



Jesus and Mary College

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60891E

**School self-evaluation summary report for school
community**

Evaluation Focus: Numeracy

Evaluation period: **Nov 2013 / May 2014**

Report issue date: May 31 2014

Summary School Self-Evaluation Report

1. Introduction

A school self evaluation of teaching and learning in numeracy was undertaken during the period November 2013 to March 2014.

During the evaluation teaching and learning in all subjects was evaluated. All subject departments undertook an analysis of attainment and participation rates for all exam subjects at Junior and Leaving Certificate.

The school gathered and analysed evidence from a variety of sources - Standardised testing, using CAT III were administered. A Maths criterion reference test was designed and administered by the Maths department, which identified scope for improvement in the mastery of a range of specific skills in the first year cohort.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the period. We evaluated numeracy and how the teaching and learning of all subjects support the acquisition of numeracy skills. We chose this because we felt that our students could improve their learning outcomes in this area.

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, students and teachers in preparing this report. We looked at how well our students were doing in state examinations, their learning experiences and teachers' practice through the lens of numeracy. We administered online questionnaires to some pupils and parents and to all teachers. Focus groups for teachers and students were used. Whole staff reflections were also included.

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

Strengths

- Performance in state examinations compares favourably with national norms, taking due cognisance of school context.
- 56% of students like Maths.
- 94% of teachers integrate the development of numeracy in their subjects.
- Teachers are very aware of the numeracy opportunities in their subject areas giving several examples.
- Students are enabled to present their work to others.
- ICT is available in the classroom and other learning settings

We know these are our strengths because of our evidence gathered.

2. We have decided to prioritise the following areas for development:

- Developing common approaches to mathematical operations and language across all subject departments.
- Ensuring that first year students make adequate progress and improve their competence in a range of mathematical areas identified by a criterion referenced test such as fractions, decimals, ratio , problem solving etc.
- Monitoring of first year students at risk of underachievement.
- Promoting an awareness amongst students of the relevance of numeracy to all other subject areas and to many different careers.
- Creating a numeracy rich environment.
- Improving the students ability to handle the numeracy demands of all subjects.

We have decided to prioritise these areas because the evidence gathered showed

- 25% of students do not like Maths
- 35% of students think they only need maths in maths class.
- 6% of students think that they will not need maths after they leave school.
- 39% of students think their teachers like maths.
- Teachers would like closer co-operation with the maths department and would like to be aware of both when and how the various topics are taught in First year.
- 88% are currently unaware of the first year maths plan as no formal arrangement exists between the maths department and other departments.

**Appendix to Post-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?
Enrolment of students The Education Act 1998, the Education (Welfare) Act 2000, and Circular M51/93 set out the principles schools should follow in their enrolment policies	<input type="checkbox"/> Yes
Repeating a year Students may repeat a school year in certain conditions and for particular reasons, such as illness. Conditions are set out in Circular M02/95	<input type="checkbox"/> Yes
The school calendar and the school timetable Schools must offer a minimum of 167 school days each year to all year groups. Circular M29/95 sets this down. Schools must offer a minimum school week of 28 hours for all year groups. Circular M29/95 sets this down.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes
Standardised school year School holidays are now standardised so all post-primary schools have holidays at the same time. The current school holidays circular is 34/2011	<input type="checkbox"/> Yes
Parent/teacher meetings and staff meetings These meetings have to happen at certain times of the day so as not to interrupt teaching time or inconvenience parents. Circular M58/04 sets these out.	<input type="checkbox"/> Yes
Implementation of national literacy and numeracy strategy Schools are required to have a whole-school approach to literacy and numeracy development. Parents have an important role to play in this area. See <i>Literacy and Numeracy for Learning and Life</i> , and Circular 25/2012	<input type="checkbox"/> Yes
Agreement regarding additional time in school for teachers Circular 025/2011 requires teachers to do an additional 33 hours of out-of-class work each year, so as not to reduce teaching time	<input type="checkbox"/> Yes
Development of school plan All schools are required to have a school plan, giving their mission and vision, policies and priorities for development	<input type="checkbox"/> Yes
Engagement with school self-evaluation (SSE) process The SSE process requires schools to evaluate how well they are doing, and where they need to improve. The voices of parents and students are very important to this evaluation process. See www.schoolself-evaluation.ie .	<input type="checkbox"/> Yes
Guidance provision in post-primary schools The Education Act 1998 requires all schools to provide appropriate guidance to students. See Circular 09/2012 for the current arrangements.	<input type="checkbox"/> Yes
Delivery of CSPE to all junior cycle classes Civic, Social and Political Education is currently a compulsory subject in the junior cycle. All junior cycle students should have one CSPE lesson per week.	<input type="checkbox"/> Yes
Exemption from the study of Irish Some students may be exempt from studying Irish. See Circular M10/94	<input type="checkbox"/> Yes
Implementation of child protection procedures The <i>Child Protection Procedures for primary and post-primary schools</i> (2011) 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
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school	Complaints have been resolved or are being resolved N/A <input type="checkbox"/>
Appeal in the case of refusal to enrol students, suspension, and expulsion Section 29 Education Act 1998 provides for an appeal procedure in these cases. The school deals with them first. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	Appeals have been dealt with or are being dealt with N/A <input type="checkbox"/>

Appendix to School Self-Evaluation report: policy checklist – reporting to the school community

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 the policy been approved by the Board of Management?
Enrolment policy Section 15 of the 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
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 <i>National Educational Welfare Board Guidelines</i> set out regulations and good practice for schools to follow when drawing up and implementing a code of behaviour. This good practice includes consultation with parents and students.	<input type="checkbox"/> Yes
Anti-bullying procedures The Department's <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013, set out the measures that schools are required to have in place.	<input type="checkbox"/> Yes
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of student attendance and participation in school life. Parents have a very important role and responsibility in this area.	<input type="checkbox"/> Yes
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
Data protection School procedures relating to gathering, storing and sharing data on students should comply with data protection legislation - Data Protection Act 1988 and Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes
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 students with special educational needs and to provide for them appropriately using the resources available	<input type="checkbox"/> Yes
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy Schools are required by various circulars to provide SPHE in the junior cycle and RSE throughout the school, and to have policies to support this provision.	<input type="checkbox"/> Yes
Substance use policy The National Drugs Strategy and Department guidelines require schools to develop and implement a substance use policy in consultation with parents and students, and other relevant agencies	<input type="checkbox"/> Yes
Internet acceptable use policy Schools should have and implement a policy to instruct students on safe and responsible use of the internet. Parents have a key role to play in this area. See www.webwise.ie .	<input type="checkbox"/> Yes
Child protection policy All schools should have a child protection policy that includes the <i>Child Protection Procedures</i> . The policy should be communicated to the whole school community.	<input type="checkbox"/> Yes
Parents as partners in education It is good practice for schools to have a parents' association, and to promote partnership between home and school. The board of management has an important role in supporting the parents' association.	<input type="checkbox"/> Yes
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools and students.	<input type="checkbox"/> Yes