



# St. Patrick's Junior School

TENNIS COURT LANE, SKERRIES, CO. DUBLIN.

Principal: Máire Ní Chróinín

Deputy Principal: Ann Bowe

R. N. 16333Q

Tel/Fax: 8490836

## School Self-Evaluation Report 2014 - 2015

### St. Patrick's J.N.S., Skerries.

#### The Focus of the Evaluation:

**Numeracy (Year 2):** The school continued its focus on increasing pupils' facility with manipulation of number bonds in the area of numeracy during the period September 2014 – June 2015. This is a report on the work in this area during this year.

**Literacy (Year 1):** A school self-evaluation of teaching and learning in the area of comprehension was undertaken during the period September 2014 – June 2015. This is a report on the work in this area during this year.

#### Context:

- Junior co-educational school
- 340 pupils
- 18 teachers
- 1 full time & 2 part time SNAs

#### Data/Evidence used: Numeracy:

- Sigma Standardised tests October 2011, 2012, 2013 & 2014 (1<sup>st</sup> & 2<sup>nd</sup> classes)
- Sigma Standardised tests June 2012, 2013, 2014 & 2015 (2<sup>nd</sup> class only)
- Teacher assessment (formal and informal) of children's work done throughout the year
- Teacher discussion at class level and at whole staff level incorporating their observations of pupil progress in class.

#### Data/Evidence used: Literacy:

- MICRA-T Standardised tests October 2011, 2012, 2013 & 2014 (1<sup>st</sup> & 2<sup>nd</sup> classes)
- MICRA-T Standardised tests June 2012, 2013, 2014 & 2015 (2<sup>nd</sup> class only)
- Teacher assessment (formal and informal) of children's work done throughout the year
- Teacher discussion / professional conversation at class level and at whole staff level around areas of strength and challenge for our school in the area of literacy.

#### Process:

Teachers at each class level met throughout the year. They discussed the standard of work completed by children and used their observations of the pupil's performance & oral work as well as the results of teacher designed tasks and tests throughout the year to inform their discussion on pupils' strengths and weaknesses. These meetings informed whole-staff discussion. The focus this year was on implementing the year 2 actions detailed in the three year action plan for numeracy and to begin the second cycle of School Self Evaluation, focussing on literacy.

**Numeracy:** Teachers continued to share methodologies for teaching and drilling number fact and strategies to teach pupils to help with automaticity in computation. Discrete time is set aside to focus on number bonds every day.

**Literacy:** Teachers' professional conversation at staff and planning meetings focussed on the need to ensure that while pupils were learning the mechanics of reading, their comprehension of what they are learning to read and what is read to them was also attended

[Type text]

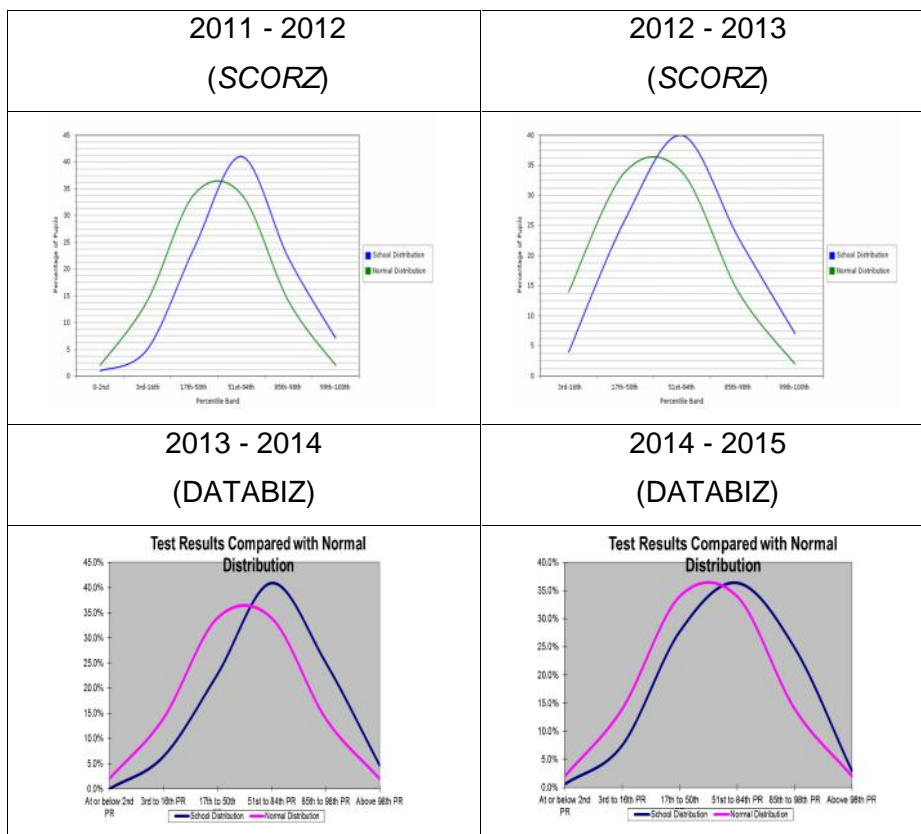
to. As a first step, Class teachers at each level worked together to audit literacy resources available throughout the school so as to ensure that

- Adequate resources are available to all teachers
- Gaps in resources were identified
- The most appropriate resources to fill those gaps were identified and purchased.

As a result of this audit gaps in the Oxford Reading Tree series in use in the school were identified and filled, and software versions of some purchased for use with interactive white boards. Junior Infant Teachers requested resources and equipment to begin piloting Aistear with a view to developing their pupils' oral language comprehension and the equipment requested was purchased.

**Standardised Tests:** Initially the school used the *SCORZ* system to record standardised test data. The Databiz school information management system, which the school has been using for a number of years, now offers a facility to upload standardised test scores for each child. Difficulty in accessing and using the *SCORZ* website led to a decision to record pupil scores on the Databiz system from the 2014 - 2015 year on for ease of access and centralisation of data as well as transfer to new report formats. A comparison of the results of standardised tests from the past four school years yielded the following information:

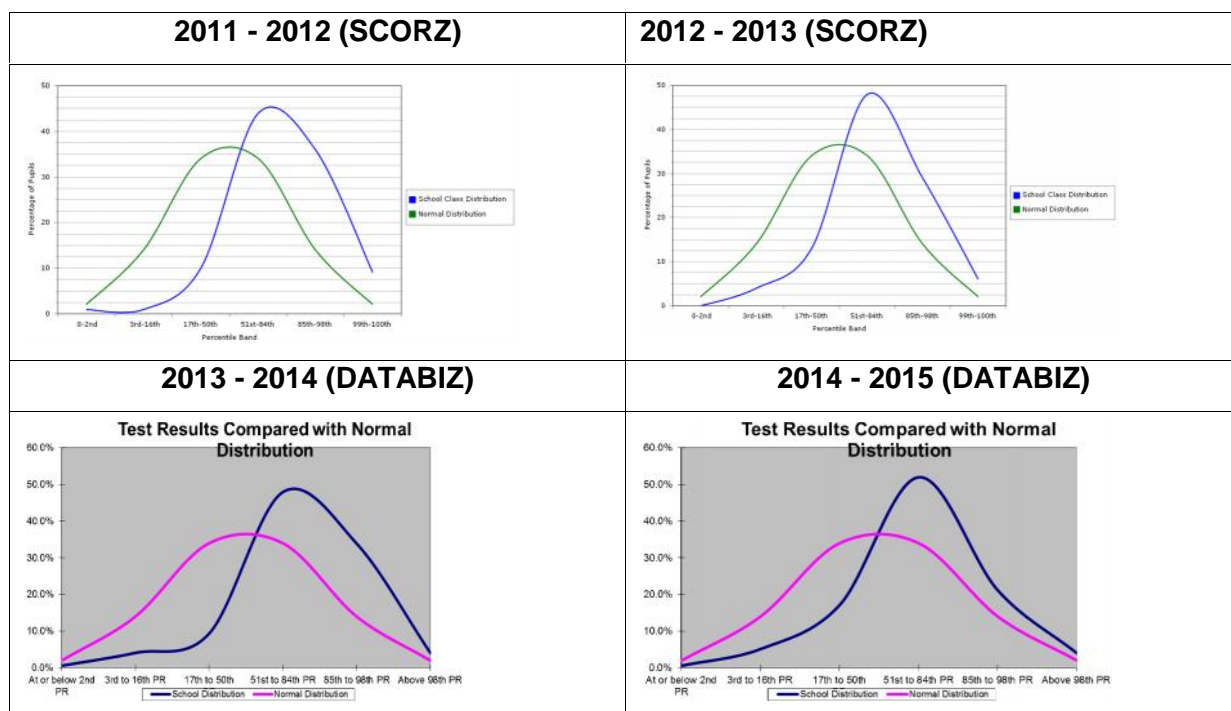
**Sigma T Results:**



These tables show that school performance in the Sigma-T standardised tests has been consistently higher than national norms over the past four years.

[Type text]

## MICRA-T Results:



These tables show that school performance in the MICRA-T standardised tests has been consistently higher than national norms over the past four years.

## SSE support visit by inspector John Fitzgerald in January 2015

The discussion centred on the difficulty of assessing the very young children we teach based on measurable targets. Advice was to use professional conversation at class and whole staff level based on teachers' observations of their pupils to identify areas for improvement. Progress to be monitored using teachers' observations and professional conversation.

## Progress made on previously identified targets identified as a result of School Self-Evaluation:

### Numeracy Targets:

Teachers have shared techniques and tips for teaching and drilling in number bonds with their colleagues throughout the school.

Discrete time has been given to teaching of number bonds.

A teacher designed numeracy test was given to all pupils during the 2013 - 2014 school year with the intention of creating a baseline from which to work in subsequent years. However the maths programme in use in the school was changed in September 2014 to "Busy at Maths" (Junior and Senior Infants) and "Cracking Maths" (First and Second classes). Assessment is an integral part of both these programmes. Cracking Maths provides term assessments and check-up tests for pupil self-assessment of their understanding of the concepts taught. At infant level Busy at Maths provides four assessments yearly in an individual pupil profile booklet. These assessments were seen by teachers to provide a better picture of pupils' abilities and understanding of concepts than the teacher designed tests administered to pupils during the 2013 - 2014 school year so the teacher designed tests were not administered again. Tests administered during the 2014 - 2015 school year will now be used as a baseline against which to measure progress in future years.

[Type text]

### **Literacy Targets:**

N/A for year one.

### **Summary of School Self-Evaluation Findings:**

#### **Numeracy:**

Our school has strengths in the following areas:

- Early mathematical activities
- Number concept
- Counting
- Use of in-class support
- Use of concrete materials to support learning and teaching in numeracy
- Good communications between school and parent

Our school is working for improvement in the following area:

- Facility with manipulation of number bonds

#### **Literacy:**

Our school has strengths in the following areas:

- Level of oral language of most children on entry to primary school
- Phonics
- Cursive handwriting is taught in all classes from Junior Infants

Our school is working for improvement in the following area:

- Direct teaching of comprehension strategies.

### **Legislative and regulatory requirements:**

All legislative and regulatory requirements on the School Self-Evaluation checklist have been addressed and the school is fully compliant with these.

### **Improvement Targets for 2015 - 2016 (related to children's achievement):**

#### **Numeracy:**

- Maintenance of focus on teaching of strategies to manipulate number bonds
- Maintenance of focus on daily drilling of number bonds at appropriate level in all classes.
- Results of assessment tests in maths to reflect pupils' increased facility with computation of number bonds.
- Maintenance of same high levels of achievement overall relative to national norms in standardised tests (SIGMA)

#### **Literacy:**

- Pupils will use strategies taught as per the agreed framework to engage with and more fully comprehend stories read by teacher (all classes)
- Pupils will use strategies taught as per the agreed framework to engage with and more fully comprehend material read by the children themselves (First and Second classes)

[Type text]

**Required Actions:**

Detailed in the three year development plans

**Success Criteria:**

Targets as stated above met.

**Review date:** June 2016.