



Lisnagry NS,

School Self Evaluation Report

Introduction

A school self evaluation of teaching and learning in Lisnagry NS, was undertaken during the period September 1st 2012 to February 1st 2013. During the evaluation, teaching and learning in the following curricular area was evaluated.

- Numeracy

The following sources of evidence were used to compile the findings of this report:

- Individual teacher reviews of practice in Numeracy.
- Staff ratings of school plans
- Pupils work – samples, copies, displays.
- The Learning Support team observations.
- Parental Questionnaires
- Pupil Questionnaires – second to sixth class.

This is a report on the findings of the evaluation.

The School Context.

Structure: Vertical Co-educational School

Patron: Bishop Kieran O Reilly, Catholic Bishop of Killaloe

Chairperson: Mr. Brendan Conroy

Principal: Michael Feeney

Staff: 10 class teachers, 3 special needs teachers, an SNA, admin principal

Pupils: 283 pupils from Junior Infants to Sixth Class

Website: www.lisnagryns.ie

The Findings of the Evaluation

Teacher's Practice

Preparation for Teaching:

Teachers' planning is based on the Maths Curriculum and an over reliance on text books is avoided. Measures are in place to ensure that all teachers are familiar with the curriculum for their class through the school Maths plan.

Teaching Approaches:

Teachers use a wide variety of methodologies including teacher modelling, talk and discussion collaborative activities, and games

There is an agreed maths language across the school and teachers model the language to be used. There is an agreed and common approach to the teaching of tables and number facts. There are agreed strategies outlined in the school plan for the teaching of addition, subtraction, multiplication and division. Teachers report that there is an over emphasis on number. Measures, shape and space and data need attention. Teachers report that mental maths needs a specific time slot and needs to be encouraged. The methodology "talk and discussion" needs to be utilised by more of the teachers and be seen as an integral part of the learning process.

Teachers report that concrete materials are not regularly utilised enough in the senior classes. Teachers report that there is no agreement at school level on which problem solving strategy to use. Teachers report that problem solving lessons needs to be more varied and more emphasis on the process of problem solving, not just the outcome.

Assessment

A variety of AfL and AoL modes are used in all classes to monitor progress. Assessment results are analysed and used for screening, diagnosis of learning difficulties or identifying aspects of maths needing re-teaching. Teachers differentiate their lessons to cater for children with different needs. Class teachers and Learning support teachers collaborate to ensure that supplementary teaching is available for children with learning difficulties and exceptional abilities. Team teaching and early intervention strategies are provided.

Learning Experiences

Learning Environment

The school is a safe stimulating environment and classrooms and the building in general is organised, clean and well maintained. Classrooms are appropriately laid out and well resourced and orderly. Teachers are aware of and follow the school's Child Protection Guidelines. The school environment is used to provide opportunities for mathematical problem solving and creating an awareness of number – numbers on doors, maths trails.

Pupil's engagement with learning

Over 78 percent of pupils reported that they like Maths and ninety and 64% of pupils reported that they find maths easy. 70% of pupils report liking problem solving. Pupils surveyed report that they would like using more concrete materials in maths.

Parental Involvement

86 percent of parents surveyed report that their children like maths. 76 percent report knowing their child's strengths in maths whilst only 52 percent report knowing their child's difficulties. 76 percent of parents report that they try to link maths to everyday activities at home. Parents from all classes surveyed reported that they would like guidance on teaching methods and how to help their child with these methods.

Learner Outcomes

Attainment of curriculum objectives

Standardised test results in Mathematics show that on average most children are performing above the national norm.

Analysis of standardised test data over the last three years shows that we have been making progress with more children moving from average to above average.

Pupils are performing above the national norm with 45percent scoring above the 50th percentile rank, and 26percent of pupils scoring at the 85th percentile rank or above compared with 13percent nationally. We also have 6percent above the 98th percentile compared with 2percent nationally.

Summary of School Self Evaluation Findings

Our school has strengths in the following areas with regard to Numeracy:

- Overall, 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.
- 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 centrally located.
- Results of assessments are used to inform teacher planning
- Attainment of curriculum areas-pupils performing above national norm
- Children like maths and are enthusiastic about participating in group maths activities.

- **The following Areas are prioritized for improvement with regard to Numeracy:**
- Talk & Discussion and opportunities for pupils to explain answers for part of Maths lessons is lacking.
- Mental Maths is not encouraged and given a specific time slot.
 - Strategies to support pupils problem solving need to be agreed at whole school level.
 - Increasing opportunities for pupils to engage with Maths
 - Increase the use of Maths in the school environment.
 - Creation of Maths trails within and outside the school building.
 - Increased use of Maths games
 - Examine how we can support parents with regard to the content, methodologies and language of Maths – especially topics of subtraction, long division and fractions.
 - Increased focus on three particular strands : Shape and Space, Data and Measures
 - Creating an environment in the classroom where full discussion in mathematics is taken seriously and is seen as an integral part of the learning process.