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School Self-Evaluation Report

Evaluation period: *SEPTEMBER 2014 TO June 2015*

Report issue date: *June 2015*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Scoil Mhuire* was undertaken during the period November 2012 to June 2014 During the evaluation; teaching and learning in the following curriculum areas were evaluated:

1. Numeracy: Understanding and using Mathematics

This is a report on the findings of the evaluation.

School context

Scoil Mhuire Clondalkin, is a Presentation school under the patronage of the Archbishop of Dublin, is situated in Clondalkin village and shares the campus with three other schools. A high proportion of the pupils do not speak English as their first language with high numbers of these pupils in junior infants, senior infants and first class. In the tradition of the Presentation ethos, Scoil Mhuire has always been and continues to be welcoming of pupils from a diverse range of cultures and celebrates interculturalism in a variety of ways and events.

There has been a significant improvement in attendance in the school in the past three years through the implementation of a tracking system. In conjunction with SCP and NEWB this process is proving to be effective in supporting school attendance. When the roll is called in the morning a text is sent to parents of these pupils if they are not in school. We also promote good attendance by giving certificates to those pupils who have not missed a day at October mid-term, the 100th day in school and the end of the school year. This is supported by SCP and NEWB and monthly meeting are arranged. Pupils of the week each week and stamps from DFL also promotes good attendance.

2. Summary

Scoil Mhuire is a Catholic school under the patronage of the Catholic archbishop of Dublin. The school models and promotes a philosophy inspired by belief in God and traditional Catholic values. We promote religious education for the pupils in accordance with the doctrines, practices and ethos of the Catholic Church.

Processes of school self-evaluation are well established in the school including review, Collaborative planning, programme planning and implementation, and collation of data. As reflective practitioners, we review planning in all settings in the context of our whole–school planning which is based on the Primary School Curriculum (1999). Cohort groups plan together and link with support team to provide positive learning outcomes for all the pupils.

2. The findings

- Numeracy pupil and parent questionnaires
- Analysis of Maths Questionnaire Results
- Pupil Questionnaires
  The majority of pupils (58.5%) like Maths, but the number who stated that they don't like Maths are significant in size and warranted staff discussion on how to improve children's enjoyment of the subject. It is thought that the use of concrete materials and Maths games would improve this figure. The majority of pupils (66.25%) think they are good at Maths, and 59.5% find Maths easy. The results reveal no particular trend in the areas of Maths liked and disliked by pupils. It is clear from the range of answers given that children experience a broad range of strands.
- **Parent Questionnaires**
  80% of parents stated that their child liked Maths. 74% of parents stated that they know their child's strength in Maths, while 60% of parents responded that they know their child's difficulty in Maths. The majority of parents had a positive

attitude towards Maths, and in the senior classes named job opportunities and secondary school Maths as being important. No real pattern emerged in the areas of Maths most enjoyed and least enjoyed by children, and a variety of strands were named. 86% of parents stated that their child rarely or sometimes experienced difficulty with Maths homework. Parents requested a list of websites, examples in copies, and a Homework Club for Maths to support the child's progress in Maths.

- Overall, the results were positive. Children and parents have a positive attitude towards Maths. Children engage in a broad range of strands. Concrete materials have been bought for each classroom, and it is hoped that this will improve both standards and enjoyment in Maths.

- **Attainment of curriculum objectives**
  The overall attainment of the pupils with regard to the curriculum area is improving or remains at a high standard in accordance with the learning outcomes of the Primary School Curriculum. Pupils at risk of underachieving are attaining well and make very good Progress. The support offered to the pupils is organised through resource teaching for pupils assessed with a specific learning difference and in class support is organised for all classes either in literacy or numeracy .Priority is allocated to areas of greatest need with an emphasis on early intervention programmes.
  The pupils' knowledge, skills and understanding for the curriculum area reflect the learning outcomes set out in the curriculum for each class level. Pupils are able to apply the knowledge and skills associated with the curriculum area independently in a variety of Contexts.
  The pupils' knowledge, skills and understanding in the curriculum area are developing in a progressive way as they move from class level to class level. The learning targets set out in the school improvement plan for the curriculum area have been achieved.
  Pupils enjoy their learning of the curriculum area and are motivated to learn. Pupils competently and confidently use and apply the literacy and numeracy skills that are necessary to develop their learning in the curriculum.

- **Learning environment**
- A safe, stimulating learning environment is provided for the pupils in this school. Classrooms and other sections of the building are organised and well maintained. Classrooms are appropriately laid out, very well resourced and orderly. All pupils have access to appropriate learning settings and learning environments provide for the needs of the pupils. A substantial investment has been made in 2013 and 2014 in the purchasing of concrete materials for Maths.
  The school is decorated with displays of children's work and centres of interest that celebrate pupils' work and support their learning, including their learning of literacy and numeracy for example the Green school notice board. Due attention is given to pupil safety during lessons and break times. A key priority for the school is the safety of pupils at all times. During lessons, the pupils have access to high quality resources (including ICT) to support their learning and to enable them to be active learners. Teachers are aware of and follow the National Child protection Guideleines.
- Pupils' engagement in learning
- Pupils at all class levels are enabled to engage actively in their learning and the level of pupil interest and participation is high. They are given purposeful and frequent opportunities to engage in independent learning and collaborative learning. Pupils are enabled to learn skills within the curriculum area. They are suitably challenged in the activities organised for them in the classrooms and other learning settings in the school. This is very evident in Maths with the use of assessment boxes. When a topic is taught assessment cards are generated to ensure ongoing revision of the concept. Ballard tests are administered three times per year and Maths challenge has been introduced in classes from 1st to 6th. The pupils are presented with whole class teaching, ability group teaching and mixed ability group teaching. This is supported by a model of inclass support teaching to respond to the learning needs of all the pupils. They are given additional support as needed. Pupils achieve the expected learning outcomes of lessons.

- **Learning to learn**

  The school is equipping the pupils effectively with the tools and skills they need for learning now and in the future. Pupils are helped to reflect on their work and are purposefully involved in monitoring their own progress in learning.

  The teachers focus effectively on developing the pupils' abilities to communicate, work with others, engage in research, investigate/enquire, experiment, analyse and problem-solve. The pupils are guided systematically in developing the necessary skills to plan, study, organise homework, revise, summarise, present their work to others and answer questions on their work.

  The pupils are provided with frequent, well-guided access to ICT and are enabled to use it to present and illustrate their work, access, assess and retrieve information, organise and produce information, express ideas, and to develop, support and extend their learning

2. **Preparation for teaching**

   Teachers are thoroughly prepared in terms of practical and written planning for the delivery of the curriculum through the lessons they teach. Expected learning outcomes are clear, curriculum-based and are differentiated as necessary to cater for the learning needs and abilities of all pupils in the classroom. There are specific expected learning outcomes for the development of literacy and numeracy skills across the curriculum. All teachers prepare short-term and long-term plans and use their written plans to guide teaching and learning. Written plans clearly indicate the expected learning outcomes of lessons and the teaching approaches, resources and activities that will facilitate the achievement of the learning outcomes. Necessary and relevant resources, materials and equipment are identified in advance of lessons and are available for pupils and teachers during the lessons. Teachers plan effectively for how they are going to assess the pupils' learning, taking due account of curriculum guidelines, the NCCA guidelines and Literacy and Numeracy for Learning and Life, The National Strategy to Improve Literacy and Numeracy.

- **Teaching approaches**

  Lessons are guided by expected learning outcomes(s) that are curriculum linked and are shared with the pupils
  • Expected learning outcomes are achieved during lessons
  • There is progression in pupils' learning in the strands/strand units as they move from class level to class level
  • Attention is given within each curriculum area to the systematic development and application of knowledge and skills, including ICT to the development of positive dispositions and attitudes towards learning
  • Lessons are well structured (introduction, development, conclusion/review)
  • Curriculum-appropriate teaching and learning methodologies with a focus on active learning are used including:
  Teacher and pupil questioning
   Active learning including play
  o Guided activity and discovery
  o Co-operative/collaborative learning
  o Talk and discussion
  o Environment-based learning
  o Higher-order thinking and problem solving
  • Pupils' prior learning, interests and experiences are taken into accou
- Management of pupils
- The management of pupils during learning and routine activities iseffective. A positive code of behaviour including an anti-bullying policy, which complies with the requirements of the Equal Status Acts (2000-2011), is implemented in a fair and consistent way.Teacher-pupil, pupil-pupil and pupil-teacher interactions are respectful. The teachers have high but realistic expectations of the pupils in relation to their behaviour and learning and they communicate these to them. There is order and structure to the way activities organised. Appropriate opportunities for active, independent and collaborative learning are provided. The pupil voice is strong in the school. Pupils' contributions and questions are welcomed in the classroom. Their views and opinions are listened to in accordance with their age and

maturity and taken into account in the organisation of classroom activities and in the devising of relevant policies.

- The school is inclusive and treats all pupils equitably and fairly. There
- is respect for all pupils regardless of their background. Differences
- across the equality grounds are understood, acknowledged and
- valued by all staff. Equal learning opportunities are provided for
- boys and girls. Pupils with special education needs and pupils from
- minority groups are treated in an inclusive and equitable way
- Assessment….sigma T results, assessment boxes graph matched with bell curve

3. Progress made on previously-identified improvement targets

- Assessment boxes in Maths to ensure ongoing revision and consolidation of Maths concepts.
- Ballard tests October/ February and May.
- Use of Maths Challenge from 2nd to 6th class.
- Structured play for Maths in Junior infants expanded to include inclass support. This is further developed in senior infants and first class
- 3rd class involved in Maths Eyes Project with parental involvement and links with secondary school.
- Maths boxes are being used successfully to develop mental Maths skills and real life Maths skills.

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:
- Significant improvements in standardised tests results in Maths in all classes.
- Review of assessment procedures in Maths with the introduction of Maths assessment boxes in all classes.
- Developed model of inclass support to support literacy and numeracy .
- Use of numeracy boxes to develop mental maths activities and real life Maths skills.

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

- Ongoing development and review of assessment procedures in Maths.
- Inclass support for   Maths in identified areas of need.
- Looking at the teaching of certain aspects of Maths (Shape and Space manual, Place value, decimals and percentages and fractions) PDst Manuals in each area purchased for all teachers.
- Place value will be covered in all classes September 2014 using PDST manual
- In class support used to pilot this model

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
Time in school - Length of school year - minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1st-6th classes)	Circular 11/95	School year ☐ Yes ☐ No School day √☐ Yes ☐ No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	√☐ Yes ☐ No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	√☐ Yes ☐ No	
Standardisation of school year	Circular 0034/2011	√☐ Yes ☐ 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	√☐ Yes ☐ No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	√☐ Yes ☐ No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	yes	
Development of school plan	Section 21, Education Act 1998	√☐ Yes ☐ No	
Engagement with SSE process	Circular 39/2012	Yes	
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	√☐ Yes ☐ No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	√☐ Yes ☐ No	
Exemption from Irish	Circular 12/96	√☐ Yes ☐ No	
Implementation of child protection	Circular 0065/2011	√☐ Yes ☐ 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
procedures	Please record the following in relation to child protection			
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	_____		
	▪ 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	_____		
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	_____		
	▪ 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	_____		
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007 Please record the following in relation to complaints		√☐ Yes ☐ 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___		
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	0☐		
	Number of cases processed at informal stage	0☐		
	Number of cases heard	0☐		
	Number of appeals upheld	0☐		
	Number of appeals dismissed	0☐		
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			

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 section 29 cases taken against the school	0 ☐		
	Number of cases processed at informal stage	0 ☐		
	Number of cases heard			
	Number of appeals upheld	0 ☐		
	Number of appeals dismissed	0 ☐		
		☐		
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	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	√□ Yes □ No	
Code of behaviour[1] including anti-bullying policy	Circular 20/90 NEWB *Guidelines* Section 23, Education Welfare Act 2000 *Anti-bullying Procedures for Primary and Post-primary schools* 2013, and Circular 45/13	√□ Yes □ No	
Attendance and participation strategy[2]	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	√□ Yes □ No	
Health and safety statement	Section 20 Health and Safety Act 2005	√□ Yes □ No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	√□ Yes □ No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	√□ Yes □ 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	√□ Yes □ No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	√□ Yes □ No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	√□ Yes □ No	
Child protection policy	Circular 0065/2011	√□ Yes □ No	
Parents as partners	Circular 24/91	√□ Yes □ No	
Public service agreement – special needs assistants	Circular 71/11	√□ Yes □ No	
Other			

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