

School Improvement Plan Summary 2014

Numeracy

Ratoath Senior National School, Ratoath, Co. Meath

<ul style="list-style-type: none">• Baseline data	<ul style="list-style-type: none">• Attainment of curriculum objectives: The results of the Sigma-T Standardised Tests indicate that our pupils are performing above the national average. Our pupils perform above the national average across all strand units.• Pupils' engagement in learning: Our pupils' questionnaire revealed that the majority of pupils in 5th class enjoy mathematics and have a very positive attitude to mathematics. The majority of pupils in 5th class reported feeling that they were good at mathematics.• Teaching approaches: A SCOT analysis by staff revealed school strengths in the school environment, ICT, classroom teachers, learning support and resource teachers and parental support with regard to differentiation and problem solving strategies.• Attainment of curriculum objectives: The majority of parents of children in 5th class believe their children like mathematics and they understand their child's strengths and their difficulties. Partnership with parents is essential in achieving curriculum objectives.
<ul style="list-style-type: none">• Summary of main areas requiring improvements	<ul style="list-style-type: none">• Attainment of curriculum objectives: Improve the overall profile of the school with regard to Sigma-T percentile bands, so that more pupils perform in the higher bands. This can be evaluated by comparing cohorts of pupils to their previous year's performance, taking into account the level of the test taken.• Attainment of curriculum objectives: Improve the pupils' understanding of the Measures strand using the skills of applying and problem-solving, communicating and expressing, integrating and connecting, reasoning, implementing and understanding and recalling.• Attainment of curriculum objectives: Support our parents in their understanding of the approach of the school to the teaching of maths and problem solving• Pupils' engagement in learning: Improve the percentage of pupils who like, enjoy and think they are good at maths• Pupils' engagement in learning: Children's engagement with self-assessment will allow teachers to address concerns of children with a less positive disposition towards maths e.g. learning log, traffic lights, smiley faces etc.• Teaching approaches: Improve classroom organisation in order to ensure that differentiation of activities can occur during maths activities• Teaching approaches: The children's understanding of problem solving strategies will need to be consolidated through the gradual withdrawal of teacher input, as they endeavour to apply the strategies through collaborative exploration of problem in mixed ability

	<p>groups.</p> <ul style="list-style-type: none"> • Teaching approaches: Ensuring that concrete materials are used routinely in the teaching of maths and that high standard of resources are available. • Teaching approaches: Ensuring that ICT is used routinely in the teaching of maths and that high standard of resources are available. 			
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<ul style="list-style-type: none"> • Develop in-class support 	<ul style="list-style-type: none"> • To further develop the provision of in-class support throughout the school in the area of numeracy particularly when the use of concrete materials is required 	<ul style="list-style-type: none"> • There will be in-class support provided for numeracy as required throughout the school 	<ul style="list-style-type: none"> • Pupils, teachers, principal, parents, Parents Association 	<ul style="list-style-type: none"> • 2015
<ul style="list-style-type: none"> • Develop the teaching of measures 	<ul style="list-style-type: none"> • The SEN team in collaboration with the class teachers will develop and work on lessons which will support the children in their understanding of the measures strand 	<ul style="list-style-type: none"> • The children will have a greater understanding of the measures strand 	<ul style="list-style-type: none"> • Pupils, teachers, principal, parents, Parents Association 	<ul style="list-style-type: none"> • 2015
<ul style="list-style-type: none"> • Improve pupil performance in problem solving 	<ul style="list-style-type: none"> • Teachers will explicitly teach and model strategies which will support the children in their problem solving work. 	<ul style="list-style-type: none"> • Pupils will apply problem-solving strategies when solving problems 	<ul style="list-style-type: none"> • Teachers, principal 	<ul style="list-style-type: none"> • 2015
<ul style="list-style-type: none"> • Increasing opportunities for pupils to engage with maths 	<ul style="list-style-type: none"> • Further developing maths trails within and outside the school 	<ul style="list-style-type: none"> • Increased opportunities will be provided for the children to engage with maths 	<ul style="list-style-type: none"> • Teachers, principal 	<ul style="list-style-type: none"> • 2015
<ul style="list-style-type: none"> • Increasing opportunities for pupils to engage with maths 	<ul style="list-style-type: none"> • Encouraging the children and their parents to access the Maths Interactive Resources as part of homework every night 	<ul style="list-style-type: none"> • Increased opportunities will be provided for the children to engage with maths 	<ul style="list-style-type: none"> • Teachers, principal, parents, Parents Association 	<ul style="list-style-type: none"> • 2015
<ul style="list-style-type: none"> • Increasing opportunities for pupils to engage with maths 	<ul style="list-style-type: none"> • Increase the use of maths in the school environment 	<ul style="list-style-type: none"> • Increased opportunities will be provided for the children to engage with maths 	<ul style="list-style-type: none"> • Teachers, principal 	<ul style="list-style-type: none"> • 2015
<ul style="list-style-type: none"> • Support exceptionally able students 	<ul style="list-style-type: none"> • Teachers will support more able students through differentiation, ICT, and independent work 	<ul style="list-style-type: none"> • Improvement in the support for exceptionally able children through a variety of strategies 	<ul style="list-style-type: none"> • Teachers, principal 	<ul style="list-style-type: none"> • 2015

<ul style="list-style-type: none"> Supporting Parents 	<ul style="list-style-type: none"> Examine ways in which we can support parents in terms of supporting their children's learning in mathematics and problem solving with regard to content, methodologies and the language of mathematics. 	<ul style="list-style-type: none"> Improved support for parents with literacy and homework. 	<ul style="list-style-type: none"> Parents, teachers 	<ul style="list-style-type: none"> 2015
<ul style="list-style-type: none"> Supporting Teachers 	<ul style="list-style-type: none"> Up-skilling staff through dissemination of strategies and skills at staff meetings 	<ul style="list-style-type: none"> Extension of teachers' teaching methodologies 	<ul style="list-style-type: none"> Principal teachers 	<ul style="list-style-type: none"> 2015
<p>Monitor and Review</p>	<p>Target 1: Analysis of Sigma-T Standardised Test results in May of each year. Target 2: Feedback during staff meetings based on observation derived data. Target 3: SCOT analyses carried out by staff. Target 4: Collation and analysis of data collected from parent questionnaires. Target 5: Collation and analysis of data collected form pupil questionnaires.</p>			