



*Kildare Town Educate Together NS
Tower View, Kildare Town
20403K*

Numeracy School Self-Evaluation Report

Evaluation period: *2018/19*

Report issue date: *May 2018*



Numeracy School Self-Evaluation Report

Introduction

1. The focus of the evaluation

This school self-evaluation report reflects a review of teaching and learning within the area of Mathematics in Kildare Town Educate Together NS. This evaluation was undertaken during the academic year of 2017/18

This was undertaken when the directive regarding SSE was lifted by the INTO.

This is a report on the findings of the evaluation.

2. School context

We are a developing school that opened its doors in August 2012. We opened with 17 children in Junior Infants and 3 in Senior Infants. We have been rapidly growing since and now have 320 children from Junior Infants to 5th class. We also have 2 classes for children with autism.

We decided that given the growth since the directive was put in place it is important to look at the new context of the school. We had 94 children when the last SSE assessment was carried out.

In our school 22% of the children have EAL (English as an Additional Language). We have a partnership with the Irish Refugee Protection Programme (IRPP) which means that we have 16-18 children from Syria at any one time in the school.

We have approximately 30% (104) of our children in the school with Student Support files, IEPs or Syrian children in need of support (based on our November appeal). These are for a range of different needs on file including literacy, numeracy and social needs.

This report is based on Sigma T assessments, seasonal Mathematics assessments and staff reflections on own practice and observations of children's learning.

Special Class

We have two classes for children with Autism in the school. There are 12 children in the classes with 2 SNAs and a teacher in each. They have been exempt from the research into standards in the school. There are varying levels of literacy and numeracy in the class. They are being assessed on a regular basis and work off IEPs. Children who are integrating into mainstream will be taken into account by the mainstream class teacher.

3. The findings



It is observed that in general the children are working at a level above where they should be in the curriculum guidelines.

In the Drumcondra Test of Early Numeracy, the average percentage across our two Senior Infant classes was 71%. This tested pre-number, numeration, addition and subtraction.

Average STEN scores for other classes are below:

Class	Average Sten 2017/18	Average Sten 2016/17	Number of Children Sten 3 or below	Number of children Sten 8 or above
1 st Class A	5	N/A	6	2
1 st Class B	6	N/A	3	4
2 nd Class A	7	6	0	5
2 nd Class B	8	6	0	11
3 rd Class A	6	6	1	2
3 rd Class B	6	6	5	3
4 th Class A	6	6	2	6
4 th Class B	6	6	3	3
5 th Class	7	7	2	14

Having discussed the results as a staff it was agreed that word problems continue to be an area that requires highlighting again. It is very difficult, given the difference in school context to compare results now with results in 2014 when our oldest children were in 2nd class. The table below shows the average percentage score in Solving Word Problems as per Sigma T, May 2018.

Class	Percentage score in Solving Word Problems
1 st Class A	33
1 st Class B	32
2 nd Class A	43
2 nd Class B	52
3 rd Class A	43
3 rd Class B	42
4 th Class A	42
4 th Class B	43
5 th Class	45



Staff reported that while they do provide children with opportunities to experience problem solving, there is a need to become more aware of pupils' individual problem solving abilities.

Attainment of curriculum objectives

Overall attainment is above average as outlined in termly assessments and in the standardised testing (Sigma T).

Pupils' engagement in learning

It is felt by the staff and by the children themselves through class discussions that engagement in learning is very high. Staff felt that most children enjoy active learning in maths.

Preparation for teaching

Staff plan and prepare for teaching with fortnightly plans, SET planning is on a weekly basis. Plans are informed by assessment and are driven by a child-centred approach to differentiation. The learning objectives and desired outcomes are also central to planning. The provision of a range of specific problem-solving resources would allow for a more widespread engagement with the teaching of problem solving as a skill in a more structured manner.

Teaching approaches

A range of teaching approaches are used to engage the children and ensure they become active participants in their own learning. This again is a very child-centred approach to planning.

Management of pupils

As per our code of behaviour children are managed in a positive affirming way. They are taught to be self driven from the outset and be independent thinkers. They are taught in an active way and teamwork is encouraged if possible to ensure high levels of cooperation and engagement in their learning, including the use of paired and group discussion through problem solving and in discussion of mathematical processes.

Assessment

Assessment folders are kept in all classrooms. They are used to record attainment and most importantly to guide planning and build a picture over time of a child's progress and achievement in learning across the curriculum. Each teacher uses the information gathered to identify and celebrate the child's current learning in order to provide him/her with appropriate support in future planning.

4. Progress made on previously-identified improvement targets

Prior to the directive being put in place we had started to work on problem solving in the school. We created a maths policy which highlighted different approaches to problem solving and ensured that problem solving became part of the mental maths section of the lesson every day. We introduced the RUDE and ROSE approach at that time. As you will see we have since changed these approaches to RUCSAC.



It is very difficult for us as a developing school to evaluate the success of the approaches we implemented and therefore we feel it is very important to revisit problem solving as an ongoing area for improvement. Given the 2017/18 standardised test results, problem solving remains an area of further development.

5. Summary of school self-evaluation findings

Our school has **strengths** in the following areas of Mathematics:

- Children generally display high levels of mathematical attainment across all strands in standardised testing
- Children at infant level have a strong understanding of number and mathematical concepts
- Children display positive attitudes towards Mathematics
- Teachers report that pupils at all class levels enjoy problem solving
- We are very well-equipped with Maths resources
- A good variety of teaching methodologies are used in the teaching of maths in the school.

The following areas are **prioritised for improvement with numeracy**:

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.

Target Areas for improvement	Actions
Increase the Sigma T scores for problem solving across the school.	Increase time spent on problem solving at all class levels Provide additional resources for differentiated practising of problem solving, Seek guidance and support regarding children with SEN and assessments/testing e.g., pupils with dyslexia completing word problems with/without support
Parental engagement with the school on school strategies for problem solving	Ensure that problem solving is one of the areas discussed at the parents maths evening. Discuss RUCSAC at the curriculum meeting.
Improve children's understanding and accurate use of mathematical language	Increase the presence of mathematical language in the school environment Explicit teaching of mathematical language Provide more opportunities for children to discuss their work and justify their thought processes.

