

Scoil San Carlo Junior National School



School Self-Evaluation Report 2014.

1. Introduction

School Self Evaluation of teaching and learning in Numeracy was begun in December 2012 following an explanatory meeting with our school inspector, Carina Holden.

This is a report of the work undertaken, the findings of questionnaires and the actions taken by the Principal, Mrs. Divilly, Deputy Principal, Mrs. Diggins and the staff of San Carlo junior school.

2. School Context

San Carlo J.N.S. is a Roman Catholic school that is inclusive of all religions and none. It's aim is to promote the full and harmonious development of all aspects of the pupils' lives: intellectual, physical, emotional, spiritual, cultural and moral.

As a mixed junior school we cater to the needs of children aged four to eight years.

The Board of Management, staff and all stakeholders are committed to providing a safe, happy, friendly, well-ordered and stimulating learning environment for all our pupils.

Date of issue : **June 2014.**

Scoil

<p>Review of evidence gathered</p>	<ul style="list-style-type: none"> • We reviewed , analysed and compared Sigma T tests for first and second classes for June 2011 and 2013. We also analysed the Quest maths tests for first class 2013. • We administered questionnaires to pupils, parents and teachers. • Being a junior school, the pupil’s questionnaire was aimed at providing evidence on their attitude to maths • The parent’s questionnaire was aimed at analysing parent’s understanding of their children’s strengths and weaknesses in Numeracy and getting a clear picture of how the school can help them to help their children. • The teacher’s questionnaire was aimed at analysing individual teacher responses to their use of various teaching approaches, differentiation, group work, use of concrete materials, organisational styles, assessment, record keeping, resources and planning.
<p>Summary of our main strengths.</p>	<ul style="list-style-type: none"> • Standardised Tests results show a high level of proficiency in counting, number formation and number operations. They also show a high level of proficiency in most areas of measurement. • Pupil’s questionnaires show our pupils have a positive attitude to Maths. 82% state doing Maths work puts them into a “happy mood”. • It has also been shown that the majority of children requiring help prefer to get it from their own teacher in their own classroom. • Parent’s questionnaires revealed that 86.95% felt their children enjoyed Maths and 73.91% knew their strengths. • Teacher’s questionnaires revealed a wide variety of teaching approaches are in use. They feel children are confident and motivated and working at their ability level. They feel concrete materials are regularly used and they are happy with the assessment tools in use.
<p>Areas requiring attention.</p>	<ul style="list-style-type: none"> • While children scored highly in their recognition of coins and simple shopping bills, their computation skills in the giving of change and doing two-step money problems needed attention. • Evidence also shows the pupils would benefit from increasing their usage of I.C.T. in the area of Numeracy. • Parent questionnaires showed a need to increase communication with them so as to facilitate them in increasing their children’s use of their various Numeracy skills.

Improvement targets.	<ul style="list-style-type: none"> • Increase pupil’s “hands on” use of money through structured play, active learning and guided discovery . This should then lead to a better understanding of various money problems. • Increased time to be given to Mental Maths. • The Problem Solving Strategy “RUCSAC” to be implemented throughout the school. • Increase the pupil’s use of I.C.T. in a structured way in line with the Maths curriculum. • Increase communication with parents on how best they can help their children with maths. Provide a list of suitable games and useful websites.
Required actions.	<ul style="list-style-type: none"> • We intend to increase the resources available to teachers so as to accommodate active learning with money. • We intend to change our maths scheme to “Planet Maths” as this will provide an increased amount of structured I.C.T. resources. • We intend to compile a list of suitable maths games and recommended websites to distribute to parents. • We intend to increase our communications to parents throughout the year on how best to help their children in specific areas.
Persons responsible.	<ul style="list-style-type: none"> • Principal: Mrs Divilly. • Link person for Numeracy: Mrs. Diggins. • The most senior teacher in each year group to monitor progress and report back to the Link Person.
Timeframe for action.	<ul style="list-style-type: none"> • Resources to be purchased for the beginning of September for Infant classes for the purpose of completing the “Aistear Programme. • “Planet Maths” scheme has been brought into operation for the school year 2013-2014.It’s success to be evaluated at end of 2014. • List of games and websites to be provided to parents by October of each school year.
Success criteria/ measurable outcomes.	<ul style="list-style-type: none"> • Teacher observations. • End of term testing. • Quest and Sigma T standardised tests
Review Date	June 2015 – following the administration of Sigma T.