# NEWTOWN N.S.

# 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. **Outcomes of our last improvement plan from [date] to [date]**
* Due to the INTO directive on School Self Evaluation, our school ceased to continue with the implementation of our previous plan.

**1.2 The focus of this evaluation**

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

* The outcomes of our standardised tests in the areas of Problem Solving and Measures. We noted that from our previous engagement of SSE Measures had decreased by 1% from (61% in 2014 to 60% in 2018) with Problem solving remaining much the same ( from by 60% in 2014 to 62% in 2018). This is compared to 70% in the areas of Number, Shape & Space, Data, Recall, Implementation, Reasoning and connecting (2018)
* Our Standardised test results in maths have dropped from 85% scoring above the 50th Percentile (in 2013) to 66.2%(in 2018) (National Norm 50%)
* The observation of teachers during maths lessons on Problem Solving highlighted that many of the errors were due to computation and lack of understanding on the mathematical language used in the problem

# 2. Findings

**2.1 This is effective / very effective practice in our school**

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

* In Maths, pupils are performing above the national norm with 66.2% scoring above the 50% national average
* 75% of pupils report liking Maths.
* 77% of pupils report liking learning Tables.
* 88% of parents report feeling confident in helping their child with Maths and 100% encourage them to ask for help
* Teachers are committed to working on School self evaluation in maths

**2.2. This is how we know**

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

* Sample work ie copy work of children
* Oral maths problems and mental maths computation and pupils engagement with this
* Teacher assessment tests
* The outcomes of our standardised tests in the areas of Problem Solving and Measures. We noted that from our previous engagement of SSE Measures had decreased by 1% from (61% in 2014 to 60% in 2018) with Problem solving remaining much the same ( from by 60% in 2014 to 62% in 2018). This is compared to 70% in the areas of Number, Shape & Space, Data, Recall, Implementation, Reasoning and connecting (2018)
* Our Standardised test results in maths have dropped from 85% scoring above the 50th Percentile (in 2013) to 66.2%(in 2018) (National Norm 50%)

**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.*

* Daily Mental Maths
* Problem Solving
* Tables
* Language of Maths

**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 October 2018 to October 2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| ★Pupils become familiar with the language of problem solving and can identify which operation/s is/are required**Sept/Oct 2019:**\*Pupils become familiar with language of problem solving and can identify which operation is required and this year our success rate will not drop below 66.2% on the new tests – DOTS | •Focus on mathematical language, specifically the language of operations •Problem solving strategy RUDE (Read, Underline, Draw and Estimate) to be implemented throughout the school and to be taught at each class level •Posters on mathematical language and problem solving strategies, eg, RUDE to be displayed in each classroom•Teacher modelling of problem solving strategy to whole class, small groups, peer groups and individual pupils and through teacher modelling, the children will use more visual supports and cues to aid maths•One Word problems to be worked out daily•Oral and Word problems to be used as a starting point for assembly at various points throughout the year •Learning Support teacher to work with class teachers in implementing strategy•Quick fire questions from various teachers anywhere during the day•5 minutes oral/mental maths daily•Maths trail once a term (LS Teacher)•Use of ICT to reinforce concepts, eg, Interactive Whiteboard games, Planet Maths Online Resources, etc.  | All Staff | ★Teacher observation of pupils ability to attack word problems★Pupils “have a go” before seeking help or giving up!!★Increase in pupils confidence and competence in solving problems★The ease with which pupils answer quick fire questions★An increase in the percentage of pupils above 50 percentile in our Standardised tests | **Sept/Oct 2019**\*We are ecstatic and proud of the tremendous strides made by our pupil in the area of Standardised Test Results.We are aware that we have used the old version of the Drumcondra Tests and this year we will be using the new version DOTS – as a result we have decided to keep up the emphasis on the language and vocabulary of Maths | **Sept/Oct 2019**\*We have achieved our target of increasing the percentage of pupils above the 50th percentile in our Standardised Tests from 66.2 % to 81.1% |
| Pupils will know their tables **Sept/Oct 2019**Pupils will know their tables by showing an increase of\*1% in Multiplication and Division \*10% in Addition and Subtraction;  in the Ballad & Westwood Tests.\*\*We feel unable to put a target on the recall area in the Standardised test due to the new system. (DOTS) | • 5 minutes tables work each day – reciting, writing, using multiples, using ICT games, clock game•To administer the Ballard and Westwood Tables test 4 times in the school year (1st – 6th Class)•Administer weekly tests on tables•Use of letters home and newsletter to promote and remind parents to continue to work on tables, give websites and problem solving exercises | All Staff | ★Pupils will know their tables and make less computational errors★Pupils will check work for computational errors★Pupils score will increase in weekly tests and in Ballard and Westwood test. | **Sept/Oct 2019**We are delighted to see progress in the area of tables.\*Percentage of children who increased their score in (Ballard & Westwood Tests) in the four operations are as follows:(2nd-6th)Addition: 51%(12% more remained the same)(2nd-6th)Subtraction: 58%(7% more remained the same)(3rd-6th)Multiplication: 82%(4% more remained the same)(4th-6th)Division: 94%(Note: Test results not available until Easter for Junior Classes )\*In the DPMT tests (recall area) an increase from 69% in 2018 up to 70% in 2019 has been recorded.We are aware that we have used the old version of the Drumcondra Tests and this year we will be using the new version DOTS – as a result we have decided to keep up the emphasis on learning tables and the recall of number facts in Maths | **Sept/Oct 2019**This target has been achieved, but we were not SMART in setting this target. |