**School Self-Evaluation Report**

**1. Introduction**

**1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in Numeracy in St. Colman’s B.N.S. was undertaken during the school year 2014 / 2015.

**This is a report on the finding of the evaluation.**

**1.2 School Content**

* We are a Roman Catholic School and our aim is to promote the full and harmonious development of all aspects of the pupil.
* We are a Vertical, Mainstream all boys school
* Our classes are from 1st to 6th.
* There are currently 107 pupils
* We have 4 Mainstream classroom teachers, including principal and we have a shared L.S. & R.T.
* The school administers Sigma Standardised tests from 1st to 6th class.

**2. The Findings**

**Pupils Attitude to Maths –**70% of the pupils in St Colman's BNS like Maths. 90% of the pupils feel they are good at Maths. 95% say they find it easy to learn their Tables. 77% like to play Maths Games on the computer. 81% like to play Board Games. 72% like to play cards.

When the pupils were asked what they found difficult in Maths this is what they said : When doing a Maths Problem in school some find it difficult to decide what to do, know where to start, understand the language and figure out what method to use.

**Parents' Views on their Children in relation to Maths -** Parents felt that : 82% of their children like Maths, 91% are doing well at Maths, 23% require help with Maths Homework and 86% of their children know their tables well. The area that Parents feel cause the most difficulty is Problem Solving 37% - followed by Measures 27%, Data 13%, Shape & Space 9% and Number 7%.

In relation to Problem Solving 55% of Parents felt that the area most difficult for their child was deciding what to do - 23% felt that reading the problem was most difficult. 38% of pupils played Maths Games on the computer. 78% played Board Games and Cards at home. Parents felt that 93% of the pupils could see the relevance of Maths to everyday life.

**Teachers' Views on their Pupils in relation to Maths**- Teachers felt that the majority of their pupils enjoyed Maths and were motivated to learn. According to teachers surveyed on the regular use of Concrete Materials in the Teaching of Maths- 67% say they use concrete materials on a regular basis - 33% don't. Our teachers feel that Problem Solving is an area that most pupils struggle with. This is based on Teacher Observation , Class Tests and Sigma-T Results. The average score for problem solving on the Sigma-T standardised tests was xx% from 1st –6th class.

**Learning Experiences of Pupils –** Each classroom is fitted with an interactive whiteboard to facilitate the pupils Learning of Maths. The pupils are stimulated and enjoy using ICT in the classroom. 6th Class use Khan Academy and take part in the Mathletes Challenge in Term 2. The school environment is used to provide opportunities for Mathematical Problem Solving and creating an awareness of number – eg. clocks, Maths Posters in the Classrooms.

The school actively encourages ‘Maths all around us’ and is continually encouraging the pupils to see maths all around their environment and not just in the classroom at a certain time each day. Maths Trails take place in each classroom at least once in the year. Each class takes part in Maths Week, the Senior Classes sharing Daily Maths Brain Teasers on twitter, the Junior Classes playing Board Games.

**Teaching approaches –** Teachers prepare thoroughly for their lessons, have a clear vision of expected learning outcomes and ensure that the appropriate resources are in place. However Senior Teachers stated that pupils are rarely given the opportunity to work in pairs or small groups or use concrete materials. The Junior Teachers stated that they do group work and use concrete materials when introducing a new topic. In all classes Problem Solving is usually taught at the end of a unit and not as a standalone lesson.

**Assessment:** Our Sigma-T attainment levels are well above average of the national norm. These attainment levels have been analysed, graphed and evaluated.

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

N/A for year one as S.I.P. only introduced.

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

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

* 70% of our pupils like Maths.
* 90% of our pupils think they are good at Maths.
* 95% of our pupils claim they find it easy to learn Tables.
* 77% like to play Maths Games on the computer.
* 81% like to play Board Games.
* 72% like to play Cards.
* Oral Maths / Mental Maths is done in each class each day throughout the school using the scheme New Wave Mental Maths - Prim Ed.
* The learning experiences of pupils are safe, well maintained and visually stimulating.
* Teachers prepare thoroughly for their lessons, have a clear vision of expected learning outcomes and ensure that the appropriate resources are in place.
* Our Sigma-T attainment levels are well above average of the national norm. Our Pupils are performing above the national norm with xxx scoring a Sten of 5 or above compared with 68% nationally and xxx of pupils score Sten 8 or above compared with 16% nationally.

4.2 The following areas are prioritised for improvement

* To develop the Language of Problem Solving.
* To Improve children’s Problem Solving Skills by teaching the Strategies for dealing with problems.
* To keep a Problem Solving Copy / Folder for each child
* To acquire more Problem Solving Resources, including the use of ICT for Problem Solving.

4.3 The following legislative and regulatory requirements need to be addressed,

(See enclosed completed Appendix to School Self-Evaluation Report; Legislative and Regulatory Checklist from School self-evaluation guidelines.)

* Review of Code of Behaviour and Anti-Bullying Policy
* Annual Review of Child Protection Policy