



ST. MOCHTA'S NATIONAL SCHOOL
PORTERSTOWN ROAD
Clonsilla
Dublin 15

ROLL No. 18778S

School Self-Evaluation Numeracy Report

Evaluation period: *May 2012 to April 2013*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St. Mochta's was undertaken during the period May 2012 to April 2013. During the evaluation, teaching and learning in numeracy was evaluated.

This is a report on the findings of the evaluation.

1.2 School context

- This is a vertical co-educational Catholic, developing multi-cultural primary school.
- There are currently 857 pupils.
- There are 44 teachers including an Administrative Principal and Administrative Deputy Principal.
- There are 9 SNAs.

2. The findings

- Standardised test results in maths show that on average most pupils are performing at the national norm (PR 54.5). There is a significant group scoring below the 20th percentile. There is a significant group scoring above the 80th percentile.
- Responses from a survey of parents show that the majority of parents feel their child likes maths (91%), that they know their child's strengths in Maths (80%) and that their child's maths ability is catered for. However, 39% of parents reported that they do not get good information from the school about how their child is performing in Maths.
- Responses from pupil questionnaires (3rd to 6th) show the majority of children enjoy maths (80%) and believe they are good at maths (89%). 71% of children reported that they use maths equipment and games during lessons and 92% play maths games on the computer or interactive white board in school. 48% of children reported they wish to spend more time in school learning maths. 24% of pupils reported difficulties with problem solving.
- Teachers focus groups reported numbers and operations as a strength in the school. Problem solving and mathematical language were recorded as areas for development. Teachers observed that children in all classes are performing well in number. Teachers identified that an increase in concrete resources will contribute to more effective teaching and learning.

3. Progress made on previously-identified targets improvement targets

- Not applicable for year one as school improvement process not in place yet.

4. Summary of school self-evaluation findings

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

- Number and operations.
- Most children have a positive attitude towards maths.
- Use of ICT during maths lessons.

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

- Problem solving.
- Development of mathematical language.
- Sharing information with parents about how their child is performing in maths.
- Maths Resources/Concrete Materials.

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

- Attendance and participation strategy.
- Data Protection.
- Parents as partners.
- Public Service Agreement – SNAs.

