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| Newtown N.S.  Newtown, Ardee, Co. Louth  School Roll Number: 03275H  **School improvement plan**  Evaluation period**:** *September 2013* to *June 2014*  Plan issue date: 2013-2014 |

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| **Summary school improvement plan**  **1. Introduction**   * 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 Maths. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on our website: [www.newtownnsardee.com](http://www.newtownnsardee.com).  This school improvement plan sets out the actions that we will undertake in the school over the next three years in Maths. 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** | | * In Maths, pupils are performing above the national norm with 85% scoring above the 50th Percentile, compared to 50% nationally. * 64% of pupils report liking Maths. * 72% of pupils report liking learning Tables. * 88% of parents report feeling confident in helping their child with Maths. * Teachers regularly volunteer to attend training courses in the area of Maths in their own time. |   We know these are our strengths because of our surveys, our standardised testing results and our teachers’ commitment to continuous professional development and the utilisation of new ideas and methods in the classroom.  **2.2** Our school has decided to prioritise the following **areas of development:**   |  | | --- | | **Areas for development** | | * Daily Mental Maths * Problem Solving * Tables * Language of Maths |   We have decided to prioritise these areas because of simple computational errors on standardised testing, teacher observation, analysis of pupils’ work, pupils’ own self-assessment and feedback from surveys and parent-teacher meetings.  **2.3** Our school has set the following **targets for improvement** which arerelated to pupils’ achievement and has identified the following **actions** which will help in achieving those targets over the next three years.   |  |  | | --- | --- | | **Targets for Improvement** | **Action** | | * To develop a whole-school approach to the use of mathematical language to ensure continuity in the school. * To maintain the whole school percentage of pupils performing below the 16th Percentile on the Drumcondra Primary Maths Test under the National Norm of 16% over the next three years * To maintain the whole school percentage of pupils performing above the 85 Percentile above the National Norm of 16%over the next three years. * To increase the number of pupils reporting that they like maths from 63% to 66% over the next three years | * Resources to be sourced from within the school and resources bought if necessary * To create a culture and practice of mathematical problem solving in our school * To encourage the pupils to develop a positive attitude towards maths through teacher modelling. * To administer a timed test 4 times in the school year (1st – 6th Class) * To administer a timed tables test daily. The purpose of a timed test is to ensure children know their tables mentally and with speed, and are not reliant on counting aids, (eg. number lines, fingers, cubes, etc.) The reasoning behind this is to encourage the recount and recalling of their number facts. Exceptions will be made for children who have been assessed and diagnosed with a specific learning difficulty. * 10 minutes oral/mental maths daily * Focus on mathematical language, specifically the language of operations * Problem solving strategy RUDE (Read, Underline, Draw and Estimate) to be implemented throughout the school and to be taught at each class level * Posters on mathematical language and problem solving strategies, eg, RUDE to be displayed in each classroom * Teacher modelling of problem solving strategy to whole class, small groups, peer groups and individual pupils and through teacher modelling, the children will use more visual supports and cues to aid maths * 5 minutes table work each day – reciting, writing, using multiples, using ICT games, clock game * 10 minutes oral maths daily * One Word problems to be worked out daily * Oral and Word problems to be used as a starting point for assembly at various points throughout the year * Learning Support teacher to work with class teachers in implementing strategy * Quick fire questions from various teachers **anywhere** during the day * Maths trail once a term (LS Teacher) * Celebrate World Maths Week through participation in at least one activity per day for the duration of the week. * Use of ICT to reinforce concepts, eg, Interactive Whiteboard games, Planet Maths Online Resources, etc. * Introduce maths recovery resources for addition and subtraction where feasible * Create maths links on school website * Analayse the results of Drumcondra Maths Test 2013 and Drumcondra Early Numeracy tests to inform our teaching * Create a library of maths games for parental involvement * Use of letters home and newsletter to promote and remind parents to continue to work on tables, give websites and problem solving exercises * Display of SSE in front hall and display results of questionnaires and area of work |   As a parent you can help us by encouraging and helping their children with learning their tables, checking their homework, setting them simple problems using Mental Maths, incorporating Maths into daily life, e.g., shopping, reading the time, TV timetables, measuring in baking, sorting and counting materials, matching socks, dividing items into groups and equal parts, eg, pizza, identifying standardised measuring units, eg, litres, millilitres, grams and kilograms on food items and packaging, board games, card games and dice games. There is a wide range of Maths websites with games and activities for all ages on our school website. Go to [www.newtownnsardee.com](http://www.newtownnsardee.com) and click on the Links page.  **2.4** We know we will have achieved our targets when the language of Maths is understood by pupils, when our standardised test results targets are met, and the percentage of pupils reporting that they like Maths has increased. |