

May 2015

School Self Evaluation Report



Moate Community School
Church Street
Moate
Co. Westmeath
9105L

Evaluation Period: Sep 2015 – Sep '16

Report issue date: May 2015

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 Sept 2014-May 2015.. During this evaluation numeracy levels of our first years Sept 2014 was assessed

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.

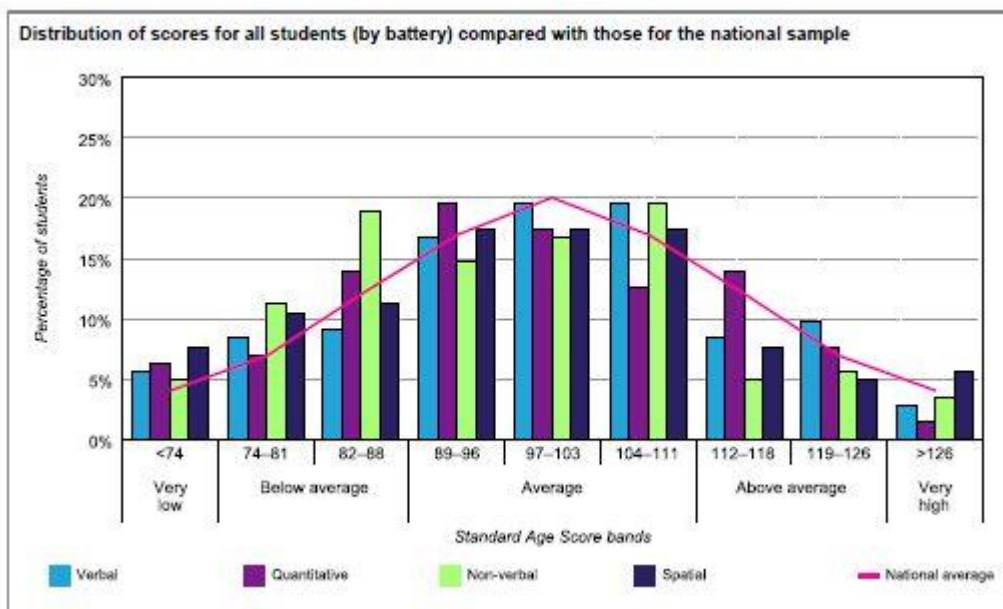
The School offers Junior Cert, TY, LCVP and Leaving cert programmes. The school had a WSE in March 2010 and has had a number of subject inspections and an incidental inspection since then. The WSE identified a number areas as strengths including

- 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.

2: The findings

Learner Outcomes:

- The Students standardised tests in the CAT 4 Assessment 2014 were analysed:

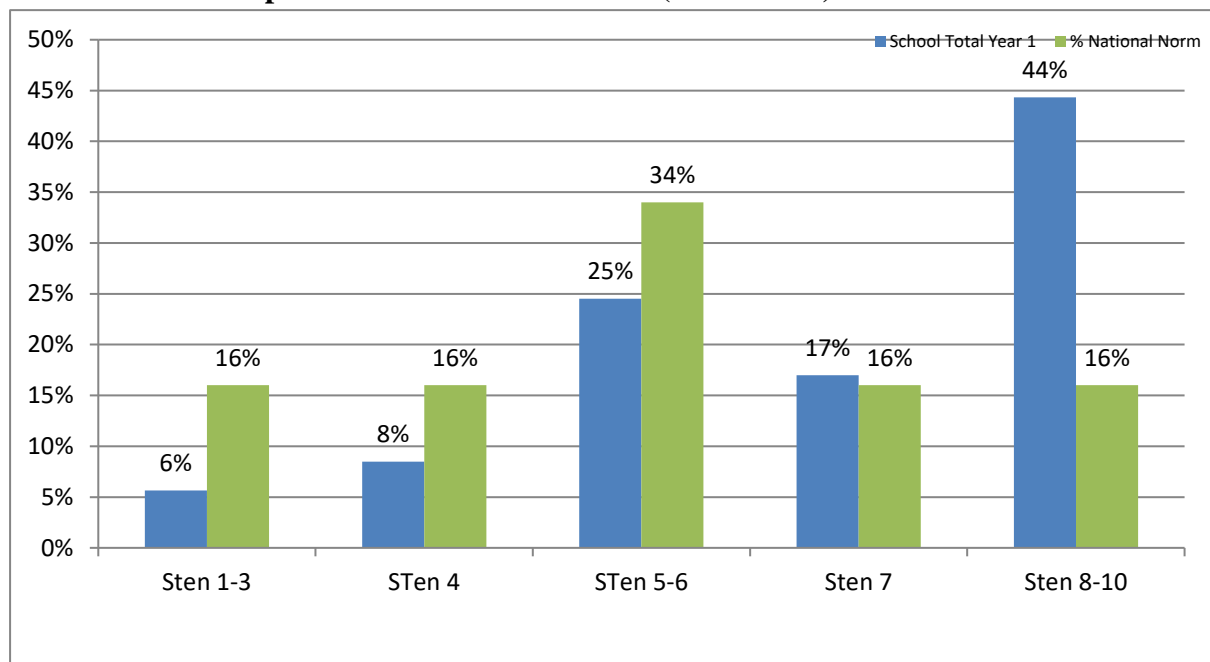


Description	Very low	Below average			Average			Above average		Very high
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%	
Verbal	6%	8%	9%	17%	20%	20%	8%	10%	3%	
Quantitative	6%	7%	14%	20%	17%	13%	14%	8%	1%	
Non-verbal	5%	11%	19%	15%	17%	20%	5%	6%	3%	
Spatial	8%	10%	11%	17%	17%	17%	8%	5%	6%	

The incoming first years in September 2014 compared well and were above the national average at times. The Average range is strong in the Cat 4 results with the below average matching the national norms. Those achieving just above average is above the national norms

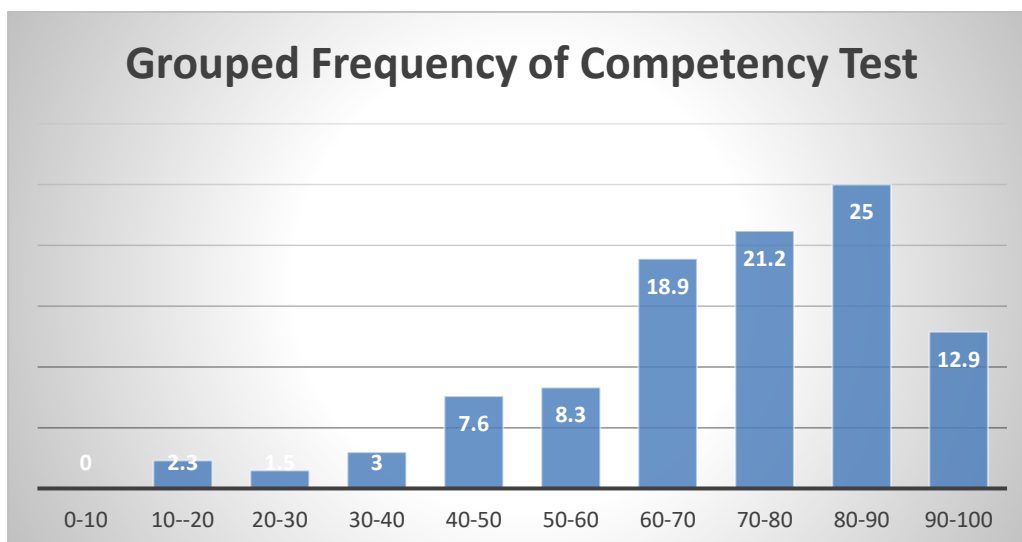
- **Sten Scores as returned by National Schools (results submitted for first years Sept 2014)**

Mathematical comparison with national norms (PDST Tool)



The results returned from national schools show a huge difference in the national norms with the first years Sept 2014.

- Sten 1 3- 10 % difference in students in this bracket
- Sten 4 8% difference in students in this bracket
- Sten 5-6 9% difference in this bracket
- Sten 7 Almost identical with just 1% of a difference
- Sten 8-10 There is a huge difference in this statistic



- **Competency Score in Mathematics:**
A competency test was carried out with all first years in Sept 2014. This assessment is a standard test created by the PDST to assess students' proficiency in mathematics on entry to second level. The results supported the Sten scores from the National Schools.

Results: 37.9% scored 80-100%
 3.8% scored 0-30%
 27.2% scored 50-70%

Learner Experience

- Sample findings from first year survey
The CAT4 Assessment had established the first years had a good numeracy level. Given that we had a good quantity of qualitative data it was decided to look at attitudinal data. A sample group of roughly 50 % of the first years were surveyed using google docs.
 - 77% indicated that they like maths
 - 80 % said they understood the maths when they listened and received feedback from teachers (AFL).
 - 46 % said they would look to do honours at Junior Certificate level.
 - 26 % felt they were good at explaining maths in their own words. This implies that they lack the literacy vocabulary or word bank to explain maths.
 - 31% felt that teachers do not like maths themselves (non maths teachers). This can have a negative impact on the students attitude

- **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.

Teachers Practice:

- Teachers practice will be assessed as part of the numeracy School Improvement Plan 2015-2018

3: Progress Made on previously identified targets

Literacy SIP in place since May 2013.

- ❖ Reading for pleasure part of 1st/2nd year English programme
- ❖ Information leaflet created and distributed
- ❖ Book in a Bag ongoing
- ❖ Inter class debates
- ❖ Literacy on subject Department agenda

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. (Kirkland Rowland survey)
- Students who are engaged in the learning process and are willing to work hard to achieve their aims
- Numeracy levels of first years 2014 are well above the national norms
- Participation rates at Higher level English at Leaving Certificate have steadily increased since 2010
- SDP fully developed and committed to SSE
- Parents who are committed to the school and also happy with the school (Kirkland and Rowell)
- School Improvement plan for Literacy implemented and reviewed
- SDP formulated a school Numeracy and Literacy strategy

5: Priorities for improvement in relation to Numeracy

The following areas are prioritised for improvement:

- Encourage and ensure students take higher level at Junior Certificate. Assessments would indicate that the first year cohort Sept 2014 have a large % that would be capable of taking Maths at HL.
- To focus on and improve literacy element of maths course
- Improve whole school attitude to maths

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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		