



Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from June 2015 to April 2016

- SPHE plan was reviewed: strands and strand units were organised on a two year cycle
- Child Protection documents were produced and distributed to each member of staff

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2017 to June 2018. We evaluated the following aspect(s) of teaching and learning:

- Problem Solving in Maths

2. Findings

- We found that the overall performance in maths is very good with an average Sigma T percentile of 75.
- We discovered that the pupils' scores in problem solving were noticeably lower than in other strands:

Understanding Concepts & Facts	74%
Performing Computations & Procedures	66%
Solving Word Problems	48%

- While there was a range of good problem solving strategies being used, there wasn't a whole school approach to problem solving
- 58% of children said they like maths, 21% were not sure and 21% said they didn't like it
- 29% of children said they like problem solving, 50% were not sure and 21% said they didn't like it
- 66% of pupils found that working as a pair or in a small group helps when solving problems, 29% said it helps sometimes, and 5% think it doesn't help

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- The overall attainment of the pupils is at a very good standard in maths and visual arts in accordance with the objectives, skills and concepts of the Primary School Curriculum
- Pupils demonstrate high levels of interest and participation in learning
- Interactions among pupils and between pupils and teachers are very respectful and positive, and conducive to well-being
- Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where pupils are self-motivated to engage in, extend and enjoy their learning
- Teachers view collaboration as a means to improve pupil learning and to enhance their own professional development. They engage in constructive collaborative practice
- A variety of teaching methodologies is used throughout the school including station teaching, pair work, the use of manipulatives and concrete materials as well as ICT
- Teachers differentiate content and activities in order to cater for the varying needs of the pupils

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- WSE report 2016
- Follow through report from WSE (October 2018)
- Discussions at staff meetings / Croke Park hours
- Analysis of 2018 Sigma T results
- Teacher problem solving questionnaire November 2018
- Pupil problem solving questionnaire November 2018

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- A discrete time for problem solving
- A whole school approach to problem solving
- Use methodologies and resources that will make maths and problem solving more enjoyable for children

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from November 2018 to June 2019

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To increase the average Sigma T Problem solving score	Discrete problem solving lessons Adopt RUDE* as a whole school approach, with RUDEC** for 6 th Teach the four aspects of RUDE explicitly and link these to the comprehension strategies	All teachers 1st to 6 th class 1st to 6 th class	5% improvement in score for problem solving – from 48% to 53%		
To improve the enjoyment children derive from maths and problem solving	Use mini-whiteboards for problem solving Use ICT games Use guided discovery groups or differentiated pairs, streamed by problem solving scores Link problems to real life Use manipulatives & concrete materials Do problem solving trails Use content that interests students, tv characters/sports teams	All teachers	10% increase in children's enjoyment problem solving as per same questionnaire carried out in Nov 2018 – from 29% to 39% 5% increase in children's enjoyment of maths as per same questionnaire carried out in Nov 2018 – 58% to 63%		
To develop a whole school approach to problem solving relevant to each curriculum band	Work in groups during Croke Park hours and devise a strategy for e.g. 3 rd and 4 th class	All teachers	Completion of task		Done on 12/11/18

* RUDE = Read Underline Draw Estimate

** RUDE = Read Underline Draw Estimate Check (with calculator)