

School Self Evaluation Report



Moate Community School
Church Street
Moate
Co. Westmeath
9105L

Evaluation Period: Feb 2013 to Feb 2014

Report issue date: March 2013

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 February 2013-February 2014. During the evaluation, teaching and learning in all subject areas was evaluated with a focus on literacy.

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 790 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. 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.

There was an English subject inspection incorporated in the WSE. The inspection reported that *“There was a very good level of student engagement and learning in the majority of lessons.”*

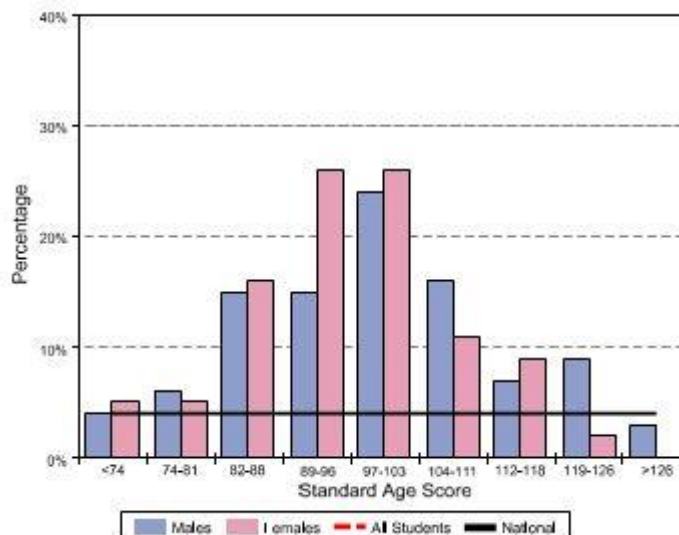
The School participated in the Kirkland /Rowell Pilot Survey in the Spring of 2013. Surveys of staff, students and parents were conducted which revealed many areas of strengths for parents, students and teachers.

2: The findings

Learner Outcomes:

- **The Students standardised tests of incoming first years in the CAT 3 Assessment 2013 were analysed:**

- ✓ Verbal- The mean standard score for this group was not significantly different than the national average. The mean standard age score for girls and boys was very similar



- **Sten Scores as returned by National Schools (results submitted for first years Sept 2013)**

Summary of Sten scores for reading received from National Schools						
	Very Low	Low Average	Average	High Average	Very high	
Sten Score	1.3	4	5.6	7	8.10	
School	7%	14%	42%	11%	26%	
National	17%	17%	34%	17%	17%	
96 out of 129 students scores returned by national schools						

The incoming first years in September 2013 compared well with the national average:

- 37% of students were in the High average to very high bracket in comparison to the national norm of 34%.
- 7% were in the very low, in comparison to 17% national norm.

These results indicate a high literacy level among the incoming first years for Sept 2013.

- **Analysis of Leaving Certificate and Junior Certificate results**

All subject departments used the PDST tool for analysing results in the Leaving Certificate and Junior Certificate exams. This was done in order to use it as an indicator of existing standards and trends. The majority of subjects compare favourably to national norms, taking due

cognisance of school context. Findings and targets are recorded in the respective subject department plans.

Learner Experience

- Following on from the Kirkand/Rowell survey of the whole school in February 2013 pupils identified the area of encouraging and listening to students views as an area for improvement. As a result of this the school decided to conduct a survey on first year students to find out the students' experience of literacy in the school.

Sample findings from first year survey

- The first year survey confirmed the results of the CAT3 Test with 24% of students indicating that they use a wide vocabulary and 24% saying they use a range of writing forms to express ideas
- 16% of those surveyed indicated that they used a variety of styles including role-play, drama, posters and storytelling to communicate.
- 32% indicated that they participate confidently in class discussions
- 28% could respond to opposite arguments constructively.
- 12% felt they expressed what they thought and in an appropriate tone.
- 29% indicated they used digital technology to creatively present, interact with and share ideas for different audiences.

Teachers Practice:

As part of the national strategy on literacy a survey was conducted on teachers practice and literacy. The results will be shared at department level as well as at a staff meeting to allow all staff to reflect on the findings and identify areas of strength and areas to be prioritised for improvement. Using google docs there was a 100% response.

Sample findings

- 21% of teachers indicated that they provided opportunities regularly for students to learn independently and 17% allowed them learn in pairs and 13 % in small groups.
- 19% of staff indicated that they had established evaluation criteria that is shared with students
- 27% indicated that they provided feedback that is clear and focused.
- 8% encouraged peer assessment.
- 26% of respondents indicated that Knowledge is at the core of their lessons
- 20 indicated that attention is given to Literacy.

- Kirkland Rowell survey of teaching staff indicated that the staff were most happy with the delivery of out of school activities, school facilities and choice of subjects. The top priority for staff is the improvement in pupil's attitudes to learning.

3: Progress Made on previously identified targets

Not applicable for year one as SIP not in place yet

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
- Literacy levels of first years 2013 are well within and at times above the national norms
- 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 maintain and improve the level of literacy within the first year cohort 2013/2014.
- To improve and develop Oral competency, following the findings of the first year and the Kirkland Rowell surveys. Students highlighted communication skills between teachers and students as an area to develop.

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	
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"/>	

	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		
	• 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		
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		

