

ST. BRIGID'S N.S.  
DRUMCONG  
19519W

*School Improvement Plan*

Evaluation period: *September 2012-June 2014*

Report issue date: *June 2014*

# Summary School Improvement Plan

## 1. Introduction

### 1.1 The focus of the evaluation

As part of our ongoing work in the school we conducted a school self-evaluation of teaching and learning during the years 2012 -2014. We evaluated the teaching and learning of Numeracy in our school. For more information on how the evaluation took place, please see the enclosed School Evaluation Report which is also available on our school website.

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Numeracy. The main purpose of these actions is to improve our pupils' learning.

## 2. Summary of school self-evaluation findings

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

#### Strengths

- Pupils in St. Brigid's are performing above the national norm in standardised Maths tests.
- Results of assessment show that pupils have a good grasp of mathematical concepts.
- There is good use of concrete materials for teaching/learning maths across the strands at all class levels.
- The classroom environment supports pupil learning in Mathematics.
- A strong majority of parents are supportive of pupil learning and are eager to support that learning at home.

We know this because we consulted with pupils, parents and teachers and examined test results in the school.

### 2.2 We have decided to prioritise the following **areas for development**:

#### Areas for development

- Teaching and learning problem-solving skills and increasing pupil confidence in this area.
- Mathematical language – understanding and use of language by all pupils.
- Recall of number facts (tables) and mental maths strategies.
- Informing and supporting parents with regard to helping their child to learn.
- Pupil attitude to Mathematics
- Developing assessment for learning (AfL) and pupils' self-assessment skills.
- Enhancing the general school environment to increase pupils' enjoyment of Maths and to support learning of Mathematical concepts.

**2.3** Our school set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those

targets over the next three years.

Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes
The average score attained in problem-solving for the whole school cohort in the SIGMA-T in May 2014 was 46%. We aim to increase this by 1% each year for the next 3 years.	<ul style="list-style-type: none"> <li>All pupils taught to use the following strategy for solving word problems: Read the problem. Note key words. Visualize and/or draw problem. Write a number sentence. Estimate answer. Solve/calculate answer.</li> <li><i>All classes to display and use glance cards for problem-solving strategies from PDST.</i></li> <li>All classes to set aside time each Friday for teaching and learning problem-solving skills.</li> <li>Teachers to provide a wider variety of problem-solving experiences for pupils- use of Maths trails, open-ended problems, puzzles and games as well as word problems.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the average score of problem-solving from 46% to 47% by June 2015.</li> <li>Pupil survey to show greater self-confidence in and enjoyment of solving problems.</li> </ul>
Pupils will use mathematical language appropriate for their class level with increased accuracy.	<ul style="list-style-type: none"> <li>Emphasis placed on talk and discussion to teach and reinforce new Mathematical language</li> <li>An agreed list of language for each class level is consistently used by all teachers.</li> <li>Labelling visual displays such as wall charts and pupils' work using new maths vocabulary.</li> <li>Inform parents by way of an information sheet and/or Maths journal of any new Mathematical language being used at each class level.</li> <li>Pupils in the Infant classes will engage in Mathematical language during their Aistear playtime.</li> <li>Pupils from 1<sup>st</sup> class upwards will use an age appropriate Maths Journal/ learning log for recording new language e.g. Today I learned that the sum of objects/numbers etc. means the amount altogether</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observations to note an improvement in accuracy of pupils' use of language</li> <li>Teachers' assessment for learning to show an increase in accuracy at solving word problems across the strands.</li> </ul>
When tested pupils will recall number facts (tables) with an increased accuracy of 10%	<ul style="list-style-type: none"> <li>Junior classes to focus on oral work in number using concrete materials.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to show 10% improvement</li> </ul>

over each school year.	<ul style="list-style-type: none"> <li>Classes from 1<sup>st</sup> to 3<sup>rd</sup> to begin teaching tables using concrete materials, number patterns and games and then to move on to reciting tables as a class.</li> <li>All classes from 1<sup>st</sup> to 6<sup>th</sup> to recite tables daily and teachers to ask pupils tables in random order.</li> <li>Class teachers from 1<sup>st</sup> to 6<sup>th</sup> to administer the Ballard &amp; Westwood Timed Tables Test in December, April and June to monitor progress.</li> </ul>	<p>when tested using the Ballard &amp; Westwood Timed Arithmetic test over the year.</p> <ul style="list-style-type: none"> <li>Pupils' accuracy in computation showing progress.</li> </ul>
To use assessment for learning (AfL) and to teach pupils to engage in self-assessment at all class levels throughout the school.	<ul style="list-style-type: none"> <li>Monitor pupils work in copies, project work and non-written work to evaluate their progress and use to inform planning.</li> <li>All teachers to share the learning intention at the beginning of Maths lessons (We are Learning to – WALT)</li> <li>Children to use a section in their Maths journal/learning log for self-assessment e.g. What I know, What I want to learn and what I have learned (KWL); Something new I learned today... Something I could have done differently...</li> </ul>	<ul style="list-style-type: none"> <li>Information gained from on-going assessment of pupils' learning to inform teacher planning.</li> <li>Pupils' self-assessment to improve their ability to reflect on their own learning.</li> </ul>
To increase the percentage of pupils who enjoy Mathematics by 5% each year for the next 3 years.	<ul style="list-style-type: none"> <li>A mathematically rich environment (including displays of pupils' work) to be created throughout the school – in classrooms and reception areas.</li> <li>Increased use of Maths games including interactive games to promote pupil enjoyment of Mathematics.</li> <li>Use of the school playground and shelter areas to create Mathematical games and puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Results of pupil surveys showing an increase in the number of pupils who enjoy Mathematics by 5% each year.</li> <li>Pupils engaging with Maths in the outdoor school environment.</li> </ul>

**2.4** We know we will have achieved our targets when we have met the success criteria outlined above.

