

PLEAN SCOILE
CASTLETOWN PRIMARY SCHOOL

Castletown Primary School
Elderfield, Castletown
Portlaoise, Co. Laois.

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School Self-Evaluation Report

September 2014 - June 2015

September 2015 - June 2016

September 2018 - June 2019

August 2019 - June 2020

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8. Introduction

8.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Castletown Primary School was undertaken during the period February 2014 to June 2014 and from March 2018 we are re-engaging with the process. During the evaluation, teaching and learning in the area of numeracy was evaluated. We are currently analysing successes and failures thus far. This is a report on the findings of these evaluations. It is important to remember that the Sigma-t results in May 2019 will be focusing on the group of children not focussed on in May 2018. For a true comparison to be made May 2020 Sigma-t results will prove a more accurate comparison.

8.2 School context

Castletown Primary School is a mixed Catholic Primary School. We are committed to providing a comprehensive education to all our pupils taking into account their individual needs, abilities, interests and social backgrounds. We strive to create a warm and positive atmosphere conducive to learning and to helping children reach their full potential while raising their self-esteem and confidence. We promote an atmosphere of respect for self and others and of accepting responsibility for ones own actions. 43% of our children come from one-parent families depending on social welfare payments. There are currently 124 children on roll. The principal and Ms. Doyle attended an advisory session (Drop in on Numeracy) with a P.D.S.T. facilitator in Laois Teacher's Centre on 4th March 2014. The principal and Ms. Doyle also attended three P.D.S.T. Improving Numeracy through S.S.E. in school year 2014 – 2015.

8.3 How we set about gathering information

- Sigma –T results for school year 2013 - 2014 were examined.
- The pupils from Junior Infants to Sixth Class were surveyed.
- The parents of all pupils in the school were surveyed.
- Staff dialogue by means of S.C.O.T. analysis.
- Three pupils from each class were chosen to complete a problem solving rubric.

May 2018

- Sigma –T results for May 2018 were examined.
- Staff dialogue.

May 2019

- Sigma – T results of Second, Fourth and Sixth Class in May 2019.
- Staff dialogue.

9. The findings

- 48.5% of pupils from first to sixth class scored on or above the 51st percentile in Sigma-T in September 2013.
- We have an extensive resource bank.
- 89% of pupils reported that they like maths.
- 67.7% of the pupils thought they were good at maths.
- 56% of pupils find maths easy.
- 86% of parents say that their children like maths.

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- 66% of parents stated that they liked maths when they were at school.
- Based on Sigma – T results September 2013, 18% of pupils between first and sixth class scored from 0 – 16th percentile in problem solving.
- 25% of pupils in the whole school scored from 51st – 84th percentile in problem solving.
- 55% of the pupils in the whole school scored from 17th – 50th percentile in measures.
- 54% % of the pupils in the whole school scored from 51st – 100th percentile in number.
- 62% of the pupils in the whole school scored from 51st – 100th percentile in algebra.
- 51% of the pupils in the whole school scored from 51st – 100th percentile in data.
- 50% of the pupils in the whole school scored from 51st – 100th percentile in shape and space.
- Our children scored mainly 1 or 2 on the problem solving rubric.
- Our parents reported that number was the strand most enjoyed by their children.
- Tables and mental maths were areas that the majority of parents included in most enjoyed also.
- Our parents reported that measures was the strand least enjoyed by their children.
- Problem solving appeared in both most enjoyed **and** least enjoyed.

May 2018

- 60% of pupils from second, fourth and sixth class scored on or above the 51st percentile in Sigma-T in May 2018.
- We have an extensive resource bank.
- Pupils reported that they like maths.
- Based on Sigma – T results May 2018, 2% of pupils between second, fourth and sixth class scored from 0 – 16th percentile in problem solving.
- 62% of pupils in second, fourth and sixth class scored from 17th – 50th percentile in problem solving.
- 36% of pupils in second, fourth and sixth class scored from 51st – 100th percentile in problem solving.
- 48% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in measures.
- 64 % of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in number.
- 67% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in algebra.
- 72% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in data.
- 67% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in shape and space.

May 2019 – mindful of the fact that these three class groupings are the classes not studied last year.

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- 53% of pupils from second, fourth and sixth class scored on or above the 51st percentile in Sigma-T in May 2019.
- We have an extensive resource bank.
- Pupils reported that they like maths.
- Based on Sigma – T results May 2019, 5% of pupils between second, fourth and sixth class scored from 0 – 16th percentile in problem solving. (only 2 pupils both in 6th class; 0 pupils in 4th and 2nd classes)
- 57½% of pupils in second, fourth and sixth class scored from 17th – 50th percentile in problem solving.
- 37½% of pupils in second, fourth and sixth class scored from 51st – 100th percentile in problem solving.
- 55% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in measures.
- 57½ % of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in number.
- 75% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in algebra.
- 67½% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in data.
- 50% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in shape and space.

10. Summary of school self-evaluation findings

10.1 Our school has **strengths in the following areas:**

- Our pupils reported that they like maths.
- Pupils are performing well in standardised tests as seen above
- Our school standardised test results in May 2018 across numeracy indicated that data, shape and space, number and algebra are areas of considerable strength.
- Our school standardised test results in May 2019 across numeracy indicated that algebra, data, number and measures are areas of considerable strength.
- Staff dialogue by means of S.C.O.T. analysis specified that teachers felt the need for a common planned approach (R.U.D.E.) to model and explicitly teach problem solving across all class levels in numeracy to be continued.
- Staff indicated pupil's mathematical vocabulary is an area that could be considered for improvement.
- Shape and Space is a strand that needs some attention.

3.2 The following areas are **prioritised for improvement:**

- Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class as in S.I.P. for literacy.

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- Using assessment in numeracy to improve and direct our teaching and learning.
- Problem solving.
- Sharing expertise.
- We, the teachers identified the need to study carefully the new maths schemes before implementing any particular one throughout the school. Junior Infants to Second Class are using Busy at Maths having trialled Operation Maths during 2017 – 2018 school year. Third to Sixth Class have yet to make a final decision but will continue to use Operation Maths for school year 2018 – 2019. The staff has decided to implement the Busy at Maths series from Junior Infants to Sixth Class for the school year 2019 – 2020.
- Avail of any workshops on numeracy offered at Laois Teachers' Centre.

11. Progress made on previously identified targets identified in the current S.I.P.

We have noted from previous SIP in numeracy that the strategies we previously introduced are certainly leading to progress across numeracy in all strand areas. We have noted a large improvement in both shape and space and data while maintaining good progress in number and algebra.

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School Improvement Plan 2018 – 2019

2019 – 2020

Numeracy

<p>Baseline Data: May 2018</p>	<ul style="list-style-type: none"> • 60% of pupils from second, fourth and sixth class scored on or above the 51st percentile in Sigma-T in May 2018. • We have an extensive resource bank. • Pupils reported that they like maths. • Based on Sigma – T results May 2018, 2% of pupils between second, fourth and sixth class scored from 0 – 16th percentile in problem solving. • 62% of pupils in second, fourth and sixth class scored from 17th – 50th percentile in problem solving. • 36% of pupils in second, fourth and sixth class scored from 51st – 100th percentile in problem solving. • 48% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in measures. • 64 % of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in number. • 67% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in algebra. • 72% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in data. • 67% of the pupils in second, fourth and sixth class scored from 51st – 100th percentile in shape and space.
<p>Areas requiring improvement as identified in SSE</p>	<ul style="list-style-type: none"> • Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class as in S.I.P. for literacy. • Using assessment in numeracy to improve and direct our teaching and learning.

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	<ul style="list-style-type: none"> • Problem solving. • Space and shape strand needs attention. • Sharing expertise. • We, the teachers identified the need to study carefully the new maths schemes before implementing any particular one throughout the school. Junior Infants to Second Class are using Busy at Maths having trialled Operation Maths during 2017 – 2018 school year. Third to Sixth Class have yet to make a final decision but will continue to use Operation Maths for school year 2018 – 2019. From Junior Infants to Sixth Class to use the Busy at Maths series for school year 2019 – 2020. • Avail of any workshops on numeracy offered in Laois Education Centre
<p style="text-align: center;">Improvement targets Year 1: 2018-2019 – targets set were over ambitious Year 2: 2019-2020</p>	<ul style="list-style-type: none"> • We will strive to maintain the decrease in % of pupils performing from 0 – 16th percentile between first and sixth class in problem solving. Year 2 • We will strive to decrease the % of pupils performing from 17th – 50th percentile in problem solving from • 62% of pupils to 52% in year 1.(over ambitious) • We will strive to decrease the % of pupils performing from 17th – 50th percentile in problem solving from • 57½% of pupils to 55% in year 2. • We will strive to increase the % of pupils performing from 51st – 100th percentile in problem solving from 36% to 46% in year 1. (over ambitious) • We will strive to increase the % of pupils performing from 51st – 100th percentile in problem solving from 37½% to 40% in year 2. • We will strive to encourage the children to express themselves using correct mathematical language. Year 1; Year 2 • We will strive to increase to increase the % of pupils performing

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	from 51 st – 100 th percentile in shape and space from 50% to 53% in year 2 .
<p>Required actions Year 1: 2018-2019 Year 2: 2019 - 2020</p>	<p>26. Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class as in Literacy S.I.P. Year 2 continue</p> <p>27. Staff indicated the need to continue to teach the following basic steps in problem solving through explicit teacher modelling R.U.D.E. This problem - solving strategy will be applied to each strand and strand unit of the Maths Curriculum. Particular emphasis will be placed on drawing and explaining. Year 2 continue</p> <p>28. The staff will gather a number of maths games for fun activities. Year 2 continue</p> <p>29. A problem will be presented each day to each class orally applying the R.U.D.E. strategy. Year 2 continue</p> <p>30. Staff will highlight mathematical language across all strands and strand units. Year 2 continue</p> <p>31. Year 2 Maths journal to be re-introduced from third to sixth class if deemed necessary by class teacher.</p> <p>32. Flashcards to be introduced at all class levels. Year 2 continue</p> <p>33. Table Toppers will be used from First Class to Fourth Class Year 1. Table Toppers will be used from First Class and Second Class Year 2.</p> <p>34. Master Your Maths will be used in all classes from First to Sixth Class in order to improve the children's computation and procedural skills. Year 2 continue.</p> <p>35. In September 2018 the Sigma –T results will be analysed by S.E.T. and each class grouping will receive support in the areas where a specific weakness will be identified. Year 2 continue.</p>

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	<p>36. Teacher will strive to introduce more practical / hands on activities in shape and space lessons in Year 2.</p> <p>37. Year 2 Junior Infants to Second Class team teaching once a term covering the different strands and strand units ensuring that space and shape is covered.</p> <p>38. Year 2 We will re – introduce Fun Fridays once a term. Parents will be invited in to help at the junior end of the school.</p>
Persons responsible	All teaching staff working as a team.
Timeframe for action	Beginning September 2019 and to continue until June 2020. Staff will monitor our targets regularly at Croke Park hours.
Success criteria/measurable outcomes	<p>Targets outlined will be met.</p> <p>Teaching and learning of problem solving will improve.</p> <p>Class teacher will monitor three pupils and their progress in using the R.U.D.E. strategy for problem solving and their success with same.</p> <p>R.U.D.E. strategy will be evident in all maths work.</p> <p>Busy at Maths assessments will be administered termly and analysed by staff.</p> <p>Allocate 10 minutes at the end of each Croke Park hours to reflect on targets set and what development we may need.</p> <p>Increased mathematical language should be noticed by all.</p>
Review date	June 2020 (ongoing throughout the year at Croke Park hours.

Principal:

Margaret (Minnie) Kennedy Phelan

Date: 18th June 2019

Chairperson Board of Management:

William J. Hennessy

Date:

18th June '19.

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Report to the Board of Management and Parent's Association on the School Improvement Plan Numeracy and Literacy for school year September 2019 to June 2020 in Castletown Primary School.

Dear Parents, Guardians and Board Members,

We have re – engaged with our School Improvement Plans in Numeracy and Literacy. The areas which we have identified in need of most improvement for this school year are spelling, writing penmanship(cursive throughout the school) and comprehension strategies in literacy and problem solving(using the R.U.D.E. strategy) and shape and space in numeracy for all classes.

We would appreciate any input which you may wish to suggest to us going forward. As always your support and co-operation are greatly valued.

Literacy Actions Year 2:

1. **Year 2** Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class.
2. **Year 2** Teachers from Junior Infants to Sixth Class will USE Ready, Steady, Write! To see if the pupil's penmanship will show a noticeable improvement.
3. **Year 2** As reading enjoyment was an area which we as a school staff felt needed attention in our second year of S.I.P. Class teachers from First to Sixth Class will timetable a slot for D.E.A.R. as often as is feasible in a week.
4. **Year 2** Teachers will use the Oral Language Development Scheme (Starlight) from Junior Infants to Sixth Class.
5. **Year 2** All classes will visit the library this year.
6. **Year 2** From Third to Sixth Class Teachers will insist on all pupils using their dictionary daily as part of English Reading lesson.
7. **Year 2** First Class to Sixth Class will develop and extend dictionary skills.
8. Continue to use Fun with Spelling Programme from First to Sixth Class and introduce pre-test. Blackwell Spelling Programme for pupils at least one year behind chronological age. No formal spelling test. This will be replaced by pre-test and dictation.
9. Junior and Senior Infants will receive intensive work on phonological awareness with Class teacher and S.E.T. continue in **Year 2**
10. Class teacher will choose three pupils whose free writing will be monitored throughout the year. Photocopy of work to be kept by class teacher in Checklist Folder. **Year 2**

Numeracy Actions Year 2:

1. Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class as in Literacy S.I.P. continue in **Year 2**
2. Staff indicated the need to continue to teach the following basic steps in problem solving through explicit teacher modelling R.U.D.E. This problem - solving strategy will be applied to each strand and strand unit of the Maths Curriculum. Particular emphasis will be placed on drawing and explaining. continue in **Year 2**
3. The staff will gather a number of maths games for fun activities. continue in **Year 2**
4. A problem will be presented each day to each class orally applying the R.U.D.E. strategy. continue in **Year 2**

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5. Staff will highlight mathematical language across all strands and strand units. continue in **Year 2**
6. In **Year 2** Maths journal to be re-introduced from third to sixth class if deemed necessary by class teacher.
7. Flashcards to be introduced at all class levels. continue in **Year 2**
8. In **Year 2** Table Toppers will be used in First Class and Second Class and Master Your Maths will be used in all classes from First to Sixth Class in order to improve the children's computation and procedural skills.
9. In September 2019 the Sigma -T results will be analysed by S.E.T. and each class grouping will receive support in the areas where a specific weakness will be identified.
10. In **Year 2** Class teacher will monitor three pupils and their progress in using the R.U.D.E. strategy for problem solving and their success with same.
11. Teacher will strive to introduce more practical / hands on activities in shape and space lessons in **Year 2**.
12. **Year 2** Junior Infants to Second Class team teaching once a term covering the different strands and strand units ensuring that space and shape is covered.
13. **Year 2** We will re – introduce Fun Fridays once a term. Parents will be invited in to help at the junior end of the school.

Kind regards,

Marian Kennedy Phelan 18th June 2019.

Principal