

*Athy College*

*Monasterevin Road*

*Athy*

*Co. Kildare*

*School Roll Number: 70650L*

## **School Self-Evaluation Report**

Evaluation period: *January 2013 to May 2013*

Report issue date: *30 May 2013*

# School Self-Evaluation Report

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Athy College was undertaken during the period January 2013 to May 2013. During the evaluation, teaching and learning were evaluated with particular reference to:

- **Numeracy: Understanding and using mathematics**

This is a report on the findings of the evaluation.

### 1.2 School context

Athy College is a co-educational school in the vocational education sector with an increasing school enrolment, having 300 students approx. at present. The school participates in the DEIS programme, providing the full JC and LC programmes along with the JCSP and LCA programmes. We are a pilot school for the new JC programme and are partaking in the Instructional Leadership Initiative.

In the school, we are dedicated to fostering educational excellence, empowering all students to reach their full potential – academic and social, physical and spiritual.

## 2. The findings

Numeracy and the Learning Environment are the main areas that were chosen for evaluation – the following information was gathered and analysed:

- Entrance test results re Numeracy for incoming first years Sept 2013
- JC maths results 2012
- Staff survey to establish strengths/ areas for improvement for Numeracy
- Survey for 1<sup>st</sup> years and their parents re attitudes to and understanding of Numeracy

The main findings are:

- Entrance tests show students do not perform basic mathematical operations as well when decimals are involved.
- Overall positive attitude amongst students to numeracy.
- 80% students knew that being good at numeracy would help them at all subjects.
- 14% students do not believe maths learnt in school will be relevant in later life.
- 35% students do not enjoy working with numbers.
- 42% students are not interested in working with numbers.
- 80% parents knew their child was doing well in maths class.
- 25% parents did not know if there was an element of numeracy in all subjects.
- JC 2012: \_\_\_\_\_% students took HL maths; \_\_\_\_\_% students took OL maths.
- Teachers recognised that there is a lack of visually stimulating print-rich material in the learning environment for numeracy.
- There is no sharing of numeracy strategies across all subjects, similar to those for literacy.

### **3. Progress made on previously-identified improvement targets**

•N/A

### **4. Summary of school self-evaluation findings**

#### **4.1 Our school has strengths in the following areas:**

- ICT availability in all classrooms.
- Maths available in the school at all levels for JC and LC students
- Students deciding to do maths / science based courses in 3<sup>rd</sup> level
- Team teaching occurring when teaching hours available
- Arrangement and layout of desks in many classrooms are conducive to group work and active learning methodologies.
- Several strategies from Instructional Leadership are being implemented successfully by many teachers.

#### **4.2 The following areas are prioritised for improvement:**

- No resource teacher available that is specific to maths
- Lack of numerical visual stimuli around the school
- \_\_\_\_\_% students taking HL maths at JC level

- Need to build student's confidence and increase their interest and enjoyment of maths•

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4.3 The following legislative and regulatory requirements need to be addressed:

(Specify the aspects that need to be addressed)

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•**Appendix to School Self-Evaluation Report: legislative and regulatory checklist**

**follows-----**