

Ss Peter and Paul JNS

SCHOOL SELF-EVALUATION (REPORT & PLAN) – NUMERACY

Evaluation Period: September 2014-June 2015

Focus of the Evaluation

A school self-evaluation was undertaken during the period September 2014-June 2015. Numeracy was selected as the curricular area to be focused on in Year 2. This is a report on the findings of that evaluation.

School Context

Ss Peter and Paul JNS is 80 years old and based in the heart of Balbriggan town. It is a Junior National School with a pupil population of 462. This population has doubled in the last ten years due to the economic boom and Balbriggan's close proximity to Dublin city.

The classes range from Junior Infants to Second Class. There are 4 classes in each stream with 30 children in each class. At present the staff comprises of 16 mainstream class teachers, an administrative principal, 5 Support teachers and 2.58 Special Needs Assistants.

The school administers Sigma-T, Micra-T and Drumcondra English and Maths standardised tests. In May 2014, the First Classes completed Sigma-T numeracy tests. However in May 2015, the First Classes completed the Drumcondra Numeracy test, following on from the Senior Infant screening tests in May 2014. By May 2016, we will only be using Drumcondra testing in both literacy and numeracy from Senior Infants through to Second Class.

Process

The staff met to review current practice and analysed outcomes. Teachers focused on the following sources of evidence during the process:

- Standardised test results
- Teacher Questionnaire
- Parent Questionnaire
- Pupil Questionnaire
- Inspector's Report (from incidental visit carried out in September 2013)
- In-class test results

The guidelines issued by the D.E.S on school self-evaluation were used to guide and structure the process.

The Findings

- *Standardised Test Results*

On shared analysis of the results taken from Sigma-T standardised tests completed by 1st & 2nd classes in May 2014, we as a staff found that on average most pupils are performing at or slightly above the national norm in numeracy.

We found that the area pupils were performing best in was **Understanding Concepts and Facts**.

Having reviewed the Drumcondra Numeracy and Sigma-T results from May 2015, it was noted that pupils' performance in the areas of **Measure** and **Solving word Problems** were consistently the lowest in all class groupings.

- *Teacher Questionnaire*

In a staff review of current practice (by means of a questionnaire) - **63% would like a review of our current problem solving strategy** and **42% would like to concentrate on measure activities**. The infant class teachers were

very pleased with the school's *early mathematical activities* and all class teachers were satisfied with the teaching and learning of the strand "*Shape and Space*". There was also a positive response to the daily 10 minutes oral mental maths drill that is currently being undertaken in all classes.

- *Parent Questionnaire*

A parent questionnaire was compiled through staff discussions and it was decided that parents from one class level at each stream would be surveyed. This would give us a broad insight into parents' opinions on the teaching and learning of maths in our school.

The results are as follows;

- **55%** said their child **always** liked maths
- **38%** said their child **sometimes** liked maths
- **75%** knew their child's **strengths** in maths
- **62%** knew their child's **weaknesses** in maths
- **38%** said their child **rarely** had difficulty with his/her homework
- **30%** said their child **sometimes** had difficulty with his/her homework
- **26%** said their child **never** had difficulty with his/her homework

When asked about his/her own school experiences;

- **33%** **always liked** maths at school
- **50%** **sometimes liked** maths at school
- **6%** **never liked** maths at school

- *Pupil Questionnaire*

The results of questionnaires completed by a focus group of children that involved all 1st and 2nd class pupils indicated that;

- On average, **37% liked maths**
- **80%** said it was one of their **favourite subjects**
- **25%** didn't see the relevance of maths in their everyday experiences.

- *Inspectorate Report*

An incidental visit was carried out in September 2013. One class from each stream was inspected. The findings from this report suggested that maths lessons should be differentiated to cover all abilities. It emphasized the use of copy work and the importance of group activities to reinforce concepts taught.

- *In class test results*

Teacher designed tests and text book tests reinforced the findings from the teacher questionnaires that students found difficulty with problem solving and measure tasks.

Targets	Action	Persons Responsible
To improve the pupils' score in measure and problem solving by 5% in First and Second classes	Continue to develop the 10 minutes <i>oral mental maths drill</i> each morning in all classes. This must include solving word problems.	All class teachers
	Provide a list of questions for each class to facilitate problem solving, <i>e.g. Is this an addition or subtraction problem?</i>	Mrs Bouzzah-Maths coordinator
To improve the pupils' positive attitude to maths and awareness of maths in the environment from 25% to 35% by June 2016.	Increase the informal use of maths language throughout the day, <i>e.g. turn left/right, how many boys/girls at school today?</i>	All members of staff
	Develop station teaching in all classes	All class teachers. Junior and Senior Infant teachers will be assisted by the Learning Support team
To increase active learning and the use of concrete materials and group work by means of station teaching in Junior and Senior Infant classes.	Build up teacher designed resources	Teachers to collaborate and build up teacher designed resources for each class stream.
	Expand and promote Maths Week Invite speakers to talk about how they use maths in their work	Mrs Bouzzah-Maths co-ordinator
	To include links in the school website to maths activities that parents can do with their child	Ms Whelan & Mrs Heffernan
	Compile a standardised list of maths language	Post Holders
Timeframe		Review
September 2015 to June 2016		June 2016

