

Scoil Bhríde
Kill, Co Kildare
Roll Number 17662R

School Self-Evaluation Report (STEP 4)

Evaluation period: *March 2013 to June 2013*

Report issue date: *September 2013*

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Scoil Bhríde was undertaken during the period March 2013 to June 2013. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- *Mathematics - Numeracy*

This is a report on the findings of the evaluation.

1.2 School context

Scoil Bhríde is a Catholic vertical co-educational school situated in a new building in the village of Kill, Co. Kildare. There are currently 602 pupils with 21 mainstream classes, two classes for children on the ASD spectrum, 4 learning support and two+ low incidence teaching hours (LITH) teachers. There are 11 Special Needs Assistants in total in the school. The Board of Management and Parents' Association are energetic, supportive and involved in the work of the school.

2. The finding

Detailed staff survey revealed many strengths with all strands being adequately assessed by a variety of modes (of and for learning) and satisfaction with appropriate use of results.

There was division about use of pupils assessing their own work. Planning timetabling and resources were cited as very positive aspects of maths life with a variety of methodologies, including Talk & Discussion, Active learning, guided discovery, collaborative/co-operative learning, problem-solving, using the environment and skills through content mostly in common use. Differentiation (also with supplementary materials) and opportunities to apply knowledge in real life settings were rated highly as being a strength. Staff have high expectations of their pupils and believe in communication with home as a help and benefit to achieving this.

Analysis of our Sigma T standardized tests revealed that 92% of children in Scoil Bhríde are scoring at sten 5 or above 430 children participated in Sigma T Maths tests in June 2013.

Within the sten bands 1-3, 4, 5-7, and 8-10 the following results were noted.

Sten 1-3 3.5%
Sten 4 4.6%
Sten 5-7 49.1%
Sten 8-10 42.8%

Within these band ranges the highest percentages occurred at sten 7 with 23.4% achieving this level followed by sten 8 with an achievement level of 18.8%

It should be noted that Sten 1 had 0% and at the other end of the spectrum sten 10 achieved 9.6

Generally this pattern repeated itself throughout the six class levels tested however it was noted that in 4th class 36% of children achieved a sten of 9 or 10 and 53% 6, 7 or 8.

We can therefore assume that overall 92% of children in Kill are scoring at sten 5 or above.

The children with a moderate ID did not participate in these tests,

A survey of the Parents showed 89% of respondents agreed or strongly agreed that their child likes Maths.

91% felt they knew their child's strengths in Maths and 70% their weaknesses.

69% felt their children could complete their homework without help but 22% disagreed.

73% felt their child could explain in simple terms the concepts being learned at school with 19% not so.

55% of parents who responded felt they didn't receive good information from the school about how to help their child at maths.

Full survey available on killschool.ie/parents

Areas of concern from the teachers' survey revealed lack of specific progressive plan for problem solving with language

and strategies not being consistent or uniform. There was also widespread concern about poor use of the environment as a planned structured learning aid, lack of coherent and consistent school wide strategies being adopted with improvements in arrangements for communication with learning support being sought. There are few supplementary programmes in place to support Maths. Time (lack of, pressure), whole school plan for problem solving and formal structure of maths lessons were all shared as major concerns for teachers. Support for parents in maths was of concern also. Training, collegial support with skill sharing are also highlighted as requiring attention.

3. Progress made on previously identified improvement targets

N/A for year one as SIP not in place yet.

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:

- *Pupils are performing well in positive well resourced environments. Lots of excellent strategies, methodologies and teaching and learning taking place in an inclusive environment.*

4.2 The following areas **are prioritised for improvement:**

- *Training, support/information for parents.*
- *Maths oral language, problem solving language to be agreed on*
- *Better use of school environment and Mathematics being seen outside of a text book*

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

Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007	
	Please consider the following in relation to complaints	
	▪ Number of formal parental complaints received	_____
	▪ Number of formal complaints processed	_____
	▪ Number of formal complaints not fully processed by the end of this school year	_____