

*North Kildare Educate Together National School  
Clane Rd  
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# Summary School Self-Evaluation Report

Evaluation period: January 2014-May 2014

Report issue date: May 2014



# ***School Self-Evaluation Report***

## **1. Introduction**

### **.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in NKETNS was undertaken during the period January to May 2014. During the evaluation, teaching and learning in the area of handwriting was evaluated:

This is a report on the findings of the evaluation.

## **4. Gathering the Evidence**

- We surveyed both parents and children from 2<sup>nd</sup> class to 6<sup>th</sup> class to assess their attitudes towards learning handwriting, their preference for learning cursive handwriting in addition to print and their preference for writing in print or cursive outside of the school environment.
- Teachers discussed their approaches to teaching handwriting with a particular emphasis on the degree to which it was explicitly taught and the degree to which it was used as an activity for early finishers
- Class teachers from Senior Infants to 6<sup>th</sup> class analysed one piece of free writing from each child and prioritised three areas needing improvement from each class.
- Learning support teachers conducted individual testing on all children in First Class to assess their letter formation
- We correlated the areas prioritised in individual classes to decide upon whole school priorities without prejudice to each class teacher's decisions regarding working on the areas they had identified for their own class.
- The three most frequent areas identified for improvement were letter formation, spacing and using cursive without being prompted.

## **5. Summary of school self-evaluation findings**

### **5.1 Our school has **strengths** in the following areas:**

- Children enjoy improving their handwriting and like the work they do in their handwriting books in particular
- Children are very positive about learning to use cursive writing
- Parents are supportive of the approach taken to handwriting in the school and agree that developing fluent and legible handwriting is a worthwhile objective
- Teachers note that when reminded of the need to write neatly, most children are capable of doing so
- It was agreed that the handwriting books currently in use in all classes were worthwhile and should be maintained

### **5.2 The following areas **are prioritised for improvement**:**

- Many pupils are careless about their handwriting when they are not specifically reminded about it in spite of their views to the contrary when surveyed
- There needs to be a greater emphasis on the explicit teaching of handwriting skills, concentrating on letter formation in junior classes
- The areas of letter formation, spacing and using cursive without being prompted need to be prioritised
- An agreed means of assessing handwriting needs to be implemented

***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?
<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	Yes
<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	Yes
<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	Yes
<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	Yes
<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)	Yes
<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	Under development
<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	Yes
<b>Special education needs policy</b> 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	Yes
<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)	Yes
<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	Yes
<b>Child protection policy</b> Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	Yes
<b>Parents as partners</b> Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	Yes
<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	Yes
<b>Other</b>	