St Joseph's N.S.,
Rathwire Lower,
Killucan,
Co. Westmeath.

School self-evaluation summary report for school community

Evaluation period**:** *December 2018-June 2019*

Report issue date: *June 2019*

Implementation: September 2021

Summary School Self-Evaluation Report

The focus of the evaluation
A school self-evaluation of the use of ICT in teaching and learning was undertaken during the period December 2018 until June 2019. During this period, a consideration of teaching and learning, children's perspectives and parental input was reflected upon to inform our development plan. This document is a summary of our findings.

School Context
 St. Joseph's NS is a 16-teacher school with an enrolment of 279 pupils. Presently the main building currently consists of 11 mainstream classrooms and a 2 classroom ASD unit, one staff room, a Secretary's office, a Principal's office, an Assembly Hall, a computer room, 4 learning Support Rooms, boys' &, girls' and staff toilets. We have Interactive Whiteboard in each of the teaching classrooms connected to a teaching laptop. Each classroom is also fitted with a soundfield system. Learning support and Resource rooms have Promethean Boards connected to a teaching laptop. The Principal has a PC which is connected to the photocopier, monochrome laser printer and colour laser printer. The Secretary has a computer in her office which is connected to both the photocopier and a colour laser printer. The school is also equipped with a digital cameras for use by staff and pupils.   The Assembly Hall is equipped with a sound system and microphone, a fixed ceiling mounted projector and projection screen which is used for assemblies, choir practices, school quizzes etc. All PCs and laptops are networked and connected to a Server. Visualisers are available for use in classrooms. All pupils and staff have access to a class folder on the Server while the Principal and IT Co-ordinator are Administrators. Broadband can be accessed from anywhere in the school – within the main school building broadband access is either by wired or wireless. An intercom system and internal phone system is operational throughout the main school building. The school has a vibrant website which is maintained and constantly updated. Attendance is recorded using Aladdin.

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 confident and competent each group felt about the use of ICT

2.1 Parents

- The majority of parents felt that ICT linked to literacy should be the school's priority that it would be of greatest benefit to their child.
- Some parents suggested that coding be introduced.
- Not all parents are aware of how ICT is being used in school and the programmes/apps available to their child.
- The majority of children are engaging with ICT at home through either tablets, laptops or PCs.
- An overwhelming majority of parents welcome the digital technology that is currently being used to communicate with them, and feel it is operating effectively.
- Most parents feel equipped to child online but would be interested in having guest speaker to keep them updated.
- The school website is being used by a large percentage of parents.

2.2 Children

- Children would welcome greater use of ICT in all curricular areas.
- Children enjoy and respond well to the visual and interactive aspects of ICT
- The children do not tend to use ICT for school related tasks outside school unless specifically instructed to.
- Greatest use of ICT is for project work and research
- Not all children are aware of the risks associated with ICT.

2.3 Teachers

- Across the school ICT is used in the classroom on a daily basis and although teachers feel confident in using the hardware and software provided in each room, continuous training and support has been highlighted as a necessity.

- Teachers feel confident that ICT practices in the school support learning but currently isn't reaching its full potential.

- It has also been highlighted that there is clarity needed and a plan put in place to develop a clear progression in the use of ICT from Infants to Sixth Class. There is a willingness from all teachers to engage in CPD to further develop ICT skills in the school.

- Teachers highlighted that although pupils' overall level of knowledge and skills in using ICT is proficient, there is more work to be done to develop a broader range of skills and that this could be carried out through the use of a wider variety of apps and interactive activities.

- Teachers have shown a desire to use ICT as a tool for the assessment of learning and it is clear from our findings that by providing guidance and support in this area this could be achieved.

3. The Improvement Plan
- To make Parents aware of the use of ICT in the school.
- To further develop digital communication with parents, with reports, parent teacher meeting and payments being available online.
- To formulate a clearly defined and progressive plan from Infants to 6th which will operation in conjunction with the interactive learning programmes currently operating in the school.

Interactive Programmes Being Used
- Jolly Phonic interactive phonics programme
- Starlight Interactive Language Programme
- Planet Math Interactive Maths

ICT Programme

Junior Infants
- To open/ shut down phonic app 'Teach your Monster to Read' being used in class.

Senior Infants
- Using the Ipad
- Open and shut down apps
- Take a picture
- Write a sentence
- Use oxford reading owl

First Class
- Open and shut down apps
- Take a picture
- Introduction to word processing skills (google docs)
- Copy and paste pictures into a word document (google docs)

Second Class
- Open and shut down apps
- Take a picture
- Introduction to word processing skills (google docs)
- Copy and paste pictures into a word document (google docs)
- Create a presentation (google slides)

- Mental maths activities

Third Class
- Open and shut down apps
- Take a picture
- Introduction to word processing skills (google docs)
- Copy and paste pictures into a word document (google docs)
- Create a presentation (google slides)
- Introduction to iMovie
- Introduction to using the internet to research information
- Introduction to Ebooks
- Mental maths activities

Fourth Class
- Open and shut down apps
- Take a picture
- Introduction to word processing skills (google docs)
- Copy and paste pictures into a word document (google docs)
- Create a presentation (google slides)
- Introduction to iMovie
- Introduction to using the internet to research information
- Create an Ebook
- Introduce Poplet
- Mental maths activities

Fifth Class
- Open and shut down apps
- Take a picture
- Introduction to word processing skills (google docs)
- Copy and paste pictures into a word document (google docs)
- Create a presentation (google slides)
- Introduction to iMovie
- Introduction to using the internet to research information
- Create an Ebook
- Introduce Scratch
- Use email
- Mental maths activities

Sixth Class

- Open and shut down apps
- Take a picture
- Introduction to word processing skills (google docs)
- Copy and paste pictures into a word document (google docs)
- Create a presentation (google slides)
- Introduction to iMovie
- Introduction to using the internet to research information
- Create an Ebook
- Use Scratch
- Use email
- Mental maths activities

Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Primary)

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days - Length of school day - 4 hours 40 minutes (infants); 5 hour 40 minutes (1st-6th classes)	Circular 11/95	School year ✓☐ Yes ☐ No School day ✓☐ Yes ☐ No	
Standardisation of school year	Circular 0009/2017	✓☐ Yes ☐ No	
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02	✓☐ Yes ☐ No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Updating and simplifying the manner in which schools can maintain pupil enrolment and attendance records (Clár leabhar, Leabhar Rolla and Leabhar Tinrimh Laethúil) following the introduction of the Primary Online Database (POD)	Primary Online Database - Circular 0025/2015, Update - Circular 0033/2015	√ ☐ Yes ☐ No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	√ ☐ Yes ☐ No	
Annual returns on Attendance to Tusla: The Child and Family Agency	Education and Welfare Act 2000	√ ☐ Yes ☐ No	
Development of school plan	Section 21, Education Act 1998	√ ☐ Yes ☐ No	
Engagement with SSE process	Circular 39/2016	√ ☐ Yes ☐ No	
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	√ ☐ Yes ☐ No	
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017	√ ☐ Yes ☐ No	
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015	√ ☐ Yes ☐ No	
Exemption from Irish	Circular 12/96	√ ☐ Yes ☐ No	
Deployment of Teachers	Staffing arrangements for the 2017/18 school year Circular 0017/17 Special Education Teaching Allocation Model Circular 0013/2017	√ ☐ Yes ☐ No	
Posts of Responsibilities	Circular 0063 / 2017 – Leadership and Management in Primary Schools	√ ☐ Yes ☐ No	
Seniority of primary teachers	Circular 0015/2016	√ ☐ Yes ☐ No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Release Time for Principal Teachers in Primary Schools	Circular 0012/2016	N/A	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011 Circular 0052/14	√☐ Yes ☐ No	
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	√☐ Yes ☐ No	
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017	√☐ Yes ☐ No	
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015	☐ Yes ☐ No	
Grant Scheme for ICT Infrastructure – 2016/17 School Year	Circular 0001/2017	N/A	
Implementation of child protection procedures	Circular 0065/2011	√ ☐ Yes ☐ No	

Please record the following in relation to child protection.

Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	6
Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	6
Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed	2

Issue	Relevant legislation, rule or circular	Is the school fully meeting...	If no...
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017 (Statutory requirements for retrospective vetting)	√ ☐ Yes ☐ No	
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act	√ ☐ Yes ☐ No	

Please record the following in relation to complaints

Number of formal parental complaints received	0
Number of formal complaints processed	0

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Number of formal complaints not fully processed by the end of this school year	0		
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		√☐ Yes ☐ No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		√☐ Yes ☐ No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		√☐ Yes ☐ No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Appendix to School Self-Evaluation Report: Policy checklist (Primary)

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	✔☐ Yes ☐ No	
Attendance and participation strategy[1]	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	✔☐ Yes ☐ No	
Child protection policy	Circular 0065/2011	✔☐ Yes ☐ No	
Code of behaviour[2] including anti-bullying policy Dignity in the Workplace Charter	Circular 20/90 NEWB *Guidelines* Section 23, Education Welfare Act 2000 *Anti-bullying Procedures for Primary and Post-primary schools* 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	✔☐ Yes ☐ No	
Critical incident management plan	Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016	✔☐ Yes ☐ No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	✔☐ Yes ☐ No	
Health and safety statement	Section 20 Health and Safety Act 2005	✔☐ Yes ☐ No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	✔☐ Yes ☐ No	
Parents as partners	Circular 24/91	✔☐ Yes ☐ No	
Public service agreement – special needs assistants	Circular 71/11	✔☐ Yes ☐ No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	✔☐ Yes ☐ No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	✔☐ Yes ☐ No	
Special educational needs policy[3]	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN)[4] 2004 Disability Act 2005 Circular RAM –SEN (2017)	✔☐ Yes ☐ No	

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[1] Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.
[2] Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.
[3] Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."
[4] The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.