



COLÁISTE POBAIL BHEANNTRAÍ
SESKIN
BANTRY
CO.CORK

76090G

School Self-Evaluation Report

Evaluation period: *JAN/ 2014 to APRIL/ 2014*

Report issue date: 26th/MAY/2014

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Coláiste Pobail Bheanntaí was undertaken during the second term of the school year 2013/2014. During the evaluation, Maths and how the teaching and learning in all other subjects support the acquisition of numeracy skills, for first year were reviewed.

This is a report on the findings of the evaluation.

1.2 School context

This is a rural mixed school with 674 students. We have an excellent tradition of school development planning. We provide a varied curriculum including TY,LCVP programmes and PLC courses.

2. The Findings

Learner Outcomes:

- A Cognitive Ability Test (CAT) was administered to all 1st year students and the results for the cohort are well within the national norms.
- A Maths Competency test was designed and administered by the numeracy link teacher and the Maths department in October, which identified scope for improvement in the mastery of a range of specific skills in the cohort sampled.
- All subject departments used the PDST tool for analysing results in the Junior Certificate exam and analysed the results for 2013. JC uptake of HL Maths is 63% compared with 52% nationally.
- Findings from the attitudinal survey: 35 % like Maths while 70% see a relevance of Maths in their everyday life.

Learning Experience:

At a staff meeting, the evaluation criteria in the SSE guidelines were scanned and the sub-themes attainment of curriculum objectives, engagement in learning and teaching approaches through the lens of numeracy in 1st year were chosen for the SSE. The SSE numeracy core group designed a student questionnaire on attitudes to numeracy and engagement in learning. This was administered to a sample of 23 students.

Findings:

- 48% of students use their Maths skills and procedures in other subjects.
- 48% of students believe that their subject teachers use the same words to describe the same Maths ideas.
- 91% of students believe that they can improve their numeracy skills.
- 83% of students are required to justify and explain their answers in all subjects.
- 39% of students feel that they are encouraged to discuss findings and question other students' answers and solutions.
- 65% of students are usually interested in finding solutions to problems.
- 78% of students feel encouraged by all teachers to develop their own problem-solving strategies.

Teachers' Practice:

All subject departments completed the Reflection Sheet "Teaching and Learning" in our schools, with a focus on Numeracy in First Year. (p. 84 SSE guidelines). Findings:

- There is an awareness of numeracy amongst staff and they see themselves as having a role to play in developing numeracy skills.
- There is some awareness of the resources, including ICT, available for the integration of numeracy.
- Many teachers use a variety of methodologies and problem-solving approaches in their lessons.
- Teachers do believe that a whole school approach to numeracy needs to be embedded further with improved links to the Maths department.

3. Progress made on previously-identified targets improvement targets

N/A for year one as SIP not in place yet.

4. Summary of school self-evaluation findings

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

- There is an awareness of numeracy amongst staff and they see themselves as having a role to play in developing numeracy skills.
- Teachers are aware that problem-solving is part of their subject and use relevant strategies.

- Teachers use concrete materials or link problems to real life.
- 70% of students see a relevance of Maths in their everyday life.
- 100% of students find that Team Teaching helps their learning.

4.2 The following areas are prioritised for improvement:

- Developing common approaches to mathematical operations and language across the curriculum.
- Further development of a numeracy rich environment. (i.e within classrooms, notice boards and in the wider school environs).
- Ensuring that first year students improve their competence in a range of mathematical concepts and operations identified by the Maths competency test, such as problem-solving, fractions, measurement.
- Embedding a culture of estimate, calculate, check across the curriculum.
- Increasing the up-take of higher level Maths at Junior cycle.

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

The school needs to ensure to have a policy on substance abuse/misuse in place in the next school year.

**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
Valid enrolment of students	M51/93	Yes	
Repeating a year – conditions to be met	M2/95	Yes	
Time in school - Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	Yes Yes	
Standardisation of school year	Circular 034/2011	Yes	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	Yes	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	Yes	
Arrangements for parent/teacher and staff meetings	Circular M58/04	Yes	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	Yes	
Development of school plan	Section 21 Education Act 1998	Yes	
Engagement with school self-evaluation process	Circular 40/2012	Yes	
Whole-school guidance plan	Section 21 Education Act 1998	Yes	Work in progress
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	Yes	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	Yes	
Exemption from the study of Irish	Circular M10/94	Yes	
Implementation of national literacy strategy	Circular 25/2012	Yes	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	Yes	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/2011	Yes	
Parents as partners in education	Circular M27/91	Yes	

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	
Implementation of child protection procedures	Circular 65/2011 Please record the following information in relation to child protection	Yes		
	<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 			8
	<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 and the school board of management informed 			8
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 			1
<ul style="list-style-type: none"> ▪ 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 	1			
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	Yes		
	<ul style="list-style-type: none"> ▪ Number of formal parental complaints received 			0
	<ul style="list-style-type: none"> ▪ Number of formal complaints processed 			0
	<ul style="list-style-type: none"> ▪ 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 the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	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"/>

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	
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		Yes	
	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		
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		Yes	
	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	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	Yes	
Code of behaviour, including anti-bullying policy ¹	Circular M33/91 NEWB guidelines Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	Yes	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education (Welfare) Act 2000	Yes	
Health and Safety Statement	Health and Safety Act 2005 Section 20	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes	
Special educational needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (2004) Disability Act (2005))	Yes	
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	No	To be ratified by BOM
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	No	Currently part of Code of behaviour To be further developed in next school year.
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	Yes	
Child Protection Policy	Circular 0065/2011	Yes	

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.

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 students with special educational needs.