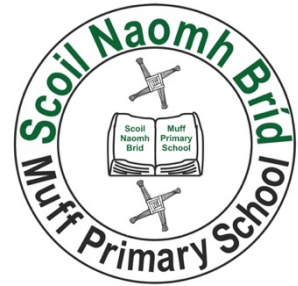


Scoil Naomh Bríd

Our Self-Evaluation Report

2018



INTRODUCTION

The first School Self-Evaluation Report which issued in April 2013 focused on literacy with some reference to numeracy. The second one issued in December 2015 and focused specifically on numeracy.

The first report and resulting SIP was wide ranging in scope. Areas for improvement spanned comprehension skills, handwriting, spelling, team teaching, co-operative and collaborative learning, pupil self- assessment.

Targets set, in some instances, were far exceeded e.g.

- The target set for comprehension skills in standardised tests was to decrease numbers of pupils in STen 1-4 from 39% to 33% over three years. Between 2012-2014 the number of children performing in STens 1-4 dropped from 39% to 18.4%.
- The spelling target of decreasing from 19% in STens 1-4 was achieved in the first year when it dropped to 12%. Consistent improvement in spelling has continued over the years with only 2% now in the bottom STens 1-4 (2017/2018). Those scoring STens 7-9 has increased in 2013 from 31% to 51% (2017/2018). Those finding spelling difficult to learn and those unsure decreased from a combined 37% 2012 to 31% in 2015.
- Whole class improvements in literacy overall were noted from 2012-2018 with pupils performing in the bottom 25% of national norms decreasing from 18% in 2012/2013 to 9% in 2015/2016 and now in 2017/2018 stands at 4%. Numbers of pupils in the top 2% of SS130+ have increase from 3% in 2012/2013 to 10% in 2015/2016 and now in 2017/2018 it stands at 14%.

The second school evaluation report focused on numeracy, specifically the skill of problem solving; the strand measures; increasing use of the environment in teaching Maths; less reliance on textbooks. It became a focus on **skills through content approach**.

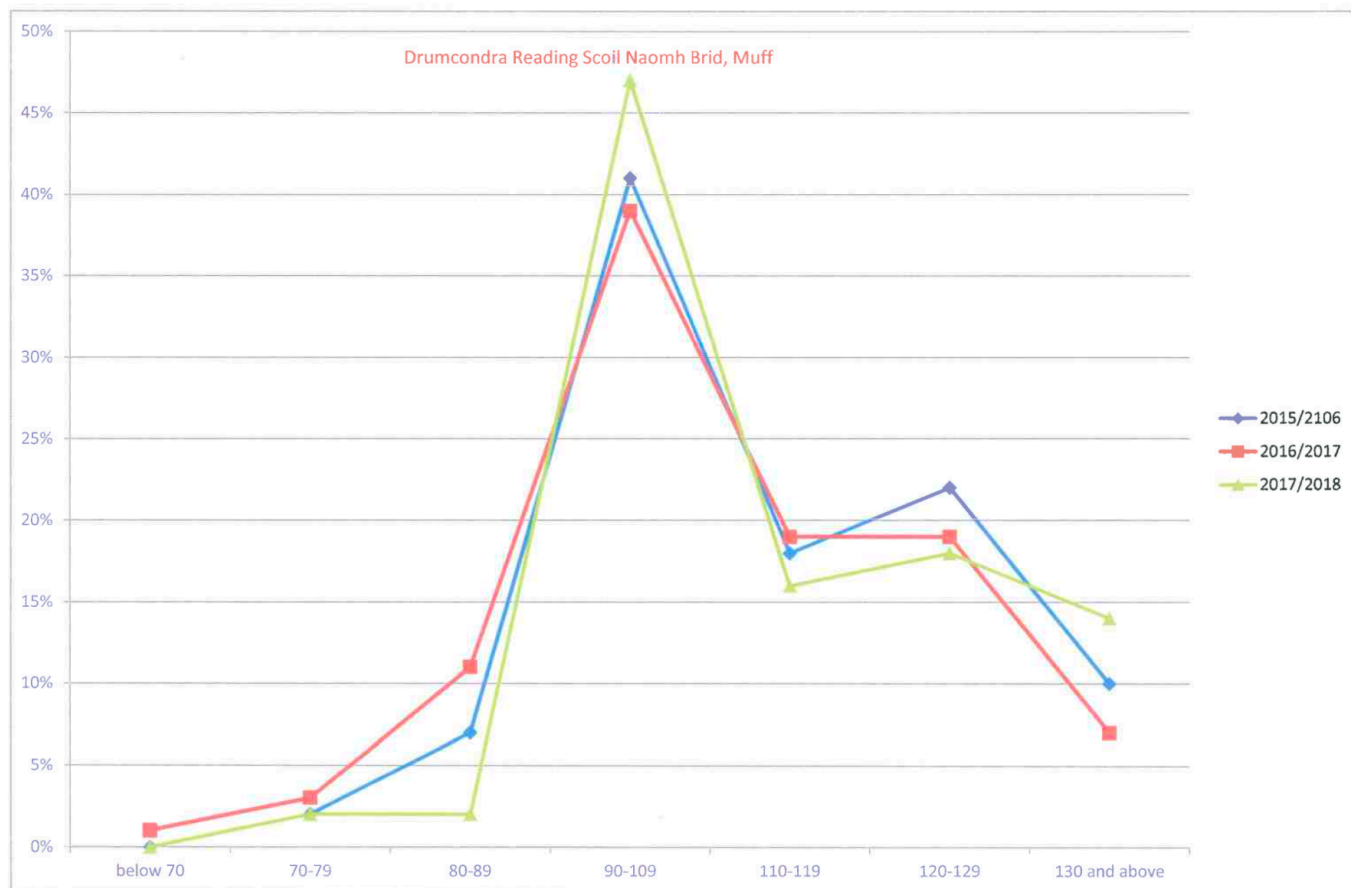
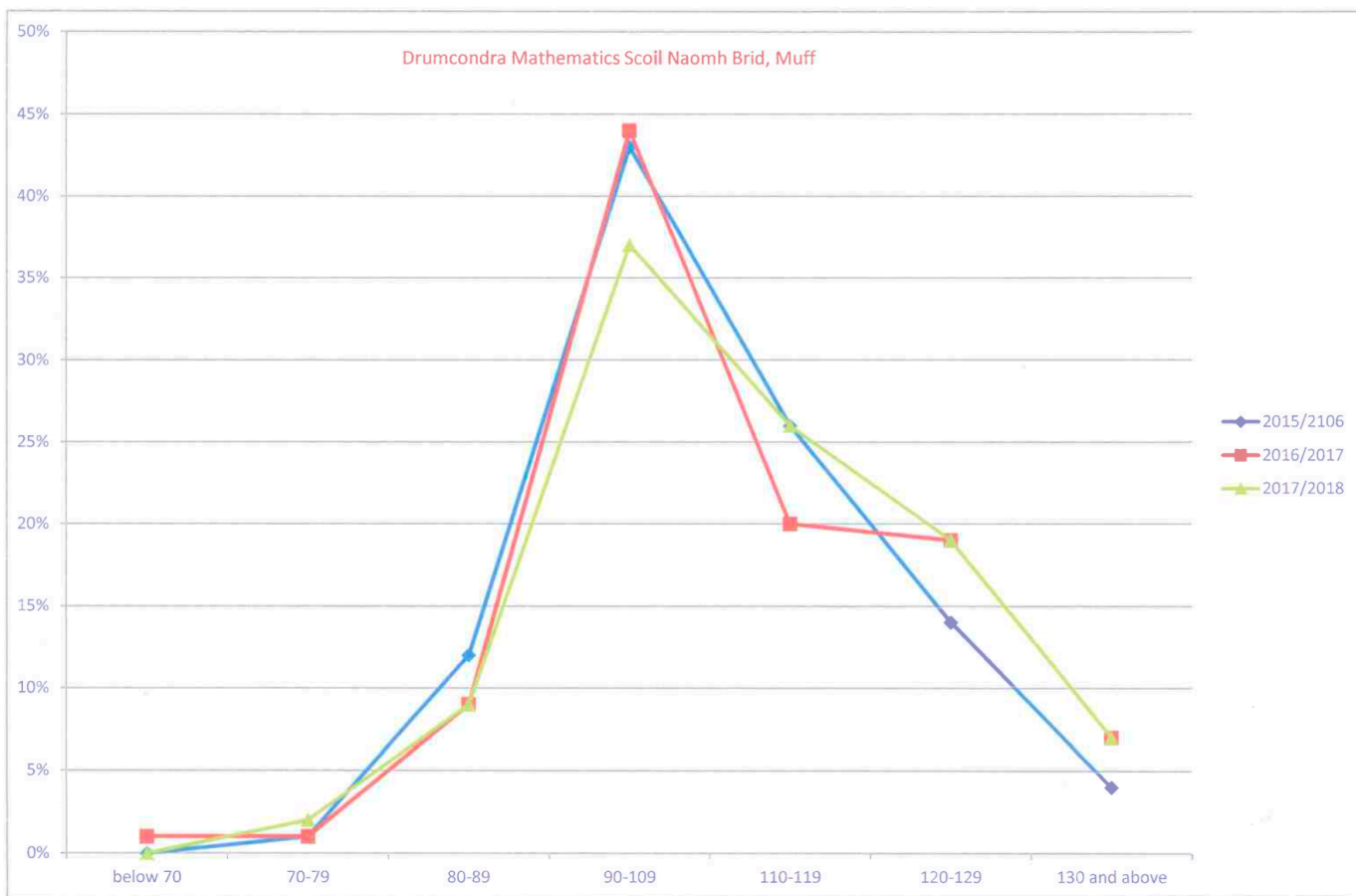
The following graph illustrates the improvements in measures and problem solving.

	Number	Shape/Space	Measures	Data	Recall	Impl.	Reason.	Connect.	Problem Solving
2012/13	57	64	49	57	62	57	59	60	48
2017/18	65	67	55	74	64	66	66	72	55

There have been improvements in all skills development as seen above.

Teachers engaged in INTO online CPD during Croke Park hours on the development of Mathematical skills. Currently there are no Maths textbooks in use in Infant classes. All classes teach two strands using the PDST books which are focused more on the concrete and semi-concrete stages.

Overall, outcomes in Maths has improved over the span of the SIP and continue to do so. See the below graph 2015-2018.



SCHOOL CONTEXT

- The overall school context remains the same. However, the school enrolment which peaked in 2015/16 with 235 pupils has fallen especially over the past two years and now stands at 204. The school continues to engage in the Green Flag Project and received its sixth in 2018.
- Increasing engagement with P.E curriculum and sport in general became a focus for us during the past two years 2016/17 to 2017/18. We used the School Self Evaluation Process, starting with surveying teachers, a pupil questionnaire and a parent questionnaire. The results of these saw the formation of targets to include staff CPD, an increased focus on the athletics strand, a commitment to the provision of inclusive lunch time activities, a decision to apply for the Active Schools Flag, which we gained in 2018.
- The Parents Association contribute heavily to the subsidising of buses for pupils travelling to all sporting events and activities. The process for applying for the renewal of the Active Schools Flag will see us review and evaluate over the next two years.

POSSIBLE FOCUS FOR SSE 2018-2020

1. Opportunity for pupils to converse in Irish and to provide a context for it including helping parents to help their children to enjoy learning and using the Irish language.
2. The learning outcomes of exceptionally able students will be a focus of improvements.
3. Implementing the decisions of our targets for e-learning in our schools

A continued focus over the next 2 years will be the building on the significant achievements in learner outcomes since the beginning of our journey with the SSE process through continued evaluation of teacher practice and learner experiences.