



BODYKE NATIONAL SCHOOL
BODYKE CO. CLARE
11990E

*School self-evaluation summary report for school
community*

Evaluation period: *09/2013 to 09/2016*

Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. There are 4 teachers on staff including a Teaching Principal, one mainstream teacher, one shared resource teacher and one visiting learning support. There are 24 pupils in the school. We have a number of programmes operating in the school including Mata sa rang, Writing Genres using First Steps, Discovery Primary Science and Maths, Write-A- Book, Scríobh Leabhar and Aistear. Our attendance levels are good. Our pupils' behaviour is very good. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on this website.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated numeracy in 2013. We chose this because we felt that 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 pupils and teachers in preparing this report. We looked at how well our pupils were doing in the area of problem-solving in 2013. We also interviewed some pupils, teachers and examined the schools most recent Whole School Evaluation report.

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

Strengths

- Our whole school standardised test results across numeracy indicated that number is an area of considerable strength.
- Other sources of evidence including student copybooks, teacher designed tests, pupil profiles and pupil reports indicated that strong pupil performance and attainment in Data.
- Staff indicated their satisfaction with pupil's mathematical knowledge and skills in the area of Shape and Space.

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

Areas for development

- By developing a whole-school approach to the use of mathematical language throughout the school, pupils will become very familiar with the language of operations, and be enabled to apply their knowledge to mathematical problems.
- Through focussing on oral maths problems and word problems, pupils will develop higher order thinking and logic skills.
- Pupils will develop strategies aimed at solving mathematical problems.
- Pupils will be provided with regular opportunities to problem solve, enabling them to acquire proficiency in this area.

**Appendix to 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?
The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Standardisation of school year Circular 034/2011 gives the dates for school holidays	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Valid enrolment of pupils 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pupils repeating a year The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of child protection procedures 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	<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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 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"/>
Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion) 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 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 Primary 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 policy been approved by the board of management?
Enrolment policy 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Code of behaviour 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013</i> sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	<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 pupil attendance and participation in school life	<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 pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" 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. See www.webwise.ie for guidelines	<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 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Relationships and sexuality education (RSE) policy Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	<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 policy on substance use, in partnership with parents and other agencies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input checked="" 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 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 the school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Other	