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An Sciobairín
Co. Chorcaí
20009G

***School self-evaluation summary report for school
community***

Evaluation period: **September 2014-April 2015**

Report issue date: **May 2015**

Summary School Self-Evaluation Report

1. Introduction

This is a Catholic Gaelscoil that was founded in 1994. There are 3 classroom teachers, 1 learning support teacher (shared with another school) and a resource teacher (shared with two other schools) based in the school. There is a full time SNA based in the school. There are currently 68 pupils in the school.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. We evaluated Mathematics in general and problem solving in particular. We chose this because we felt that our pupils could improve their learning outcomes in the area of problem solving, even though our standard of Mathematics is high, some children experience difficulty with problem solving and the language needed to engage with this area and others of Mathematics.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from a variety of sources. These include: teacher observation, in school management meetings, standardised tests, teacher designed tasks and tests, questionnaires from pupils, teachers and parents in preparing this report.

2.1 We found that our school has **strengths** in the following areas:

Strengths

- A very positive teaching environment and a well equipped school, and in general a positive attitude to mathematics among the pupils.
- Highly capable teachers who are well able to explain and teach new concepts in the classroom at each level.
- Good practice in the use of ICT.
- Emphasis on maths games and use of concrete materials in the Junior classes.
- Most children perform well in the strands- number, algebra, shape and space.
- High emphasis on assessment throughout the school.
- High achievement in Standardised tests.
- Emphasis on integration with maths and other subjects in the curriculum.

We know these are our strengths because of the evidence gathered and because of detailed discussions and debate during the evaluation process.

2.2 We have decided to prioritise the following **areas for development**:

Areas for development

- The areas of problem solving and measure in Mathematics have been identified as relative weaknesses.
- More emphasis needs to be put on teaching the strand of measures and problem solving in a practical way and relating it to real life.
- More emphasis needs to be put on the use of more concrete materials, using different strategies for problem solving and implementing more pair/group work in maths lessons.
- The use of maths language needs to be developed and extended, with a coordinated approach across all classes.

- The number of children who report that they do not like maths is equal to the number of those who do and this needs to be addressed
- More emphasis on the use of ICT for maths at home.

We have decided to prioritise these areas because they have emerged as priorities during our evaluation process and the resources exist in the school to tackle them immediately.