

# School Self-Evaluation Report

Evaluation period: **September 2013- January 2014**

# Report issue date: January 31<sup>st</sup> 2014

## *School Self-Evaluation Report*

### **Introduction**

A school self-evaluation of teaching and learning was undertaken from September 2013 to January 2014. During the evaluation, the teaching and learning of Numeracy was evaluated. This is a report on the findings of the evaluation.

### **School Context**

This school is a co-educational DEIS junior school, catering for children from Junior Infants to 2<sup>nd</sup> class. There are 16 teachers including an administrative principal. The In-school Management comprises of the Principal, Deputy Principal, Assistant Principal and two post holders. There are 10 class teachers, 2 learning support teachers, 1 fulltime and 1 part time resource teacher, a shared HSCL teacher and 4 SNAs.

### **The findings**

#### **Learner Outcomes**

- Pupils standardised test scores for children in 2<sup>nd</sup> class (tested May 2013) indicate a wide range of abilities. (37.5% with a STen score of 4, 35% with an average STen of 5-6 and 27.5% with a STen score above 7.)
- The results of Sigma for children currently in 2<sup>nd</sup> class (tested May 2013 when in 1<sup>st</sup> class) show that 50% scored a STen of 4 or less.
- Through professional observations and discussion, all teachers agreed that the pupils do not use their knowledge and skills in the context of mental maths competently and confidently.
- 75% of children currently in 1<sup>st</sup> class (assessed using Maths Recovery at the end of Senior Infants June 13) use basic counting strategies to add two numbers together.
- All teachers report that a majority of pupils are not able to apply the knowledge and skills they acquire through use of concrete materials independently in oral, mental or written maths contexts.

#### **Learner Experience**

- All teachers report that pupils work purposefully and participate well during lessons and 87% of pupils stated that they enjoyed maths board games and other counting games aimed at developing their mental maths skills.
- 65% of pupils report a reliance on concrete materials including using fingers to aid basic computation.
- All teachers report that a majority of pupil's knowledge skills and understanding in mental numeracy does not develop in a progressive way as pupils move from class level to class level.
- Teachers report all classrooms have appropriate, well resourced Maths equipment to provide for the needs of all pupils.

- All classrooms are equipped with IWB, laptop and data projector and all teachers have access to Maths software specific to developing oral maths skills but further investigation is needed to ascertain to what level these resources are used in supporting the teaching and learning of oral maths.
- Pupil questionnaires show that 78% enjoy maths. The parents who were surveyed agreed that their children enjoyed maths.
- The results of parents surveyed indicate a positive attitude towards the teaching and learning of maths that their children engage in, despite the fact that 60% parents did not enjoy maths as a child.

### **Teacher Practice**

- Results of teacher questionnaire indicate that maths lessons are well structured with a focus on active learning, teacher -pupil questioning, guided activity and discovery.
- Those teachers who have implemented RSG Maths report co-operative and collaborative learning is provided through the guided activities and discovery using RSGM games in the classroom environment.
- Teachers report that the teaching of mental maths does not progress satisfactorily from class level to class level.

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

### **Our School has strengths in the following areas:**

- In all classes active learning, guided activity and cooperative and collaborative learning of maths is taking place
- Pupils display a positive attitude towards numeracy
- Parents also display a positive attitude towards the teaching and learning of numeracy
- The school has invested well in maths resources and ICT resources to facilitate the learning experiences of the children.
- Some teachers have engaged in CPD in Maths Recovery and RSGMaths.
- The needs and abilities of pupils are catered for by effective teaching and collaboration between class teachers and Learning Support in 1<sup>st</sup> and 2<sup>nd</sup> classes.

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

- The amount of children scoring Sten 4 or less on Sigma T needs to decrease.
- The children need to be taught advanced counting strategies so that they become less reliant on manipulatives.
- The school needs to agree on a whole school plan for the teaching of mental maths to facilitate the progression of pupils learning as they move from class level to class level
- Mental maths lessons need to be well structured and attention needs to be given to consolidate pupils learning at the beginning, during and at the end of lessons.
- Assessment outcomes, especially in Maths Recovery need to be systematically analysed and used to inform subsequent learning experiences for children.

## Appendix to School Self-Evaluation Report: legislative and regulatory checklist

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	
<b>Time in school</b> Length of school year - minimum of 183 days Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 11/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Arrangements for parent/ teacher and staff meetings</b>	Circular 14/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Implementation of Croke Park agreement regarding additional time requirement</b>	Circular 0008/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Standardisation of school year</b>	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Valid enrolment of pupils</b>	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 Staffing Schedule for current school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Retention of pupils</b>	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Development of school plan</b>	Section 21, Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Appointments to posts of responsibility</b>	Circular 07/03 Circular 053/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Time for literacy and numeracy - assessing and reporting literacy numeracy achievement</b>	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Exemption from Irish</b>	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Implementation of child protection procedures</b>	Circular 0065/2011 Please ensure the following in relation to child protection	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE			2
	▪ 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			2
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made			0
	▪ 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	0		

<b>Implementation of complaints procedure as appropriate</b>	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007 Please consider the following in relation to complaints		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	▪ Number of formal parental complaints received	0		
	▪ Number of formal complaints processed	0		
	▪ Number of formal complaints not fully processed by the end of this school year	0		
<b>Refusal to enrol</b>	Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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		
<b>Suspension of students</b>	Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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		
<b>Expulsion of students</b>	Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour <sup>1</sup> including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>2</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Policy needs to be formulated
Health and safety statement	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003 Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Policy needs to be formulated
Special education needs policy	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) <sup>3</sup> 2004 Disability Act 2005	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Policy needs to be formulated
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Policy needs to be formulated
Child protection policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement - special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Policy needs to be formulated