

# **St. Joseph's National School**



## **School Self Evaluation Numeracy Report**

Evaluation period: January-May 2014

Report issue date: *June 2013*

### **Introduction**

A school self-evaluation of teaching and learning in St. Joseph's N.S. was undertaken during the period January 2013 to April 2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated: Numeracy: Parents were also asked their opinions on numeracy and were asked to identify areas where they felt the school were performing well and areas for improvement. The following sources of evidence were used to compile the findings of this report:

- Individual teacher reviews of practice in Numeracy.
- The Learning Support team observations.
- Parental Questionnaires
- Pupil Questionnaires – second to sixth class.
- Sigma T test results
- WSE Report 2013

This is a report on the findings of the evaluation.

### **The School Context**

- St. Joseph's National School (Mulhussey) serves the people of the Catholic parish of Kilcloon. It is a parish-based school.
- It is a Catholic school that has been established with the Minister of Education and Science having as its Patron the Most Reverend Michael Smith, the Bishop of Meath.

- There are three mainstream class teachers in St Joseph's National School (Mulhussey), including the Principal, one learning support teacher (shared with another school – 3/5) for pupils with special needs and one resource teacher (shared with another school – 2/5).
- There are 74 pupils from Junior Infants to Sixth Class

## Findings

### *Standardised tests*

- 0% pupils below the 2<sup>nd</sup> percentile in comparison 2% of the normal distribution.
- 11.4% of the pupils are between the 3<sup>rd</sup> and 16th percentile in comparison to 14% of the normal distribution.
- 34.1% of the pupils are between the 17th and 50th percentile in comparison to 34% of the normal distribution.
- 31.8% of the pupils are between 51<sup>st</sup> and 84% percentile in comparison to 34% of the normal distribution.
- 13.6% of the pupils are between the 85<sup>th</sup> and 98<sup>th</sup> percentile in comparison to 14% of the normal distribution.
- 9.1% of the pupils are above the 98<sup>th</sup> percentile in comparison to 2% of the normal distribution.

### *Parental Questionnaires (Junior Infants to 6<sup>th</sup> class)*

68% of parents say their child likes Maths.

88% of parents say they know their child's strengths

72% say they know their child's weaknesses

85% say they know how to help their child with his/her homework

75% say they get good information from school.

85% say they know how to help their child progress

66% of parents say they understand new method of subtraction.

### *Parental Involvement*

Parents made the following comments:

- More communication
- Weekly assessment sheet filled out
- Inform parents of topic being covered
- Websites
- Confirmation of child's strengths
- More communication apart from PT meetings
- Monthly update
- Educating parents in means of forum
- Text books showing examples
- More games and interaction with early maths i.e. money/card games

### *Pupil Feedback (2<sup>nd</sup> to 6<sup>th</sup> class)*

- Increase difficulty
- Spend more time
- More tests
- Inform parents of methods used by teachers
- Make more fun
- Explain it more

### *WSE report*

- Achievement in numeracy is of a high standard. Most pupils demonstrate good recall of facts and understanding of concepts. However, there is scope for improvement in their application of problem-solving strategies in Mathematics.
- Results from parents' questionnaire reveal that 100% of parents believe that the school is helping my child to progress in Maths.
- Results from children's' questionnaires reveal that 77% of children believe they are doing well in Maths.

### *Preparation for Teaching*

Teachers prepare short and long term plans and use their plans to guide teaching and learning.

### *Teaching Approaches*

Teachers differentiate the lessons effectively to cater for the needs and abilities of all pupils. Each class uses a variety of organisational styles – pair work, group work, individual work and whole class work.

### *Management of Pupils*

Collaboration between class teachers and Learning Support teachers takes place on a regular basis and each teacher only teaches two classes for Maths daily to support the development of Numeracy.

### *Assessment*

Teachers employ a selection of assessment tools to assess learning in Numeracy – observations, checklists, curriculum objectives, questioning, self-assessment, tests and standardised tests.

The Sigma T English standardised test is administered to all classes from first to sixth in May each year and results are reported to parents in the end of year report. NRIT tests are undertaken with second and Fourth class each year.

### *Learning Environment*

There is an agreed approach to the teaching of Maths Language.

### *Learning Outcomes*

The pupils' knowledge, skills and understanding of using problem solving across all strands needs further development.

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

N/A

## **Summary of School Self Evaluation Findings**

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

- Mental Maths is encouraged and given a specific time slot.
- There is equal emphasis on all strands though some require more time than others.
- Teachers' planning is based on the Maths curriculum and the school Maths plan.
- Talk & Discussion and opportunities for pupils to explain answers for part of Maths lessons.
- There is an agreed whole school policy on Maths Language and agreed strategies for teaching various Maths topics.
- There is an agreed approach to numeral formation and presentation of written work.
- The school has a good supply of Maths resources located in classrooms and staffroom.
- Results of assessments are used to inform teacher planning.
- The teachers make use of self assessment.
- The teachers use Assessment for Learning and Assessment of Learning
- There is regular testing and revision of areas of difficulty.

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

1. Teaching problem solving strategies at whole school level.
2. Increasing opportunities for pupils to engage with Maths through use of a maths display board in corridor and classrooms.
3. Increase the use of Maths in the school environment through creation of Maths trails within and outside the school building.
4. Increased use of Maths games.
5. Examine strategies to provide challenge for more able students in Maths.
6. Examine how we can support parents with regard to the content, methodologies and language of Maths – especially topics of subtraction, long division and fractions.
7. Examine how we can encourage parents to become more involved with their children's homework with particular emphasis on maths.
8. Follow concrete, pictorial and abstract approach to lessons
9. Use WALT (**W**hat **a**re we **l**earning **t**oday) during lessons

**The following legislative and regulatory requirements need to be addressed.**

Literacy  
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