



GAELCHOLÁISTE REACHRANN

Bóthar Mhainistir na Gráinsí
Domhnach Míde,
Baile Átha Cliath 13.
Uimhir Rolla na Scoile: 76085N

School Self Evaluation Report

Evaluation Period: 01/2014 to 03/2014

Report Date of Issue: 18/03/2014

School Self Evaluation Report

1. Introduction

1.1 Focus of Evaluation

A school self-evaluation regarding teaching and learning in Gaelcholáiste Reachrann was executed during the period of January 2014 to March 2014. During the evaluation, teaching and learning in every subject and students in second and fifth year were evaluated. Numeracy was the focus of the evaluation. This report deals with the results of this evaluation.

1.2 School Context

Gaelcholáiste Reachrann is an all-Irish school under the patronage of the Dublin and Dun Laoghaire Education and Training Board. The school was founded in 2001 with 36 students. There are currently 338 students attending the school, 183 girls and 155 boys. The students come from seven all-Irish primary schools.

Irish is the primary language of communication within the school. The school places major emphasis on the Irish language as the language of communication for the staff, the students and the school community. Every subject is taught through Irish (with the exception of English) and Irish is used at all school events, within and outside of the school.

Each student undertakes a three year course in the Junior Cycle and a three year course in the Senior Cycle with every student completing Transition Year in their fourth year. Emphasis is placed on the Irish language and culture and on the complete development of the student. Respect for one another, self-respect and self-confidence are the foundation stones of the school.

Pupils play an active role in a wide range of school events: football, hurling, soccer and basketball teams, the annual Transition Year play, the traditional

music group, the school choir, the mime group, Scléip and ‘Scoil Drámaíochta’ competitions, the DDLETB Festival of Music, music and sport.

A numeracy committee was formed at the staff meeting on the 22nd January, 2014. The committee came together (School Principal, a Maths and English teacher, a Science and Physical Education teacher, a Science teacher, a Maths teacher and a Home Economics teacher) and made the decision to give school self-evaluation questionnaires to;

- The students of 2C and 5A
- Parents/guardians of 2C and 5A
- Mathematics teachers
- Subject teachers

The committee also decided to test the basic numeracy skills of the students of 2C and 5A by examination.

The committee then began work on the various results, the evaluation criteria was examined and there was an open discussion of the findings under the following three themes; Learning outcomes, Learning Experience and Teachers’ Practice.

2. The Findings

2.1 Learning Outcomes

2.1.1 Leaving Certificate and Junior Certificate Examination Results

Each subject department analysed the Junior Certificate and Leaving Certificate results and it was observed that the students did well- we are above the national average in most subjects.

Leaving Certificate Mathematics Results 2013

	GCR	National Average
Higher Level	28%	26%
Ordinary Level	66%	63%
Foundation Level	7%	11%

Higher Level	GCR	National
A	3%	3%
B	10%	6%
C	14%	9%
D	0%	6%
Fail	0%	1%

Ordinary Level	GCR	National
A	0%	3%
B	7%	16%
C	31%	21%
D	24%	17%
Fail	3%	6%

Foundation Level	GCR	National
A	0%	1%
B	3%	3%
C	3%	4%
D	0%	2%
Fail	0%	1%

Junior Certificate Mathematics Results 2013

	GCR	National Average
Higher Level	57%	51%
Ordinary Level	43%	42%
Foundation Level	0%	7%

Higher Level	GCR	National
A	7%	6%
B	23%	17%
C	18%	18%
D	9%	9%
Fail	0%	0%

Ordinary Level	GCR	National
A	0%	4%
B	21%	15%
C	20%	13%
D	0%	7%
Fail	2%	2%

2.1.2 Standardized Testing – CAT’s

Incoming students score above the national average according to the results for quantitative reasoning (from the CAT’s testing) which all first year students undergo.

Quantitative Reasoning Results for students currently in second year

% of overall year 2012/2013		National average (%)
7%	100%	90-100
14%	93%	80-90
18%	79%	70-80
12%	61%	60-70
16%	49%	50-60
14%	33%	40-50
15%	19%	30-40
0%	4%	20-30
4%	4%	10-20
0%	0%	0-10

2.1.2 Numeracy Testing

A common examination was given to the pupils of 2C and 5A to gauge basic numeracy skills.

Results of the test undergone by pupils of 2C and 5A.

Result	2nd year	5th year
A	15%	13%
B	15%	33%
C	25%	27%
D	15%	27%
Fail	30%	0%

2.1.3 Use of the calculator

As part of the aforementioned common examination, students were required to answer a question using a calculator.

2nd year: 30% correctly answered the question based on the calculator.
Almost 100% of them said that they could use a calculator.

5th year: 40% correctly answered the question based on the calculator.
Almost 100% said that they could use a calculator.

2.2 Learning Experience

- 61% of 5th year pupils said that they did not like Maths in comparison with 32% in 2nd year.
- 50 % of 5th year students said that Maths was difficult/ very difficult in comparison with 17% of 2nd year pupils.
- 17% of 5th year students said that Maths was easy/ very easy in comparison with 32% of 2nd year pupils.
- 67% of 5th year students said that working in pairs was very helpful and 65% said that working in groups was helpful.
41% of 2nd year students said that working in pairs was very helpful and 48% said that working in groups was helpful.
- 89 % of 5th year students said that time to ask questions helped them to learn in comparison with 68% of 2nd year pupils
- 78% of 5th year students said that going over the basic rules regularly was very helpful to them in comparison with 62% of 2nd year pupils
- 50% of parents/ guardians said that they enjoyed Maths / enjoyed it very much while they were at school
- 64% of parents/ guardians said that they were able to help their children with Maths homework.
- 4% of parents/ guardians said that they help their children very often.
74% of parents/ guardians said that they help their children every now and then.

2.3 Teachers' Practice

- There is a wide variety of opinions among students regarding the use of technology in Maths. 59% of 5th year students said that the use of technology makes no difference to them but 67% of 2nd year students said that it was very helpful.
- 75% of teachers said that they did group work every now and then. Not one of them said that they do it often.
- 75% of teachers said that they do not communicate with each other to ensure that they are using the same methods for basic mathematical operations.
- The teachers mentioned the importance of regular department meetings.

3. Progress that has been made in relation to previously identified improvement targets

4. Summary of findings during the school self-evaluation

4.1 Strengths

Gaelcholáiste Reachrann has the following strengths:

- The majority of students are achieving results above the national average in state examinations and in standardized testing.
- We have a strong team approach regarding cooperation in the subject departments.
- Teachers have a good understanding and a positive attitude in relation to effective teaching methods and the promotion of good practices.
- There are good technological resources available in the school and teachers are skilled to a high standard in the effective usage of this technology.
- We have strong support from the parents/guardians of the students.
- The school's students are positive, active and have a desire to accept opportunities promoting personal, cognitive and social development

4.2 Improvement Priorities

The following are improvements that will be prioritised

- To develop pupils' awareness and ability in relation to learning skills, study skills and organisational skills.
- To increase the number of students undertaking higher level courses in the Junior Certificate and Leaving Certificate examinations.
- To offer additional support to pupils with specific learning needs and to those who are not achieving results at/above the national average.
- To arrange continuous professional development for the teaching staff in relation to teaching practices, learning and numeracy skills and co-operational learning.
- To strengthen the status of mathematics and the student's numeracy skills in order to develop and sustain a more positive attitude towards numeracy.

4.3 Statutory Necessities and Necessities of Governance

The following necessities and governances should be examined:

- Examination Policy