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School Self-Evaluation Report

**Evaluation period: September 2013 to June 2014**

Report issue date: 23/6/'14

## **School Self-Evaluation Report**

### **1. Introduction**

#### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in *GortJordan N.S.* was undertaken during the period *September 2013 to June 2014*. This evaluation focused on the numeracy standards in the school.

This is a report on the findings of the evaluation.

#### **1.2 School context**

- GortJordan is a mixed, rural primary school.
- There are currently 49 pupils.
- There are 3 class teachers including 1 teaching principal, 1 shared learning support teacher & 2 shared resource teachers.
- There is 1 part time SNA.
- The school administers standardised tests in Mathematics and English reading from Senior Infants to 6<sup>th</sup> classes.
- The school will be a 2 teacher school effective from September 2014.
- The school is currently working on a school website which will be published in June 2014.

### **2. The findings**

- Management of pupils- It was noted that in the coming year the transition from a 3 teacher school to a 2 teacher will require organisational styles such as team teaching, maths groups for L.S., paired/buddy work and group work.
- Teachers' planning is based on the maths curriculum and differentiated as necessary to cater for the varying learning needs and abilities of pupils.
- Teacher discussion revealed that teacher's methods and maths language differ from classroom to classroom.
- Teachers report that they would like to increase the use of ICT & IWB in their teaching.
- All teachers stated that they felt learning & teaching could be enhanced by using more active maths/practical maths throughout the year.
- Teachers expressed that a lot of talk and discussion is used during maths lessons and that pupils' contributions and questions are welcomed.
- Organisation of maths materials in the school could be improved.
- There is a wide range of maths resources and materials available to support the teaching and learning of numeracy.
- Numeracy questionnaires for parents showed that parents felt confident helping children with their homework and that children spent the appropriate amount of time on their homework (10-20 mins).
- All parents felt they instilled a positive attitude towards maths.
- 85% of children are aware of the importance of maths.

- Responses from a pupil questionnaire show that children's work in maths is done mostly individually. 55% of children reported that they liked maths as a subject.
- The following resources were noted by pupils as helping with problem solving- concrete materials, mental maths, teacher modelling, talk & discussion.

### **3. Progress made on previously-identified improvement targets**

Implementation of the SIP for literacy has been successfully carried out in the school year September 2013 to June 2014. The majority of targets have been met however teachers feel that the area of pupil's self assessment needs more attention in year2.

### **4. Summary of school self-evaluation findings**

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

- Teachers' planning is based on the Maths curriculum and differentiated where necessary.
- Talk and discussion is used as a teaching approach in all classrooms.
- School grounds and environment provide ample opportunity for 'active maths' lessons and maths trails.
- Parent body foster a very positive attitude to maths and instil this to their children.
- The school has a good supply of concrete materials and maths resources to support teaching and learning.

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

- The implementation of a specific 'mental maths' timeslot in teacher's timetable from Junior Infants to 6<sup>th</sup> class.
- Increased opportunities for working in groups and pairs during maths lessons.
- An agreed whole school policy on Maths Language and agreed strategies/methods for teaching various maths topics.
- Increasing opportunities for pupils to engage with maths through the use of maths games, trails within and outside the school building,
- Increased use of ICT & IWB to support the teaching & learning of maths.
- Examine how we can provide support to parents with regard to the methodologies and language of maths used within the school.
- Increase children's awareness of the importance of maths.
- Promote maths as an enjoyable subject.

#### **4.3 The following legislative and regulatory requirements need to be addressed:**

- Whole School Maths Plan

