

School Self Evaluation Report Scoil Mhuire Abbeyside.

1. Introduction

1.1 The Focus of the Evaluation

A school self-evaluation of teaching and learning in Numeracy was undertaken during the period 06/01/2014 and 18/04/2014 and this is a report on the finding of the evaluation

1.2 School Context

- *This is a vertical co-educational primary school*
- *There are currently 464 pupils in the school*
- *There are 23 teachers including an Administrative Principal*

2. The Findings

- *Standardised test results in Maths for 2014 show that on average most pupils are performing at the national norm and that there is a relatively small group (3%) scoring below the average band and a large (58%) group scoring at or above the 70th percentile.*
- *Analysis of the standardised tests data over the last 3 years from 2nd, 4th and 6th class demonstrates that over 50% of pupils are performing in the above average range from Sten 7 to Sten 10. There is a great level of consistency in the scores over this period and there were only 4% of pupils performing the below average range (Sten 1-3).*
- *Responses from a survey of parents of Second & Fourth class pupils shows that parents either agree or strongly agree that their child (91%) is doing well in maths. The majority of parents agree (60%) or strongly agree (32%) that they are happy with the homework their child gets in Maths and the responses when parents were asked if they help their children with maths homework were as follows – Strongly agree (30%) Agree (38%) disagree (25%) and strongly disagree (7%)*
- *Children's responses from 3rd and 5th classes to their survey indicate that the vast majority like maths (88%) but a little short of a third of pupils (31%) don't know if they are good at maths. A majority 58% don't like getting maths homework and a similar*

majority 57% say they don't get help at home with their maths homework. Pupils don't like estimation (69%) and a similar majority 84% say they prefer to work things out on paper. A third of pupils found fractions hard, followed by 19% for whom long division was hardest.

- The survey of teaching staff revealed that a significant majority of staff indicate that they use talk and discussion, higher order thinking, differentiation and pair work on a regular basis. Staff agreed (30%) or strongly agreed (70%) that they have high expectations for their pupils and maths in the environment was used to good effect regularly (25%) or sometimes (75%). A third of teachers thought that support for pupils with exceptional ability was an area where our weaknesses outweighed our strengths while 57% thought that in this area our strengths outweigh our weaknesses. A team teaching approach was thought to be a significant strength by over 95% of teachers.

3. Summary of School Evaluation Findings

3.1 Our school has strengths in the following areas

- Children's results in Standardised Tests for Maths are consistently above average for the last three years.
- Children report liking and enjoying maths and the majority feel that they are good at it. Most parents agree that their children are doing well in maths and are happy with the homework they get in maths.
- Teachers report that they use a variety of teaching methodologies including talk and discussion and varied questioning.
- Teachers also report that they find team teaching approaches in maths to be effective.

3.2 The following areas are prioritised for improvement

- Information about helping pupils with maths homework to be given by all teachers to parents.
- Review of maths plan to increase consistency in the use of maths language.
- Development of team teaching approaches for maths in more classes.