

# Scoil Mocheallóg

## School Self-Evaluation Report: January to June 2012.

### 1. Introduction

#### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in numeracy was undertaken during this period. During the evaluation, teaching and learning across the whole school was evaluated.

#### This is a report on the finding of the evaluation

#### 1.2 School context

- This is a mixed primary rural school.
- There are currently 282 pupils.
- There are currently 16 teachers (11 class teachers, 3 resource teachers & 2 general allocation teachers).
- The school administers the Standardised Irish Graded Mathematics Attainment Tests from 1<sup>st</sup> to 6<sup>th</sup> class.

### 2. The Findings

- 63% of pupils are performing at or above average in Mathematics Standard Tests.
- Only 2 pupils are performing below the 10<sup>th</sup> percentile.
- 28% of pupils score at the 85<sup>th</sup> percentile rank or above compared with 16% nationally.
- Combining the results in maths for 2<sup>nd</sup>, 4<sup>th</sup> & 6<sup>th</sup>:
- 9% scored within the 20<sup>th</sup> percentile range.
- 12% scored between the 20<sup>th</sup> & 30<sup>th</sup> percentile.
- 17% scored between the 30<sup>th</sup> & 50<sup>th</sup> percentile.
- 23% scored between the 50<sup>th</sup> & 70<sup>th</sup> percentile.
- 11% scored between the 70<sup>th</sup> & 80<sup>th</sup> percentile.
- 28% scored between the 80<sup>th</sup> & 100<sup>th</sup> percentile.
- 73% of pupils between 2<sup>nd</sup> & 6<sup>th</sup> confirmed that they like maths in the pupil questionnaire.
- 87% stated that they work most often on their own, rather than in pairs or in groups.

- 76% stated that they are capable of performing at an acceptable level in maths.
- Most children (72%) felt that they work best doing maths in their heads, rather than copying the teacher or using concrete materials.
- All class teachers reported that their pupils enjoy maths, that they are motivated to learn & that their contributions and questions are encouraged.

### **3. Progress made on previously identified targets identified in the current SIP**

N/A for year one as SIP not in place yet.

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

4.1 Our school has strengths in the following areas:

- More than 6 out of every 10 pupils are performing above the 50<sup>th</sup> percentile.
- 4 out of every 10 pupils are attaining very high scores between the 70<sup>th</sup> and 100<sup>th</sup> percentile.
- More than 7 out of every 10 pupils possess a positive attitude towards maths.
- Almost 8 out of every 10 pupils feel confident in their ability to perform at an acceptable mathematic level in class.
- Class teachers report that their pupils enjoy maths & are motivated to learn.
- Attainment of curricular objectives: -Standardised Tests Scores for numeracy are above the national norms.

4.2 The following areas are prioritised for improvement:

- Pupils' Engagement in learning: more collaborative approaches will be developed in maths, including group work.
- The purchase of resources for maths lessons where deemed appropriate.
- The rote learning of addition, subtraction & multiplication tables on a daily basis.
- Increasing the weekly allocated time spent on mental maths – daily/weekly maths quiz, etc.
- Teaching Approaches: developing a variety of strategies to cater for exceptionally able pupils.
- Specific targeting of pupils who find maths very difficult. Resource & general allocation teachers will prioritise numeracy with these pupils.
- Focus attention on estimation and place value.

Signed: Canon William Fitzmaurice Dated: 24/01/2013

**Addendum:      March 2014      End of Year 1**

It was felt that the rote learning of tables had a very beneficial effect on the children. They became more aware and more conscious of numbers and it helped greatly in their understanding of mathematical concepts. It also assisted in the children's own perception of how well they are doing in maths, as addition and subtraction in the lower classes and multiplication and division in the higher class became less onerous for them. It was agreed that rote learning would continue as an integral part of mathematics for the duration of the School Improvement Plan.

Signed: **Rev. W. Fitzmaurice**

Dated: 06-05-2014