

# Newmarket Boys' School

Newmarket,  
Co. Cork  
Roll No.: 11236Q

**Context: National Strategy to Improve Literacy and  
Numeracy among Children and Young People,  
2011-2020.**

*School self-evaluation summary report*

- *for the school community*

## **Literacy**

Evaluation period: *May 2012 to April 2013*

*School Report issue date: 11.06.2013  
Community Report issue date: 09.12.2013*

# Summary of School Self-Evaluation Report for the School Community

## 1. Introduction

Our school has its own context. Newmarket Boys' Primary School is a town school in a rural setting, with four mainstream teachers and two shared special education posts. We have 97 pupils enrolled. Our attendance levels are excellent with over 95% attendance last year in line with previous years. Our pupils' behaviour is excellent and we are very proud of each pupil.

The school has a dedicated and hard-working staff who works as a team for the benefit of the pupils and the development of the school. Parents are supportive of and involved in the education of their children. The school also has strong parental support with an active Parents' Association who is highly supportive of the teaching staff. The school has a pivotal position in the local community. The school has a dedicated Board of Management, who works diligently on behalf of the school and discharges its duties competently. The Board's loyalty, commitment and interest in the school community is very much appreciated by all.

We are a Health Promoting School and a Green School, and have strong interests in Gaelic sports. The school building has sufficient classroom space and is very well maintained.

We have a number of programmes operating in the school: e.g. Reading Initiatives, such as Literacy Lift Off, Guided Reading, CAPER, as well as several extra-curricular activities. The school administers standardised tests in Reading, Maths and Spelling from Infants to 6th Class, where available.

### 1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Literacy and Numeracy in line with DES guidelines and also looked at attendance which could affect pupils' progress.

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 well our pupils were doing in reading and in Maths and results were examined and compared with national norms.

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

#### Strengths

- 97% of parents believe their child is happy at school and doing well in general
- Standardised test results in English reading show that, on average, pupils are performing above national norms.
- Students throughout all classes write in a range of genres and there is an increased awareness and improved attitude to presentation of work.
- Cursive writing is implemented in appropriate classes and penmanship has improved.
- Responses from parents' surveys show they believe their child likes reading (87%).

### 2.2

#### Area for development

We have decided to prioritise the following **area for development**: Oral Language.

When evaluating our pupils' questionnaires on Oral Language, many pupils were happy they could speak quite confidently in class in front of their own peers, yet 58% of the boys did not feel comfortable speaking at assembly, and felt that they make mistakes when they speak in front of people they do not know well.

## 2.3

### Actions

To develop their self-esteem in this area: Our main target for

2013-2014:

Senior classes: We intend to develop PowerPoint presentations with the pupils in the senior classes who will present their presentation to their own class. This will develop their confidence in speaking in front of others.

Junior Classes: They will do a 'Show and Tell' presentation in their own classroom, presenting to their peers a report on a topic of their choice.

2014-2016:

We hope they will be better able to speak publicly in the gym in front of the whole school. We have purchased a portable microphone for this purpose and will give each child opportunities to use this and develop their self-esteem in speaking in public.

**2.4** We know we will have achieved our targets when the children are more active / involved in speaking confidently in public.

**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, <a href="http://www.education.ie">www.education.ie</a> .	
Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<b>The school calendar and the school timetable</b> 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 <sup>st</sup> -6 <sup>th</sup> classes)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No  ✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Parent/ teacher meetings and staff meetings</b> Circular 14/04 sets out the arrangements for these meetings	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Standardisation of school year</b> Circular 034/2011 gives the dates for school holidays	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Development of school plan</b> Section 21, Education Act 1998 requires all schools to have a school plan	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Engagement with SSE process</b> Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Exemption from Irish</b> Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Implementation of complaints procedure as appropriate</b> Section 28 Education Act 1998 provides for procedures to address complaints about a school.	✓ <input 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"/>
<b>Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)</b> 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 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**

<p><b>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.</b></p>	
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?
<b>Enrolment policy</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No
<b>Code of behaviour</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No
<b>Anti-bullying policy</b> <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Attendance and participation strategy</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No
<b>Health and safety statement</b> All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Data protection</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No
<b>Internet acceptable use policy</b> 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	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Special education needs policy</b> Various pieces of equality and education legislation, especially the Education for Persons with Special Education 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 type="checkbox"/> Yes <input type="checkbox"/> No
<b>Relationships and sexuality education (RSE) policy</b> Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Substance use policy</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No
<b>Child protection policy</b> Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Parents as partners</b> Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Deployment of special needs assistants</b> Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	✓ <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Other</b>	