

The Monastery Primary School

17276M

School Self-Evaluation Report

Evaluation period: *Oct. 2011 – March 2013*

Report issue date: *June 13th 2013*

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in The Monastery Primary School was undertaken during the period Oct. 2011 to Mar. 2013. During the evaluation, teaching and learning in numeracy was evaluated.

This is a report on the findings of the evaluation.

1.2 School context

The school is an all boys, senior school catering for pupils from 2nd to 6th class in the parish of Tipperary. The school has currently 195 pupils enrolled with 7 classroom teachers and 3 Special Education teachers. The school has access to the School Completion Programme which has proven most beneficial to the targeted pupils. It is under the patronage of the Catholic Archbishop of Cashel and Emly. The children come from a diverse range of socioeconomic and cultural backgrounds.

2. The findings

Evidence was gathered through the use of parent, teacher and pupil surveys, teacher reflections, analyzing standardized test results and results of criterion referenced tests, analyzing of pupils' written work and tasks completed, reflections on teachers' planning, reporting and practice. Care was taken to ensure that evidence was gathered and analysed from the three themes; pupil learning outcomes, pupil learning experiences and teachers' practice

Learner outcomes

The majority of pupils are scoring over the 50th % in Maths.

The vast majority of pupils like engaging in mental Maths activities and these form part of all Maths lessons.

Problem solving was identified as an area of concern through teacher reflection, pupil responses to survey and following an analysis of standardized test results.

Learning experiences

Positive attitudes towards numeracy from pupils, parents and teachers.

Pupils enjoy collaborative work and state that engaging with concrete materials assists their understanding of Maths.

Teachers' practice

There was great consistency in the identified strengths and challenges in teachers' responses to the in-depth survey completed.

Need for greater home-school communication in relation to numeracy

Need for common terminology in the teaching of mathematical concepts and operations.

3. Progress made on previously identified improvement targets

Not applicable for this current SSE report

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:

- Mental maths is a strength and forms part of every maths lesson.
- 93% of pupils answered “Yes” to the statement, “I like maths”, indicating a positive attitude towards maths
- 96% of pupils agreed that “Maths activities help me to learn”.
- There has been a marked improvement in Sigma-T results from Oct. 2011 to May 2012 since numeracy was prioritised for improvement.
- Specific needs of multi-class settings are being addressed.

4.2 The following areas **are prioritised for improvement**:

- The area of problem solving was identified as an area for improvement across all standards - 50% of pupils surveyed responded negatively to the statement, “I find problem solving easy”.
- Both parents and teachers responded that there was greater need for communication between home and school in relation to new approaches in maths e.g. new methods, language and strategies.
- Establishing common terminology for maths across all standards.
- More emphasis on group work, concrete work and maths games in the teaching of numeracy.

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

See attached appendix.

Presented to Board of Management: Date: _____

Signed: _____ (Chairperson of BOM)

**Appendix to School Self-Evaluation Report:
The Monastery Primary School
Tipperary
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
Time in school - Length of school year - minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1 st -6 th classes)	Circular 11/95	School year <input type="checkbox"/> Yes <input type="checkbox"/> No School day <input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0034/2011	<input type="checkbox"/> Yes <input type="checkbox"/> 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 Staffing arrangements for the 2013/14 school year Circular 13/2013	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with SSE process	Circular 39/2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	<input type="checkbox"/> Yes <input type="checkbox"/> 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
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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		
	Number of section 29 cases taken against the school	<input type="checkbox"/>	
	Number of cases processed at informal stage	<input type="checkbox"/>	
	Number of cases heard	<input type="checkbox"/>	
	Number of appeals upheld	<input type="checkbox"/>	
Number of appeals dismissed	<input type="checkbox"/>		
Suspension of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	Number of section 29 cases taken against the school	<input type="checkbox"/>	
	Number of cases processed at informal stage	<input type="checkbox"/>	
	Number of cases heard	<input type="checkbox"/>	
	<input type="checkbox"/>		

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 appeals upheld Number of appeals dismissed	<input type="checkbox"/>		
Expulsion of students	Section 29 Education Act 1998			
	Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school			<input type="checkbox"/>
	Number of cases processed at informal stage			<input type="checkbox"/>
	Number of cases heard			<input type="checkbox"/>
	Number of appeals upheld			<input type="checkbox"/>
	Number of appeals dismissed			

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 type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ¹ including anti-bullying policy	Circular 20/90 <i>NEWB Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	<input type="checkbox"/> Yes <input type="checkbox"/> No	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	<input type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

² Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

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.