

# School Self-Evaluation Report

## 1. Introduction

### 1.1 The Focus of the Evaluation

As part of our ongoing work in the school, we conducted a school self-evaluation of **teaching and learning in Numeracy** from the October 2013 to March 2014. We surveyed the parents, teachers and pupils in order to ascertain the areas in which we are excelling and the areas that would be the focus of our improvement plan.

### 1.2 School Context

- This is a vertical co-educational primary school.
- There are currently 621 pupils on the roll.
- There are 33 teachers including an administrative principal.

## 2. The Findings

- Standardized test scores in Maths show that the school scores above the normal national distribution in Maths.
- Analysis of standardised test data over the last four years show a trend of steady improvement in standardised test results.
- Analysis of this year's results show that the school scores above average in Data, Number/Algebra, Shape and Space. The school scores average in Measures and Problem Solving.
- Responses (381) from a survey of parents show that the majority of parents (93%) said that their children like Maths. 29% of respondents said that pupils needed some help with Maths. 86% agreed that good information was forthcoming from the school about their child's progress. 23% of children never needed help with Maths homework, 60% do sometimes and 11% frequently. 92% of parents can help their children with homework. 88% believe that they have enough information from the school to support Maths learning. 50% of parents said their children found problem-solving easy, 44% of children needed some help and 7% said that their children found problem-solving difficult.
- An interesting finding from the Parent's Survey was that some parents would like demonstrations and information on Maths methodologies.
- Some parents would like a list of useful websites to help themselves and their children to practise and understand Maths methodologies.

- Another issue that arose from parent feedback was to review problem-solving strategies and to place more emphasis on problem-solving.
- Another finding was that some time could be given to reviewing strategies for challenging brighter pupils.
- Parents were very positive in relation to new numeracy initiatives, e.g. Power-Hour and in-class learning support.
- Responses from pupils (434-1<sup>st</sup> to 6<sup>th</sup> class) on an online pupil survey showed that 83% said they liked Maths. 71% felt they were good at Maths. 43% answered that they always do Maths homework on their own, 50% sometimes on their own and 7% never on their own. Other feedback showed that pupils enjoyed Power-Hour, would like to play more games and work in pairs. Some said that they would like more challenging tasks.
- The focus group for interview at infant level were 9 Junior Infants and 9 Senior Infants. The majority said they liked maths. A few (3/9) said they didn't like number as they find drawing and tracing numbers too easy. All pupils like working with shapes. They thought that Maths games would make Maths "nicer". 8/9 of Senior Infants like doing sums. All Senior Infants like working with shapes. Senior Infants associate patterns with shape while Junior Infants associate pattern with colour.
- Teacher's Survey showed that they used an array of methodologies weekly. They differentiate for the brighter child. They would like a review of the current problem-solving strategy. The majority of teachers practise problem-solving daily. Teachers give pupils an opportunity to informally assess their work. Overall, teachers are happy with the Maths Curriculum and feel that that everyone works hard and that the school has a high standard of Maths. Infant teachers would recommend a more practical based curriculum without a textbook. Other teachers would like a more challenging textbook and the majority of teachers would like more resources and a resource bank at each level. Some teachers feel that the Weekly Maths test should be reviewed.(Weekly vs Fortnightly.)

### **3. Progress made on previously identified improvement targets**

- N/A for year 1. SIP not in place yet.

### **4. Summary of school self -evaluation findings.**

#### **4.1 Our school has strengths in the following areas:**

- Children's results in standardised tests in numeracy are well above national average.
- Children report liking Maths and feel they are good at it. This was reflected in the responses from the pupil focus group.
- 93% of parents surveyed reported that their children liked Maths.

- 92% of parents are able to help their child with their Maths homework.
- 83% of parents said that their children did not require help with homework.
- Of 381 parent responses the vast majority of parents reported they were very happy at how maths was being taught in the school.
- 88% of parents felt they got good information about how their child was doing in Maths.
- Teachers reported using a variety of teaching approaches weekly e.g. co-operative and collaborative learning, power hour, differentiation, peer tutoring, talk and discussion, active learning and guided activity.

#### **4.2 The following areas are prioritised for improvement.**

- Attainment of curriculum objectives; Measures and Problem-Solving.
- Pupil engagement in learning; Activity based learning.
- Parent's engagement in Learning; communication of concepts and information sources.

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

- Health & Safety Statement