



**QUEEN OF THE UNIVERSE N.S.
LONG RANGE
Bagenalstown
Co. Carlow
18183K**

School improvement plan

Evaluation period: *Sept 2012 to June 2013*

Plan issue date: *Nov 2013*

Summary school improvement plan

1. Introduction

1.1 The focus of the evaluation

As part of our on-going work in the school, we conducted a school self-evaluation of teaching and learning this year. We evaluated Mathematics throughout the school. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is 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 Mathematics. 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

- Attainment of Curricular Objectives: Standardised test scores show our school performing above national norms. None of our children are scoring below the 2nd percentile. The overall attainment of pupils with regard to numeracy is at a high standard in accordance with learning outcomes of the Primary School Curriculum.
- Pupil's Learning Experiences / Learning Environment: Classrooms are appropriately laid out, well maintained and orderly. All pupils have access to appropriate learning settings and the learning environment provides for the needs of our pupils. Pupils are given support as needed.
- Pupil's engagement in Learning: Pupils at all class levels are enabled to engage with their learning and the level of pupil interest and participation is high. 68% of pupils say they like maths. Pupils are given purposeful and frequent opportunities to engage in independent learning. Pupils achieve the expected learning outcomes of lessons.
- Teaching Approaches: Team and co-operative teaching are widely used within the school as a means of differentiating the curriculum so as to meet the needs of our pupils.

We know this because we consulted with pupils/parents/teachers and examined test results, teachers planning, timed tables tests and pupils work in the school.

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

Areas for development

- Strategies to support pupils problem solving need to be agreed at whole school level
- Mental maths and oral language to be timetabled at each class level.
- Increasing opportunities for pupils to engage with Maths
 - Increase the use of Maths in the school environment.
 - Creation of Maths trails within and outside the school building.
 - Increased use of Maths games
- Attention is needed to boost the attainment of high achieving children.
- Teachers planning to consider what tools to use for oral language at class and whole school level

We have decided to prioritise these areas because following analysis of standardised test results and pupils feedback they were an area we felt needed improvement.

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.

Target for Improvement

- Increase the number of children scoring above the mean in the Ballard Weston tables tests.
- Increase the number of children scoring above 50th percentile in problem solving.
- Increase the number of children who say they like maths.
- Increase the number of children scoring above 50th percentile in data.

Action

- Discrete time given to practice/recite tables.
- School wide application of problem solving strategy.
- Maths Oral language prioritised esp. at junior end.
- Rewards given to maths achievers at assemblies and in class.
- Data charts to be displayed throughout the school.
- Cross curricular data work to be carried out.

As a parent you can help us by talking to your child about maths in everyday situations, promote a positive attitude towards maths, play maths games and practice tables while out and about.

2.4 Targets will be reviewed at the end of the school year. Adjustments can then be made to the plan based on the success of the previous actions.