



THURLES C.B.S.

ROSSA ST., THURLES, CO. TIPPERARY.

65450W

School Self-Evaluation Report Numeracy

Evaluation period: April - May 2013

Report issue date: May 2014

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Thurles C.B.S. was undertaken during the period Spring to Summer 2013.

During the evaluation, teaching and learning in the following subjects and programmes were evaluated:

- **Numeracy: Understanding and using Mathematics**

1.2 School context:

1.3 This is a rural Boy's only school with an enrolment of 700+ students.

1.4 Students are organised in mixed-ability classes.

1.5 There is a Numeracy link teacher and a Literacy link teacher, put in place, Spring 2013.

2. The findings

2.1 A Parents' Questionnaire in relation to aspects of Teaching and Learning was conducted, amongst First year Parents in March 2013.

2.2 A First Year Questionnaire on Learning in Mathematics was also conducted, March 2013.

3. Progress made on previously-identified targets improvement targets

- Numeracy strategy currently being devised, March/ April 2013
- Results of Surveys of Students in First Year and their Parents have been collated.
- First Year Maths/Numeracy tests have been conducted.
- Analysis of Questionnaires has taken place.

4. Summary of school self-evaluation findings

4.1 Our school has strengths in the following areas:

- Very positive disposition towards Maths. Students find Maths interesting.
- Students feel they are getting on well.
- Parents strongly agree that their child is doing well in School.
- Parents are happy with the amount of Homework.
- Parents feel Teaching is good.
- Parents feel management of Students is good.

The following areas are prioritised for improvement:

4.2

- Greater use of ICT in teaching of Maths.
- More group/collaborative work by Students .

4.3 The following legislative and regulatory requirements need to be addressed.

All up to date

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
Valid enrolment of students	M51/93	YES	
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	YES YES	
Standardisation of school year	Circular 034/2011	YES	
Arrangements for parent/teacher and staff meetings	Circular M58/04	YES	
Implementation of national literacy strategy	Circular 25/12	YES	In progress
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	YES	
Development of school plan	Section 21 Education Act 1998	YES	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	YES	
Whole-school guidance plan	Section 21 Education Act 1998	YES	In progress
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	YES	
Exemption from the study of Irish	Circular M10/94	YES	
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	YES	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	YES	
Parents as partners in	Circular M27/91		

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	
education				
Implementation of child protection procedures	Circular 65/11 Please provide the following information in relation to child protection	YES		
	<ul style="list-style-type: none"> ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE 			3
	<ul style="list-style-type: none"> ▪ 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 			3
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 			2
<ul style="list-style-type: none"> ▪ 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 	2			
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please provide the following information in relation to complaints made by parents during this school year	YES		
	<ul style="list-style-type: none"> ▪ Number of formal parental complaints received 			0
	<ul style="list-style-type: none"> ▪ Number of formal complaints processed 			0
<ul style="list-style-type: none"> ▪ Number of formal complaints not fully processed by the end of this school year 	0			
Refusal to enrol	Section 29 Education Act 1998 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			0
	Number of cases processed at informal stage			0
	Number of cases heard			0
	Number of appeals upheld			0
	Number of appeals dismissed			0

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 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	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 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	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Appendix to School Self-Evaluation report: policy checklist

Policy	Source	Has the policy been approved by the Board of Management ?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	YES	
Code of behaviour, including anti-bullying policy ¹	Circular M33/91 NEWB guidelines Section 23, Education Welfare Act 2000 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011	YES	Under reviewed, Spring 2013. Anti-bullying updated, Spring 2013
Attendance and participation strategy ²	Circular M51/93 Section 22, Education Welfare Act 2000	YES	In Inclusion Policy
Health and Safety Statement	Health and Safety Act 2005 Section 20	YES	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	YES	
Special education needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) ⁴ (2004) Disability Act (2005))	YES	
Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	YES	Update in progress
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	YES	
Internet acceptable use policy	Department of Education and Skills Directive	YES	Updated, April 2013
Child Protection Policy	Circular 0065/2011	YES	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

³ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.