



Lumcloon National School
Lumcloon, Cloghan, Birr, Co. Offaly
18777Q

School Self-Evaluation Report

Evaluation period: March 2013 to June 2013

Report issue date: May 2013

School Self-Evaluation Report

1 Introduction

1.1 *The focus of the evaluation*

A school self-evaluation of teaching and learning in Lumcloon NS was undertaken during the period: March 2013 to May 2013. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- Literacy

This is a report on the findings of the evaluation.

2 School context

Lumcloon N.S. is a vertical mixed school. The school has three mainstream class teachers, with part-time Learning Support and Resource Teachers also based in the school. At the commencement of the school year 2012-2013, 64 pupils were enrolled in the school, 32 boys and 32 girls. Pupils are drawn from the area around the school and also from the village of Cloghan. Although the school does not participate in DEIS, pupils typically come from low socio-economic backgrounds, with literacy, particularly language being of concern to teaching staff. In spite of this, results of standardised tests in Literacy are good throughout the school.

3 The findings

Following the evaluation process we decided to focus on **Teacher Practice** with particular emphasis on the sub-theme of **Assessment**.

The quality of assessment in our school is reasonably effective in terms of planning, the implementation of assessment approaches and the use and reporting of assessment information. The school has a written policy on assessment and reporting on pupils' progress that takes due account of Department and NCCA publications. Relevant assessment practices and procedures are identified in the Assessment Policy.

4 Progress made on previously-identified improvement targets

- Following a previous review process of Assessment, focusing on standardised test results, these are now robustly analysed, collated and presented in visual format.
- Pupil progress in standardised tests is tracked throughout the school.
- Areas of concern are identified and targeted on a whole-school, class and individual basis
- Data is easily accessible to all teachers.

5 Summary of school self-evaluation findings

5.1 Our school has strengths in the following areas of Assessment:

- Data on pupil progress very accessible
- Data robustly analysed on a whole-school basis
- Data informs the setting of targets and the design/delivery of planning and LS/RT support programmes
- Analysis promotes for prompt early intervention/involvement of outside agencies
- Staff very open to new ideas/initiatives in improving quality of assessment in our school

5.2 The following areas are prioritised for improvement:

- More in-depth look at the area of Assessment for Learning
- Introduction of some techniques that support self-assessment by pupils
- Pilot the practice of sharing the learning intention with the children at the start of a lesson.
- Work on the area of “success criteria” on a whole-school basis

See AfL checklist for breakdown of these targets

5.3 The following legislative and regulatory requirements need to be addressed:

- Complete review of Code of behaviour – invite parent comment, present to Parents' Association for input and submit draft to BOM for review/ratification
- Safety Statement to be reviewed/updated in 2013-2014 school year
- Include more detail in Assessment policy on formalising what assessments take place at each class level and timetabling of same