



Our Lady's Secondary School

School Self- Evaluation Report: Executive Summary

The Numeracy Framework- 2016/2017

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning to support numeracy has been ongoing in Our Lady's Secondary School from the period of November 2013 to October 2016. The focus of the evaluation is on numeracy and the promotion of numeracy across the whole school. At a staff meeting the staff scanned through the evaluation criteria in the SSE guidelines. The SSE core group designed a student questionnaire on attitudes to numeracy and how it was implemented in the classroom. This was conducted as an on-line questionnaire using Google forms and administered to 100 students taking three class periods in total. By using an on-line tool the results were instantly collated and analysis began immediately.

Numeracy

- To support and create an awareness of numeracy in all subject areas
- Identify and engage with achieving numeracy specific targets
- Teaching & learning strategies in the area of numeracy

This is a report on the findings of the evaluation.

1.2 School context

Our Lady's Secondary School is a Voluntary Catholic Secondary School operating according to the traditions of the Sisters of Mercy, under the trusteeship of CEIST. There are currently 708 students, including approximately 45 in receipt of learning or resource support and 28 students in the special class. There are approximately 60 teaching staff and 6 SNA's. As well as the traditional Leaving Certificate and Junior Certificate our school also offers the following programmes: JCSP, LCVP, LCA and TY. There is a strong culture of CPD and core teams have been established in the areas of Assessment for Learning, Literacy & Numeracy and Junior Certificate short course development. In addition to this our school has joined the TL21 initiative which supports teaching and learning in our school and many of the initiatives contained in this report. The SSE core team managed the analyzing, interpreting and identifying of surveys and assessment results and highlighted the areas of strength and development. This information was presented to the whole staff during staff meetings. As a result of this collaboration, our targets and strategies were established and implemented across the curriculum. All staff members are encouraged to share resources through the medium of the school

server to maximize the implementation of the various initiatives impacting on teaching and learning. All teachers have access to an iPad or laptop, there are data projectors in all classrooms, Apple TV's in 20 classrooms, interactive boards in 4/5 classrooms and Promethean Boards in 5 classrooms.

2. The Findings

2.1 Numeracy

- 71% of 1st Year students show a positive attitude to Maths. There is awareness amongst students of the recognition of Maths as a life skill. As few as 2 % of students said I will not need Maths after I leave school. Two-thirds of students recognise Maths being integrated in other subject areas across the curriculum
- There is awareness amongst staff that numeracy skills benefit all subject areas and the responsibility of numeracy is a whole school issue.
- 85% identify the need to help students with their numeracy skills.
- Students are getting some exposure to a variety of learning experiences including paired/ group work, using hands on experiences, Maths puzzles and online games.
- 66% of students receive teacher explanation to help further their understanding.
- There is a strong awareness amongst staff recognising numeracy as a life skill.
 - 87% of teachers stated numeracy occurs in their subject, helps them to achieve in all their subjects and a whole staff approach can help develop students numerical skills.
- 94% of staff use graphs/ charts as a teaching aid to assist students learning in their subject area
- Maths competency Test indicates a good attainment in the area of computation.

2.2 Summary of Sten results for Numeracy

Class	STen 1 - 3			STen 4	STen 5	STen 6	STen 7	STen 8 - 10			Number of pupils		Total enrolment
	(Well Below Average)			(Low Average)	(Average)	(Average)	(High Average)	(Well Above Average)			excluded	absent	
	STen1	STen2	STen3	STen4	STen5	STen6	STen7	STen8	STen9	STen10			
<i>Sixth Class</i>	1	1	1	9	14	15	26	10	12	10	20	0	119
% Total	1.0%	1.0%	1.0%	9.1%	14.1%	15.2%	26.3%	10.1%	12.1%	10.1%	16.8%	0.0%	
% Total (Norm)	1.0%	2.0%		23.2%		41.4%		22.2%	10.1%				

2.3 Teaching Approaches

- Subject departments to include the numeracy strand ‘estimation’ into subject plans and are embedded in practice.
- ‘Maths for fun’ once per annum for 1st Years to make maths more enjoyable.
- Tracking students to identify the underachievers, implement further supports to raise standards.
- 1st Yr students sit a common exams for the purpose of monitoring and streaming students for 2nd Year.
- 1st Yr students are not allowed the use of calculator to encourage mental arithmetic and problem solving
- Estimation posters and measuring tapes provided in each classroom.

3 Progress made on previously-identified targets improvement targets met:

- Monitoring and assessing of students summative assessment against a baseline to highlight, support and examine progression in the area of literacy and numeracy.
- All teachers incorporate the use of ICT in to their teaching practice.
- Progress in Numerical Reasoning during the course of 1st year for the majority of students
- Improved 1st Yr understanding of how mathematical terms may have different or similar meanings in different subjects contexts.
- Maths teachers would be consistent in using agreed mathematical terms relating to particular topics to enable students to develop an understanding of how these terms maybe interchangeably used.
- Maths teachers display key mathematical terms to encourage the literacy of numeracy.
- Maths teachers have invested in estimation resources to support the SSE focus

4 Summary of school self-evaluation findings

- Attainment in Maths at higher leel in state exams for both JC and LC has remained above the National norms for the past number of years.
- _____ of Leaving Cert students took higher level Maths in 2016.
- _____ of Junior Cert students took higher level Maths in 2016.
- An increase approach to common use of Mathematical language across the Department.
- Teachers have a positive attitude to maths and are supportive in the promotion of numeracy and being numerate as a life skill.
- Maths Week is coordinator by the Maths Department to raise awareness of Numeracy on every day life. This is an annual event and supports our numeracy targets.
- Numeracy is incorporated in to most subject department plans.
- Active participation in Mathematical competitions, e,g Maths Olympiad

- CPD for Coding in recognition that it supports numeracy as well as digital literacy.

5 The following areas are prioritised to support School Improvement

- To continue to support the numeracy target through actively encouraging whole school awareness
- Regular assessing and monitoring of students numerical reasoning.
- Continue analysis of student results during House/ SEC Exams
- To continue providing Applied Maths programme