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| **School Improvement Plan St. Oliver Plunkett’s Navan Co. Meath: (Sept2013-June 2016)** |
| **Strengths*** Team teaching
* Well stocked maths library.
* Maths recovery trained teachers on staff.
* Mental maths in every class daily for 10mins.
* Maths for fun in junior classes staggered during the year.
* School maths plan recently reviewed.
* Teachers trained in Ready set go maths.
* Maths trails.
* Maths games.
* Board games.
* Maths problem a day.
* Maths information mornings for parents.
* Pupils enjoying measure strand.
* Strategies in place for the teaching of tables.
* Results of assessment (informal and formal) are used to inform teacher planning.
* Overall attainment in Sigma T is above average.
* Use of concrete materials to enhance teaching.
* Speakers in for CPD on problem solving.
 | **Concerns*** Problem solving. Scores are lower than other areas.
* Increase in numbers of children needing support in Junior/Senior infant classes.
* Amount of children needing support in 4th classes.
* Rising numbers in classes.
* Children from behavioural unit effect on the class.
* Decline of teaching staffing resources and SNA support.
* Regression of EAL children and children from lower social economic grounds during holiday time.
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| **Baseline Data:*** 9.2 % of pupils performing at or below the 16th percentile in the Sigma T
* 32.2% of pupils performing between the 17th -50th percentile in the Sigma T
* 36.8% of pupils performing between the 51st-84th percentiles in the Sigma T.
* 21.8% of pupils performing between the 84th-100th percentiles in the Sigma T.
* 67% of pupils from 1st-6th reported that they like maths.
* 74% of pupils reported that they liked using ICT or IWB to play maths games
* 42% of pupils reported that they were not good at problem solving.
* 42% of pupils felt that maths was difficult.
* 95% of parents felt that the school was helping their children to make progress in maths.
* Through the use of the analysis tool for standardised test scores teachers reported that the problem solving strand was reducing our overall attainment scores.
* Teachers feel that problem solving is a particularly difficult area to teach.
* Teachers see the need for a standardised approach to maths language across classes
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| **Target(s):*** To maintain the number of children performing at or below the 16th percentile at 9.2% and the number of children performing at or above the 85th percentile at 21.8% over the next 3 years.
* To improve the school average for problem solving from 41.9% by 1% per annum to 44.9% over the next 3 years using the analysis tool for the Sigma-T test.
* To develop a consistent maths language for the school over the next 3 years.
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| **Actions:** **Year 1 2013-2014*** Warm-up maths exercises to be introduced before maths lessons.
* During a staff meeting teachers will decide on teaching strategies, specific maths language to be used in classes across the school.
* Maths co-ordinator with the support of the staff to develop the maths rich environment. Throughout the school.
* Mental maths in class for 10mins daily.
* A problem a week/ day in every class throughout the school, allowing for cooperative and collaborative group work.
* Brain snack problem solving cards to be used from 2nd class up.
* CPD for staff around numeracy.
* Developing the role of ICT – Maths- I puzzles on every lap-top
* Incorporate elements of maths into Aistear in infants.
 | **Year 2 2014-2015*** Implement the consistent approach to teaching of maths strategies.
* Maths co-ordinator with the support of the staff to continue to develop the maths rich environment. Throughout the school.
* Mental maths in class for 10mins daily.
* A problem a week/ day in every class throughout the school, allowing for cooperative and collaborative group work.
* Continue to use Brain snack problem solving cards to be used from 2nd class up.
* CPD for staff around numeracy.
* Continue to develop role of ICT in Mathematics
* Paired maths initiative for 4 weeks in 1st class.
* Incorporate elements of maths into Aistear in infants.
 | **Year 3 2015-2016*** Implement the consistent approach to maths language.
* Maths co-ordinator with the support of the staff to continue to develop the maths rich environment. Throughout the school.
* Mental maths in class for 10mins daily.
* A problem a week/ day in every class throughout the school, allowing for cooperative and collaborative group work.
* Continue to use Brain snack problem solving cards to be used from 2nd class up.
* CPD for staff around numeracy.
* Paired maths initiative for 4 weeks in 1st class.
* Team teaching for maths .
* Incorporate elements of maths into Aistear in infants.
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| **Monitoring/ Evaluation:****When?**TermlyYearlyMonthly | **Who?**Whole staffClass teacherPrincipal | **How?**Croke Park/ staff meetingSigma TInformal monitoring |