



St. John the Baptist Junior Boys' School  
Seafield Road, Clontarf, Dublin 3  
19006Q

## School Self-Evaluation Report

Evaluation period: September 2013 to June 2014

Report issue date: June 2014

# School Self-Evaluation Report

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St. John the Baptist Junior Boys' School was undertaken during the period September 2013 to June 2014. During this period, we examined how the teaching and learning of numeracy (understanding and using Mathematics) was being carried out in our school. We considered children's perspectives and Parents' comments. They helped us to evaluate progress and inform our planning. This report is an account of our self-evaluation.

### 1.2 School context

This is an all-boys Junior Primary School. The school's main catchment area comprises the three Catholic parishes of Clontarf. The school's population is relatively stable. The school has recently begun to participate in the Aistear programme.

- In the school year of 2013-2014 we have 328 students.
- We have 17 teachers, 12 class teachers, 1 administrative principal, 5 Learning Support/Resource teachers (3 full-time; 1 shared; 1 part-time).
- We have 5 S.N.A.s (4 full-time and 1 part-time).
- We carry out teacher-designed tests and Planet Maths assessments regularly in Junior Infants and Senior Infants.
- We administer the Sigma-T Maths test in February of 1<sup>st</sup> Class.
- We administer the Drumcondra Maths test in September of 2<sup>nd</sup> Class and again in May of 2<sup>nd</sup> Class.

## 2. The findings

- Attainment of curriculum objectives / Pupils' engagement in learning: As described already, we gathered both quantitative and qualitative data throughout the year. We used both informal and formal assessments to see how the children were performing and used pupil questionnaires to gather evidence about their attitude to Maths.
- Assessment: This year, pupils in our school achieved an average STEN score of 8 in the Sigma T Maths test in 1<sup>st</sup> Class (administered February 2014), and an average STEN score of 7 in the Drumcondra Maths test in 2<sup>nd</sup> Class (administered May 2014). Reviewing our testing instrument will form part of our plan. The reason for administering an additional Drumcondra test in the first week of 2<sup>nd</sup> Class is to identify those children who present as needing a timely boost at the beginning of the new school year, in preparation for the more difficult 2<sup>nd</sup> Class Maths programme.
- Pupils' engagement in learning: Pupil questionnaires were given to all children from Junior Infants to 2<sup>nd</sup> class, and completed at home with the help of their Parents. 205 Parents and 206 children returned completed questionnaires.
- Pupil questionnaire responses indicated very positive attitudes towards the teaching and learning of Maths and showed a very high level of confidence in their mathematical abilities.
- When asked if they liked Maths, 89% said that they did, 6% did not and 5% didn't know.
- When asked if they would like to spend more time learning Maths at school, 53% said that they would, 32% would not, and 15% didn't know.
- When asked if they found Maths problems easy, 78% said that they did, 11% did not, and 11% didn't know.
- When asked if they considered themselves to be good at Maths, 89% thought that they were, 2% thought that they were not, and 9% didn't know.
- When asked if they played Maths games on the interactive whiteboard at school, 87% said that they did, 10% said that they didn't, 2% didn't know, and 1% didn't answer. We think that some of the younger children may have misinterpreted this question, as Maths games are played on the interactive whiteboard (I.W.B.) in every classroom.
- Reporting / Communicating with Parents: Parents were generally very positive about their children liking Maths. However they expressed a wish for further information on how their children were performing in this area. They also expressed an interest in having more information about how they could help their children with Maths.

### 3. Progress made on previously-identified improvement targets

- Preparation for teaching: We have already increased our time allocation for the teaching of Maths in accordance with the Departmental circular 0056 / 2011.
- Preparation for teaching: We have revised our short-term planning templates.
- Teaching approaches / Pupils' engagement with learning: We have introduced Aistear integrated play activities into the Infant classrooms. These activities include numeracy activities, and should provide context for Maths. We have introduced Aistear-recommended unit wooden blocks for 3D construction activities. The enjoyment of playful Maths should help to develop a positive attitude towards numeracy.
- Preparation for teaching: We have identified and organised Maths resources suitable for 1<sup>st</sup> and 2<sup>nd</sup> Classes to promote 'hands-on' Maths activities among the older children.
- Preparation for teaching: We have assembled a good selection of I.C.T. Maths resources for use throughout the school.
- Numeracy/Attainment of curriculum objectives: We have reviewed our Whole School Maths Plan taking into account any needs that have been identified this year.

### 4. Summary of school self-evaluation findings

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

- Teaching approaches: There is a strong emphasis on 'hands-on' learning, especially in the area of Maths.
- Preparation for teaching: We have identified and organised a wide range of suitable 'hands-on' Mathematical materials for use in each class.
- Teaching approaches: We make good use of interactive Maths resources.
- Teaching approaches: We play Maths games regularly.
- Numeracy / Pupils' engagement in learning: We carry out extra numeracy activities during Aistear sessions.
- Numeracy / Pupils' engagement in learning: We participate in Maths Week annually during Maths Week Ireland.
- Learning environment: We carry out Maths trails in the school.
- Learning environment: We strive to make the school environment 'Maths-rich'
- Reporting / Communicating with Parents: We present homework meetings for Parents at the beginning of the school year.
- Reporting / Communicating with Parents: We send home report cards that are in line with the standard report cards as outlined by the N.C.C.A.
- Pupils' engagement with learning: The children show a very strong liking for Maths and feel very confident in Maths.

#### 4.2 We prioritise the following areas for improvement

- Support Parents in their role as partners in education: Keep parents informed by sending home the N.C.C.A. parental information and tips about Maths development for their child's class level. Increase the amount of feedback and information for Parents regarding their child's work in Maths, and introduce a numeracy link on the school website.
- Attainment of curricular objectives in relation to attitudes: Send home Maths games to promote positive attitude to Maths through enjoyment of games.
- Teaching approach: Maintain a balance between hands-on Maths, interactive Maths and the recording of Maths.
- Teaching approach: Keep up standards of correct number formation and the presentation of Maths work.
- Teaching approach / Learning to learn: Reinforce the problem-solving approaches as outlined in the Whole-School Plan:  
R.O.S.E.: Read, Organise, Solve, Evaluate. (1<sup>st</sup> and 2<sup>nd</sup> classes)

R.U.D.E.: Read, Underline, Draw, Estimate. (1<sup>st</sup> and 2<sup>nd</sup> classes)

- Teaching approach: Ask Mental Maths problems on a regular basis.
- Assessment: Review assessment procedures.

#### **4.3 The following legislative and regulatory requirements have been addressed:**

- We have increased our time allocation for the teaching of Maths by 70 minutes per week in accordance with the Departmental circular 0056 / 2011.
- We administer 2<sup>nd</sup> Class standardised tests in the month of May, in line with reporting requirements.
- We send the results of these 2<sup>nd</sup> Class standardised tests to the Department of Education and Skills each year. We also attach these results to the 2<sup>nd</sup> Class yearly school reports, as is required by legislation.

**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 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 11/95	School year  Yes  School day  Yes	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	Yes	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	Yes	
Standardisation of school year	Circular 0034/2011	Yes	
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 Circular P24/02 Staffing arrangements for the 2013/14 school year Circular 13/2013	Yes	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	Yes	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	Yes	
Development of school plan	Section 21, Education Act 1998	Yes	
Engagement with SSE process	Circular 39/2012	Yes	
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	Yes	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	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
Exemption from Irish	Circular 12/96	Yes	
Implementation of child protection procedures	<p data-bbox="395 465 995 607">Circular 0065/2011</p> <p data-bbox="395 524 995 580">Please record the following in relation to child protection</p> <ul style="list-style-type: none"> <li data-bbox="395 611 995 696">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE _____</li> <li data-bbox="395 723 995 831">▪ 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 _____</li> <li data-bbox="395 857 995 943">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made _____</li> <li data-bbox="395 969 995 1077">▪ 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 _____</li> </ul>	Yes	
Implementation of complaints procedure as appropriate	<p data-bbox="395 1104 995 1189">Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p data-bbox="395 1227 995 1261">Please record the following in relation to complaints</p> <ul style="list-style-type: none"> <li data-bbox="395 1283 995 1346">▪ Number of formal parental complaints received _____0____</li> <li data-bbox="395 1368 995 1402">▪ Number of formal complaints processed _____0____</li> <li data-bbox="395 1424 995 1487">▪ Number of formal complaints not fully processed by the end of this school year _____0____</li> </ul>	Yes	
Refusal to enrol	<p data-bbox="395 1541 995 1574">Section 29 Education Act 1998</p> <p data-bbox="395 1603 995 1688">Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</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
	Number of section 29 cases taken against the school	2		
	Number of cases processed at informal stage	0		
	Number of cases heard	2		
	Number of appeals upheld	0		
	Number of appeals dismissed	2		
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		0	
	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"/>		
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		0	
	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"/>		

## **Appendix to School Self-Evaluation Report: Policy checklist**

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	Yes	
Code of behaviour <sup>1</sup> including anti-bullying policy	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	Yes	
Attendance and participation strategy <sup>2</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	No	
Health and safety statement	Section 20 Health and Safety Act 2005	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at <a href="http://www.webwise.ie">www.webwise.ie</a>	Yes	
Special educational needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005	Yes	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	No (in draft for Oct. 2014)	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	Yes	
Child protection policy	Circular 0065/2011	Yes	
Parents as partners	Circular 24/91	No	
Public service agreement – special needs assistants	Circular 71/11	Yes	
Other		Separated parents Admin. of medicines Assessment Healthy lunch	