



Gaelscoil na Lochanna

Tuairisc Féinmheastóireachta scoile

PFS 3- Mata

1. Introduction

1.1 Focus Of Evaluation

We carried out a self evaluation on the teaching and learning of **Maths** in Gaelscoil na Lochanna between September 2014 and February 2015. Here is a report of that evaluation.

1.2 Context of our school

We are a Gaelscoil founded in 2006.

The school is growing since 2006 with new children, teachers and rooms almost every year since 2006.

The school is still growing and will have over 200 children in September 2015.

The Principal is an administrative Principal since last September.

It is a single stream school.

We have 189 pupils at present (Boys and Girls)

Currently we have seven class teachers, two learning support teachers (one full time, one part-time) and a resource teacher.

2. The Findings

1. The children have mostly a positive attitude to Maths (**74% of chn in Rang 1-6 said they liked Maths**). We run a really enjoyable Maths week during the year.
2. In general the Sigma T results of the school are very good and have been since the beginning of the school. See table below*
3. The practice of Assessment of Maths in the school is well established. (each term chn receive a test on the work of the term and at the end of the year each child from Rang 1-6 sits a standardised test and chn in Naí Shin also do an end of year Early Numeracy test)
4. There is a strong Learning Support Structure for Maths in the school (High achievers are given higher level work and low achievers receive strong learning support).
5. Maths Tables are taught throughout the school but there is no whole school approach to this.
6. 58% of children scored over the 50th percentile in 2014 but this was at 70% in 2013. **In 2015 this rose again to 76%.**
7. The average result for Word Problems was 43% (Sigma T test) and this is still the lowest scoring section of the standardised tests. **In 2015 this rose to 45%.**

8. Shape and Space section of tests also scored a little low at 53.5% but this is an improvement on last year (46.2%). In 2015 this rose to 60%.

9. In the Junior classes to Rang 2, children generally experience problems reading the Maths terminology. In 2015, a plan was put in place to help chn in Rang 1+2 with the language of Maths.

Standardised Tests in Maths (Sigma T)

	2010/11	2011/12	2012/13	2013/14	2014/15
Sten 1-3 national norm =16%	16.4%	2.9%	6%	4%	0%
Sten idir 3-8 national norm =68%	70.9%	68.5%	71%	74%	65%
Sten 8-10 national norm =16%	12.7%	28.6%	23%	22%	35%
Over 50th percentile			70%	56%	76%

3. Improvements made prior to this evaluation

During PFS 1 (2011) a lot of work was done improving Maths in school.

There was a 10.8% improvement on Word Problem scores between 2010 and 2011 (which still holds at c.7% improvement since then).

From 2010 there has been improvements in the results in Shape and Space (improvement of 8.6%) agus Data (improvement of 16.4%) in the Sigma T results.

From 2010- there has been a lot of work done to create a positive attitude to Maths in the school .

4. Summary of Self- Evaluation Findings

4.1 The school has particular strengths in the following areas:

- Positive Attitude to Maths runs throughout the school in general
- Good results in Maths generally throughout the school.
- Assessment and Learning Support practices are strong in the school
- The teaching staff have prior experience in achieving improvements.
- The results of the Sigma T tests in 2015 were higher than any other year.

4.2 For this plan the priorities for improvement are the following:

1. Tables: to establish a whole school approach and plan to the teaching of Tables throughout the school

2. Mental Maths Activities: To establish the practice of 5 minutes mental maths activities every day throughout the whole school

As a tool to help with revision of Maths topics covered, to help children develop their communication skills in Maths and to ensure children have some Maths-thinking time each day- we will establish a routine of 5 minutes mental Maths every day.

3. Language + Communication of Maths in Rang 1+2

To develop the Maths language and communication ability of children in Rang 1,2 (especially Reading Maths)

Le deaghúí,

Foireann na Scoile