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| Deep Blue Small | **Scoil Maelruain Junior**  Old Bawn Ave,  Tallaght  Dublin 24  **www.scoilmaelruainjunior.org** | Logo GS |

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**School Self-Evaluation Report**

**Evaluation period: September 2013 to June 2016**

**Report issue date: June 2014**

1. **Introduction**

1.1 **The focus of the evaluation**

A school self-evaluation of teaching and learning in Scoil Maelruain Junior was undertaken during the period September 2011 to June 2014. Parents, pupils, teachers, the Board of Management and the inspectorate were consulted in the evaluation process.

During the evaluation, teaching and learning in the following curriculum areas were evaluated:

• Literacy • Numeracy: Understanding and using Mathematics

• Other curriculum areas

This is a report on the findings of the evaluation.

**1.2 School Context**

Scoil Maelruain Junior is a Catholic Co-Educational School. The school aims to provide a safe, caring and supportive environment in which the spiritual, moral, intellectual, social, cultural, aesthetic and physical development of pupils is promoted. The school caters generally for children from Junior Infants to Second Class in the parish of St. Martin de Porres. The children transfer to Scoil Maelruain Senior on completion of Second Class.

There has been a steady increase in the enrolment over the last nine years. At the time of the last Whole School Evaluation in 2006 there was an enrolment of 330 pupils. Currently there are 435 pupils enrolled. Two of the classrooms are located in pre-fabs adjacent to the school. There are now 80 new-comer children attending the school with a considerable increase this year as 30 new-comer children started in Junior Infants on 29th August 2013.

The school is part of a School Completion Programme. Funding from this programme is used to employ a Classroom Assistant who provides support to the children in Junior Infants. Play therapy and counselling is available to the children and their parents.

As part of our pastoral care programme RAINBOWS peer support is offered to children who have been bereaved through separation or death.

One of the teachers has received training in Reading Recovery and was introduced in 2011. Lift off to Literacy was introduced in all First Classes in 2012. There is a strong ethos among the staff of teaching collaboratively as is evidenced by team teaching, in class support and station teaching in our school. There is also a strong ethos of collaborative planning among the staff. All teachers use the school’s designed Short Term Planning Template which is closely linked to the curriculum objectives of each class level.

1. **The Findings**

**Numeracy**

**Survey of parents on Mathematics.**

The majority of parents responded that their children enjoyed learning mathematics and that they were aware of their children’s strengths and weaknesses in maths. Some parents indicated that they need better information about how to help their children doing maths.

**Survey of teachers on Teaching of Mathematics March 2012**

**1 Working very well 2 Working Well 3 Concerned 4 Very Concerned**

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|  |  | **Themes** |
| Resources | **1** | **Learner Experience** |
| Attitude to Maths | **2** | **Learner Outcomes** |
| Use of textbooks | **4** | **Learner Experience** |
| Differentiation in the classroom | **4** | **Teachers’ Practice** |
| Informal assessment | **3** | **Teachers’ Practice** |
| Formal assessment | **4** | **Teachers’ Practice** |
| Self assessment | **4** | **Learner Outcomes** |
| Mental maths – recall of basic facts | **2** | **Learner Outcomes** |
| Mathematical thinking | **3** | **Learner Outcomes** |
| Mathematical language | **3** | **Learner Outcomes** |
| Opportunity to express mathematical language and thinking | **3** | **Learner Outcomes** |
| Opportunity to engage in group work/peer/work/independent work | **4** | **Learner Experience** |
| Maths games | **4** | **Learner Experience** |
| **Overall Numeracy Competency** |  |  |
| Applying and problem solving | **4** | **Learner Outcomes** |
| Communicating and Expressing | **2** | **Learner Outcomes** |
| Reasoning | **4** | **Learner Outcomes** |
| Implementing | **3** | **Learner Outcomes** |
| Understanding and recalling | **2** | **Learner Outcomes** |
| Support for underperforming children | **4** | **Teachers’ Practice** |
| Support for high ability children | **4** | **Teachers’ Practice** |
| Involvement /Parental knowledge of how to help their child | **3** | **Teachers’ Practice** |
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**Standardised Test Results:**

Standardised tests were analysed and graphed against national norms. Results indicated that in numeracy the children are performing well above the normal distribution in each category.

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| Above 50th percentile | **Scoil Maelruain Junior** | **National Norms** |
| Sigma-t 1 2013 | 60% | 50% |
| Sigma-t 2 2013 | 62% | 50% |
| Above 50th percentile | **Scoil Maelruain Junior** | **National Norms** |
| Sigma-t 1 2014 | 70% | 50% |
| Sigma-t 2 2014 | 75% | 50% |

**Perceived Strengths**

Standardised test results in mathematics are exceeding the national norms.

The children have a good attitude to mathematics.

The teaching of maths is well resourced.

Mathematics rich environment is evident around the school.

**Areas requiring improvement:**

Early intervention is prioritised following analysis of previous years Sigma-T results. Children are not progressing as steadily as in literacy.

Differentiation

Assessment - teacher designed tests

Problem Solving

Mental Maths: Recall of basic facts

Use of textbooks

**Literacy**

The majority of parents responded that their children enjoyed reading and that they were aware of their children’s strengths and weaknesses in English. Some parents indicated that they need better information about how to help their children with English.

Standardised tests were analysed and graphed against national norms. Results indicated that in numeracy the children are performing well above the normal distribution in each category.

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| **Above 50th Percentile** | **Scoil Maelruain Junior** | **National Norms** |
| Micra-t 1 2013 | 69% | 50% |
| Micra-t 2 2013 | 56% | 50% |
| **Above 50th Percentile** | **Scoil Maelruain Junior** | **National Norms** |
| Micra-t 1 2014 | 67% | 50% |
| Micra-t 2 2014 | 54% | 50% |

**Perceived Strengths**

Standardised test results in reading are exceeding the national norms

The children have a positive attitude to reading

The teaching of reading is well resourced.

The introduction of Jolly Phonics and Fonics Phirst in recent years is having a positive impact.

Reading Recovery has made a great impact on struggling readers.

There is a print rich environment in all classrooms.

There is a well-resourced library accessible to children in First and Second Class. Books are borrowed every week.

New reading schemes are being trialled.

There is good collaboration between SEN teachers and mainstream teachers through in-class and withdrawal support.

**Areas requiring improvement:**

Consistent approach to letter formation

Consistent approach to the teaching of spelling

To develop a common approach to the explicit teaching of comprehension strategies

To introduce a differentiated approach to reading

Consistent approach to Oral Language Development

Personal Writing – A structured approach to providing children with an opportunity to write in different genres,

SUMMARY OF SCHOOL SELF-EVALUATION FINDINGS

Our school has strengths in the following areas:

1. A strong ethos of staff planning and teaching collaboratively as evidenced by the amount of team teaching, in-class support and station teaching that is happening in our school.
2. Reading attainment is significantly improving in line with national norms as evidenced by analysis of Standardised tests results following introduction of new programmes.
3. Pupils generally enjoy reading and engage with a range of activities to develop this skill.
4. Mathematic attainment is improving in line with national norms as evidenced by analysis of standardised test scores.

**THE FOLLOWING AREAS ARE PRIORITISED FOR IMPROVEMENT**

**Attainment**

* Whole school spelling programme in First and Second Class
* Comprehension of a variety of text types
* Oral language Development
* Recall of basic number facts
* Problem-solving
* Improve pupils’ attainment in mathematics
* Ability to write in different genres

**Teaching and Learning**

* Whole school spelling programme in First and Second Class
* Teaching of comprehension strategies
* Thematic Approach to Oral Language Development in Junior and Senior Infants
* Target classes for in-class support and station teaching in Mathematics
* Assessment of Mathematics and Literacy
* Teaching of problem solving skills
* Use a variety of approaches with specific emphasis on Mata sa Rang without the use of a maths class textbook
* To explicitly teach mathematical language in a systematic way in all classes
* To use a structured approach to personal writing

**Conclusion**

A three year plan for literacy and numeracy will follow this Evaluation Report. Our plan will have specific targets and actions to be taken towards the achievement of these targets. The plan will be monitored and reviewed. Success criteria will be applied to it. The plan will be published on our school website: www.scoilmaelruainjunior.org