



SCOIL MHUIRE
BALLINCOLLIG
17755B

*School self-evaluation summary report
for school community*

Subject of Self-evaluation: Numeracy
Evaluation period: *2012-2013*

Report issue date: *Dec. 2013*

Summary School Self-Evaluation Report

1. Introduction

Our school is a vertical girls' primary school with 409 pupils on roll. There are 21 teachers in the school (including 15 class teachers, 5 Support teachers and an administrative principal). Our attendance levels are very good with approximately 12.5% of pupils having full attendance in any school year. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on the website with this report.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning as part of the national School Self Evaluation process, beginning during the school year 2012-'13. We evaluated Numeracy. We chose this because we felt that our pupils could improve their learning outcomes in this area.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in Maths (analysis of test data). We also interviewed representative pupils. We took part in a pilot study in conjunction with Mary Immaculate College, Limerick called DASS (Data Analysis System for Schools). We carried out a pilot 'take home Maths games' project as part of a 'Forbairt' Leadership programme undertaken by the Principal and Deputy. Several 'Croke Park hours' were given to SCOT (Strengths, Concerns, Opportunities, Threats) analyses by staff in the area of Numeracy.

2.1 Using the above evaluative tools, we found that our school has **strengths** in the following areas of Maths:

Strengths

Pupils perform above the national norm in standardized Maths tests (SIGMA T);
Generally, pupils like Maths;
Parents are aware of their children's progress in Maths and are happy to be involved in their children's Maths (Parents' Questionnaires).

2.2 We have decided to prioritise the following **areas for development**:

Areas for development

Explicit teaching of problem-solving in Maths;
Expansion of Maths games projects involving 'take home' games;
Ensuring the same language is used by all staff for subtraction, multiplication & division.

We have decided to prioritise these areas because:

- (i) pupils were performing relatively better in non problem-solving areas of the standardized tests (what we call Strand Skills) than in problem-solving. Scores in problem solving, **though above the national norm**, lagged behind scores in Strand Skills.
- (ii) the pilot Maths games project (see 2 above) was very successful and was worth extending.
- (iii) staff find that the more uniform the language/terminology used by all when doing subtraction, multiplication & division, the easier it is for learners.



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*School Improvement Plan
Numeracy*

Period: *2013-2016*

Plan issue date: *Dec 2013*

Summary School Improvement Plan

1. Introduction

1.1 The focus of the evaluation

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning during 2012 & 2013. We evaluated **Numeracy**. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on the website with this report.

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Numeracy. The main purpose of these actions is to improve our pupils' learning.

2. Summary of school self-evaluation findings

2.1 Our school has **strengths** in the following areas:

Strengths
Pupils perform above the national norm in standardized Maths tests (SIGMA T); Generally, pupils like Maths; Parents are aware of their children's progress in Maths and are happy to be involved in their children's Maths (Parents' Questionnaires).

We know this because we consulted with pupils, parents & teachers and examined test results and other information in the school.

2.2 Our school has decided to prioritise the following **areas of development**:

Areas for development
Explicit teaching of problem-solving in Maths; Organizing Maths games projects involving 'take home' Maths games; Ensuring uniformity of language/terminology for the teaching & learning of subtraction, multiplication & division.

The above areas were prioritised following analysis of school self-evaluation data.

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets for Improvement	Action
(i) The average standard score in Maths problem-solving in the school will be as high as our average standard score in non problem-solving areas of Maths (all results will remain above the national norms).	(i) Explicit teaching of problem-solving strategies; putting together problem-solving packs for classes & CPD (Continuous Professional Development) for teachers.
(ii) By 2016 all pupils from Senior Infants to Fifth will complete a 6 week Maths 'take home' games project as part of their year's work.	(ii) Games will be sourced or designed and games packs will be created for the designated classes.

(iii) All staff will use the same language/terminology for subtraction, multiplication and division.

(iii) Staff will reach agreement on the terminology used and will communicate this to parents.

As a parent you can help us in the following ways:

- (i) Supporting your daughter with her Maths homework everyday;
- (ii) Using opportunities at home to work out real life Maths problems with your daughter;
- (iii) Using the Maths websites recommended by the school with your daughter;
- (iv) Playing the Maths games when these come home and filling the feedback sections in the home-school booklets.

2.4 We know we will have achieved our targets when:

(i) Our standard scores in Maths problem-solving will have increased as explained above;

(ii) 'Take home' Maths games programmes will have taken place and parents' comments are filled in in the home-school booklets;

(iii) Staff (including class teachers & support staff) can testify that there is uniformity of language/terminology from year to year in the teaching & learning of subtraction, multiplication & division.