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**THOMASTOWN NS**

**Golden,**

**Co. Tipperary**

**04620D**

**School Self-Evaluation Report**

Evaluation period**:** March 2014 to June 2015

Report issue date: *June 2015*

**School Self-Evaluation Report**

1. **The focus of the evaluation**

A school self-evaluation of teaching and learning in numeracy was undertaken during the school year 2014/2015.

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

**School Context**

* This is a rural co-educational primary school
* There are currently 99 pupils on roll
* There are five permanent teacher positions including a teaching principal and a shared learning support post
* The school administers Drumcondra English and Sigma-T Maths standardised tests from 1st to 6th class
1. **The Findings**
* Standardised test results in Maths show that on average pupils are performing above the national norm. 27% of pupils scored Sten 8-10 and 89% of all 1st – 6th class pupils score Sten 5 or higher.
* Analysis of standardised test data over the last four years show a steady trend of improvement in standardised test results (the figure for Sten 5 or higher stood at 76% in 2012)
* Analysis of recent test results show that the school performs well in the areas of number (62% 2014 1st to 4th class), algebra (62% 2014 1st to 4th class) and also understanding concepts and recalling facts (66% 2014 1st to 4th class).
* Responses from a survey of parents conducted by the Inspectorate show that en masse parents believe that the school is helping children to progress at maths. 100% of parents’ responses agreed or strongly agreed with the statement ‘The school is helping my child to progress in Maths.’
* An interesting finding from the teacher’s survey was that 4/5 teachers felt that the school needed to provide further advice to parents on engaging with their child on Maths related activities in the home. 4/5 teachers also believes that more information needs to be provided to parents on content and mathematical language.
* Another finding from the survey carried out with teachers was that 4/5 teachers believe there needs to be an agreed list of terminology and language for each class level and that all teachers should be aware of the language being used in different classrooms.
* Problem solving is an area that also requires attention. 44% was the average score for pupils solving word problems from 1st – 4th in the Maths Sigma T 2014.Teachers also note problem solving as an area for improvement in a staff SCOT analysis. 4/5 teachers feel there is no agreement on a strategy being used to support pupils’ problem solving.
* 40% of pupils surveyed indicate that they have trouble getting started on a problem that is new and 52% say that they use a strategy to solve a problem. Furthermore, 33% say they use maths games, websites or puzzles in class and 38% take time to estimate before doing a problem.
1. **Progress made on previously identified targets identified in the current SIP**

N/A for year one as SIP not in place yet

1. **Summary of school self-evaluation findings**

Our school has strengths in the following areas:

* 89% of pupils at and above Sten 5
* Learning Support Maths groups and team teaching has helped to improve the attainment levels of children
* New Wave Maths books and Tables Champion books are a big help in reinforcing Maths concepts
* Parents were positive about the school helping their child progress with Maths (100%)
* Pupils in the older class say that they like Maths (83%)
* Regular assessment both informal and formal. These assessments are carried out by the class teacher and the learning support teachers.
* Lessons are planned to meet the needs of different learning styles and include regular opportunities for group work, paired work and peer tutoring.

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

* Problem Solving
* Mathematical Language
* Information for parents