

SCHOOL SELF-EVALUATION (REPORT & PLAN) – NUMERACY **Glasheen Boys' School (Reviewed & Updated May 2014)**

A School Self-Evaluation (SSE) of teaching and learning in numeracy in Glasheen Boys' School (Scoil Mhuire Gan Smál B) was undertaken during the period from 2012 – 2013. During the current evaluation, teaching and learning across the whole school was evaluated. The focus of this SSE report is on teaching and learning in the area of Problem Solving across all class levels in numeracy. In particular our focus is on **Attitudes Towards Problem Solving**.

SCHOOL CONTEXT

- This is a DEIS Band 2 **Urban Boys' Primary School**.
- There are currently **320 Pupils** enrolled. As we are close to Cork City Centre, UCC and a number of Hospitals, we attract pupils from far and near. We also cater for newcomer pupils.
- There are 24 teachers on **Staff** including Administrative Principal, 13 Mainstream Teachers, 6 Learning Support/Resource Teachers, 1 Shared Resource Teacher, 2 EAL Teachers & a Shared HSCL Teacher. We also have the support of 9 SNA staff.
- We have a very supportive **Parents'** Association.
- The school administers Sigma-T and Micra-T **Standardised Tests** in Mathematics and English reading, from 1st to 6th classes. Early screening is also carried out at Infant Level, through Belfield Infant Assessment Profile (BIAP), Lucid COPS and The Middle Infant Screening Test (MIST).
- Other **Literacy & Numeracy Initiatives** being implemented in Glasheen Boys' School include Reading Recovery, Maths for Fun, Ready Set Go Maths, Literacy Lift Off, Station Teaching, Building Bridges (Reading Comprehension) & First Steps (Writing).
- Our School has 4 **Green Flags**, is a **Health Promoting School**, is working on our **Active Schools** Flag.
- We have been involved in an extensive **School Building & Improvement** Project, with constant updating and further improvements ongoing.
- We have a comprehensive **DEIS Plan** in place since 2007, which has been regularly reviewed and updated.

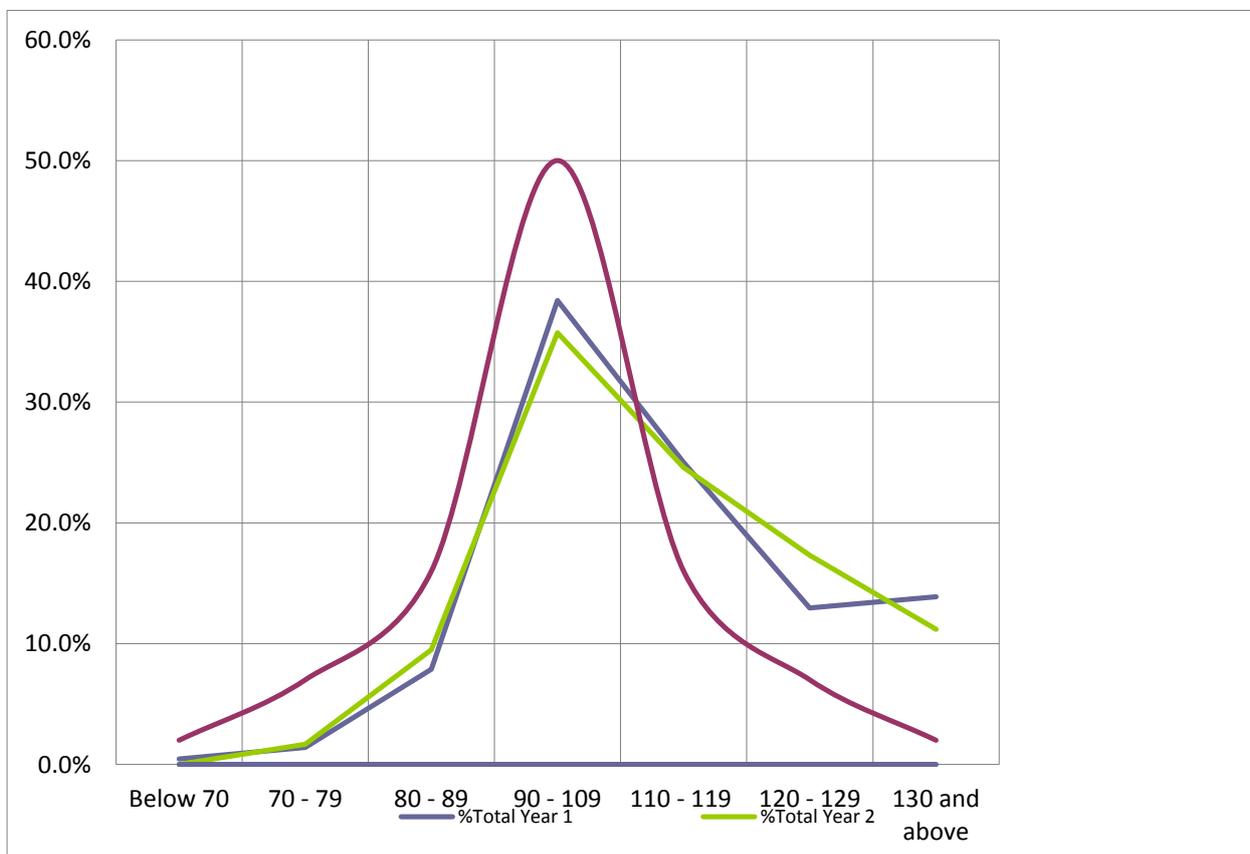
THE FINDINGS

- On shared analysis of whole school standardised tests in numeracy, we as a staff found that **90.3% are performing at or above the national norm** in Numeracy, based on Sigma-T results (2012/2013). Sigma T results for the 2013/14 are currently being analyzed.
- We found that the area pupils were performing best in was **'Understanding Concepts and Facts'**. The area in which pupils performed least well in was identified as **'Solving Word Problems'**. (Based on Sigma-T results 2012/ 2013)
- Examination of questionnaires from the entire pupil cohort showed that while **73% indicated that they liked Maths** only 47% indicated that they liked doing word sums (problems). The number who indicated that they like doing number sums was 72%.
- In a staff review of current practice in May 2013, 86% of teachers indicated that the area of **problem solving merited attention**. This review was followed by questionnaire in January 2014. 13% of teachers indicated that they agreed with the statement 'The majority of pupils in our school like problem solving'.
- Staff dialogue by means of questionnaire specified that teachers felt the need for a **common planned approach / strategy** to modeling and explicitly teaching agreed problem solving procedures across all class levels in numeracy. 37% acknowledged that they did not explicitly teach more than one problem solving strategy to their pupils.
- 82% of parents surveyed indicated that they thought that their children were more successful at number sums than word problems.
- The results of questionnaires completed by a focus group of children (from 1st to 6th Classes) indicated that **68% of children had no problem solving strategy to employ when faced with a difficult problem in Mathematics**. 62% of teachers indicated that there were pupils who did not have at least one problem solving strategy in Mathematics.

- Furthermore 32% of the pupil in the focus group identified that they “never” or “rarely” worked in groups during numeracy lessons. Teacher’s questionnaires supported these findings with 31% of teachers acknowledging that **group work** took place during numeracy lessons rarely.

Progress made on previously identified targets identified in the current School Improvement Plan (SIP).

- As outlined in our DEIS Action Plan from 2011 / 2012, The EAL teacher will continue to track **EAL learners** in the area of Numeracy, as there is a high representation of this group of learners in below norm results in standardized tests.
- The “**Ready, Set, Go Maths**” initiative was originally implemented in our school in accordance with our DEIS Action Plan for 2011 / 2012. Due to staffing changes, the school has identified the opportunity to avail of further whole-staff training in this initiative. Part 1 of this training has taken place.



SPECIFIC NUMERACY TARGETS 2013 – 2016

- *To increase to 75% the number of children who report that they like maths. (May 2016)*
- *To increase to 85% the number of pupils who report that they have at least one strategy to employ when problem solving in maths (May 2016) (All teachers will teach at least two problem solving strategies during the school year – report in CM.)*
- *To ensure that group work is utilised in all classrooms in the delivery of the maths curriculum. (That all teachers would report that they ‘sometimes’ use groupwork during the Maths lesson. That 80% of children would indicate they ‘sometimes’ or ‘always’ work in groups during Maths.) (May 2016)*

This Report & Plan was presented to the Board of Management on 26th May 2014.