SCHOOL NAME: St. Fiacc's NS School Self-evaluation Report Numeracy

1 - INTRODUCTION - *Short paragraph about the school context, information on previous work undertaken in relation to SSE*

The focus of this evaluation

School Details:

St Fiacc's N.S is a co-educational urban Catholic school serving the Graiguecullen community. The school hosts 600 pupils of 28 nationalities. It has 24 mainstream class teachers and 9 Additional Needs teachers. St Fiacc's N.S is a DEIS Band 2 school.

We undertook self-evaluation of Numeracy during the period 1/09/2022 to 11/01/2023. where we gathered qualitative and quantitative data from students through the following means:

- Conducting a questionnaire on pupils from Junior Infants - Second class.
- Conducting a questionnaire on pupils from Third to Sixth class.
- Conducting a whole staff numeracy review and a focus group with a smaller group of teachers.
- Analysing the Standardised Test Results in Mathematics over the previous four years.
- Benchmarking numeracy against the quality framework.

FINDINGS

This is effective / very effective practice in our school

- Standardised tests are broken down and analysed by the school and used to plan for future teaching
- We have a dedicated Maths team led by a numeracy coordinator.
- Teachers plan their numeracy lessons in collaboration with other year group teachers
- Teachers planning is based on the maths curriculum as opposed to textbooks. Infants are taught Maths in accordance with the Ready, Set, Go Maths curriculum.
- There is a strong focus on integrating Maths into Science through STEM.
- Digital Learning is embedded in Mathematics through a whole school coding programme and pupil voice is supported through child lead mathematical assessment using seesaw.
- Inclusive practices exist at St. Fiacc's with Numeracy inclass support in all year groups.

This is how we know

- Evidence gathered from two Student Surveys (J.Infants - 2nd and 3rd - to 6th)
- Breakdown of Standardised Test Results in different strands of the curriculum
- Evidence gathered from whole staff numeracy review and small group focus session

This is what we are going to focus on to improve our practice further - *Specify the aspects of teaching and learning the school has identified and prioritised for further improvement*

- In 2021-2022 pupils on average answered 50% of the number questions correctly in Sigma T Maths assessments.
- In 2020-2021 pupils on average answered 47% of the number questions correctly in Sigma T Maths assessments..
- In 2018-2019 pupils on average answered 51% of the number questions correctly in Sigma T Maths assessments. We believe that these statistics create a rationale for a whole school focus on **number**.
- At a staff numeracy review on the current practice, a whole school approach to the teaching of Mathematical **language**, **mental maths** and use of **concrete materials** were prioritised.
- On a Maths survey conducted in October 2022, 50% of 1st and 2nd class pupils said that they liked working with others when doing Maths.
- On a Maths survey conducted in October 2022, 37% of 3rd class pupils said that they often worked with other pupils when doing Maths and 40% said that they would like to spend more time in school learning Maths

- On a Maths survey conducted in October 2022, 30% of 4th class pupils said that they like and are good at solving problems and 30% said that they would like to spend more time in school learning Maths
- On a Maths survey conducted in October 2022, 43% of 5th class pupils said they often use equipment in Maths lessons to help them and 41% said that they often work with other pupils in Maths lessons.
- On a Maths survey conducted in October 2022 43% of 6th class pupils believed that they were good at Maths and 40% said that they liked Maths.
- In the 5th and 6th class Maths surveys conducted in October 2022 the most prevalent areas that children found difficult in Maths were 1) Fractions 2) Division 3) Solving Word Problems
- In the 4th class Maths surveys conducted in October the three most prevalent areas that children found difficult in Maths were 1) Division 2) Multiplying 3) Fractions
- In the 3rd class Maths surveys conducted in October 2022 the three most prevalent areas that children found difficult in Maths were 1) Subtracting/ Renaming 2) Length (m and cm) 3) Dividing
- When number was analysed using the quality framework domains learner outcomes and learner experiences, teachers believed that some middle and senior class pupils lacked motivation and sometimes didn't interact respectfully during Maths discussion nor engage purposefully

These pupil surveys are indicators of a further need to provide opportunities for peer to peer collaboration during Maths activities and to create a classroom climate where knowledge is shared and mistakes are valued. There also emerged a clear rationale for prioritising number activities.

OUR IMPROVEMENT PLAN

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

School Improvement Plan	
SSE CO-ORDINATOR	Mr Pauric Bolton
TARGETS	• To increase the SIGMA T average of correct answers in Number from 48% to 51% over three years. (1% increase every year for 3 years) • To increase the number of pupils scoring between the 51st and 84th percentile from 27% to 30% over a three year period. • To increase the number of pupils from 3rd - 6th who think they are good at Maths from 56% to 62% over three years. (2% increase each year)
ACTIONS	WHO IS RESPONSIBLE? Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM
• To introduce "Number Talks" as a daily mental maths activity. • To access further CPD on "Number Talks" from PDST for 2023-2024 • To ensure all class teachers have an adequate supply of sample number talk activities and concrete materials. • To upload at least 1 sample of teacher/child lead assessment in numeracy to seesaw monthly • To lead a classroom environment where pupil discussion points are respected and valued	Whole staff Mr Bolton Mr Bolton Class teachers (inf-2nd 2023) All class teachers (Sept 2023) Mr Bolton All staff

MONITORING STRATEGIES AND APPROACHES	WHO IS RESPONSIBLE? Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM
● Teachers in Junior Infants will trial fluency number talks on numbers 3-5 using dots, rekenreks and ten frames.	Mr Bolton, JI teachers
● Teachers in Senior Infants will trial fluency number talks on numbers 6-10 using dots, rekenreks and ten frames.	Mr Bolton, relevant teachers
● Teachers in First Class will trial fluency number talks on numbers 6-10 using dots, rekenreks and ten frames.	
● Teachers in First Class will trial the following addition strategies: counting all/counting on & doubles/near doubles using dots, rekenreks and ten frames.	
● Teachers in Second Class will trial fluency number talks on 10 using dots, rekenreks and ten frames.	
● Teachers in Second Class will trial the following addition strategies: doubles/near doubles & making tens.	
● Teachers from 3rd - 6th Class will trial the following addition strategies: making tens & making landmark or friendly numbers. (April-May 2023)	
● Teachers from 3rd - 6th will initially trial at least two suggested multiplication and division strategies from Number Talks manual (May-June 2023)	
● Number talk strategy to be referenced clearly in Cuntas Miosiuil.	
● PDST Inservice (Year 2 T1)	PDST
● Modelling & Peer observation (Year 2 T2-3)	ISM team
● Feedback at staff meetings (May 23)	All staff
● Monthly monitoring of number talk	Monthly "check in" with Coodinator.
● Monthly monitoring of Seesaw uploads	Mr Bolton

EVALUATION - Criteria for success - Are we making progress?	EVALUATION TOOLS How do we know?
• An improvement in pupil SAT performance in respect of number from 48% to 51% over 3 years • A 3% increase in the number of pupils scoring between the 51st and 84th percentile in Sigma T over a 3 year period. • An annual 3% improvement in the number of pupils from 3rd - 6th who think that they are good at Maths.	• Analysis of Sigma T annually • Analysis of Sigma T annually • Annual survey of random sample of pupils from 3rd - 6th.

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS: As we monitored, did we have to adjust targets? Change or adapt actions?
• The average percentage of correct answers in the number strand was 48% in the 2023 Sigma T Maths assessments. Therefore the baseline was reset at 48% with a revised improvement target of 51% • The number of pupils scoring between the 51st and 84th percentile was 27%. in the 2023 Sigma T Maths assessments. The 3% increase target will remain the same. • • •

TARGETS	ACHIEVED (INCLUDE DATE)			
• To increase the SIGMA T average of correct answers in Number from 48% to 51% over three years. (2% increase every year for 3 years)	Yes		No	
• To increase the number of pupils scoring between the 51st and 84th percentile from 27% to 30% over a three year period.	Yes		No	
• To increase the number of pupils from 3rd - 6th who think they are good at Maths from 56% to 65% over three years. (3% increase each year)	Yes		No	

See http://schoolself-evaluation.ie/primary/resources/reporting-sse/ for more templates including:
- The Board of Management Annual Checklist
- A suggested template for communicating a summary report to the Whole School Community