



# *CARYSFORT NATIONAL SCHOOL*

*Knockenrahan  
Arklow,  
Co Wicklow*

*Roll Number: 14045B*

## *SCHOOL* *SELF-EVALUATION* *REPORT*

*Evaluation Period: November 2014 – February 2015*

*Report Issue Date: May 2015*

## **1. INTRODUCTION**

### **1.1. The Focus of the Evaluation**

A school self-evaluation of teaching and learning in Numeracy was undertaken during the period from November 2014 – February 2015. During evaluation, teaching and learning across the whole school was evaluated. Particular evidence was gathered from the test result scores of Sigma T Tests in 1<sup>st</sup> – 6<sup>th</sup> Classes.

This is a report on the findings of the evaluation.

### **1.2. School Context**

- This is a co-educational primary school.
- There are currently 211 pupils.
- There are 12 teachers (8 class teachers, 1 admin principal, 1 learning support, 2 resource)
- The school administers standardised tests in English (Micra T) and Maths (Sigma T) from 1<sup>st</sup> to 6<sup>th</sup> each year.
- In September 2012 we appointed an 8<sup>th</sup> mainstream teacher and our enrolment jumped from 182 to 211. Several pupils were enrolled in classes up along the school.

## **2. THE FINDINGS**

### **2.1. Sigma T 2014**

- 37% of pupils are performing in the well above average range.
- 58% of pupils are performing in the average range.
- 4% of pupils are performing in the well below average range.
- 70 was the average percentile ranking for the school (1<sup>st</sup> -6<sup>th</sup>).

### **2.2. Separate analysis of Problem Solving – Sigma T**

- 40 was the average percentile ranking for pupils in the area of problem solving.

### **2.3. Children's self-evaluation survey (3<sup>rd</sup> – 6<sup>th</sup>) showed:**

- 65% of pupils liked maths.
- 60% of pupils found problem solving easy.
- 68% felt they were good at maths.
- 78% stated that they use the computer for maths time.

Further analysis of problem-solving in 5<sup>th</sup> & 6<sup>th</sup> showed:

- 47% could explain clearly how they solved a maths problem.
- 65% found it useful to discuss a maths problem in a group.
- 28% use estimation to help when solving a problem.
- 29% did not enjoy problem solving.

### **2.4. Parents' self-evaluation showed:**

- 89% said their child liked maths.
- 77% felt they were aware of their child's strengths in maths.
- 60% felt they were aware of their child's difficulties in maths.
- 68% felt the maths their children were learning was just at the right level of difficulty for them (32.5% didn't know).
- 41% felt their child regularly required help to complete homework.

## **2.5. Teacher Self-Evaluation:**

Arising from a staff review of Numeracy teaching practices, the following was reported:

- Teachers reported that the majority of pupils enjoyed maths, but not problem solving.
- The school had a good supply of concrete materials which were incorporated into numeracy lessons, but more are required.
- Teachers reported that many pupils have difficulty understanding and using maths vocabulary in both oral and written context.
- Opportunities are provided for pupils to explain their answers, but more required.
- ICT activities are showing benefits in the area of problem solving.
- Opportunities for group work need more attention.
- Tables – require attention.

## **3. PROGRESS MADE ON PREVIOUSLY IDENTIFIED IMPROVEMENT TARGETS**

### **3.1. School Improvement Plan**

A School Improvement Plan to address numeracy had already been devised and initiatives implemented in 2013/2014.

### **3.2. Current school year 2014/2015:**

- Mathematics on trial basis 5<sup>th</sup>.
- Brainsnack – whole school.
- Work it Out – daily mental maths tests for 1<sup>st</sup> – 6<sup>th</sup>.
- Station teaching in Junior Infants and Senior Infants, extended to 1<sup>st</sup> Class to address all strand areas, in small groups where progress can be monitored very closely.
- Loop games – 2<sup>nd</sup> – 4<sup>th</sup> Classes.
- Purchase more concrete materials – hundred squares, clocks, watches.

## **4. SUMMARY OF SCHOOL SELF-EVALUATION FINDINGS**

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

- Standardised scores are above national norms in numeracy, with average percentile ranking score of 70 (up from a percentile of 62 in 2013).
- Pupils and parents have a positive attitude to numeracy, 65% reported that they enjoyed maths.
- Teachers report that they use a variety of teaching methodologies.
- Team teaching is having a positive impact in development of early mathematical skills.
- Differentiation – teachers are making a variety of strategies available to cater for the exceptionally able child and the child with learning difficulties.
- Resources are updated regularly and there is a wide range of resources available to support the maths curriculum.
- Our School Improvement Plan, implemented in 2013, has already shown improvements, with 37% of our pupils now performing in the well above average range on our Micra T tests in 2014 (up 19%!).

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

- Problem solving.
- Tables.
- Increasing the number of pupils with a positive attitude to maths and problem solving.

### SCHOOL IMPROVEMENT PLAN (MARCH 2015) – NUMERACY

Baseline				
<b>Attainment of curriculum objectives</b> – Sigma T results 2014 – 95% in the average and above range, with 37% in the well above average range. School average percentile ranking of 70. School average problem solving ranking is 40.				
<b>Pupils’ engagement in learning</b> – Majority of teachers report that pupils are given an opportunity to work in pairs, but more is needed for problem solving.				
<b>Summary of main areas requiring improvements.</b>	<b>Attainment of curriculum objectives</b> – Increase the percentage of pupils attainment scores and enjoyment of problem solving. <b>Pupils’ engagement in learning</b> – Group work/pair work. - more emphasis and pupil talk around the process, rather than the answer. <b>Teaching approaches</b> – focus on estimation skills and maths language. More concrete materials.			
Improvement Targets	Required Actions	Success Criteria/Measurable Outcomes	Persons Responsible	Timeframe for Action
To increase the average PR ranking on the Sigma T by 1PR each year for the next 3 years, from 70PR to 73PR	New maths scheme.	Increase in Sigma T scores		September 2015 – June 2016
Increase the average percentile ranking of problem solving on the Sigma T from PR40 to PR45 over next 3 years.	Focus on maths language	Results of assessment on Sigma T problem solving.		
To increase the % of pupils with a positive attitude to Maths from 65% to 70% over the next 3 years.	Pupil engagement. Group work. More concrete maths equipment. New maths scheme.	Pupil survey	Principal & numeracy co-ordinator to arrange, <u>all</u> teachers to engage.	
Increase % of pupils in 5 <sup>th</sup> & 6 <sup>th</sup> who can explain how they solved a problem from 47% to 55% over 3 years.	Focus on estimation skills and decrease volume of maths problems covered in class. More group work. Focus on maths language.	Teacher assessment and pupil survey.		
Introduce a problem solving strategy RUCSAC	Teacher modelling 2 <sup>nd</sup> – 6 <sup>th</sup>			
Tables – establish a baseline from 1 <sup>st</sup> to 6 <sup>th</sup> using the Ballard Westwood Timed Tables Test.	Loop games. Daily Mental Maths test. Tables Champion Table games & ICT	Improvement in Ballard table target class averages by 1 per year.	1 <sup>st</sup> to 6 <sup>th</sup> Class teachers	
<b>Monitor and Review</b>	Targets – Monitor at staff meeting at end of each term. Review of maths scheme for September 2015.			