



*Ceann Eitigh N.S.
Kinnitty
Birr
Co. Offaly
16802C*

School Self-Evaluation Report

Evaluation period: Sept 2014-June 2015

Report issue date: Sept 2015

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Ceann Eitigh N.S.* was undertaken during the period *September 2014 to June 2015*. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- Numeracy

This is a report on the findings of the evaluation.

1.2 School context

Ceann Eitigh N.S. is a vertical co-educational rural school with five mainstream class teachers including a teaching Principal, one full-time Learning Support teacher, one full-time Resource teacher and two SNAs. There are 120 pupils currently attending the school.

2. The findings

- Standardised test results in Maths show that on average most pupils are performing at or slightly above the national norm. 13% of the children tested are scoring in the 17th-50th percentile. 37% of children are scoring in the 51st-84th percentile. 49% of children are scoring above the 85th percentile. There are no children scoring below the 20th percentile.
- Analysis of the strands in the tests show that pupils are performing exceptionally well in the shape and space and algebra strands with 26% of pupils scoring in the 99th-100th percentile. The majority of children are performing in the 51st -84th percentile in all strands.
- Analysis of skills in the tests show that 47% of pupils are performing in the 51st - 84th percentile in problem solving and 52% are performing in the 17th-50th percentile.
- Teachers' surveys show that the area that the school needed to focus on was mental Maths. Despite the majority of children claiming that they are good at tables, teachers' analyses of teacher designed tests and teacher observations indicate that there is difficulty in this area. There is also a need for an agreed emphasis on the language of Maths.
- At infant level, it was felt that there was an over reliance on textbooks and that there was a need for a more hands-on approach to teaching mathematical concepts.
- Responses from a survey of parents show that 100% of parents think that tables are important and that they should be part of their child's homework. 57.1% help their child with tables some nights. 57.1% of children spend less than 5 minutes learning tables each night and 42.9% spend between 5 and 10 minutes. However 64.3% said that they felt that their child needed to improve their knowledge of tables and 14.3% of parents claim that their child does not enjoy learning tables. Comments from parents were "Tables are very important and under-rated." "Tables need to be fun to learn." "It is extremely important that children know their tables before moving into post primary school." "If tables were asked out of sequence it would encourage children to learn them thoroughly as if asked in sequence children just add or subtract the one number to get the next answer." "I think there is great value

in the rote learning of tables as students' over reliance on calculators later on is a problem."

- Responses from pupils' questionnaires show that 100% thought that tables were important and 73.2% learn their tables every night. 87.8% use tables to solve problems in Maths and 85.4% feel that they are good at tables. However, 17.1% of pupils claim that they did not like learning tables, 26.8% found it difficult to learn tables and 14.6% claim that they do not enjoy using tables in school.
- Examination of the whole-school plan indicate that there is no common approach in place to explicitly teach Maths strategies.

3. Progress made on previously-identified improvement targets

N/A

4. Summary of school self-evaluation findings

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

- Pupils are performing at or above the national norm in Maths
- Pupils are performing exceptionally well in the algebra and shape and space strands
- The majority of children in the school report that they feel that tables are important.
- 85% of children report that they are good at tables
- The majority of parents are aware of the importance of learning tables.

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

- Ready-Set-Go Maths to be implemented in Junior and Senior Infants
- Establish a common terminology for Maths across all standards
- Outline teaching strategies in the school plan and ensure that they are adhered to
- Mental Maths is an area for improvement
- Time allocation is needed in each lesson for oral/Mental Maths
- Provide opportunities for pupils to explain how they arrived at their answers during Numeracy lessons

4.3 The following legislative and regulatory requirements need to be addressed:
(Specify the aspects that need to be addressed)

- Development of a Parents as Partners Policy