

NUMERACY
SCHOOL SELF EVALUATION REPORT
AND
SCHOOL IMPROVEMENT PLAN
RANSBORO NATIONAL SCHOOL, SLIGO

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| <p>SUMMARY OF MAIN STRENGTHS IN NUMERACY AS IDENTIFIED BY SSE.</p> | <ol style="list-style-type: none"> 1. Overall performance in annual standardised testing in maths shows high standards throughout the school. 2. Analysis of standardised test results show particular strengths throughout the school in number, algebra, implementation, recall and reasoning. 3. All classes have daily mental maths practice targeting a cross section of strands. 4. Good use of concrete materials, maths games and interactive maths activities. |
| <p>SUMMARY OF MAIN AREAS REQUIRING IMPROVEMENT AS IDENTIFIED BY SSE</p> | <p>Despite extremely good results, relatively we could look at the following areas for potential improvement.</p> <ol style="list-style-type: none"> 1. In the junior classes, shape and space, data strands. 2. Problem solving. 3. Review maths language and approaches as a whole staff given the huge increase in staff. 4. Station teaching, team teaching. 5. Use of ICT |

TARGETS

1. On careful breakdown and analysis of the standardised tests and results of same throughout the school, it is clear that the overall results are high throughout and significantly above the national average, as indicated by comparison of our school results against the national norms. Our first target is to maintain these above average results throughout the school.
2. By June, 2017, to improve the most able students results in shape & space and problem solving in the lower classes.
3. By June, 2017, we will see a reduction in the percentage of students scoring below the national average in the area of data.
4. On completion of questionnaire for pupils, establish areas for improvement.
5. Teaching targets- common language and approaches. Problem solving strategies throughout school. Posters in classrooms. Maths area and noticeboard in all classes.
6. All classes will distribute tip sheets to parents on maths topics.
7. During the school year, 2016/17, every class will experience either station teaching or team teaching for maths.

8. Review maths equipment and purchase.

| YEAR 1 ACTIONS | PERSONS RESPONSIBLE | TIME | SUCCESS CRITERIA |
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| Audit and categorise concrete materials and resources for maths and purchase additional material. | Pearse Mc Groary Kathleen Greene Siobhan Clarke | January 2016 | Storage area neat. Materials and resources clearly labelled New equipment purchased |
| Numeracy group meetings to plan and monitor progress | Siobhan Clarke Tara Wetherald Claire Donegan Caroline Hynes Kathleen Greene | Sept 2015 and at intervals throughout the school years 2015/16 and 2016/17 | Plan in place and ongoing meetings |
| Analysis of Drumcondra Maths results and targets set for improvement | All class teachers to input the data from maths tests for each child to the programme that collates results. Results to be collated and analysed by numeracy group. | May/June 2015 First term 2015/16. | Results graphed and analysed. Targets set for improvement. |
| Junior classes to place additional emphasis on shape and space strand, data and problem solving. | Junior class teachers and possibility of team teaching in these areas with LSRT team. | Second and third terms 2015/16 and throughout 2016/17 school year | Analysis of results again in June 2017 |
| Design questionnaire for pupils on their attitudes to and their experience of maths. Feedback analysed to give further insight for development and possible improvements. | Numeracy group. Caroline Hynes and Damien Quinn to do electronic questionnaire. All pupils from 3 rd to 6 th to complete online. 1 st and 2 nd class teachers to do with their classes | Third term 2015/16 | Useful feedback gathered and acted on. |
| Numeracy staff meeting- review and remind all of common approaches and | All staff | Third term 2015/16 | Successful meeting and increased clarity for all. |

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| language in maths. | | | |
| Some classes to try using Khan Academy in Maths | Graham Quinn and 5 th Breda O Rourke and 4 th | School year 2015/16 | Successful use by children and increased interest levels and improvement in maths outcomes |
| YEAR 2 ACTIONS | PERSONS RESPONSIBLE | TIME | SUCCESS CRITERIA |
| Gathering of data and analysis of results and comparing to previous analysis. | All teachers and numeracy group. Whole staff involvement. | June 2017 | Targets met |
| Set up team teaching and station teaching in numeracy for each class at some stage throughout the school year 2016/17 | LSRT team and class teachers | School year 2016/17 | Successful implementation of team teaching and station teaching in numeracy throughout the school. |
| All classes using Khan Academy | All class teachers | School year 2016/17 | High levels of interest and participation by pupils and better outcomes in maths |
| Tip Sheet to be sent home to parents in the various areas of maths | All class teachers | School year 2016/17 | Positive feedback from parents and increased parental involvement |
| Dedicated Maths area and noticeboard in all classrooms | All class teachers | School year 2016/17 | Areas visible and stimulating |
| Participation in Maths Week activities throughout the school | All staff | October 2016 | |
| All classes will use the website nzmaths.co.nz weekly to incorporate dedicated problem solving activities | All staff | School year 2016/17 | Analysis of results in problem solving showing improvements. |