

Scoil Mhuire NS

Bornacoola

Co. Leitrim

19554B

School Self Evaluation Report

Numeracy

June 2015

## **1. Introduction**

### **1.1. Focus of the Evaluation:**

Our Evaluation focussed on an analysis of the previous three years Drumcondra standardised tests results. We surveyed the pupils from Junior Infants to Sixth Classes and also conducted a Parents' Questionnaire. Class and Learning Support teachers engaged in a questionnaire and were fully engaged in the process from the collection of data to the analysis of returns.

### **1.2. School Context:**

Scoil Mhuire NS is a rural school of Catholic Patronage. It currently has 85 pupils (45 boys and 40 girls), three mainstream class teachers, including a teaching principal, one shared resource and one shared learning support teacher. Two pupils have low incidence special education needs and are allocated resource hours based on these needs. There are two SNAs to cater for the needs of these two pupils. The pupils are generally from an excellent family background and there is excellent parental support for the work of the school. It is normal that there would be a 100% turnout at the annual parent teacher meetings. A number of the pupils are non-nationals and the first language of the home is non English. In 2014/15 this number was 11.

## **2. Findings:**

### **Learner Outcomes:**

- Pupil standardised test scores for numeracy indicate that STen scores Maths for the three years 2013 to 2015 are above the national norm with 52% of pupils in the Sten 8-10 and 4% in Sten 1-3 in 2015.
- An analysis of the content areas in recent Drumcondra Maths tests revealed that Measures was that in which pupils fared least well.
- In the process areas reasoning and solving problems require most attention.

### **Learner Experiences:**

- Pupil questionnaires showed that 83% of pupils like maths while parents felt that 90% of the pupils liked the subject.
- Pupil questionnaire results show 55% of pupils assessed themselves as being good at maths, 28% were unsure as to their maths ability while 17% considered maths a difficult subject.
- 56% of Parents were aware of their child's strengths in Maths while 72% were aware and listed their child's areas of difficulty.
- Pupils had mixed response in relation to areas of maths they liked best but number and shape were the most favoured.
- Division and Fractions/Decimals/Percentages were the areas least liked.

**Teacher Practices:**

- All teachers report that pupils engage well with maths and generally they appear happy while working on the subject.
- It was also agreed that a number of pupils had difficulty remembering number facts.
- Problem solving proved difficult for many pupils.
- Teachers felt that increased resources were a priority in the delivery of the maths programme and greater use could be made of interactive material available in their teaching methods.

**3. Progress made in previously-identified improvement targets:**

N/A as this is the first year of the process

**4. Summary of school self-evaluation findings:****4.1 Strengths:**

- Attainment levels in maths are above national norms.
- Overall pupils display a positive attitude towards maths.
- Shape and space and data are strong areas.
- The fact that pupils generally have a feel good factor about maths is very beneficial.
- The general parent body recognises the importance of maths in life.

**4.2 Areas for Improvement:**

- Pupils need greater exposure to mental maths.
- An increased emphasis on the teaching of measures
- General increased emphasis on Reasoning and Problem Solving.
- Increased emphasis on the learning of tables through the middle classes and building on this through the senior classes.

**4.3 The following legislative and regulatory requirements need to be addressed:**

- Health and Safety Policy requires reviewing and updating during 2015/16 following the installation of BOM 2015-19.

## School Improvement Plan Numeracy 2015-2018

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary of main strengths</b>                    | <ul style="list-style-type: none"> <li>• Pupil standardised test scores for numeracy indicate that Sten scores Maths for the three years 2013 to 2015 are above the national norm with 52% of pupils in the Sten 8-10</li> <li>• Pupils in general reported that they liked Maths and this was backed up by Parents</li> <li>• Parents in general viewed maths as being a very important curricular area.</li> <li>• Parents are generally aware of their child's problem areas.</li> <li>• Excellent feedback suggested in how the school could improve its approach to maths homework</li> </ul>                                           |
| <b>Summary of main areas requiring improvement.</b> | <ul style="list-style-type: none"> <li>• The content area Measures and process area Problem Solving require increased attention.</li> <li>• Increased attention to real life maths as it relates to the content area of measures.</li> <li>• All classes to adopt the RUDE approach to problem solving.</li> <li>• Increased emphasis on tables through all classes.</li> <li>• A period of maths instructional time to be allocated to problem solving ongoing.</li> <li>• PDST materials to be purchased and used to compliment the Pupils Resources Books.</li> <li>• Increased use of Interactive Material as a teaching aid.</li> </ul> |

| Priority | Improvement Target                                          | Required Action                                                                               | Planning Activities                                                                                     | Timescale | Responsibility                 |
|----------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------|--------------------------------|
| 1        | Increased pupil percentile scores in Problem Solving by 1%; | Strategies to support pupils' problem solving skills to be implemented at whole school level. | RUDE Strategy to be implemented and monitored                                                           | 2015/16   | All Class Teachers and LS Team |
| 2        | Increase pupil percentile scores in Measures by 1%          | Increased emphasis and drill on the basics of all aspects of measurement                      | Increased use of concrete materials in all classes.<br>Researching Digital resources as a teaching aid. | 2015/16   | All Class Teachers and LS Team |

| Priority | Improvement Target                                                                    | Required Action                                                                                           | Planning Activities                                                                      | Timescale             | Responsibility                                                  |
|----------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------|
| 3        | Pupils to become more proficient in basic tables memorisation                         | Daily tables drills                                                                                       | Use of Tables Charts                                                                     | ongoing               | Class Teachers<br>1 <sup>st</sup> to 6 <sup>th</sup><br>Classes |
| 4        | To help parents become more comfortable with helping their children at Maths homework | Teachers to agree on format and timescale of presentation.<br>Maths language and key areas of difficulty. | Devise workshop material for presentation.                                               | 2015/16               | All Class Teachers                                              |
| 5        | To help parents become more comfortable with helping their children at Maths homework | Teachers to make themselves available to present workshops for parents on an evening.                     | All teachers to be provided with the tools for the presentation of workshops to parents. | 2016/17<br>First Term | All Class Teachers                                              |
| 6        | Increased pupil percentile scores in Problem Solving by 2%;                           | Increased use of Maths trails                                                                             | Maths Trails to be researched and sourced for increased activity                         | 2016/17               | All Class Teachers                                              |
| 7        | Increase pupil percentile scores in Measures by 2%                                    | Continued emphasis and drill on the basics of all aspects of measurement                                  | Increased use of real life Maths as it relates to measures.                              | 2016/17               | All Class Teachers                                              |

|   |                                                                                                                                      |                                                          |                                                                                                          |         |                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------|--------------------|
| 8 | Increased opportunity for pupils to engage with maths. Increase pupils percentile scores by in measurement and problem solving by 1% | Increased use of Maths Games for learning and enjoyment. | Purchase games and implement Maths game time. Make maths even more enjoyable. Monitor and evaluate plan. | 2017/18 | All Class Teachers |
|---|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------|--------------------|