**Evaluation of the School Self Evaluation Report and School Improvement Plan**

**New School Improvement Plan 2019 -2020**

The staff evaluated the School Improvement Plan at a Croke Park hour.

Here are the findings of the Staff Evaluation

1 - The Maths Language Booklet was reviewed, revised and completed during Croke Park hours. It was then disseminated to all staff members and all parents. They received a hard copy and it was also put up as a download on the school website.

It was decided at this review that a copy would be given to all new students in the school and a note sent home at the beginning of the year to remind parents of its existence and availability on the school website.

The staff are happy that it is being used within the different classes.

2 – The school purchased 25 new laptops and these are being used for Mathematical purposes in each class. Maths educational websites are used for this purpose in particular Scoilnet. A school account for an educational resource website called ‘Twinkl’ was subscribed to and set up for use by all of the staff.

3 – A new Maths Scheme was researched and then purchased for use throughout the school. The scheme chosen was CJ Fallon’s ‘Busy at Maths’. This scheme was assessed and monitored throughout the last year and initial difficulties were discussed and resolved.

4 – The Maths signalling system was used somewhat by most classes but not by all. The staff discussed the reasons for this. Some felt that other methods were better and some teachers have their own individual style of assessment.

5 – The Individual Pupil Portfolios. Again, only some teachers used the portfolios. Others used individual pupil folders to gather work samples. Some teachers felt that Individual Pupil Portfolios were just an extra layer of work and that the pupil’s copybooks were and are sufficient to monitor and evaluate their progress. It was decided that some staff will continue to have Pupil Portfolios whilst others will use the pupils copybooks.

6 – The staff felt that for the next year Dunhill N.S. will focus on improving Oral/Mental maths in the school. Mental Maths covers every area and strand unit of the Maths Curriculum.

The staff used 3 different sources as evidence for this.

1. SET – The Special Education Teachers reported that the pupils would benefit from more Oral Maths as mental computation was not as good as written computation amongst children attending SET.
2. The Pupils – In a survey of pupils from 2nd – 6th Classes, 33 $\frac{1}{3}$% felt that they should do more Oral Maths in class. Over 90% of 2nd-6th class pupils felt that Mental Maths is useful. It has to be also acknowledged that $\frac{2}{3} $ of pupils felt that they were happy with the amount of Oral Maths being taught in the classrooms.
3. The Class teachers felt that they could teach more Oral Maths. Factors such as time constraints, focusing on other Maths areas like Tables, written maths etc., work load amounts and allocating a specific time for Oral Maths were reasons why this area wasn’t covered enough.

All acknowledge that the teaching of Oral Maths occurs in the school. However, there is a consensus that Oral Maths is very important in the overall delivery and understanding of the Maths Curriculum. Sigma-T results are very good and have been improving steadily over the past few years.

Based on the above information the class teachers will devise a Mental/Oral Maths test for the pupils. The plan is for there to be a 5% increase in the Oral Maths results within the overall school come the end of the year.

This increase in results will be attained through:

* The allocation of a Specific Time each day for Oral Maths work in all classes
* Having a Whole School Approach to the improvement of Oral Maths
* The sharing and use of Mental Maths Strategies and techniques such as visualisation, RUDE, RAVECCC etc.
* The sharing of MM ideas and the monitoring of class progress during the Croke Park hours.

Progress will be reviewed at the beginning of the 2020 school year.