

September 2016

School Self Evaluation Report



Moate Community School
Church Street
Moate
Co. Westmeath
9105L

Evaluation Period: September'16- September 17

Report issue date: September 16

1.1 The focus of the evaluation

A School self evaluation of teaching and learning in Moate, Community School, Church Street, Moate, Co. Westmeath was undertaken during the period from September 2015-May 2016. During the evaluation, teaching and learning in all subject areas was evaluated with a focus on Assessment for Learning.

This is a report on the findings of the evaluation.

1.2 School context

Moate Community School is under the trusteeship of the Carmelite Sisters, Mercy and VEC. The school is a co-educational community school servicing a large hinterland both rural and semi urban. As it is the only school in the area it provides for 856 post-primary students, 457 for PLC/further education with a teaching staff of 86. The Business College is located on a separate campus.

This SSE Report pertains solely to the post-primary school. School development planning development has always been part of the formal timetable and a variety of action plans have been implemented in the past number of years. The team meet on a weekly basis and are representative of all staff who change on a yearly basis.

The School offers Junior Cert, TY, LCVP and Leaving cert programmes. The school had a WSE in March 2010 and has had a number of subject inspections and an incidental inspection since then including an incidental with a focus on first year students in the Spring/Summer of 2016.

The WSE identified a number areas as strengths including

- Whole-school planning is inclusive and very well integrated into the operation of the school.
- The organisation of special educational needs including the provision of individual education plans is a strength of the school.
- There is a strong emphasis on student achievement and the successes of students are well recognised.
- High quality teaching and student learning was observed in each of the subjects inspected.

2: The findings

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is also known as formative assessment. (www.assessmentforlearning.edu.au)

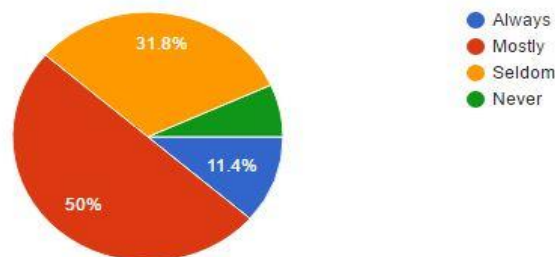
Using a variety of questions both staff and 109 first year students were asked for their feedback on their experience of Assessment for Learning. These students were from mixed ability groupings. Following an analysis of this feedback we identified key areas ie :learning intentions, questioning and homework.

Learning Intentions

Teachers Response:

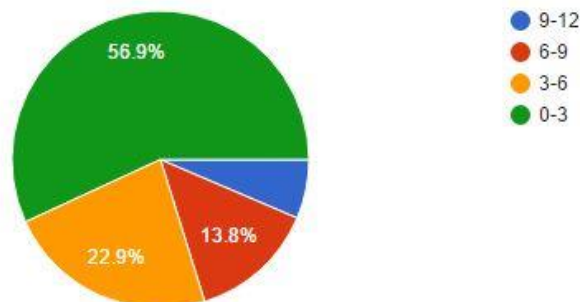
Are the learning intentions for each lesson displayed clearly on the board for students.

(44 responses)



How many of your teachers explain to you what you will learn in class each day (learning intentions)

(109 responses)



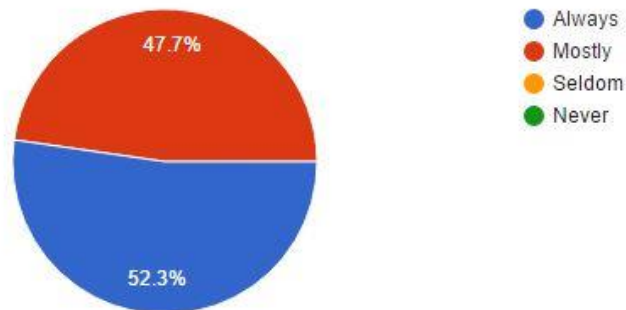
- In this instance 50 % of teachers say they display their learning intention clearly for students while 25 % of students say they do mostly but 58.9% say that teachers never display learning intentions on the board.

Questioning

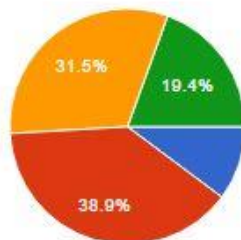
Teachers response:

When you ask a question in class do you give time for the student to think about their response

(44 responses)



When a teacher asks a question in class are you given time to think about your response



Always	11	10.2%
Mostly	42	38.9%
Seldom	34	31.5%
Never	21	19.4%

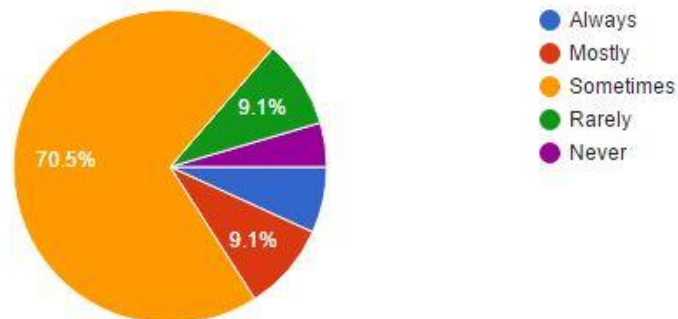
There is a quite a disparity between the both sets of answers with regard to time giving to the student to answer a question.

Homework Assessment

Teachers response:

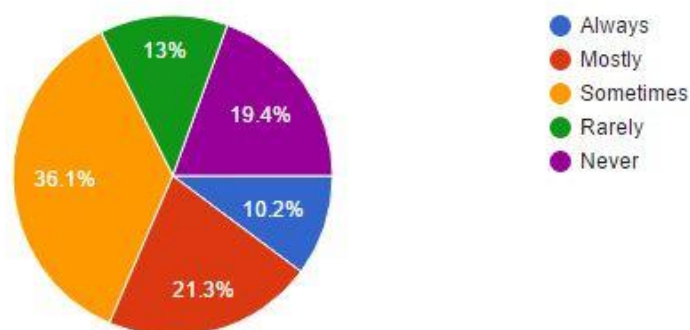
Do you allow students to assess their own work with a guided marking scheme

(44 responses)



Students response:

Do you assess your own work guided by your teacher (108 responses)



Both students and teachers rated “ mostly” as a relatively low percentage.

3: Progress Made on previously identified targets

Literacy:

We implemented several strategies to help improve levels of literacy focusing on oracy and literacy levels

These included:

- Reading for enjoyment allocated class
- Book in a bag
- Information leaflet to parents
- Inter class debating
- Funding for class libraries

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- Increased group work highlighted through subject department meetings
- Familization with subject specific vocabulary through subject departments
- A survey will be carried out 16/17 to assess effectiveness of initiatives

Numeracy:

- Percentage of students in third following higher level course September 2016 is
The national average is

Improving Maths Literacy: strategies used

- Maths week
- Word bank through subject Department meetings
- Classroom displays

Whole school attitude to maths:

- Repeat survey will be carried out the end of September 2016

4: Summary of school self evaluation findings

Our school strengths lie in the following areas:

- Highly dedicated and motivated staff who are open to new ideas and have a willingness to share good practice.
- Students who are engaged in the learning process and are willing to work hard to achieve their aims
- SDP fully developed and committed to SSE
- Parents who are committed to and happy with the school

5: Priorities for improvement:

The following areas are prioritised for improvement:

- To encourage teachers to allow thinking time before answers
- To encourage teachers to outline and display clearly for students the learning intentions of each class

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

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 to be developed
Valid enrolment of students	M51/93	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/12	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M1 0/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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Public service (Croke Park) agreement - special needs assistants	Circular 71/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input checked="" 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
Implementation of child protection procedures	Circular 65/11		
	Please provide the following information in relation to child protection	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	• Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	<input type="checkbox"/>	
	• 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	<input type="checkbox"/>	
	• Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	<input type="checkbox"/>	
	• 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	<input type="checkbox"/>	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Please provide the following information in relation to complaints made by parents during this school year	<input type="checkbox"/>	
	• Number of formal parental complaints received	<input type="checkbox"/>	
	• Number of formal complaints processed	<input type="checkbox"/>	
	• Number of formal complaints not fully processed by the end of this school year	<input type="checkbox"/>	
Refusal to enrol	Section 29 Education Act 1998	<input type="checkbox"/>	
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the	<input type="checkbox"/>	

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	school during this school 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"/>	

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	N/A	
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year N/A		
	<ul style="list-style-type: none"> • Number of section 29 cases taken against the school 		
	<ul style="list-style-type: none"> • Number of cases processed at informal stage 		
	<ul style="list-style-type: none"> • Number of cases heard 		
	<ul style="list-style-type: none"> • Number of appeals upheld 		
	<ul style="list-style-type: none"> • Number of appeals dismissed 		
Expulsion of students	Section 29 Education Act 1998	N/A	
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	Number of section 29 cases taken against the school		
	Number of cases processed at informal stage		
	Number of cases heard		
	Number of appeals upheld		
	Number of appeals dismissed		