

SCOIL NAÍSIÚNTA NAOMH PÁDRAIG

St. Patrick's Boys National School

Sráid antSeipéil
Caisleán a' Bharraigh,
Co. Mhaigh Eo



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School self-evaluation summary report for school community

Numeracy (Problem-Solving)

Evaluation period: September 2014 to June 2015

Report issue date: June 2015

Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. There are 31 teachers and 439 pupils in the school. We have a number of programmes operating in the school including Reading Recovery, Literacy Lift Off and many after-school programmes. Our attendance levels are very good yet continue to be monitored as per our attendance strategy. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on this website.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated numeracy (problem-solving). We chose this because we felt that our pupils could improve their skills in problem-solving by employing new strategies and applying these skills on a cross-curricular basis.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in numeracy (problem-solving). We also asked a sample group of pupils and parents to complete questionnaires and completed a survey of practice with all teachers.

2.1 We found that our school has **strengths** in the following areas:

Strengths

1. Creating a positive culture of achievement in Mathematics
2. Providing a wide range of manipulatives to support attainment of curriculum goals
3. Use of I.C.T. to stimulate interest in Mathematics through the use of online mathematics curricula (e.g. Khan Academy, IXL/Maths) and websites (e.g. www.nzmzths.co.nz)
4. Teachers have high yet realistic expectations of their pupils in terms of the outcomes to be achieved.
5. Teachers give constructive feedback to pupils on their learning.
6. The varying needs and abilities of pupils are catered for in the course of lesson through the use of differentiation.

We know these are our strengths because they are evidence-based and emerged after a consultation process involving key participants.

2.2 We have decided to prioritise the following **areas for development**:

Areas for development

1. Problem-solving in mathematics - plan and implement solutions to problems in a variety of contexts
2. Subsequent priority areas of focus: “Mental Maths”, the Language of Mathematics, Tables
3. Increased communication with parents concerning progress of pupils
4. Given parents’ strong view that pupils are well-disposed and positive towards mathematics yet a significant percentage (41%) state that extra help with homework is required, strategies to affirm pupils’ efforts at homework will be implemented so that they remain confident in their own abilities.
5. Targeted monitoring of a sample of low, middle and higher performers on mathematics in each class.
6. Increased use of Maths trails and group-based project work, practical investigations, games/puzzles

We have decided to prioritise these areas because from all available data we believe focussing of the above areas will achieve better learner outcomes for our pupils in terms of their numeracy attainment

**Appendix to Primary School Self-Evaluation Report:
legislative and regulatory checklist – reporting to the school community**

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department’s website, www.education.ie .	
Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of agreement regarding additional time in school for teachers Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time Circular 0052/14 amends the above circular	<input type="checkbox"/> Yes <input type="checkbox"/> No
Standardisation of school year Circular 034/2011 gives the dates for school holidays	<input type="checkbox"/> Yes <input type="checkbox"/> No
Valid enrolment of pupils Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pupils repeating a year The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	<input type="checkbox"/> Yes <input type="checkbox"/> No
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	<input type="checkbox"/> Yes <input type="checkbox"/> No
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy Circular 0027/15 provides updates for schools on standardised testing	<input type="checkbox"/> Yes <input type="checkbox"/> No
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of child protection procedures Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	<input type="checkbox"/> Yes <input type="checkbox"/> No Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion) Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	<input type="checkbox"/> Yes <input type="checkbox"/> No Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.	
What area of school life does the policy deal with and what is the aim of the policy?	Has policy been approved by the board of management?
Enrolment policy Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	<input type="checkbox"/> Yes <input type="checkbox"/> No
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour	<input type="checkbox"/> Yes <input type="checkbox"/> No
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	<input type="checkbox"/> Yes <input type="checkbox"/> No
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life	<input type="checkbox"/> Yes <input type="checkbox"/> No
Health and safety statement All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Data protection	<input type="checkbox"/> Yes <input type="checkbox"/> No

School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003	
Internet acceptable use policy Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See www.webwise.ie for guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	<input type="checkbox"/> Yes <input type="checkbox"/> No
Relationships and sexuality education (RSE) policy Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Substance use policy The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies	<input type="checkbox"/> Yes <input type="checkbox"/> No
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input type="checkbox"/> Yes <input type="checkbox"/> No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other	