

# **Scoil Muire Bannrion**

**Gilroy Avenue, Edenderry, Co.Offaly**

**18364 O**



**School Self-Evaluation Report Numeracy**

**Evaluation period: January 2013 -June 2013**

**Report issue date: 28<sup>th</sup> June 2013**

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Scoil Muire Bannrion was undertaken during the period January 2013 to June 2013. During the evaluation, teaching and learning in the following curriculum areas was evaluated:

Numeracy: Understanding and using Mathematics.

This is a report on the findings of the evaluation.

### 1.2 School context

Scoil Muire Bannrion is an all boys senior primary school under the patronage of the Bishop of Kildare and Leighlin. It is a fourteen teacher school (9 class teachers, 2 learning support and 2 resource teachers, 1 administrative principal) catering for 229 pupils from Edenderry town and the surrounding area. Due to the opening of another Co-Educational school in the town six years ago numbers have declined in the school. Due to demographic changes in recent years, pupils of various nationalities and Religious denominations and none, have been welcomed into the school. English would not be the first language spoken in their homes for a high percentage of these pupils. The school is part of the School Completion Programme and operates after school support groups Tuesday, Wednesday and Thursday evenings. The school participates in the An Taisce Green Flag Programme and the Discover Primary Science Awards for Science and Maths Excellence. The school would also have a strong tradition in sports. The school administers standardised tests in Mathematics (Sigma-T) and Micra T (English reading) from 2<sup>nd</sup>-6<sup>th</sup> Class in May of each year. A whole school inspection was carried out in December 2011 and a report of the evaluation was published by the Department in June 2012. This report along with the results of standardised tests was used as a starting point for the current school self-evaluation process.

## 2. The findings

- Pupil surveys both from the WSE of 2011 and surveys completed by the children revealed that they had a positive attitude towards maths with 79% of students stating they enjoyed maths and felt that they were doing well. 89 % reported that much of the work they completed in class was very manageable. Children reported that they never found maths homework difficult. Children were able to identify many areas outside of school where maths would be used.
- Pupils overall attainment in numeracy is improving however we are scoring below national norms in recent Sigma-T analysis (May 2013) it show that 55 % of children are performing at or below the 50<sup>th</sup> percentile. (Nationally it is 50 %) In May 2012 58% of Pupils were under the 50<sup>th</sup> percentile; however this improved in May 2013 with 55% under

the 50<sup>th</sup> percentile.

- 19.7 % of pupils are performing at the 16<sup>th</sup> percentile or below (Normal Distribution 16%) and 14.3 % of pupils are performing at or above the 85<sup>th</sup> percentile (Normal Distribution 16%). There has been an improvement in the percentage of pupils scoring above the 85<sup>th</sup> percentile in comparison to May 2012 when this was at 13.6%.
- The average score of problem solving in the whole school as identified in the Sigma-T analysis May 2013 was 39%
- The majority of the children stated that they rarely work in groups or pairs during numeracy lessons, with 89% reporting they generally worked alone during maths lessons
- When asked the approaches they would take when they could not complete a problem in maths lessons 55% said they would ask a teacher, 37% said they would try it themselves, 21% said they would ask a friend and 13% would draw it out. While 82% reported using concrete materials helps them learn in class, only 5% reported doing so if they had a problem in class.
- Of the parents surveyed 90% of the parents indicated that their child enjoyed maths and they were very happy with how their child was progressing.
- Many also commented on the use of the Mathletics programme and the positive impact this had on their child's attitude towards maths.
- 85% of parents reported their child does not have difficulty with retaining tables
- 68% of parents reported they knew their child's strengths in maths, however when it came to their child's difficulties only 54% of parents reported knowing where difficulties
- 40% of parents surveyed indicated that their child sometimes had difficulty with word problems and in their comments; they found the best approach in helping their child was through discussion. Problem solving was an area in which parents identified as requiring attention.
- Although many parents reported that they did not have difficulty in helping children with homework, on occasion when they had difficulties it was due to maths now being taught differently.
- Teachers reported that there was very good teacher knowledge of the curriculum and different levels of maths ability within the class were being adequately met. Teachers also reported that there was very good regular liaison between learning support and mainstream teachers. In class support is also working very well.
- Teachers reported that there were many opportunities for active learning. They reported

that that ICT was being used very effectively and that a wide variety of resources were available for the teaching of numeracy to support the children's learning.

- Teachers reported that there would have to be a common approach to all topics, in particular to all the common operations both basic and advanced, along with this there would have to be a 'tightening up' so that there is uniformity in the maths language used. Teachers also felt a common approach to problem solving would have to be agreed upon as this was an area that was presenting a lot of problems for children within the classes.

### **3. Progress made on previously identified improvement targets**

- Not applicable for year one as School Improvement Plan not in place

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

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

- *Learner Outcomes- Attainment of Curricular Objectives:* The pupils have a positive attitude to learning and dispositions as set out for their class level. The pupils also enjoy numeracy and are motivated to learn. Children feel they are doing well at mathematics. The majority of pupils are achieving well in mathematics. Pupil's attainment in comparison to national norms is improving
- *Learning Experiences- Learning Environment:* Classrooms are appropriately laid out, well maintained and orderly. Bright print rich environments provide supportive learning environments throughout. Classrooms are well resourced and pupils have access to ICT during lessons with an interactive whiteboard in each class used to support their learning. Resources are also suitably selected and used.
- *Learning Experiences- Pupil's engagement in Learning:* Pupils at all class levels are enabled to engage with their learning and the level of pupil interest and participation is high. Pupils are given purposeful and frequent opportunities to engage in independent learning. Pupils are also suitably challenged in activities organized for them.
- *Teachers' practice- teaching approaches:* Differentiation is used to cater for the varying needs and abilities of pupils through the course of the lessons. Teachers also vary methodologies and resources to meet individual pupils learning needs. There is a very good use of ICT to support the children's learning.
- *Teachers' practice-preparation for learning:* Plans long term and short term are prepared and available; the outcomes are clear and curriculum based, and are differentiated to cater for learning needs of the pupils in the class.

- *Teachers' Practice: Management of pupils:* The management of pupils during learning and other activities is effective. There is a targeted focus on the children's pastoral care. A positive Code of Behaviour is implemented in a fair and consistent way. Teacher-pupil, pupil-pupil and pupil- teacher interactions are respectful. The teachers have high but realistic expectations of the pupils in relation to their behaviour and learning and they communicate these to them. The school is inclusive and treats all pupils fairly.

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

- *Learner outcomes: Attainment of Curricular Objectives:* In comparison to national norms we will have to continue to improve on the work being done. The results of standardised tests show that 55 % of pupils are achieving at or below the 50<sup>th</sup> percentile. We hope to bring this up to meet national norms.
- *Learning Experiences: Engagement in Learning:* More Collaborative and co-operative approaches will be developed in the teaching of numeracy.
- *Pupils learning experiences: learning to learn;* Pupils to be involved in monitoring their own learning constructively.

#### 4.3 The following legislative and regulatory requirements need to be addressed:

- Circular 0056/11: Initial Steps in the Implementation of the National Literacy and Numeracy Strategy. Ensure that all timetables reflect the changes outlined in the circular and times are being kept. Ensure that standardised test results for 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes are reported to the Department of Education at the end of each school year.

**APPENDIX TO SCHOOL SELF-EVALUATION REPORT: LEGISLATIVE AND REGULATORY CHECKLIST**

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular	If no, indicate aspects to be developed
Time in school -Length of school year- minimum of 183 days -Length of school day (5 hours 40 minutes 2 <sup>nd</sup> -6 <sup>th</sup> classes)	Circular 11/95	Yes	
Arrangements for parent/teacher and staff meetings	Circular 14/04	Yes	
Implementation of Croke Park Agreement regarding additional time requirement	Circular 0008/2011	Yes	
Standardisation of school year	Circular 0034/2011	Yes	
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02 Staffing Schedule for current school year	Yes	
Retention of pupils	Rule 64 for National Schools Circular 11/01 Circular 32/03	Yes	
Development of school plan	Section 21, Education Act 1998	Yes	
Appointment to posts of responsibility	Circular 07/03 Circular 053/2011	Yes	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	Yes	
Exemption from Irish	Circular 12/96	Yes	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular	If no, indicate aspects to be developed
Implementation of child protection procedures	<p>Circular 0065/2011</p> <hr/> <p>Please consider the following in relation to child protection</p> <ul style="list-style-type: none"> <li>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</li> <li>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed</li> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</li> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed</li> </ul>	Yes	
Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <hr/> <p><i>Please consider the following in relation to complaints:-</i></p> <ul style="list-style-type: none"> <li>▪ Number of formal parental complaints received</li> <li>▪ Number of formal complaints processed</li> <li>▪ Number of formal complaints not fully processed by the end of this school year</li> </ul>	Yes	
Refusal to enroll	<p>Section 29 Education Act 1998</p> <p><i>Please consider the following in relation to appeals:-</i></p> <ul style="list-style-type: none"> <li>Number of section 29 cases taken against the school</li> <li>Number of cases processed at informal stage</li> <li>Number of cases heard</li> <li>Number of appeals upheld</li> <li>Number of appeals dismissed</li> </ul>	Yes	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular	If no, indicate aspects to be developed
Suspension of students	<p>Section 29 Education Act 1998</p> <p><i>Please provide the following information in relation to appeals taken in accordance with section 29 against the school during this school year</i></p> <hr/> <p>No. of section 29 cases taken against the school -</p> <p>Number of cases processed at informal stage</p> <p>Number of cases heard</p> <p>Number of appeals upheld</p> <p>Number of appeals dismissed</p>	Yes	
Expulsion of students	<p>Section 29 Education Act 1998</p> <p><i>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</i></p> <hr/> <p>Number of section 29 cases taken against the school - NIL</p> <p>Number of cases processed at informal stage - NIL</p> <p>Number of cases heard - NIL</p> <p>Number of appeals upheld -NIL</p> <p>Number of appeals dismissed - NIL</p>	Yes	

## APPENDIX TO SCHOOL SELF-EVALUATION REPORT: POLICY CHECKLIST

Policy	Source	Has policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section (15)(2)(d) Education Act 1998	Yes	
Code of behaviour including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	Yes	
Attendance and participation strategy	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	Yes	
Health and safety statement	Section 20 Health and Safety Act 2005	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes	
Special education needs policy	Education Act 1998 Equal Status Acts 2000-2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) 2004 Disability Act 2005	Yes	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	Yes	
Child protection policy	Circular 0065/2011	Yes	
Parents as partners	Circular 24/91		<i>Formal policy to be developed</i>
Public service (Croke Park) agreement - special needs assistants	Circular 71/11	Yes	
Other			