



**Scoil Ghráinne CNS**  
Phibblestown, Clonee, D.15  
20247W

School Self-Evaluation Report

Evaluation period: *September 2014 to June 2015*

Report issue date:

## ***School Self-Evaluation Report***

### **1. Introduction**

#### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in Scoil Ghráinne CNS was undertaken during the period *September 2014* to June 2015. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Numeracy-Problem Solving

This is a report on the findings of the evaluation.

#### **1.2 School context**

Scoil Ghráinne Community National School is a co-educational Primary School which will soon be under the patronage of Dublin and Dun Laoghaire Educational Training Board. Scoil Ghráinne aims to promote the full and harmonious development of all aspects of the child: intellectual, physical, cultural, moral and spiritual. Scoil Ghráinne seeks to provide a high standard of education where each child is encouraged to reach his/her personal potential. The school is committed to a spirit of inclusion, equality and harmony where each child and member of the school community is valued and treated with respect.

It is the policy of Scoil Ghráinne to respect, celebrate and recognise diversity in all areas of human life. Children attending Scoil Ghráinne will be taught and encouraged to view diversity as something which reflects the community from which the children are drawn. The school will endeavour to encourage the children committed to its care to have a pride in what makes them different and a belief that difference, when respected and valued, gives strength and vibrancy to the total school community and the wider community in which they live. As part of its ethos, Scoil Ghráinne welcomes children from all faiths and none in common with the other Community National Schools under E.T.B. Patronage, Scoil Ghráinne will recognise the wishes of parents to have their children receive religious education, or morality based education as an integral part of the school curriculum.

Scoil Ghráinne currently caters for 720 pupils in mainstream education and a further 12 children within a Special Needs Unit (2 Classes) from a variety of cultural backgrounds. 83% of our pupil population is from an International Newcomer Background and 17% of our enrolled children were born in Ireland to Irish parents. As a direct result of this Scoil Ghráinne has a great deal of language based needs and challenges to be met.

## 2. The findings

Given the diverse language needs within the school and the fact that literacy was previously a key area for development we chose Numeracy as a focus. The following sources of evidence were used to compile the findings of this report:

- Discussion at staff meetings- at school staff level we found that there were a lot of assumptions with regards to the existing vocabulary of our pupils being made and that there was a need to revisit the way in which Scoil Ghráinne was teaching Problem Solving
- We analysed the qualitative and quantitative data on standardised tests in Numeracy.
- We gave questionnaires to the pupils and parents.
- We had a school-based review of the problem solving lessons being taught at each class level in order to identify priority areas for development.

## 3. Progress made on previously-identified improvement targets

N/A for year one as *School Improvement Plan* is not currently in place

## 4. Summary of school self-evaluation findings

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

#### Staff Review (27 teachers surveyed)

- All of the children enjoy maths and problem solving
- The school is providing all pupils (including pupils in Croí) the opportunity to experience problem solving using a variety of different resources and relating the problems to real life contexts relative to their age and experiences.
- Nearly all children are exposed to word problems and games during problem solving lessons
- A lot of children experience open ended tasks and puzzles through problem solving lessons
- In general most teachers encourage the children to use multiple ways of finding the same answer and time is often provided for the pupils to explain to the others how they got their answer and the children are encouraged to listen to each other.
- Equal emphasis is generally placed on the process of problem solving as on finding the answer.
- All teachers report actively modelling the language to be used in problem solving
- 85% of the teachers integrate problem solving cross circularly
- 85% of the teacher teach problem solving by moving from the concrete to pictorial to abstract.
- 93% of teacher are confident teaching problem solving in their classes.

#### Pupil Survey (15 children surveyed):

- All bar one child enjoys maths
- 9 children said they knew what problem solving is and 9 children said that they do a lot of it in class
- 93% of the children surveyed said that they learn new maths language in class
- They report playing lots of maths games in most classes
- All children said that they don't just use maths books but also use whiteboards, manipulatives, pictures, worksheets etc.
- All children recognised that their friends often have different ways of finding the same answer as them.
- All children were confident problem solving all or sometimes

#### Parental survey (8 parents surveyed):

- The majority of parents surveyed said that they are confident in maths and confident helping their children with their homework
- 75% of parents know what problem solving is.

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

#### Staff Review:

- 15% of the teachers surveyed never plan for problem solving in their weekly plans and 33% only sometimes plan.
- 18% of teacher rely on text books to source problem solving materials
- 9 teachers said that they never do open ended tasks or maths trails
- 15 teacher reported never using missing/surplus/contradictory data.
- 36% of teachers say that they never use ICT in Problem Solving
- There is no set strategy used for problem solving throughout the school.

#### Pupil Review:

- The only understanding of problem solving amongst the pupils was word problems
- 30% of the pupils say that they don't do a lot of problem solving in class with 66% saying that they do it less often than every week.
- 100% of the pupils say that they never do maths projects.
- 66% say that they never go on maths trails
- 73% say that they don't get time to share their answers with the rest of the class.

#### Parental Review:

- Some parents reported that they would like to learn more about problem solving
- 88% of parents didn't know of the problem solving strategies used by their children in school

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

- We will continue to develop our school improvement plan in Literacy addressing the comprehension skills of the pupils in Scoil Ghráinne.
- We will continue to develop our school plans for the following areas
  1. Drafting of the numeracy/maths policy