



Colaiste na Ríochta
Church Street
Listowel
Co Kerry

School Roll Number: 70500P

School Self Evaluation Plan Numeracy

2015 - 2018

Introduction

A school self evaluation of teaching and learning in Colaiste na Riochta was undertaken in 2014/15. The focus of this review was Numeracy. With a focus on bridging the gap between primary and post primary Maths for students and improving students attainment and confidence in Maths.

The School Context

Colaiste na Riochta is a co-educational, multid denominational secondary school under the patronage of Kerry Education and Training Board located in Tralee, Co Kerry. In 2014-2015 the enrolment is 62 at post primary and 170 PLC students.

Colaiste na Riochta is the only co-educational school in Listowel. Two other secondary schools exist in the area – St Michael’s College and Presentation Secondary School. Enrolments have fluctuated over the past five years. The school has 10 feeder Primary Schools, three are urban and seven in rural settings.

The school has DEIS status. The school has access to a HSCL one day per week and also receives support from the North Kerry School Completion Programme. The school has an ASD unit with six students. This opened in 2010. These students are fully integrated into the mainstream school. The school also has an EBD class sanctioned by the NCSE. We are also part of the APP Project since the start of 2013/14 where the focus is on team teaching in the area of Literacy and Numeracy. This has had a beneficial effect on the quality and level of engagement of student learning.

A high number of our students have special educational needs, how the school operates an open and inclusive environment.

A full curriculum is now on offer at both Junior and Senior Cycle. Programmes on offer include JCSP, Junior Certificate, Leaving Certificate Vocational Programme. The school also provides additional QQI Certification in level 4 in maths to our senior cycle students.

The school uses the CAT3 tests on enrolment and the Group reading tests along with the maths competency test to ascertain the cognitive ability of incoming first years.

The schools administrative structure at present is 2 A Post holders, 3 special duties posts and a Director of Adult Education.

The school has two qualified SEN teachers and 4 SNA staff at present.

Inspection reports during 2014/2015

We had one inspections in 2014 – a Geography in November. Feedback from the subject inspection inspection was very positive. Inspectors noted the range of instructional strategies in the classroom and the impact of team teaching. The main recommendation was the development of an ICT plan for Geography.

Summary of SSE Findings

School Strengths

1. JCSP initiatives are excellent practices used throughout the school with a clear focus on teaching and learning.
2. The school is part of the DES App project with a focus on literacy and numeracy supporting students through team teaching approaches.
3. The school has introduced NBSS Programme catch up literacy to identify students in need of intervention in first year.
4. As a Kerry ETB school we have had several staff trained in instructional leadership techniques. Trained staff members share their experiences with other staff to try to embed improved teaching and learning techniques. Our survey of students on Teaching and Learning strategies showed increasing understanding of techniques used in class.
5. The school has a welcoming atmosphere and restorative practice is a key part of the school's code of discipline.
6. Events like Maths week and working with colleagues from Kerry ETB have helped to raise the profile of maths and embedding basic numeracy skills across all subject areas.

In January 2015, we gathered data on numeracy in our school through

1. CATs results and comparison with Junior Cert results
2. Distribution of Numeracy Skills Student Surveys to Junior Cycle Students identifying areas of difficulty with numeracy
3. A staff SCOT analysis at staff meeting identifying areas of strength and difficulty regards students and numeracy across all subject departments.
4. Competency Test of First Years to highlight the gaps in the bridge to post primary Maths.
5. Analysis of State Exams. Junior and Senior Cycle.

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Areas for improvement

1. Competency test with first years highlighted areas such as Fractions/Percentages , Problem solving and Probability as areas they found difficult.
2. Teachers need to practice and use mental Maths techniques to combat over reliance on calculators.
3. Basic numeracy skills need to be practiced often as a high proportion of students are below average in their standardised test scores.
4. Increase number of students sitting Ordinary Level Maths at Leaving Certificate and increase number of students studying Higher Level at Junior Cycle
5. Tables and graphs are a cross curricular weakness in students skills and this needs to be addressed with a common approach.

These informed our decisions to set the following SMART targets:

1. To increase the uptake of Higher Level Maths in Junior Cycle to 25%
2. To reduce the number of students who do not get the opportunity to use tables, graphs to present their work in all subjects from 22% to 10%.