



Gortjordan N.S
Kilmaine, Claremorris, Co.
Mayo

14534Q

School Self-Evaluation Report

Evaluation period: September 2014 to June 2015

Report issue date:

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Gortjordan N.S.* was undertaken during the period *September 2014 to June 2015*. This evaluation focused on the numeracy standards in the school.

This is a report on the findings of the evaluation following implementation of the School Improvement Plan:

1.2 School context

- Gortjordan is a mixed, rural primary school.
- There are currently 48 pupils.
- There are 2 class teachers including 1 teaching principal, 1 shared learning support teacher & 2 shared resource teachers.
- There is 1 part time SNA.
- The school administers standardised tests in Mathematics and English reading from Senior Infants to 6th classes.
- The school became a 2 teacher school effective from September 2014.

2. The findings

- Management of pupils- In order to cater for the changeover from a 3 teacher school to a 2 teacher school organisational styles such as weekly maths groups for 2nd and 3rd class with the L.S. teacher took place. This allowed 2nd and 3rd to work in small group settings on difficult topics while the Junior Infant and 1st class students worked with the class teacher. Paired/buddy work and group work featured heavily in all classrooms, particularly in the Junior classroom where 2nd and 3rd class students acted as mentors to Junior Infant and 1st class children. In the Senior room, Scratch programming was introduced to groups of children.
- Teachers' planning is based on the maths curriculum and differentiated as necessary to cater for the varying learning needs and abilities of pupils.
- Teacher discussion revealed that teacher's methods and maths language differ from classroom to classroom. Due to the change of staff for the upcoming school year this will require further discussion throughout the next school year.
- All teachers stated that they felt learning & teaching was improved by using more active maths/practical maths throughout the year and will continue to develop this in the form of station teaching next year.
- Observation schedules from teachers showed that a lot of talk and discussion is used during maths lessons and that pupils' contributions and questions are welcomed.

- There is a wide range of maths resources and materials available to support the teaching and learning of numeracy.
- Numeracy questionnaires for parents revealed that parents felt confident helping children with their homework and that children spent the appropriate amount of time on their homework (10-20 mins). Following discussions with focus groups 4th to 6th the children reported that using New Wave Mental Maths helped them to remember and recall basic maths facts.
- All parents felt they transmitted a positive attitude towards maths.
- 85% of children are aware of the importance of maths.
- Responses from a pupil questionnaire show that children's work in maths is done mostly individually. 55% of children reported that they liked maths as a subject.
- The following resources were noted by pupils as helping with problem solving- concrete materials, mental maths, teacher modelling, talk & discussion.
- Teachers have noted that the school environs could be enhanced and capitalised on in order to make maths meaningful in the environment. For example maths vocabulary on display, lines and angle highlighted in corridors and classrooms, lengths of various places and objects in the school and school grounds that the children are familiar with highlighted.

3. Standardised Test Results

Based on an analysis of Standardised test results; SIGMA- T, it was noted that pupils are scoring lowest in the strand of Measures. It was decided therefore, that further evidence regarding learner outcomes, teacher practices and learner experiences in relation to measures would need to be gathered.

4. Progress made on previously-identified improvement targets

Implementation of the SIP for literacy has been successfully carried out in the school year September 2013 to June 2014. The majority of targets have been met however teachers feel that the area of pupil's self assessment needs more attention in the upcoming year. Learning logs for the purposes of self assessment are to be introduced in the Senior room next year.

5. Summary of school self-evaluation findings

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

- Teachers' planning is based on the Maths curriculum and differentiated where necessary.
- Talk and discussion is used as a teaching approach in all classrooms.
- School grounds and environment provide ample opportunity for 'active maths' lessons and maths trails.
- Parent body foster a very positive attitude to maths and transmit this to their children.

- The school has a good supply of concrete materials and maths resources to support teaching and learning.
- Strengths in the strand of measures are as follows time, and area.

5.2 The following areas are prioritised for improvement:

(Specify the aspects of teaching and learning that need to be improved)

- The implementation of a specific ‘mental maths’ timeslot in teacher’s timetable from Junior Infants to 6th class has been implemented and was a resounding success. This will be carried into the upcoming school year.
- An agreed whole school uniform approach to Maths Language and agreed strategies for teaching various maths topics to be reviewed with next years staff and discussed regularly.
- Increasing opportunities for pupils to engage with maths through the use of maths games, trails within and outside the school building. The interactive maths table in the junior classroom is reported to have been very successful. Tasks such as card games, dice games, number puzzles, colour by number tasks, exploration of 2D and 3D concrete shapes were undertaken by the students.
- Continue to maximise the use of ICT & IWB to support the teaching & learning of maths by continuing with Scratch programming in the senior room and use of websites www.fun4thebrain.com, www.multiplication.com, www.ixl.ie, www.topmarks.co.uk, www.schoolhub.ie etc.
- Examine how we can provide support to parents with regard to the methodologies and language of maths used within the school.
- The strand units of Money, Capacity and Weight need to be addressed in more detail.

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

- Whole School Maths Plan

**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 (1 st -6 th classes)	Circular 11/95	<input type="checkbox"/> Yes <input type="checkbox"/> No <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 Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<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	<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
	Circular P24/02 Staffing Schedule for current school year		
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<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	
Appointments to posts of responsibility	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 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011 Please ensure the following in relation to child protection	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> ▪ 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 consider the following in relation to complaints	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> ▪ Number of formal parental complaints received _____ 		

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												
	<ul style="list-style-type: none"> ▪ Number of formal complaints processed ▪ Number of formal complaints not fully processed by the end of this school year 	<p>_____</p> <p>_____</p>													
Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="384 801 730 1137"> <tr> <td data-bbox="384 801 730 875">Number of section 29 cases taken against the school</td> <td data-bbox="730 801 1007 875" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 875 730 949">Number of cases processed at informal stage</td> <td data-bbox="730 875 1007 949" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 949 730 1023">Number of cases heard</td> <td data-bbox="730 949 1007 1023" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1023 730 1097">Number of appeals upheld</td> <td data-bbox="730 1023 1007 1097" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1097 730 1137">Number of appeals dismissed</td> <td data-bbox="730 1097 1007 1137" style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	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"/>	N/A			
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	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="384 1332 730 1798"> <tr> <td data-bbox="384 1332 730 1406">Number of section 29 cases taken against the school</td> <td data-bbox="730 1332 1007 1406" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1406 730 1480">Number of cases processed at informal stage</td> <td data-bbox="730 1406 1007 1480" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1480 730 1554">Number of cases heard</td> <td data-bbox="730 1480 1007 1554" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1554 730 1628">Number of appeals upheld</td> <td data-bbox="730 1554 1007 1628" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1628 730 1702">Number of appeals dismissed</td> <td data-bbox="730 1628 1007 1702" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="384 1702 730 1798"></td> <td data-bbox="730 1702 1007 1798" style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	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"/>		<input type="checkbox"/>		
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"/>														
	<input type="checkbox"/>														
Expulsion of students	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school</p>														

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
	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"/>		

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 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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	

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 with the provisions stipulated.

Special education needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education 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	
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 (Croke Park) agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

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.