

SCOIL NAISIÚNTA NAOMH PÁDRAIG
ST. PATRICK'S BOYS NATIONAL SCHOOL

Sráid an tSeipéil
Caisleán a' Bharraigh,
Co. Mhaigh Eo

Ofíóg: (094) 9023438
Príomhoide: (094) 9023591
Uimhir Rolla: 18542M



Chapel Street,
Castlebar,
Co. Mayo

Office: (094) 9023438
Fax: (094) 9023438
Principal: (094) 9023591

Roll Number 18542M

School Improvement Plan (Numeracy)

Evaluation period: September 2014 to June 2015

Plan issue date: June 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 numeracy (problem-solving). For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on this 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 students' learning.

2. Summary of school self-evaluation findings

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

Strengths

- There is provision for pupils at all class levels to experience problem-solving including pupils with special needs
- Equal emphasis is placed on the process of problem-solving as well as finding the answer
- Teachers actively model the language to be used
- A cooperative, constructivist approach is employed where the views and reasoning of others is valued

We know this because we consulted with a sample group of students, a sample group of parents all teaching staff and examined test results, questionnaires and surveys.

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

Areas for development

- Teachers' specific awareness of problem-solving ability from the analysis of standardised testing data
- To use more variety in our approach to problem-solving in lessons e.g. projects, trails, practical investigations
- To employ more consistently the strategy of teaching problem-solving by moving from concrete work to pictorial work to abstract work
- To create more opportunities for problem-solving to be used in a cross-curricular manner

We have decided to prioritise these areas because they were identified by teachers and supporting data as the key areas requiring particular focus going forward.

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 & Actions

- Teachers intend to use in year 1 (2015/2016) problem-solving strategies as discussed at staff meeting level. Further resources available for use include copybook check sheet and problem-solving rubric. It is intended that the strategies and resources will allow pupils opportunities to actively participate in, discuss and reflect upon their learning in problem solving.
- Staff indicated the need to follow the strategy of teaching problem solving by moving from concrete work to pictorial representation to abstract work. This problem-solving strategy will be applied to each of the strands and strand units of the Mathematics Curriculum.
- Staff have furthermore identified the need to focus on the areas of *mental maths*, the language of mathematics (to develop comprehension and vocabulary development) and tables.
- To increase the numbers of pupils participating at school in problem-solving activities through use of I.C.T. e.g. Khan Academy, “Scratch” programming, iXL website.
- To increase the use of varied approaches to problem-solving e.g. “out of classroom” practical investigations, trails, games, orienteering, resources like Izak9.
- All staff will contribute to the development of a whole-school plan to teaching problem solving to include the six types of problems

As a parent you can help us by continuing to read with your child, to monitor effort and completion rate with regard to homework and to give positive feedback to your child concerning his progress.

2.4 We know we will have achieved our targets when actions have been assessed as having been completed following review and standardised scores are judged to match the pupil’s ability level.