

School Self Evaluation Report

Sample

1. Introduction

1.1. Focus of the Evaluation

A School Self Evaluation of the teaching and learning in the following areas was undertaken in the periods specified as follows:

Literacy: November/December 2012

Numeracy: September/October 2013

An analysis of teaching and learning, children's perspectives, parental input and the findings of a recent Whole School Evaluation (November 2013) was undertaken to inform our School Improvement Plan. This document, which will be circulated among the school community, is a summary of our findings.

1.2. School Context

- Number of pupils: 417
- Number of Staff: 1 administrative principal, 15 mainstream staff, 3 Learning Support Teachers, 4 Resource Teachers and 3.83 SNAs.
- Standardised Tests: Drumcondra Primary Reading, Spelling and Maths Tests are administered to all pupils in 1st-6th classes every May.

2.1. Collection of Data

Information was gathered as outlined below:

- **December 2012:** Questionnaires were issued to parents, pupils and staff.
- **May 2012/2013/2014:** Evidence of Pupil Performance through the use of Standardised Tests in Literacy and Numeracy.
- **November 2013:** Questionnaires issued by the DES to parents, pupils and staff as part of the Whole School Evaluation Process.
- **June 2014:** Numeracy and Literacy Tests administered by the DES to 2nd and 6th classes as part of a national assessment strategy (results to be issued by the DES in September 2014)
- **April 2014:** Whole School Evaluation Report.

- In addition, samples of pupils' written work and cúntas míosúil provided an insight into the area of Writing in terms of the opportunities being provided to write in a variety of genres.

2.2 Data Analysis

In summary, the following information was obtained through the analysis of the data.

Scores in Literacy

- Standardised test results in literacy are significantly above the national average in most cases.

Sample Study of Pupils' Perception of Literacy

Questionnaires administered: December 2012

Classes: 5th/6th (Total 48 pupils)

- 85% like reading
- 19% expressed having a difficulty with reading
- 81% find spelling easy
- 54% described themselves as being good writers; 35% said they were not good writers while the remainder said they did not know.
- The majority of pupils said "reading" is their favourite part of English.

Classes: 1st/2nd (Total 95 pupils)

- 89% like reading
- 32% expressed having difficulty with reading
- 77% find spelling easy
- 70% described themselves as good writers; 15% said they were not good writers and the remainder said they did not know.
- "Reading stories, writing, story questions, my news, teacher reading stories, spelling" were identified as the pupils' favourite aspects of English.

Parent Questionnaire (December 2012)

How happy are you with the standards your child has attained in Literacy?

54.7% Very Happy; 41.3% Happy; 4% Concerned

WSE Questionnaires (November 2013)

Pupils' perception of their performance in Reading

I am doing well at reading: Yes 80.9%; No 6.4%; Don't Know 12.8%

Parents' perception of their child's performance in Reading

The school is helping my child to progress with Reading: 66.7% Strongly Agree; 30.6% Agree; 0.7% Don't Know; 2% Disagree

Scores in Numeracy

Standardised Test Results

- Standardised test results in numeracy are significantly above the national average in most cases.

Sample Study of Pupils' Perception of Numeracy

Questionnaires administered December 2012

Classes: 5th/6th Classes (Total 48 pupils)

- *I Like Maths* 81% Yes; 19% No;
- *Sometimes I find Maths difficult:* 54% Yes; 21% No; 25% Don't Know
- *I find Maths Problems Easy:* 46% Yes; 42% No; 12.5% Don't Know
- 40% described solving problems as being their favourite part of Maths

Classes: 1st/2nd (Total 95 pupils)

- *I Like Maths* 84% Yes;
- *Sometimes I find Maths difficult* 33% Yes; 61% No.
- *I find Maths Problems Easy* 70% Yes; 21% No; 9% Don't Know
- "Adding, sums, counting, take away, thinking, games, puzzles, Mental Maths, Maths in Groups, problem solving, intensive Maths games, everything on the whiteboard, reading the time and hard sums" were identified as the pupils' favourite parts of Maths.

Parent Questionnaire December 2012

How happy are you with the standards your child has attained in Numeracy?

49% Very Happy; 44.7% Happy; 5.7% Concerned; 0.4% Unhappy.

WSE Questionnaires (November 2013)

Pupils' perception of their performance in Maths

I am doing well at Maths: 79.8% Yes; 5.3% No; 14.9% Don't know.

Parents' perception of their child's performance in Maths

The school is helping my child to progress in Maths 57.8% Strongly Agree; 35.4% Agree; 5.4% Don't Know; 0.7% Disagree; 0.7% Strongly Disagree

Staff Questionnaire (December 2012)

The following aspects of both Literacy and Numeracy were identified by the majority of the teaching staff as areas in need of further development:

Literacy: Vocabulary; Comprehension; Writing Genres; Spellings

Numeracy: Language of Maths; Problem Solving, Assessment of Maths; Mental Maths; Tables; Strands: Measures (specifically *Time* and *The Metric System*); Number: (specifically *Place Value*)

The importance of consistency in approaches and methodologies was highlighted in the teaching of numeracy, particularly in the area of problem solving.

Summary of School Self Evaluation Findings

Strengths

- Standardised test results in both literacy and numeracy are significantly above the national average in most cases.
- A high percentage of the sample study has a positive attitude towards literacy and numeracy.
- The majority of parents (96%) are very happy/happy with the standards being achieved by their children in literacy.
- The majority of parents (93.4%) are very happy/happy with the standards being achieved by their children in numeracy.

Areas Prioritised for Improvement

Skills Development

Literacy:

Comprehension Skills: To implement a whole-school approach to the development of comprehension skills.

Writing Skills: To develop a whole-school developmental approach to the teaching of writing, ensuring that children are provided with the opportunities to write in a variety of genres.

Numeracy

Language of Mathematics: To explicitly teach the language of mathematics in a systematic and structured way.

Problem-Solving Skills: To develop a whole-school approach to the development of problem-solving skills.

Pupils' Attitude

Literacy: To increase the number of pupils with a positive attitude towards writing.

Numeracy: To increase the number of pupils with a positive attitude towards problem solving.

Continuing Professional Development

To continue to develop our own understanding as teachers of new methodologies which would enhance the teaching and learning of literacy and numeracy skills.

Partners in Education

To continue to support parents in their role as partners in education in the teaching and the application of Literacy and Numeracy skills.

Legislative and Regulatory Requirements

Legislative and Regulatory Checklist as per DES Guidelines completed. The school is fully meeting the requirements of all relevant legislation, rules and circulars. This checklist is available to view in the Principal's Office.

Signed: _____ September 2014

Chairperson BOM

Our School Improvement Plan

Sample

<p>Summary of main strengths as identified in SSE (2012-2015)</p>	<ul style="list-style-type: none">• Standardised test results in both literacy and numeracy are significantly above the national average in most cases.• A high percentage of the sample study has a positive attitude towards literacy and numeracy.• The majority of parents (96%) are very happy/happy with the standards being achieved by their children in literacy.• The majority of parents (93.4%) are very happy/happy with the standards being achieved by their children in numeracy.
<p>Summary of main areas requiring improvement as identified in SSE (2012-2015)</p>	<p><u>Literacy:</u></p> <p>Comprehension Skills: To implement a whole-school approach to the development of comprehension skills.</p> <p>Writing Skills: To develop a whole-school developmental approach to the teaching of writing, ensuring that children at every class level from first class upwards are provided with the opportunities to write in a variety of genres. Writing genres which are to be revised and those which are to be introduced are specified for each class level from first class upwards in the school's literacy plan.</p> <p><u>Numeracy</u></p> <p>Language of Mathematics: To explicitly teach the language of mathematics for each strand/strand unit in a systematic and structured way.</p> <p>Problem-Solving Skills: To devise a whole-school approach to the development of problem-solving skills within each strand of the Mathematics curriculum.</p>

	<p><u>Pupils' Attitude</u></p> <p>Literacy: To increase the number of pupils with a positive attitude towards writing.</p> <p>Numeracy: To increase the number of pupils with a positive attitude towards problem solving.</p> <p><u>Continuing Professional Development</u></p> <p>To continue to develop our own understanding as teachers of new methodologies which would enhance the teaching and learning of literacy and numeracy skills.</p> <p><u>Partners in Education</u></p> <p>To continue to support parents in their role as partners in education in the teaching and the application of Literacy and Numeracy skills.</p>
<p>Improvement Targets</p>	<p>Literacy</p> <ul style="list-style-type: none"> • To increase the number of pupils scoring in the 51st-84th Percentile Band by 10% within a three-year period. • To provide pupils from first class upwards with the opportunities to write frequently in a range of genres as specified for their class level. <p>Numeracy</p> <ul style="list-style-type: none"> • To increase the number of pupils scoring in 51st-84th Percentile Band by 5% over a two year period. • To model and teach the language of mathematics specific for each class level for each strand of the Mathematics curriculum in a structured and systematic way.

	<ul style="list-style-type: none"> • To improve pupils’ ability to create and to solve mathematical problems, using their own context and environment. • To encourage greater use of estimation as a strategy for problem solving. <p>Continuing Professional Development</p> <ul style="list-style-type: none"> • To continue to develop an understanding of new methodologies to enhance the teaching of Comprehension and Problem-Solving Skills. <p>Partners in Education</p> <ul style="list-style-type: none"> • Inform parents of the new comprehension strategies based on the Building Bridges Programme. • Inform parents of the agreed approach to ensure consistency in the use of Mathematical language between home and school. • Continue to inform parents of their child’s progress and advise of ways in which they can work with their child at home.
<p>Implementation of Targets</p>	<ul style="list-style-type: none"> • Use of the Building Bridges Comprehension Programme from Junior Infants-6th Class. • Use of First Steps in Writing Programme to devise a structured writing plan for whole school use. • A list of the language of Maths for each class level to be incorporated into the school’s revised Maths Plan. Maths language to be displayed in all classrooms and on central Maths notice board. • Use of the agreed strategy for problem-solving at whole school level i.e. RUCSAC. • Increased use of the methodology Collaboration; talk and discussion. Increased use of Group Work. • Access for all pupils at all class levels to materials and manipulatives to engage all students in active learning tasks in Maths. • Increased use of ICT in Maths.

	<p><u>Continued Professional Development</u> Courses to be organised by school principal in the following areas:</p> <ul style="list-style-type: none"> • Building Bridges Comprehension Programme: June 2013 • Problem Solving in Mathematics (PDST Support Service): December 2012 • An Integrated Approach to Teaching Literacy: June 2014 <p><u>Partners in Education</u></p> <ul style="list-style-type: none"> • Information documents related to the aspects of Literacy and Numeracy highlighted to be circulated to parents and published on school website. • Meetings with parents. • Reports to parents.
<p>Persons Responsible</p>	<p>Principal Teaching Staff</p>
<p>Timeframe for Action</p>	<p><u>2012/2015</u></p>
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Improved test results, specifically in the areas of Comprehension and Problem Solving. • Increased level of understanding and increased frequency of the use of the language of Maths measured through oral questioning. • Improved pupil attitude towards writing in various genres and problem solving measured through pupil questionnaires.

	<ul style="list-style-type: none">• Improvement in frequency of opportunity to write in a variety of genres, as evident in pupils' copies.• Feedback from parents through questionnaires.
Review Date	June 2015

