

# **Broadford & Kilbane N.S.**

## **School Self-Evaluation Report**

### **Introduction:**

*The focus of the Evaluation:* ‘A School Self-Evaluation of Teaching and Learning in Numeracy’ was undertaken during the period Term 1 and Term 2 of the 2014/2015 school year. During the evaluation, teaching and learning of all aspects of Numeracy across the whole school was evaluated. The focus of the SSE report centres on the strand ‘Measures’ and the skill of ‘Applying and Problem Solving’.

*This is a report on the finding of the evaluation:*

### **School Context:**

- This is a mixed enrolment school
- There are currently 127 pupils’ enrolled-121 in the mainstream school and 6 in the ASD class.
- There are 9 teachers on staff including a teaching principal, 5 mainstream teachers, a learning support teacher and a special class teacher. We also have a part time resource teacher.
- The school administers Drumcondra standardised tests in Mathematics and English Reading from 1<sup>st</sup> to 6<sup>th</sup> and Irish from 3<sup>rd</sup> to 6<sup>th</sup> in the third school term. The school also undertakes the Bellfield Infant Assessment in Junior Infants, the M.I.S.T. test in Senior Infants along with the ‘Cognitive Ability Test IV’ in both 2<sup>nd</sup> and 5<sup>th</sup> classes.
- Over the past 18 months the whole staff have been involved in training in the following initiatives; Accelerated Reader, Mata sa Rang and Aistear. Individually, the staff engage in continuous professional development.
- Staff have implemented the P.M. writing programme and are looking at introducing ‘Literacy Lift Off’ in the junior end of the school.

- Pupils take part in Irish Oral Language competitions for Féile na hInse annually and staff from 2<sup>nd</sup> to 6<sup>th</sup> class are involved in preparation for this.

## **The Findings:**

- On shared analysis of classroom tests, teacher observations of oral questioning and copy work we as a staff found that pupils continue to show strength in the area of reading and comprehension, that genre writing is improving and that oral language is improving as a result of strategies put in place from our Self-Evaluation in Oral Language.
- Our standardised tests indicated that the majority of pupils in each class scored lower in written problem questions rather than in computation.
- Following on from staff analysis of our numeracy focus group for teachers we found that 'Applying and Problem-Solving' was an area that needed a more structured whole school approach in Numeracy. While we found strengths in the area of number (computation in particular), there is room for improvement here also. Our staff felt that the learning environment in each classroom needed attention in order to promote pupil's oral language experiences across the curriculum.
- Following on from staff analysis of pupil and parent questionnaires we found that both pupils and parents felt that children did not enjoy written problems.
- Staff discussion and dialogue by means of staff meetings and use of Croke Park hours, specified that for the past number of years the main focus of improvement in numeracy has been in the area of computation (both mental and written). Staff felt that assessment has been teacher led and has predominately focused on end of term tests and standardised test. Room for greater scope in continuous assessment and where the children engage in more activities based around 'Assessment for Learning' as opposed to 'Assessment of Learning'.

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

Our school has strengths in the following areas:

- Recent assessment shows that the numeracy attainment of the pupils compares favourably with national norms on standardised tests.
- Children are assessed regularly in tables and computation and results show that favourable progress is being made in all areas.

- Teachers have received training in Mata sa Rang, both Modules One and Two. Discussions and trials have been undertaken as to how best implement this Numeracy course and our Numeracy link teacher has developed a programme on the Interactive White Board for its implementation in the classes Junior Infants to 1<sup>st</sup> Class.
- Parents Information Night which focussed primarily on Numeracy and how we teach it in our school was very successful and is to be included in our annual school calendar-format and levels to be decided.
- Children are given plenty opportunities to problem solve together and share ideas through paired and group work.
- School is well resourced with Mathematical equipment which allows it successfully engage and motivate the children in the various strands of the Mathematics curriculum.

The following areas are prioritised for improvement:

- A. Develop an appropriate strategy to support pupils' problem solving agreed at a whole school level.
- B. Examine the 'Language of Maths' (tying in with our SSE in Literacy, Oral Language) and how it will be displayed/recorded by the children.
- C. More focus to be given to the teaching of the following strands; Shape and Space, Data and Measures.
- D. Provide parents with greater information on how they can assist their child with challenging aspects of the Maths curriculum

School Improvement Plan				
<b>Baseline Data:</b>		1. Checklists at all class levels 2. Staff Focus Group 3. Standardised Tests 4. Pupils and Parents Questionnaires		
<b>Summary of main areas requiring improvements:</b>		A. Develop an appropriate strategy to support pupils' problem solving agreed at a whole school level.  B. Examine the 'Language of Maths' (tying in with our SSE in Literacy, Oral Language) and how it will be displayed/recoded by the children.  C. More focus to be given to the teaching of the following strands; Shape and Space, Data and Measures.  D. Provide parents with greater information on how they can assist their child with challenging aspects of the Maths curriculum		
<b>Improvement Targets</b>	<b>Required Actions</b>	<b>Success Criteria/ Measurable Outcomes</b>	<b>Persons Responsible</b>	<b>Timeframe for Actions</b>
To increase the average score children who score between the 20 <sup>th</sup> -50 <sup>th</sup> percentile by 5 points over the next 3 years.	Problem solving strategy ROSE to be implemented throughout the school and to be taught at each class level.	Standardised testing at the end of the third term each year-data will be analysed over three years to track performance of pupils problem solving.	A whole school initiative led by Principal and Deputy who is also the Numeracy Link teacher; all staff involved.	2015-2016 Term 1
To standardise the language used in Maths throughout the school and teach it in a consistent and concerted manner.	Posters on mathematical language to be displayed in each class-these are to be colour coded to ensure consistency.	Review of children's work samples.		2015-2016 Term 1
To improve and increase the quality of Maths display in the school; displays	Mata sa Rang program to be used in Juniors, Seniors and 1 <sup>st</sup> classes using the LS teacher. Children grouped with regard to ability. Computation strategies from module 2 in Mata sa Rang to be used by each	Reissue parent and pupil		2015-2016 End of Term 1

<p>should regularly include children's work in Maths.</p> <p>.</p>	<p>class teacher from 2<sup>nd</sup>-6<sup>th</sup> at their discretion.</p> <p>Review and Update the Whole School Mathematics Plan.</p> <p>Minimum of 30 minutes dedicated to problem solving sessions per week, applying the strategy to all strands of the maths curriculum. (Can be split into smaller time blocks)</p> <p>Each class teacher to take a cross curricular approach to the teaching of the strands shape and space, data and measurement (emphasis placed on the language included in these strands)</p> <p>Parents Night to be continued and a booklet developed for parents on how they can help their children with Maths at home. This booklet will also help parents understand the teaching methodologies and language used at school so as to ensure uniformity for the child both at school and at home.</p>	<p>questionnaire and compare to old questionnaire to determine enjoyment and confidence levels.</p> <p>Teacher observation of pupils improvement in all components of problem solving.</p> <p>Weekly and termly tests to be analysed over the next 3 years.</p> <p>Hold another staff focus group to assess and review improvement plan.</p>		<p>2015-2016 Term 1</p> <p>2015-16 Term 2</p> <p>2015/2016 Term 1</p> <p>2015/2016 Term 1,2,3 (Work in progress)</p>
<b>Monitor and Review</b>		This is a working document and will be reviewed termly.		