

# School Self-Evaluation Process

Kilbonane National School

27/4/18

## **Introduction:**

School self-evaluation of teaching and learning is part of the ongoing work of Kilbonane National School. The focus of school self-evaluation for 2018-2020 is **Numeracy.**

Kilbonane NS is a rural, mixed primary school under Catholic patronage. As of the above date, there are currently 91 pupils (45 boys and 46 girls), four Mainstream Teachers, a teaching Principal, as well as two SEN Teachers. Nine pupils have low incidence special education needs and are allocated resource hours based on these needs. Two SNAs cater for the needs of five of those pupils also. Pupils generally come from middle class backgrounds and there is strong parental support for teaching and learning, a factor that is acknowledged as having a positive effect on pupil attainment levels and on pupils' attitudes to learning.

## **Below is an outline of the SSE process that we have undertaken in our school recently:**

A Staff Meeting was held on April 16<sup>th</sup> to discuss what our focus for School Self-Evaluation might be.

Teachers agreed that the aspect of teaching and learning that needs most investigation is problem solving in maths.

Problem solving was chosen based on the teacher's sense of their own context and where they feel Kilbonane might profitably explore the potential for improvement.

## **Data Gathering:**

Discussing the topic as a staff, it was agreed that overall, Maths is quite strong in our school. On average pupils scored 'Above Average' to 'Well Above Average' Range with an average Sten of 8 being scored (see summary of Sigma-T STEN scores). It was also agreed that pupils have a positive view of Maths in general.

Teachers report that word problems when problem solving cause most difficulty for pupils in their class.

We formed a questionnaire survey and sent it (using Google Forms) to the parents of 1<sup>st</sup> Class to 6<sup>th</sup> Class. The results of that survey can be seen at the end of this report. Overall, the school is performing very well and the parents have a positive view of how Maths is being taught in Kilbonane NS.

80.3% of parents reported that they thought their children liked maths.

40.8% of parents disagreed that their child enjoys problem solving.

The pupils were then surveyed, again using Google Forms. Every child from 1<sup>st</sup> Class to 6<sup>th</sup> Class was surveyed and they were able to submit their answers anonymously on a school laptop.

Again, the results of that survey can be seen at the end of this report. Overall, the children have a very positive view of Maths in Kilbonane NS.

60.3% of pupils surveyed report liking maths.

However only 13.6% of pupils report using I Pads often to solve problems in maths and only 3.1% of pupils report that they use group work often in maths.

With this knowledge, the staff met to discuss the outcomes.

**The following recommendations and strategies were agreed upon:**

1. Going forward, we will focus on improving problem solving skills in numeracy.
2. The whole school will use the RUDE and RUCSAC strategies.
3. Each child will have a Problem Solving Copy assigned to them.
4. As the pupils progress from one class to another, their copies will be handed from one teacher to the next.
5. Every child will be presented with their Problem Solving Copy as they leave school at the end of 6<sup>th</sup> Class.
6. Responsibility for the above will rest with the individual class teachers.
7. A set of problem solving books will be purchased for use in every classroom.
8. We will begin the process in May 2018.