**Scoil Na Croise Naofa**

**Geashill N.S.**

# **Geashill**

**Co Offaly**

**School Self-Evaluation Report**

**Evaluation Period: September 2014 to May 2015**

**Report issue date: June 2015**

**School Self-Evaluation Report**

1. **Introduction**
   1. **The focus of the evaluation**

A school self- evaluation of teaching and learning in Geashill N.S. was undertaken during the school year 2014/15. During the evaluation teaching and learning in the following curriculum areas were evaluated:

* Numeracy with a particular focus on problem solving.

This self-evaluation included a review of teachers’ practice and

learning outcomes as well as a parent focus group and pupil

questionnaires.

**1.2 School Context**

Geashill School is a mainstream, co-educational primary school under the patronage of the Catholic Bishop of Kildare and Leighlin. It is situated in Geashill, a small community between Tullamore and Portarlington. Currently the school has five mainstream class teachers, one Learning Support teacher, a teacher for the special class for deaf pupils and a resource teacher. There are 119

children on roll.

1. **The Findings**

* In the Whole School Evaluation Report 2011 the following was included on Maths:

*“Very good practice is evident in the teaching of Mathematics. Lessons are clearly taught and pupils engage in well planned activities that support the mastery of skills and concepts. Effective differentiation of learning activities and beneficial in-class support enable the targeting of activities to pupils’ varying abilities. In the future development of Mathematics, teachers should increase the emphasis on enabling pupils to apply computational skills to real-life problem solving.”*

* Samples of pupils’ standardised tests were analysed in November 2014. While overall results in numeracy are above the national average it was apparent that improvements could be made in problem solving
* Sample problems were completed by all classes and were corrected using a problem solving rubric The results of this were as follows:.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level A** | **Level B** | **Level C** | **Level D** |
| **Pupil Totals** | **13%** | **44%** | **23%** | **20%** |

* A staff review on current practice was carried out. All teachers agreed that pupils are engaged in problem solving activities weekly and that a variety of different resources are used to source problems.
* However the staff review highlighted areas that could improve.

These include; encouraging children to find multiple approaches to solving problems, increasing the opportunities of children to solve problems in lessons through activities such as;

Open-ended tasks

Puzzles

Games

Projects

Mathematical trails

Problems involving Missing/surplus/contradictory data

* In a pupil survey only 9% of pupils reported not liking Maths. However 20% did not like problem solving.
* 85% agreed that talking over Maths problems with a friend or group helps solving problems.
* Only 20% reported they had no trouble starting on a problem that is new to them.

* Parent questionnaires completed by a focus group showed that all parents value Maths and agree that the school is helping their children progress in the subject. However a majority of parents highlighted problem solving as an area of difficulty.
* Learning environments are bright, stimulating and maths-rich.

1. **Progress made on previously identified improvement targets**

* During a recent Whole School History Inspection (2015 ) it

was reported that…”writing genres are successfully integrated with History.”

* All writing genres have been taught over a two year period.
* Samples of children’s writing have been collated and assessed using a staff designed writing rubric.
* Teachers have sourced and compiled a wide variety of writing genre examples for use in the classroom.
* Children have been given more opportunities to write collaboratively in pairs and in groups.

**4. Summary of school self-evaluation findings**

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

* Very good practice is evident in the teaching of Maths,

(WSE 2011).

* Teachers use a variety of resources when teaching problem solving.
* Pupils engage in problems solving activities weekly.
* Only 9% of children report not liking Maths.

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

* Children should be given more opportunity to solve real life problems in maths.
* To increase the number of children who like problems.
* To increase the variety of problem solving activities.
* That the children are aware that problems may be solved in a variety of ways.
* That diagrams and grids will be used more in problem solving.

**4.3** The following legislative and regulatory requirements need to be

addressed:

* A policy on Parents as Partners needs to be developed in the next year
* A policy on Public Service Agreement re: Special Needs Assistants needs to be developed in the next year.

This was agreed by The Board of Management at a meeting held on Monday 15th June 2015.

**Signed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chairperson**

**Board of Management**