needs to be more “assessment for learning” and we require a formal policy on assessment.

3. Progress made on previously identified targets identified in the current S.I.P.

N/A for year one as S.I.P. is, as yet, not in place.

4. Summary of school self-evaluation findings

4.1 Our school has strengths in the following areas

- Children’s results in standardised tests for English reading and Maths have improved much over the last two years and are well ahead of national norms.
- Children like school, feel safe and believe they are making very good progress.
- The vast majority of parents are very satisfied with all areas of the school.
- Pupil management is of a high order.
- The learning environment of our school is praiseworthy.
- Pupils are very engaged in their learning
- The vast majority of curriculum objectives in each curricular area are being attained.

4.2 The following areas are prioritised for improvement

- Development in the area of creative writing.
- Development of a policy on assessment.
- Development and clarification of the school plan in Maths.
- Development of collaborative and co-operative work.

4.3 The following legislative and regulatory requirements need to be addressed

None