

***Scoil San Treasa,
The Rise, Mount Merrion, Co. Dublin.***

Roll No: 18647D

***School self-evaluation summary report for school
community***

Evaluation period: *April 2012 to June 2013*

Summary School Self-Evaluation Report

1. Introduction

Scoil San Treasa is a mixed National School in the Parish of Mount Merrion under the patronage of the Archdiocese of Dublin. The Catholic ethos of the school is inclusive and all children are equally welcome. The school's mission statement promotes the all-round development of the child, fosters a shared vision of excellence and espouses a partnership approach in its achievement. There is a high level of engagement with curricular, co-curricular and extra-curricular activities in the school, and this positivity is reflected in attendance, behaviour, attitudes to learning and overall levels of attainment.

- This is a vertical, co-educational primary school, with two classes at each level.
- There are currently approximately 450 pupils.
- There are 24 teachers including an administrative principal. A small number of Resource Teaching/General Allocation hours are shared with nearby schools. Seven SNAs are currently based in the school.

1.1 The focus of the evaluation

In line with DES requirements, and with the Literacy and Numeracy Strategy, 'Literacy and Numeracy for Learning and Life', a School self-evaluation of teaching and learning in Scoil San Treasa was undertaken during the period April 2012-June 2013. During the evaluation, teaching and learning in the following curriculum area were evaluated: Mathematics.

This report summarises the strengths that were identified and the areas that have been selected for heightened focus on maintenance of high standards, further development and growth.

2. Summary of school self-evaluation findings

Information was gathered from a variety of sources. These include: teacher observation (including SWOT analysis, consultation via staff meetings and questionnaire, In-School Management (ISM) Meetings and incidental observations), standardised tests, teacher-designed tasks and tests, routine and incidental tests and associated analysis, parental input (including questionnaire and occasional feedback), pupil input (including questionnaire), and previous Whole-School Evaluation (WSE) report. Scoil San Treasa has high standards in Numeracy. This is reflected in standardised test results, in the level of satisfaction expressed by parents, teachers, and Inspectorate and also by the level of engagement of children as evidenced by their response to pupil questionnaire and as observed by teachers in their work with children.

2.1 We found that our school has particular strengths in the following areas:

Strengths
High levels of attainment in standardised tests
Positive attitude to learning and to Maths
Significant majority of children like Maths and perceive themselves to be good at Maths
Children are exposed to a supportive learning environment

We know these are our strengths because they are reflected in the findings of the various information-gathering mechanisms that we employed, as detailed early in point (2) above.

2.2 While the school community is justifiably proud of our significant strengths in the area of numeracy, in line with DES Literacy/Numeracy priorities at national level, we have decided to prioritise the following areas for maintenance of high standards, further development and enhancement: These priorities reflect the patterns that emerged in our multi-faceted data collection and observation, as referenced above and they are deemed to be appropriate bearing in mind the resources - human, physical, financial and otherwise – to which we have access and the circumstances within which we operate.

Areas prioritised for maintenance of high standards, of which we are justifiably proud, and further growth and development

Overall maintenance of high standards

Building on positive attitude to Maths – specifically with regard to problem solving

Maintaining high standards and enhancing further the children’s performance in the area of oral and mental Maths, with specific reference to automaticity at tables, at class-appropriate level.

Extending further the range of teaching methodologies and learning experiences around maths to which children are exposed

Enhancing overall Maths environment in school on ongoing basis– to include yard markings and signage/displays and access to Numeracy-related material on our website.

The above areas are not mutually exclusive - it is also acknowledged that they include both learning targets and adjusted emphasis in terms of teaching methodologies and approaches. For example, the heightened allocation of teaching resources to team teaching is likely to result in a higher level of engagement with problem solving and with enhanced progress overall in Maths, and with heightened positivity towards Maths & problem solving on the part of view of an even greater cohort of children.