

**St Brigid's NS, Clonegal,
Clonegal
Enniscorthy
Wexford
Roll No: 17514C**

**School Self-Evaluation Report
September 2014 – February 2015**

Report issue date: 24th February 2015

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St. Brigid's NS, Clonegal was undertaken during the period September 2014 to February 2015. During the evaluation, teaching and learning in the area of Numeracy – with particular emphasis on the areas of Mathematical reasoning and Problem solving - were examined. This is a report on the findings of the evaluation.

School context

- St. Brigid's NS, Clonegal is a mixed, rural school under the Patronage of the Diocese of Kildare and Leighlin.
- There are currently 132 pupils on roll.
- There are 5 mainstream class teachers, 2 ASD class teachers, 1 LS teacher, based in the school but in another school 1 day per week, a shared RT and a part-time Resource teacher. There are also 5 SNAs on the staff. The Principal is an Administrative Principal.
- Standardised Tests in English, Maths and Spelling are administered to all pupils from 1st – 6th class annually. Literacy is tested in Senior Infants using MIST in February/ March each year.

2. The findings.

- Pupils are performing above the National Norm in Maths. In June 2014, the following scores were recorded.

Drumcondra Maths.	Above 80 th Percentile	Between 60 th & 80 th Percentile	Below 10 th percentile	Between 10 th & 20 th percentile
Clonegal NS	56.4%	16.7%	2.6%	3.8%

Pupils from Senior Infants - 6th class completed questionnaires and in their replies indicated that the majority of them feel positive about their performance in Maths, enjoy the challenge of problem solving and learn tables nightly as they perceive them to be important.

Pupils views- as reported in their questionnaires	% of pupils who felt they were doing well or very well	% of pupils who felt they were doing alright or struggling	% of pupils who enjoy Problem Solving	% of pupils who felt it is important to learn tables	% of pupils who learn tables every night	% of pupils who learn tables night before test
	76%	24%	86%	99%	81%	19%

- Parents also completed questionnaires, and their replies indicated that the majority of them feel their children do not need assistance with homework, do not have issues with problem Solving, have a good idea of how their children are getting on at maths and get good information from the school about their child's progress. The majority of parents would like more information on the methods used by the school to teach Maths and all parents feel Maths is either important or very important.

Parents views - as reported in their questionnaires	% of parents who stated their child rarely or never requires help with homework.	% of parents who stated their child always or fairly frequently requires help with homework	% of parents who stated their child rarely or never had difficulties with Problem Solving	% of parents who felt Maths is very important for their child.	% of parents who felt Maths is important for their child.	% of parents who felt they have a good idea of how their child is getting on at maths.	% of parents who felt they get good information from the school about child's progress at Maths.	% of parents who would like more information on methods used by the school to teach Maths.
	72%	28%	74%	95%	5%	90%	83%	79%

Assessment:

- All teachers felt children had difficulties in the area of reasoning, problem solving and integrating & connecting. An in-depth analysis of Drumcondra Results from June 2014 indicated the same areas of difficulty.

Integrating & Connecting	Applying & problem Solving.	Reasoning	Recalling	Implementing & Understanding
31%	30%	28%	22%	20%

- The most recent WSE Report (2007) stated that “ further attention to developing problem solving skills across the strands is recommended”

3. Progress made on previously-identified improvement targets

- The progress being made in the school improvement plan for Literacy is available in a separate report.
- Since 2008 there has been a continuous improvement in the outcome of Standardised Tests in Maths.

Drumcondra Maths results.	% of pupils below the 10th percentile.	% of pupils between the 10th & 20th percentile	% of pupils between the 60th & 80th percentile	% of pupils above the 80th percentile.
2007	9%	7.7%	15.4%	24.4%
2014	2.6%	3.8%	16.7%	56.4%

- **In 2008, Early Intervention in Maths was introduced for the instructional term February – June and continues to date. This involves Team Teaching with the Class teacher, LS teacher and Resource teacher working together. Children are divided into small groups. Until this year this involved Junior Infants – 2nd class. In the current year, it applies to Senior Infants to 2nd class while the class teacher and a resource teacher work with Junior Infants for maths on 3 days per week as Junior Infants are in a single class.**
- **In 2009, teachers analysed Drumcondra Maths Results- based on strands. The main difficulties were in the area of Measures. Following discussion and further analysis of results, staff felt the issues were problem solving and use of fractions and decimal points rather than measures. It was decided to devote 1 day per week to Problem solving in maths. Children would work in pairs. Various types of problems would be included – not just number problems. This is still in operation currently.**
- **In 2011 Numicon Maths Materials were purchased – especially for teaching number.**
- **In 2012 Ready, Set Go Maths equipment was purchased. Emphasis was placed on the use of concrete materials – especially in Junior Classes. Early Intervention Maths is almost totally devoted to hands – on activities.**
- **From 2011 to the present, every effort has been made to prioritise the teaching of maths in the school. The Learning Support teacher and this year, the Administrative Principal, take a class for maths to ensure smaller groups/single classes per teacher.**

4. Summary of school self-evaluation findings

4.1 Our school has strengths in the following areas

- **There has been a steady improvement in the standard of Maths in the school as indicated by Drumcondra Test results over a number of years – see table above.**
- **The teaching staff of the school has enthusiastically embraced a number of initiatives to improve the standard of teaching and learning in the area of Maths.**
- **Members of the teaching staff participated in the School of Excellence Project aimed at improving the teaching of Maths in 2012-2013. This was a project organised by the Wexford Education centre in conjunction with WIT.**
- **A member of the teaching staff of the school participated in Mata sa Rang in 2014. This was organised by the Wexford Education Centre.**
- **A wide range of Maths resources are available in the school and hands – on activities are encouraged in maths class. Ready, Set, Go Maths resources are provided in classrooms. Numicon has also been purchases as an invaluable resource for teaching number and place values.**
- **The majority of pupils have a positive attitude to Maths and Problem solving and feel they are doing well. The majority also learn tables regularly because they see them as being important. See tables above.**
- **The majority of Parents feel Maths is important or very important. The majority report that their children do not need assistance with homework or with problem solving. Furthermore the majority of parents feel they have a good idea of how their children are progressing at Maths and that they receive good information from the school. The majority also are sufficiently interested to indicate that they would like**

further information on the methods used in the school to teach Maths. See tables above.

4.2 The following areas are prioritised for improvement:

- **Problem solving**
- **Mathematical reasoning**
- **The ability of pupils to identify the relevant information in Maths problems.**
- **The ability of pupils to identify the operations required to solve Maths problems**
- **The ability of pupils to think clearly before attempting to solve a maths problem**