

St. Joseph's NS Bree

Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan

- This is the school's first evaluation report and improvement plan

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period **September 2018 to November 2018**. We evaluated the following aspect of teaching and learning:

- Numeracy – Problem Solving

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- The average overall percentile in maths is 79.
- 70.5% of children who responded to the questionnaire felt that they were good at maths,
- Over 79% of parents who responded to the questionnaire felt that their child/ren enjoyed maths at school.

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- Pupils' questionnaires
- Parents' questionnaires
- Sigma T standardised tests
- Staff feedback at staff meetings

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Teaching of problem solving
- Children's attitudes to problem solving
- Purchasing necessary maths resources

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from December 2018 to June 2019

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> • Increase the provision of concrete materials in the teaching of maths. • Increase the Sigma T problem solving average from 51% to 53%. • Increase the percentage of children who feel that they are good at maths from 56% to 58% 	<ul style="list-style-type: none"> • Conduct a maths equipment audit, ascertain any additional equipment necessary and purchase this equipment. • Introduce problem of the day • Get in-service on problem solving • Change focus from the solution to the process. • Increase use of concrete materials. • Explore children's maths ideas and alternative ways of doing a maths operation. 	<ul style="list-style-type: none"> • All staff. Purchasing remains the responsibility of the principal. • All staff • Principal will book in-service from PDST and facilitate its delivery. • All staff 	<ul style="list-style-type: none"> • The purchase of necessary equipment, and increased use of concrete materials in the teaching of maths. • An increase in the Sigma T problem solving average from 51% to 53%. • An increase in the percentage of children who feel that they are good at maths from 56% to 58% 		

Review – June and September 2019

- Our first target was achieved to our satisfaction. Teachers made a wishlist of maths equipment and this list was then sourced and purchased. The equipment was put into boxes and a new storage area was built in the staffroom. Feedback from the staff was that the maths equipment has made hands-on teaching much more accessible.
- The second target proved to be impossible to judge due to the change in standardised tests. The school decided to use the new Drumcondra Maths standardised test and so we were unable to compare the scores from the previous year due to the differing formats. However, PDST support on problem-solving was booked and delivered. Staff reported that the in-service was informative and practical.
- The third target was to increase the percentage of children who feel that they are good at maths from 56% to 58%. A questionnaire was given to children in September 2019 to ascertain their feelings about maths after the actions put in place as part of the SIP. The results decreased quite a bit; in some cases by as much as 15%. It is difficult to know why they decreased so much. It may be just the time of year, or the day the questionnaire was given (Friday) or the subjective nature of a questionnaire like this. We don't believe that the children's attitudes declined so much in reality. The two new questions on the questionnaire were very informative in terms of the activities they children like. It also seemed to suggest that we need to revise our problem-solving procedure.