

GLANTANE N.S.
LOMBARDSTOWN
MALLOW
CO. CORK
17823P

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

Evaluation period: *February –May 2014*

Report issue date: *June 2014*

Summary School Self-Evaluation Report

1. Introduction

Our school has its own context. There are currently 8 teachers plus 3 part-time L.S.R.T's and 163 pupils in the school. The school has grown significantly in size in the last eleven years, resulting in almost a doubling of the numbers of pupils enrolled in our school. We have a number of programmes operating in the school including (e.g. Literacy Liftoff, Handwriting Without Tears, the use of the Numicon Mathematical Approach, a Fine and Gross Motor group to assist pupils with Occupational Therapy difficulties, The Green Schools' Programme, various sporting activities including swimming lessons, Cork City Sports, Music lessons etc. Our attendance levels are good. From the staff's viewpoint, our pupils' behaviour is excellent. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available e.g. on our website www.glantanens.ie.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the year. As instructed by the Department of Education of Skills, we selected a Mathematical topic. We as a staff decided upon the use of Mathematical Language in Glantane N.S. Therefore, as many as possible stakeholders in our school community evaluated Maths Language for this process. We chose this area because, we felt that perhaps our pupils could improve their learning outcomes in Mathematics, if we addressed some deficits or inconsistencies in the Maths Language area.

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

2. Summary of school self-evaluation findings

We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in the Math Language section of the Mathematics Primary Curriculum. We interviewed the pupils from Junior Infants up to sixth class. Mrs. Foley (Special Duties Post Holder & Mainstream Teacher) held a focus group of some of the staff to ascertain their views on Math Language in our school. We used our school's website to allow the parents to answer a questionnaire online. *(if they did not have internet access they also could have received a hardcopy from our school secretary)*

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

Strengths

- The majority of pupils (65%) like Maths in general
- A majority (58%) observe Maths words in their classrooms
- Most of the children (according to their parents/ legal guardians) enjoy Maths as a subject
- The majority of children (73%) stated that as part of their weekly school routine their teacher refers to Maths words around their classroom.
- The majority of parents (80%) discuss everyday Maths situations informally with their children on a regular basis

We know these are our strengths because they are based on the results of the pupil's questionnaires and that of the parent's online survey. These results have been recorded and are filed in the school. They can also be viewed by the staff and relevant individuals via the internet.

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

Areas for development

- To create a better system of recording the Maths Language so that the children are more aware of the Math Language being taught in the school e.g. a Maths Language copy (only 30% of the children currently record these words for their own benefit)
- The teachers will create a list of the Math Language that their class(es) will learn/ use during the school year. It emerged from the staff focus group that the staff felt that there needed to be a more definite record of the language being used at the appropriate class levels, so that the Math Language area is being developed in a spiral approach throughout the school rather than it being based on an individual teacher's planning.
- To improve our home- school links regarding the communication of new Maths Language via lists of words on the website and/or a hardback Maths Language copy to accompany the children throughout their time in our school. This was indicated in the Parent's survey as an area in need of improvement because 52% of parents stated they only sometimes knew the appropriate Maths Language that their children should be using.
- To foster a more positive attitude towards the solving of Math problems, e.g. to make it part of our weekly maths lesson that we as a staff refer and illustrate to the children the various Maths Language being used and what they stand for regarding Mathematical activities, e.g. altogether can mean add, or how many are left? can be code for a take away sum. It was discussed at the focus group that sometimes the children do not seem to

connect the Math Language to the activity that they have to perform. It appears that they can read the language but sometimes, they do not know what they are being asked to do.

- To aid children with reading difficulties, it was suggested at the focus group, that perhaps some of the Maths Language being used in class maybe be taught in Learning Support or Resource time, so that this aspect of their learning does not affect their achievement in Mathematics. It was discussed at the focus group, that it could be difficult to ensure that children with Learning difficulties will have sufficient time to absorb this language during a regular Maths class
- To create a Maths Language notice board or space within all the classrooms to increase awareness of this area and to promote its importance as part of the Primary Maths Curriculum, independently to the other elements of this subject. This was raised during the focus group as it would act as an aid for the Teacher's to refer to the Maths Language

We have decided to prioritise these areas because the above points were indicated by the staff, parents and pupils as in need of some further development and improvement in order to maintain the pupils' engagement in learning, assist in preparation for teaching and assessment of the implementation of the Mathematical Primary school Curriculum in our school.

As previously indicated these results are filed securely within the school.

**Appendix to Primary School Self-Evaluation Report:
legislative and regulatory checklist – reporting to the school community**

Which area of school life is involved?	What is the relevant legislation, rule or circular?	Is the school fully meeting the requirements of the relevant legislation, rule or circular?
The school calendar and the school timetable	Circular 11/95 sets down the length of the school year - minimum of 183 days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of agreement regarding additional time in school for teachers	Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time	<input type="checkbox"/> Yes <input type="checkbox"/> No
Development of school plan	Section 21, Education Act 1998 requires all schools to have a school plan	<input type="checkbox"/> Yes <input type="checkbox"/> No
Engagement with SSE process	Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	<input type="checkbox"/> Yes <input type="checkbox"/> No
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	<input type="checkbox"/> Yes <input type="checkbox"/> No
Code of behaviour including anti-bullying policy	Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour and an anti-bullying policy	<input type="checkbox"/> Yes <input type="checkbox"/> No
Internet acceptable use policy	Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet	<input type="checkbox"/> Yes <input type="checkbox"/> No
Special education needs policy	Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners	Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input type="checkbox"/> Yes <input type="checkbox"/> No