



Cornamaddy N.S.

Athlone

Roll No. 17903N

School Self-Evaluation Report

Evaluation period: *Sept 2014 to June 2015*

Report issue date: *June 2015*

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Cornamaddy N.S. was undertaken during the period September 2014 to June 2015. During the evaluation, the following area was evaluated:

Numeracy: **Problem Solving**

This is a report on the findings of the evaluation.

The following sources of evidence were used to compile the findings of this report:

Analysis of Standardised Tests in Maths (May 2014)

Teacher Questionnaires on Problem Solving

Observation of pupils (2nd- 6th Classes) solving Maths Word Problems

Meeting with Schools Inspector (21st November 2014)

Meeting with PDST advisor - Numeracy Clinic (14th April 2015)

1.2 School context

Cornamaddy N.S. is a coeducational primary school. There are 16 teachers (10 mainstreams, 5 Resource Teachers and 1 Admin. Principal) and 265 pupils in the school. Our school is located near Blackberry Lane Halting Site. Also close by is Athlone Accommodation Centre for Asylum Seekers (Lissywoolen) – A significant number of children from the Travelling Community and Non National community attend our school. We have a number of literacy programmes/initiatives operating in the school including - Our SSE in literacy is focused on Oral language.

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2. The findings

- An examination of Standardised tests (May 2014) shows pupils scoring on average between 30% (2nd Class) - 50% (4th/6th Classes) in the Problem Solving areas of the tests.
- The scores in the Standardised tests in Maths overall are very good
- There is a need for more Maths Language in the infant area to prepare pupils for Prob Solving
- There is a wide variety of methodologies in evidence in all classrooms - There is a need for one agreed method to be used throughout the school. The children need to practice it and see it demonstrated on a regular basis
- Teachers reported pupil difficulties with Vocabulary, Comprehension and Motivation while problem solving.
- Problem solving questions used most frequently tend to be word problems from text books. There is a need for a wider variety of problem solving questions.
- Pupil observations showed a tendency among boys to solve entire problems mentally.

3. Progress made on previously identified improvement targets

N/A - No SIP prior to this report.

4. Summary of school self-evaluation findings

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

- Positive scores overall in Standardised Test results in Maths (May 2014)
- All the children who were observed problem solving showed a very positive attitude towards maths.
- All Teachers report that they set problem solving questions weekly and that they teach problem solving strategies to the children
- A good variety of resources (incl ICT) for Problem Solving have been sourced recently
- Oral Language (SSE) will contribute positively to problem solving

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

- An agreed approach to teaching problem solving for entire school - Beginning Sept 2015
- Problem Solving lessons to be timetabled at least once a week
- All teachers to use/model the same methodology (RUDECC method) in class
- Maths Language to be devised and taught in infant classes
- Parental involvement in Problem Solving - Explanation of method to be sent home
- Exploration of useful websites and other ICT in the area of Problem Solving