School Self Evaluation Numeracy Report June 2015

1. Introduction

1.1 The Focus of the evaluation

A school self evaluation of teaching and learning at Holy Family Senior School, Ennis, Co. Clare was undertaken during the period from September 2014 to June 2015. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- Numeracy

This is a report on the findings of the evaluation

1. 2 School Context

- Holy Family Senior School is a mixed DEIS band 2 primary school with classes from 2nd to 6th.
- There are currently 339 pupils enrolled.
- There are 25 teachers on staff including administrative principal, mainstream teachers, GAM/EAL and HSCL.
- The school administered Drumcondra Reading and Sigma T and standardised tests in Mathematics and English reading from 2nd to 6th class.

- The school tests children in the CAT (Cognitive ability test) and also uses the results from the NRIT administered in the Junior School.

2. **The Findings for Numeracy**

   - 74% of pupils are performing at or above average in mathematics standardised tests

   - 17% of pupils scored a Sten of 1-3.

   - Our average raw score was 47% in June 2015 up from 39.8 in June 2013

   - The average score for problem solving was 40% and measures were 47%. Both were identified as areas for improvement and improvement has occurred in both areas over the last two years.

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

   - N/A as there is no school improvement plan in place to date

4. **Summary of School Self Evaluation**

   4.1 Our school has strengths in the following areas

   - <u>Attainment of Curricular Objectives</u>: The number of children scoring above the 51st percentile (over the last 3 year cycle) was generally in line with national averages. Underpinning this is a progressive development of key skills, mathematical language and concepts and a broadening mathematical knowledge as the child moves through our school. The attainment of curricular outcomes in numeracy is high.

   - <u>Pupil's Learning Experiences/Learning Environment</u>: The current system in place for teaching maths – differentiated groups/station teaching (Mon-Thurs) is working very well and the curriculum provides for various learning needs. Friday maths class provides opportunities for children to engage in math games, puzzles, ICT etc. Pupils have access to a large range of mathematical resources. Maths Recovery is firmly in place for 2nd class children.

   - <u>Pupil's engagement in learning:</u> Pupils at all class levels are enabled to engage with their learning and the level of pupil interest and motivation is high.

   - <u>Teaching approaches:</u> There is a common policy on the use of mathematical language and a uniformity of approach to mathematical operations throughout the school which is firmly in place and on display in each classroom. ICT, ipads, apps etc. give children an interactive experience of maths.

4.2 The following areas are prioritised for improvement

- The number of children performing in standard score band 90-109 will increase from 46% (2013 figure) to 48% by 2016 (currently in 2015 this is 45.6%) - **We need new target here.**

- Focus on the strand unit of measures – Practical learning opportunities, using concrete materials will be used as an approach and methodology (Our results in measures has increased from 42.4% in 2013 to 47% in June 2015). Our target was 47% by 2016 so accordingly we have met the target here so a new target needs to be set. **Maintain target?**

- A common problem solving approach to be introduced throughout the school (Our results in problem solving have increased from 36% in June 2013 to 39.5% June 2015). Our target is 41% by 2016). **This has to be our focus for next year.**

- Our overall average results have increased from 39.8% in June 2013 to 42% June 2015).

- Increases in every strand unit especially number jumping 5.6% - from 48.5 in June 2013 – 54.1 in June 2015)

- Maths Language – further development of maths language **(pre-teach)** needs to take place prior to the beginning of new topics/

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

- See policies in place in Holy Family Senior School stored in the school plan and the front foyer of the school.