

School Improvement Plan

Baseline data

- Sigma T Results 2011 were analysed using PDST analysis tool. Staff discussion of results followed. It was shown that pupils performed least well in the area of problem solving. The whole school average for problem solving for 2010/2011 was 48% and for 2011/2012 was 43% . These were the lowest of the sections analysed in both those years. These sections were Concepts and ~Facts, Computations, Word Problems, number, Measures, Shape and Space,Algebra and Data.
- Teacher observations and teacher designed tasks and tests highlighted problem solving as an area in need of development.
- Teacher discussion, the completion of the PDST Maths Checklist and the problem solving Sigma -T results showed that a greater emphasis needs to be put on maths language.
- Questionnaires were administered to pupils from 2nd-6th classes . This found that one of the areas of Maths that pupils liked least was problem solving.
- A total of 23% of children surveyed from 2nd to 6th classes did not know if they like maths. A total of 27% of children from 2nd to 6th class did not know if they were good at maths and a total of 41% of children surveyed from 2nd to 6th classes did not know if they find maths easy. This indicates that on average 27% of children from 2nd to 6th classes do not know how they are doing in the area of maths.
- Results from the Sigma T maths show that Data and Measures are the next lowest average scores after Problem solving. The average result for Data in 2010/2011 was 52.3% and in 2011/2012 was 66%. The average result for Measures was 58% in 2010/2011 and 54.5% in 2011/2012. Teacher discussion and teacher designed tasks and tests concurred with this finding.

Summary of main areas requiring improvements

- The area of problem solving needs improvement. This is evident in the Sigma -T results. The overall average for this area in Maths was 48% in 2010/2011 and 43% in 2011/2012. These results also indicate that mathematical language throughout the school needs to be improved.
- 27% of Children from 2nd to 6th classes are not sure of how they are doing in Maths. Therefore children must be enabled to self evaluate their learning in maths.
- Based on the Sigma T Results the areas of Measures and Data need to be improved.

Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<ul style="list-style-type: none"> • To improve problem solving skills in maths. • Each class to have an action maths/ real life lesson in maths each week. • Focus on the development of group work skills in particular in these lessons. Use maths games in these lessons. • Each class level is assessed in maths at the end of each unit. • Develop maths trail throughout the school. 	<ul style="list-style-type: none"> • A problem-solving folder to be developed by class teacher with examples of word problems for each class level. • Research problem solving strategy to be implemented throughout the school and to be taught at each class level • Teacher modelling of problem solving strategy to whole class, small groups, peer groups and individual pupils • Analyse Sigma T test results. • Questionnaire to be administered to pupils from Infants to 6th class • To assess each class in maths at the end of each 	<ul style="list-style-type: none"> • SigmaT Results • Results of teacher designed tasks and tests. • 	<ul style="list-style-type: none"> • Class Teachers • Learning support teacher 	<ul style="list-style-type: none"> • Folder – By the end of school year 2013/2014 • Problem Solving strategy – By the end of September 2013 • Teacher Modelling – End of September 2013 • Analyse Sigma T test results – Each year. • Questionnaires – School year 2012/2013 • End of Unit Maths Tests – School year 2012/2013 • Number of the Week – school year 2012/2013

<ul style="list-style-type: none"> To introduce problem of the week – give during Friday test. 	<ul style="list-style-type: none"> unit. Introduce a “Number of the Week” Oral Maths at the beginning of each class for ten minutes. 			<ul style="list-style-type: none"> Oral Maths lessons- Third term 2013/2014 Maths Trail – Year 3 Before Christmas 2013. Continue and review all actions in year 2 and 3.
<ul style="list-style-type: none"> To develop a whole-school approach to the use of mathematical language to enable the pupils to become very familiar with the language of operations, and to enable them to apply their knowledge to mathematical problems. 	<ul style="list-style-type: none"> Agree strategies and language used for teaching mathematical concepts Review of language displays in classrooms. Send maths language glossaries home. Mathematical language to be reviewed Review maths language display in classroom. 		<ul style="list-style-type: none"> Class Teachers Learning support teacher 	<ul style="list-style-type: none"> Maths language and strategies – school year 2012/2013 Inform parents maths language – Before Christmas 2013. Review displays – September 2013. Review maths language – 2013/2014, 2014/2015. Continue and review all actions in year 2 and 3.
<ul style="list-style-type: none"> To provide children with 	<ul style="list-style-type: none"> Children complete maths reflection log Children review all their test 		<ul style="list-style-type: none"> Class Teachers Learning 	<ul style="list-style-type: none"> Reflection log – implement 2nd term 2013/2014

opportunities to evaluate their own learning	results and discuss where they made mistakes.		support teacher	<ul style="list-style-type: none"> Review of children's tests – 2013/2014. Continue actions in the following years. Continue and review all actions in year 2 and 3. Repeat questionnaire – Year 2 and 3.
<ul style="list-style-type: none"> To develop the children's understanding of Measures. 	<ul style="list-style-type: none"> Introduce "Measures of the week" 		<ul style="list-style-type: none"> Class Teachers Learning support teacher 	<ul style="list-style-type: none"> Measures of the Week – 2013/2014
<ul style="list-style-type: none"> To develop and enhance the children's understanding of Shape of the Week. 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Class Teachers Learning support teacher 	<ul style="list-style-type: none"> Shape of the Week – 2014/2015
Monitor and Review	<ul style="list-style-type: none"> Teacher observation is a key tool which will be used in monitoring the progress of this numeracy strategy. Key observations will be noted and discussed at whole staff level Professional reflection section on cuntas míosúils will be used to gauge feedback also Discussion at staff meetings and Croke Park Hour meetings re: feedback and the identification of new strategies and approaches Specific time will be allocated to the discussion and progress of the numeracy programme during our planning time and staff meeting Continuing professional development will be sought and staff encouraged to attend, to further develop teacher knowledge and skills and to keep abreast of best practice Pupil feedback will be sought at regular intervals throughout the year. Questionnaires will 			

	<p>be used to gauge pupil opinions at the end of each year</p> <ul style="list-style-type: none"> • Parental Feedback will be sought at parent/teacher meetings • Standardised Sigma T test will be given at end of each year and results will be discussed to further develop our 3 year plan.
<p>Success Criteria/Evaluation</p>	<ul style="list-style-type: none"> • Teacher observations will be noted and collated • Class conferencing between teacher and pupils to gauge feedback • Standardised testing at end of each year – data will be analysed over the three years to track performance of pupils’ problem solving • Pupil questionnaires will be analysed to gauge how pupil feedback altered over the three year period • Review of children’s work samples, maths tasks and tests etc.