School Self Evaluation Report

Numeracy

Sept. 2014 – June 2015

Introduction:

* School Self-Evaluation of teaching and learning is part of the ongoing work of Derrylamogue NS. The focus of SSE for 2014-2015 is Numeracy.
* Derrylamogue N.S. is a rural, mixed school with 115 pupils. There are five class teachers including a teaching Principal, one Learning Support Teacher, one shared Resource Teacher and one SNA.

Learner Outcomes:

Pupil Standarised Test results for numeracy indicate that overall sten scores are in the average and high average bands.

* These results also show that only 43% of children are attaining in the area of problem solving compared with 63% who can understand concepts and recall facts, and 60% who can perform computations and procedures.
* Teacher survey showed that children are not always exposed to problems that apply to real life context.

Learner Experiences:

* Pupil questionnaire results show that whilst 73% of children like Maths, only 40% enjoy problem solving.
* All Teachers report that children are involved in problem solving activities on a daily basis.
* Pupil survey showed that 80% feel competent in Number and Data, 73% in Shape & Space 66 % in Measures.

Teacher Practices

* Staff agree that children are involved in weekly problem solving activities.
* All teachers agreed that the language of maths and problem solving strategies are not always taught.
* All teachers report that the following activities are not often experienced by the children: Open Ended Investigations, Projects and Maths Trails.
* Analysis of pupil copybooks show neat, clearly laid-out work but no evidence of pictorial representations.

Summary of SSE Findings

Strengths-

1. 73% of children survey like Maths and 80% enjoy Number and Data.
2. Written work is neat and well presented.
3. Children are involved in problem solving on a daily basis.
4. Staff are aware of pupils’ problem-solving ability.

Areas of Improvement

1. Language of Maths not always taught.
2. Use of Pictorial representations are not promoted enough as a tool to problem solve.
3. Staff agree that there is an over reliance on textbooks.
4. Different strategies for problem solving need to be taught.