



ST. COLMCILLE'S GIRLS' NATIONAL SCHOOL

School Self-Evaluation Report & School Improvement Plan

Mathematics

Introduction

School Context

St. Colmcille's Girls' National School is committed to providing a high-quality Mathematics education that enables every pupil to become a confident, capable and enthusiastic learner. The introduction of the Primary Mathematics Curriculum provided an opportunity for the school to review current practice, strengthen whole-school consistency and further develop teaching, learning and assessment in Mathematics.

Through the School Self-Evaluation (SSE) process, the school adopted a collaborative and evidence-informed approach involving teachers, pupils and parents. The aim was to identify strengths, determine areas for development and implement practical actions that would have a positive impact on pupil learning.

This report documents the school's School Self-Evaluation journey from October 2025 to June 2027 and outlines the agreed actions that will support the successful implementation of the Primary Mathematics Curriculum.

Purpose of the School Self-Evaluation

- Support the implementation of the Primary Mathematics Curriculum.
- Develop a consistent whole-school approach to Mathematics teaching and learning.
- Strengthen Assessment for Learning practices across all class levels.
- Increase pupil involvement in the assessment process.
- Strengthen communication and partnership with parents.
- Promote collaboration and professional learning among staff.

Professional Learning

Professional learning formed a central part of the School Self-Evaluation process. During the 2025–2026 school year, staff participated in three in-school professional support visits facilitated by an Oide Primary Mathematics Associate. These visits focused on the Five Pedagogical Practices, Assessment for Learning, effective Mathematics planning, mathematical discussion and reasoning, progression across the curriculum, the Oide Primary Mathematics Curriculum (PMC) Hub and the NCCA Primary Mathematics Toolkit.

Following each support visit, staff engaged in collaborative professional discussion, reflected on current classroom practice and considered how new learning could be implemented consistently across the school. The professional learning provided through Oide significantly influenced the direction of the School Self-Evaluation process and informed the targets identified within the School Improvement Plan.

Key Outcome

Professional learning provided staff with a shared understanding of the Primary Mathematics Curriculum and established a strong foundation for the School Self-Evaluation process.

STAGE 1 – IDENTIFY THE FOCUS

Purpose

The purpose of this stage was to identify a whole-school focus for Mathematics that would support the successful implementation of the Primary Mathematics Curriculum and promote consistency in teaching, learning and assessment across all class levels.

The introduction of the Primary Mathematics Curriculum provided an opportunity for the school to reflect on current practice, build staff confidence and develop a shared vision for Mathematics teaching and learning.

Identifying the Focus

The School Self-Evaluation process commenced in October 2025 with a whole-staff meeting led by the Mathematics Coordinator.

During this meeting, staff explored the vision, principles and key messages of the Primary Mathematics Curriculum. Professional discussion focused on how the curriculum differed from previous approaches and how a consistent whole-school approach could be developed to support implementation.

Particular attention was given to the Five Pedagogical Practices, which underpin effective teaching and learning within the Primary Mathematics Curriculum. Staff reflected on current classroom practice and considered how these pedagogical approaches could

enhance pupils' mathematical understanding, confidence and engagement.

Following discussion, staff agreed that developing a shared understanding and consistent implementation of the Five Pedagogical Practices would become the school's initial focus for improvement.

- Fostering a Productive Disposition
- Using Cognitively Challenging Tasks
- Promoting Mathematical Discussion
- Emphasising Mathematical Modelling
- Encouraging Playfulness

Professional Learning

To support this work, the school engaged with Oide and participated in three in-school professional support visits during the 2025–2026 school year.

The visits focused on the implementation of the Primary Mathematics Curriculum, the Five Pedagogical Practices, Assessment for Learning, effective planning for Mathematics, the Oide Primary Mathematics Curriculum (PMC) Hub and the NCCA Primary Mathematics Toolkit.

Following each visit, staff engaged in collaborative professional discussion, shared classroom experiences and reflected on how the new learning could be embedded consistently across the school. The Mathematics Coordinator facilitated these discussions and supported staff in planning for implementation.

Outcome

By the conclusion of Stage 1, staff had developed a shared understanding of the Primary Mathematics Curriculum and agreed that embedding the Five Pedagogical Practices would provide the foundation for the school's Mathematics School Improvement Plan.

Staff also recognised the importance of gathering evidence from teachers, pupils and parents before identifying further whole-school targets.

Stage 1 Timeline

Timeline	Action
October 2025	Whole-staff meeting led by the Mathematics Coordinator.
October 2025	Five Pedagogical Practices identified as the initial whole-school focus.
2025–2026	Three Oide in-school professional support visits.
Throughout 2025–2026	Collaborative staff reflection and professional discussion following each Oide visit.

Key Outcome

Staff established a shared understanding of the Primary Mathematics Curriculum and agreed that embedding the Five Pedagogical Practices would form the foundation of the school's Mathematics School Improvement Plan.

STAGE 2 – GATHER EVIDENCE

Purpose

The purpose of this stage was to gather evidence from teachers, pupils and parents to develop a clear understanding of current Mathematics teaching and learning within the school. The information gathered would inform future decision-making and ensure that the School Improvement Plan reflected the needs and experiences of the whole school community.

Evidence Gathering

Following the initial professional learning and agreement on the focus for School Self-Evaluation, evidence was gathered from three key stakeholder groups.

Teacher Survey

- Confidence in implementing the Primary Mathematics Curriculum.
- Understanding of the Five Pedagogical Practices.
- Current Assessment for Learning practices.
- Areas where further professional learning or support was required.

Pupil Survey (Second–Fifth Class)

- Enjoyment of Mathematics.
- Confidence during Mathematics lessons.
- Opportunities to explain mathematical thinking.
- Understanding of their own progress.
- Involvement in the assessment process.

Parent Survey

- Their child's experience of Mathematics.
- Communication between home and school.
- Supporting Mathematics learning at home.
- Awareness of their child's mathematical progress.

The Mathematics Coordinator collated all survey responses and prepared a summary of the findings for staff discussion.

Key Outcome

Evidence was gathered from teachers, pupils and parents to establish a clear picture of current practice and provide a foundation for informed decision-making.

STAGE 3 – ANALYSE AND MAKE JUDGEMENTS

Collaborative Analysis

A whole-staff meeting was held to analyse the findings from the teacher, pupil and parent surveys. Staff worked collaboratively in the following class-level groups:

- Junior & Senior Infants
- First & Second Class
- Third & Fourth Class
- Fifth & Sixth Class (including SET Teachers)

Each group analysed the survey findings using the following questions:

- What is working well?
- What requires further development?
- How can we improve this through a whole-school approach?

Summary of Findings

Teacher Voice

Teachers expressed positive views regarding Mathematics teaching and learning. Staff identified the need to develop a more consistent whole-school approach to Assessment for Learning.

Pupil Voice

Pupils enjoyed Mathematics but wanted greater involvement in understanding their progress, discussing their learning and identifying their next steps.

Parent Voice

Parents were very positive about Mathematics teaching and learning but requested more regular communication regarding their child's mathematical learning and practical ways to support Mathematics at home.

Agreed Whole-School Targets

1. Embed the Five Pedagogical Practices across all classrooms.
2. Develop a consistent whole-school approach to Assessment for Learning.
3. Develop pupil involvement in Assessment for Learning through reflection, teacher-pupil conferencing and self-assessment.
4. Strengthen home-school communication in Mathematics by improving communication regarding children's mathematical learning and supporting the use of mathematical language at home.

Key Outcome

Collaborative analysis of the survey findings resulted in four agreed whole-school targets that will guide the implementation of the School Improvement Plan from October 2025 to June 2027.

STAGE 4 – SCHOOL IMPROVEMENT PLAN

Target 2 – Develop a Consistent Whole-School Approach to Assessment for Learning

Rationale

Survey findings identified Assessment for Learning as an area where greater whole-school consistency would enhance teaching and learning. Teachers wished to strengthen assessment practices, while pupils expressed a desire to better understand their progress and next steps. The school therefore agreed to develop a consistent approach to Assessment for Learning across all class levels.

Actions

- Introduce a whole-school teacher-pupil conferencing model.
- Develop common Junior and Senior Mathematics Reflection & Conferencing Templates.
- Implement an eight-week teacher-pupil conferencing cycle across all class levels.
- Timetable SET teachers to provide in-class support during conferencing, allowing class teachers dedicated time to meet individually with pupils.
- Use conferencing to review learning, identify strengths, discuss challenges and agree next steps.
- Send completed conferencing sheets home every eight weeks for discussion and signature by parents/guardians.
- Use information gathered through conferencing to inform future planning and teaching.

Resources Developed

Resource	Purpose
Junior Mathematics Reflection & Conferencing Template	Supports pupil reflection and conferencing in the junior classes.
Senior Mathematics Reflection & Conferencing Template	Supports reflection, self-assessment and target setting in the senior classes.
Whole-School Conferencing Model	Provides a consistent approach to Assessment for Learning.

Timeline

Resource Development: January–June 2026

Staff Preparation: April–June 2026

Whole-School Implementation: September 2026

Teacher-Pupil Conferencing: Every 8 weeks (September 2026 – June 2027)

Evaluation: June 2027

Success Criteria

- Teacher-pupil conferencing takes place every eight weeks.
- All teachers use the agreed conferencing templates.
- Assessment informs future planning and teaching.
- Pupils understand their strengths and next steps.
- Parents engage with conferencing records.

Monitoring

- Teacher-pupil conferencing records
- Staff meetings
- Teacher feedback
- Parent feedback
- Review by the Mathematics Coordinator

Key Outcome

A consistent whole-school approach to Assessment for Learning is established, enabling teachers, pupils and parents to work collaboratively to support children's mathematical learning.

Target 3 – Develop Pupil Involvement in Assessment for Learning**Rationale**

The pupil survey highlighted that while children enjoyed Mathematics, many were unsure of how they were progressing or what they needed to do to improve. Staff agreed that pupils should become active participants in the assessment process by reflecting on their learning, discussing their progress with their teacher and identifying their next steps. Developing pupil involvement in Assessment for Learning will help pupils to take greater ownership of their mathematical learning and develop confidence as learners.

Actions

- Provide regular opportunities for pupils to reflect on their mathematical learning.
- Implement teacher-pupil conferencing every eight weeks using the agreed whole-school conferencing model.
- Use the Junior and Senior Mathematics Reflection & Conferencing Templates to support pupil reflection and discussion.
- Introduce Maths Journals to provide opportunities for pupils to record and reflect on their mathematical thinking.
- Use the Maths Journal Prompts and Maths Journal Task Bank developed by the Mathematics Coordinator.
- Support pupils to identify what they have learned, their strengths, challenges and next learning goals.
- Encourage pupils to discuss their completed conferencing sheet with their parents/guardians before returning it to school.

Resources Developed

Resource	Purpose
Junior Mathematics Reflection & Conferencing Template	Supports pupil reflection and discussion in the junior classes.
Senior Mathematics Reflection & Conferencing Template	Supports reflection, self-assessment and target setting in the senior classes.
Maths Journal Prompt Cards	Encourages pupils to explain and reflect on their mathematical thinking.
Maths Journal Task Bank	Provides consistent reflection and problem-solving activities for Maths Journals.

Timeline

Resource Development: January – June 2026

Staff Preparation: April – June 2026

Whole-School Implementation: September 2026

Eight-Week Conferencing Cycle: September 2026 – June 2027

Evaluation: June 2027

Success Criteria

- Pupils actively participate in teacher-pupil conferencing every eight weeks.
- Pupils can explain what they are learning and identify their next steps.
- Pupils regularly reflect on their mathematical learning using Maths Journals and reflection templates.
- Pupils demonstrate increased confidence in discussing their mathematical thinking.
- Pupils become active partners in the assessment process.

Monitoring

- Teacher-pupil conferencing records
- Mathematics Reflection & Conferencing Templates
- Maths Journals
- Staff meetings
- Teacher feedback
- Ongoing review by the Mathematics Coordinator

Key Outcome

Pupils become active participants in Assessment for Learning by reflecting on their mathematical learning, engaging in teacher-pupil conferencing and identifying their next steps.

Target 4 – Strengthen Home-School Communication in Mathematics

Rationale

The parent survey highlighted very positive views regarding Mathematics teaching and learning within the school. Parents valued the work taking place in classrooms but indicated that they would welcome more regular communication about their child's mathematical learning, the mathematical language being developed and practical ways to support Mathematics at home. The school recognised parents as important partners in their child's learning and agreed to strengthen home-school communication throughout the School Improvement Plan.

Actions

- Communicate the findings of the School Self-Evaluation process and the agreed Mathematics targets with parents through a letter/email from the Principal.
- Explain how the School Improvement Plan will be implemented and outline the purpose of the teacher-pupil conferencing process.
- Introduce teacher-pupil conferencing every eight weeks, with completed conferencing sheets sent home for discussion and signature by parents/guardians.
- Encourage parents to discuss their child's strengths, achievements and next learning goals before returning the conferencing sheet to school.
- Provide parents with a Parent Mathematics Guide explaining the Primary Mathematics Curriculum and ways to support learning at home.
- Provide a Mathematical Language Guide to encourage the use of consistent mathematical vocabulary at home.
- Create a dedicated Mathematics section on the school website where parents can access Mathematics resources.
- Maintain open communication with parents throughout the implementation of the School Improvement Plan.

Resources Developed

Resource	Purpose
Parent Mathematics Guide	Supports parents in understanding the Primary Mathematics Curriculum and how to help at home.
Mathematical Language Guide	Promotes consistent mathematical language between home and school.
Teacher-Pupil Reflection & Conferencing Templates	Communicate pupil progress, strengths and next steps with parents.
Mathematics Section on School Website	Provides parents with easy access to Mathematics information and resources.

Timeline

Resource Development: January – June 2026

Parent Communication: August/September 2026

Whole-School Implementation: September 2026

Ongoing Communication: September 2026 – June 2027

Evaluation: June 2027

Success Criteria

- Parents have a greater understanding of the school's approach to Mathematics.
- Parents are informed about their child's mathematical learning and progress.
- Conferencing sheets are discussed at home and returned signed.
- Parents confidently use mathematical language when supporting learning at home.
- Communication between home and school is strengthened.

Monitoring

- Parent feedback
- Return of signed conferencing sheets
- Teacher feedback
- Review of the Mathematics section of the school website
- Ongoing review by the Mathematics Coordinator and school leadership

Key Outcome

A strong partnership between home and school supports pupils' mathematical learning, with parents actively engaged in understanding progress, discussing next steps and reinforcing mathematical language at home.

STAGE 5 – IMPLEMENT AND MONITOR IMPROVEMENTS

Purpose

The purpose of this stage is to ensure that the agreed Mathematics targets are implemented consistently across the school through collaborative planning, professional dialogue and ongoing monitoring. Successful implementation will depend on a shared commitment from all staff and the continued use of the agreed whole-school resources and assessment practices.

Implementation

- Embed the Five Pedagogical Practices within Mathematics teaching and learning.
- Implement the agreed whole-school Assessment for Learning approach.
- Introduce the eight-week teacher-pupil conferencing cycle across all class levels.
- Increase pupil involvement in the assessment process through reflection, conferencing and Maths Journals.
- Strengthen home-school communication through conferencing records, parent resources and regular communication.

Collaborative Practice

The successful implementation of the School Improvement Plan will be supported through regular collaboration among staff.

- Mathematics as a standing agenda item at staff meetings.
- Opportunities for teachers to share effective classroom practice.
- Collaborative review of the four Mathematics targets.
- Sharing ideas, resources and practical strategies.
- Ongoing professional discussion informed by Oide professional learning.

Supporting Teachers

- The Mathematics Coordinator will develop and review whole-school resources.
- Facilitate collaborative professional discussion.
- Review feedback from staff.
- Support teachers during implementation.
- Coordinate the ongoing review of the School Improvement Plan.

Leadership

- The Principal and Deputy Principal will monitor progress throughout the implementation period.
- Support collaborative planning and professional learning.
- Ensure appropriate time and resources are available.
- Communicate progress to the Board of Management.
- Maintain communication with parents regarding the Mathematics School Improvement Plan.

Key Outcome

The School Improvement Plan is implemented collaboratively across the school through ongoing professional learning, shared responsibility and regular review.

STAGE 6 – REVIEW AND EVALUATE PROGRESS

Purpose

The purpose of this stage is to monitor the implementation of the School Improvement Plan, evaluate its impact on teaching and learning, and identify any adjustments required to ensure the successful implementation of the Primary Mathematics Curriculum. Monitoring will be ongoing throughout the implementation period and will involve collaboration between school leadership, the Mathematics Coordinator, teachers, pupils and parents.

Monitoring Schedule

Monitoring Activity	Frequency	Evidence Collected
Staff Meetings	Termly	Staff feedback, sharing of practice and review of targets
Teacher-Pupil Conferencing	Every 8 Weeks	Completed conferencing templates and pupil targets

Maths Journals	Ongoing	Pupil reflections and mathematical thinking
Planning Review	Termly	Evidence of the Five Pedagogical Practices and Assessment for Learning
Parent Feedback	Ongoing	Signed conferencing sheets and parent feedback
Mathematics Coordinator Review	Termly	Review of implementation across class levels
Teacher, Pupil & Parent Surveys	Annually	Evaluation of progress and future priorities

Success Indicators

Teachers

- Consistently embed the Five Pedagogical Practices.
- Implement the agreed whole-school Assessment for Learning practices.
- Use teacher-pupil conferencing and reflection to inform planning.

Pupils

- Actively participate in the assessment process.
- Discuss their mathematical learning and identify next steps.
- Demonstrate increased confidence and independence in Mathematics.

Parents

- Have a greater understanding of their child's mathematical learning.
- Engage with conferencing sheets and support learning at home.
- Use the Parent Mathematics Guide and Mathematical Language Guide.

Whole School

- A consistent approach to Mathematics teaching, learning and assessment is evident.
- Collaborative professional practice is embedded.
- Whole-school resources continue to support classroom practice.

Evaluation

The School Improvement Plan will be formally reviewed in June 2027. Evidence gathered throughout the implementation period will be analysed to evaluate the impact of the agreed targets on teaching, learning and assessment. The findings of the evaluation will inform the school's next School Self-Evaluation cycle and support the continued development of Mathematics across the school.

Key Outcome

Regular monitoring, collaborative review and evaluation will ensure that the School Improvement Plan remains responsive to the needs of teachers, pupils and parents and continues to support high-quality Mathematics teaching and learning.

IMPLEMENTATION TIMELINE

Phase	Timeline	Key Actions
Stage 1 – Identify the Focus	October 2025	Whole-staff meeting led by the Mathematics Coordinator. Introduction to the Primary Mathematics Curriculum and identification of the Five Pedagogical Practices as the initial focus.
Professional Learning	October 2025 – June 2026	Three Oide in-school support visits focusing on the Five Pedagogical Practices, Assessment for Learning, planning, the Oide PMC Hub and the NCCA Primary Mathematics Toolkit.
Stage 2 – Gather Evidence	January 2026	Teacher, pupil and parent surveys completed to gather evidence and inform the School Improvement Plan.
Stage 3 – Analyse & Make Judgements	March 2026	Staff worked collaboratively in class-level groups to analyse survey findings and agree whole-school targets.
Resource Development	January – June 2026	Development of posters, planning prompts, conferencing templates, Maths Journal resources and parent guides by the Mathematics Coordinator.
Staff Preparation	April – June 2026	Resources shared with staff and implementation procedures agreed.
Whole-School Implementation	September 2026	Implementation of the four Mathematics targets across all class levels.
Monitoring & Review	September 2026 – June 2027	Teacher-pupil conferencing every eight weeks, staff meetings, ongoing monitoring and collaborative review.
Evaluation	June 2027	Evaluation of the School Improvement Plan and identification of future priorities.

Key Outcome

The implementation timeline provides a clear overview of the School Self-Evaluation process, ensuring that actions are completed within agreed timeframes and that progress is reviewed regularly throughout the implementation period.

SCHOOL IMPROVEMENT PLAN SUMMARY

October 2025 – June 2027

Target	Key Actions	Personnel Involved	Timeframe	Success Criteria
<u>Target 1</u> Embed the Five Pedagogical Practices	Oide professional learning; Five Pedagogical Practices posters; planning prompts; collaborative staff meetings; use of the Oide PMC Hub and NCCA Primary Mathematics Toolkit.	Principal Deputy Principal Mathematics Coordinator Mainstream Teachers SET Teachers	October 2025 – June 2027	Five Pedagogical Practices consistently embedded across all classrooms.
<u>Target 2</u> Develop a Consistent Whole-School Approach to Assessment for Learning	Eight-week teacher-pupil conferencing; Junior & Senior conferencing templates; SET in-class support; assessment informs planning.	Principal Deputy Principal Mathematics Coordinator Mainstream Teachers SET Teachers	January 2026 – June 2027	Consistent Assessment for Learning practices implemented across the school.
<u>Target 3</u> Develop Pupil Involvement in Assessment for Learning	Maths Journals; reflection; conferencing; Maths Journal prompts and task bank; pupil target setting.	Mathematics Coordinator Mainstream Teachers SET Teachers Pupils	September 2026 – June 2027	Pupils actively participate in Assessment for Learning and identify their next steps.
<u>Target 4</u> Strengthen Home-School	Principal communication; Parent	Principal Mathematics Coordinator	September 2026 – June 2027	Parents are informed, engaged and

Communication in Mathematics	Mathematics Guide; Mathematical Language Guide; website resources; conferencing sheets signed every eight weeks.	Mainstream Teachers Parents/Guardians		support Mathematics learning at home.
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Overall Monitoring

- Termly staff meetings and collaborative professional discussion.
- Teacher-pupil conferencing every eight weeks.
- Review of Maths Journals and reflection templates.
- Review of signed conferencing sheets returned by parents.
- Ongoing monitoring by the Principal, Deputy Principal and Mathematics Coordinator.
- Annual teacher, pupil and parent surveys.
- Formal evaluation of the School Improvement Plan in June 2027.

Overall Outcome

By June 2027, the school aims to have established a consistent whole-school approach to the implementation of the Primary Mathematics Curriculum, with the Five Pedagogical Practices embedded in classroom practice, Assessment for Learning used consistently, pupils actively involved in the assessment process and strong partnerships with parents supporting children's mathematical learning.