



GAELSCOIL DR UÍ SHÚILLEABHÁIN
AN SCIOBAIRÍN
Co. Chorcaí
20009G

School improvement plan

Evaluation period: *September 2014 to April 2015*

Plan issue date: *May 2015*

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 this year. We evaluated mathematics in general and problem solving in particular. (For more information on how the evaluation was carried out refer to the school self evaluation report which is attached to this document and is available on the school website.

This school improvement plan outlines the activities that the school will carry out in the area of mathematics over the next three years. The main purpose of these actions is to improve our students' learning in the area of mathematics.

2. Summary of school self-evaluation findings

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

Strengths

- A very positive teaching environment and a well equipped school, and in general a positive attitude to mathematics among the pupils.
- Highly capable teachers who are well able to explain and teach new concepts in the classroom at each level.
- Good practice in the use of ICT.
- Emphasis on maths games and use of concrete materials in the Junior classes.
- Most children perform well in the strands- number, algebra, shape and space.
- High emphasis on assessment throughout the school.
- High achievement in Standardised tests.
- Emphasis on integration with maths and other subjects in the curriculum

We know this because we consulted with teachers, feedback from questionnaires from (students/ parents / teachers) and after analysing standardised test scores and results of other tests carried out in the school.

2.2 Our school has decided to prioritise the following **areas of development**:

Areas for development

- The areas of problem solving and measure in Mathematics have been identified as relative weaknesses.
- More emphasis needs to be put on teaching the strand of measures and problem solving in a practical way and relating it to real life.
- More emphasis needs to be put on the use of more concrete materials, using different strategies for problem solving and implementing more pair/group work in maths lessons.
- The use of maths language needs to be developed and extended, with a coordinated approach across all classes.
- The number of children who report that they do not like maths is equal to the number of those who do and this needs to be addressed
- More emphasis on the use of ICT for maths at home

We have decided to prioritise these areas because of the evidence gathered from teachers, pupils, parents and standardised test results.

2.3 Our school has 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.

Targets for Improvement	Action
<ul style="list-style-type: none"> To improve the standardised scores in problem solving. 	<ul style="list-style-type: none"> Implement 'Ready Set Go Maths' in Infant classes. Implement 'Have You Got Maths Eyes' in 1st-6th class. Introduce more Pair/group work and opportunities for explaining their work. Adopt a problem solving procedure to be used- RUDE=Read, Underline, Draw, Estimate and then solve. Focus on other methods of problem solving-games, maths trails. Oral problem solving.
<ul style="list-style-type: none"> Developing a whole school approach to the use of mathematical language. 	<ul style="list-style-type: none"> The 'Foclóir Matamaitice' document developed in the school will be used in all classes to develop and extend the mathematical language of the children. The establishment of a 'Balla Beo Mata' in every classroom to further familiarise the children with the terminology and language of mathematics. Language being implemented throughout using 'Ready, Set Go, Maths'. Emphasis on 10 minutes of 'oral maths' in the classrooms.
<ul style="list-style-type: none"> To improve the standardised scores in the strand 'Measures'. 	<ul style="list-style-type: none"> Active learning. Maths day incorporating the various strand units under Measures.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Providing parents with information on the mathematical language and methods/strategies being used in the school, so they can further support their children at home. | <ul style="list-style-type: none"> • Putting useful/helpful information/links/websites on the school website. • Providing them with a copy of the 'foclóir matamaitice. |
| <ul style="list-style-type: none"> • To increase the % of children who like maths. | <ul style="list-style-type: none"> • More emphasis placed on maths games. • Creating a mathematical environment throughout the school. • Maths wall, table/corner in each classroom. • Holding a maths day during Maths week each year. |
| <ul style="list-style-type: none"> • To increase opportunities for active learning and strengthen the connection between maths and real life, particularly in problem solving and Measures. | <ul style="list-style-type: none"> • Implement 'Ready Set Go Maths' in Infant classes. • Pair/group work and concrete materials being implemented in every classroom. • Integrate the outside environment with problem solving and measures. |

As a parent you can help us by:

- Checking children's homework and assisting children when necessary.
- Adhering to the mathematical language given by the school.
- Helping to develop a positive attitude to maths by linking maths with the home and the environment-counting, measuring, time, money, length, capacity etc.
- Praising and encouraging your child especially in the area of problem solving.
- Attending parent /teacher meetings.
- Coming to the class teacher if there is any query re maths.

2.4 We know we will have achieved our targets when:

- An improvement is shown in standardised scores in problem solving and measures.
- The problem solving procedure –RUDE is known and being used by 1st-6th class.
- An improvement is shown in the number of children who know and use the mathematical language.
- An increase is shown in the number of children who like maths.
- Parents understand how to help their children with maths at home.
- There is a maths wall, maths table or corner evident in each classroom.