

Bray School Project National School

School Self Evaluation Report

November 2013

1. Introduction

1.1 The focus of the evaluation

A school self evaluation of teaching and learning in Bray School Project NS was undertaken during the period January 2012 to September 2013. During the evaluation teaching and learning in Numeracy was evaluated. This is a report on the findings of the evaluation.

1.2 School context

Bray School Project NS is a co- educational primary school under the Patronage of the Bray School Project Executive. It is a single stream school from Junior Infants to 6th with 2 special classes for children on the Autistic spectrum. The enrollment is 243, there are 14 teachers and 6 SNAs working at the school.

2. The Process

Staff met during designated Croke park planning hours to review current practise and analyse outcomes. Teachers focussed on the following sources of evidence during the process.

- Standardised test results
- Teacher reflection on teaching of mathematics in the school
- Teacher reflection on attitudes to mathematics in the school
- Questionnaire of pupils 2nd - 6th class
- Questionnaire of parents 2nd to 6th class.

The Guidelines on School Self Evaluation issued by the DES were used to guide and structure the process throughout. Support was provided by the PDST (Professional Development Service for Teachers).

3. Summary of School Self-Evaluation Findings

3.1 Our school has **strengths** in the following areas:

- Comprehensive range of maths equipment available in all shared areas and Learning Support
- Team teaching for Junior Infants to 2nd class
- Effective relationship between class teachers and Learning support Staff
- Good communication with parents and willingness on their part to engage positively with school in delivering maths curriculum

- A wide variety of teaching approaches to cater for the needs of all the pupils each day
- Mental maths each day
- Effective short and long term planning

3.2 The following areas are **prioritised for improvement:**

- Improvement in the school environment to provide a maths rich environment
- Reduction in use of/ over reliance on textbooks -
- An increase in the number of children with a positive attitude to mathematics
- An improvement in scores in the area of fractions/place value
- Problem solving
- Parental attitude to problem solving when supporting children at home

This process is on going and will be reviewed at the end of school year 2013-14 and the following year 2014-15.