|  |  |  |  |
| --- | --- | --- | --- |
| **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. | |
| **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 | | | |
| **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. | | | |
| **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. |
| **Monitoring/ Evaluation:**  **When?**  Termly  Yearly  Monthly | **Who?**  Whole staff  Class teacher  Principal | | **How?**  Croke Park/ staff meeting  Sigma T  Informal monitoring |