School Self-Evaluation (Numeracy)


School Profile:

Presentation Girls’ School is a vertical all-girls primary school from Junior Infants to 6th class under Catholic patronage. There are 540 pupils enrolled (Sept 2015) with a staff of 28 fulltime teachers (2015/16). The school has a relatively stable pupil enrolment however the school continues to have pupils enrolling who have significant needs in relation to acquisition of English language skills. This significantly impacts on their attainment in literacy and numeracy. Maths is taught as per Department of Education and Skills guidelines with 3 hours 25 minutes per week at Junior and Senior Infant level and 4 hours 10 minutes per week from 1st to 6th. In the infant classes some strands are taught through the Aistear Programme. Learning support in Mathematics is provided through a combination of team teaching and small group work. This allows for differentiation in the teaching of mathematics. All classes have access to a comprehensive range of concrete materials to assist in the understanding and acquisition of key mathematical concepts.

School Self-Evaluation

The school is engaged with the SSE process since 2012/2013, focussing on Literacy in the first year. An evaluation of Numeracy was initiated in 2013/2014. The process of evaluation is followed by implementation of an improvement plan targeting specific areas. Evidence gained from monitoring the progress being made informs revision of the plan and actions to be implemented. The school has identified SPHE as a third area to be addressed in SSE. The development of a school improvement plan is currently underway (2015/2016).

Evaluation of teaching and learning in Numeracy

The evaluation of teaching and learning in numeracy was evidence based; Parent, pupil and teacher questionnaires were used, along with test results, teacher observations and school based data to identify areas of concern. The Principal, along with the Numeracy Link Teacher, attended training modules in Kildare Education Centre. The methodologies outlined there and advice given were subsequently incorporated into the School Improvement Plan for numeracy. A copy of the PDST manuals on fractions, decimals and percentages and Shape and Space were made available to all teachers.

Summary of findings

- Our school has lots of strengths in relation to the teaching and learning of Maths.
- Children’s results in Standardised tests show that high standards are achieved in the school.
- Children report that they are confident at Maths and many reported that Maths activities and group work help them to learn Maths.
- Parents report that children have a favourable attitude to Maths and that the school promotes a positive attitude to Maths. Most parents are aware of their children’s strengths in Maths.
- Teachers report confidence in teaching most curricular strands and believe that our school makes a lot of effort to address the needs of those with special educational needs.
Priorities for School Improvement plan

- Problem-solving – a whole-school approach to teaching of problem-solving is necessary with specific strategies being taught and practised
- Maths in the environment – strategies to highlight for pupils the centrality of maths/numeracy in all aspects of life
- Focussed information for parents on the aspects of Maths that are challenging for pupils

To address the above priorities and to enhance the learner experience the school has committed to the provision of additional concrete materials for maths teaching