Our Lady of Victories G.N.S.

Ballymun Road

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18911R

School Self Evaluation Report

Report issue Date: June 2015



School Self Evaluation Report 2014/2015

1. **Introduction – The Focus of the evaluation**

A school self evaluation of teaching and learning in Mathematics was undertaken by Our Lady of Victories GNS during the 2014/2015 school year.

This is the report of the findings of the evaluation:

* 1. **School Context**
* This is a DEIS band 1 school.
* This is a vertical girls’ primary school with classes from 2nd to 6th.
* There are currently 164 pupils.
* The staff comprises of 8 mainstream classroom teachers, 3 learning support teachers, 1 resource teacher and an administrative principal. There are 1.5 Special Needs Assistants.

1. **The Findings**

* Using the standardised tests (Sigma-T) our figures from 2013 – 2015 show that the number of pupils scoring at or below the 16th percentile has decreased from 21.3% to 12.8%. These latest figures show a decrease of 8.5% for this group.
* There has also been a decrease in the number of students performing within the 17th to 50th percentile from 47.1% to 32.9%. This is a decrease of 14.2%.
* There has been ***significant increase*** in the number of students performing in the 51st to 84th percentile from 21.3% to 37.2%. This is an increase of 15.9%.
* Similarly, an increase has occurred with students performing at the 85th to 98th percentile from 7.1% to 11.6%. This is an increase of 4.5%.
* There has also been an increase of pupils performing above the 98th percentile from 0.6% to 3.0%. This is an increase of 2.4%.

The above findings show an improvement in all percentile bands. 48.1% of pupils are successfully performing about the 50th percentile, this figure previously stood at 31.8%. This is an increase of 17.3%.

**Pupil and Parents’ Surveys**

* It was found that the school maintained its positive attitude towards Maths.
* Analysing the student survey, it was found that there has been an overall increase and/or maintenance in both attitude and enjoyment of Maths. The results are as follows:

|  |  |  |
| --- | --- | --- |
| Student Survey | | |
|  | 2014 | 2015 |
| Addition | 100% | 96% |
| Subtraction | 57% | 76% |
| Multiplication | 52% | 68% |
| Division | 38% | 48% |
| Time \* | 57% | 44% |
| Money | 52% | 64% |
| Length | 14% | 44% |
| Tables | 61% | 72% |

(2014– 4th Class, 2015 – 5th Class)

1. **Progress made on previously identified targets identified in current SIP:**

|  |  |
| --- | --- |
| **Target** | **Progress Made** |
| 1. Use more concrete materials in Maths lessons; fostering real life experience in the classroom environment and beyond. | 100% of teachers have reached this target; creating classroom shops, measuring areas in Sports Day, using timetables, cooking (linking with first steps Procedural Writing) |
| 1. Increase the use of Maths in the school environment | * A seasonal maths board is always on displayoutside Room 3. Children are afforded the opportunity to interact with this on a daily basis – solving problems, measuring and discussing their reasoning. * Due to time constraints, not all teachers were able to complete a Maths Trail. This will be prioritised in September. |
| 1. All Maths Copies will be laid out with a specific rough work section appropriate to each group level (differentiation) | Teachers of senior classes found this target achievable and beneficial. This target was found to be irrelevant for 2nd and 3rd class. |
| 1. Every Maths Group will don one problem solving activity per day using the RAVECCC approach. (Read, Analyse, Visualise, Estimate, Choose, Calculate, Check) | 100% of teachers have reached this target – teachers found this target created fun discussions and developed children’s mathematical strategies. |
| 1. Maintain the positive attitude towards Math throughout the school. | This target has been achieved. The parents’ survey showed that 83% of parents feel that their child likes Maths.  The table above (student survey) indicates that their positive attitude has been maintained and in some cases, it has increased. |

1. **Strengths:**

* Using this year’s **standardised Sigma-T** tests, the following results were recorded.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Number | Measure | Shape and Space | Algebra | Data |
| *2014*  *Percentage of Questions Answered Correctly* | 52.1% | 43.4% | 42.3% | 57.5% | 51% |
| *2015*  *Percentage of*  *Questions Answered Correctly* | 53.2% | 44.5% | 53.2% | 57.5% | 54.9% |

From the above table, there have been improvements across all strands of the Maths curriculum.

**Attitude to maths**

* 44% of parents have noticed a positive change in their child’s attitude towards Maths.
* Similarly, 83% of parents stated that their child likes Maths.
* 60% of students surveyed stated that they enjoy doing Maths.

**Implementation of School Improvement Plan targets**

Teachers implemented the planned targets for 2014/2015 successfully. From the above tables it is clear that progress has been made and most targets have been met.

1. **Areas for Improvement:**

**Strand Area: Measurement**

Student surveys show that time and length are the topics that children are least confident in. These topics both score below 50%. (Student Survey)

Analysis of the standardised tests shows that measurement was the only strand to score below 50%.

63.5% of questions asked were answered incorrectly. As a result of these findings an emphasis will be placed on this strand for the year 2015/2016.

**Collaboration between home and school**

64% of parents stated that their child often has difficulty with maths homework. A collaborative approach could facilitate the parents in helping students with their homework. This could be achieved as follows:

* Maths for Fun could be considered for all class levels (currently running in 2nd class).
* Use our website to display different strategies and examples for working out various sums and word problems at each class level. This will be discussed at the first parent teacher meeting in October.

**Maths Trails**

Due to time constraints, many teachers were unable to complete a Maths Trail. This will be prioritised in September.

6. Legislative Requirements

4.3 The following legislative and regulatory requirements need to be addressed: See attached appendix.

Presented to Board of Management:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson of BOM)