



Scoil Ursula
Strandhill Road, Sligo
18979F

School Improvement Plan
for
Numeracy

Update

Issue date: October, 2015

OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in Autumn 2015.

- Scoil Ursula has a conscientious, dedicated, innovative staff open to new ideas and initiatives and focussed on providing the best possible educational opportunities for its pupils.
- Pupils are performing well above the national norm with 71.1% scoring above the 50th percentile rank; and 41.8% of pupils scoring at the 85th percentile rank which is almost treble the national average. There is a similar significant differential in the lower percentile brackets with only 6.8% achieving below the 16th percentile against a national norm of 16%.
- The school's numeracy standard score stands at 111.5 which is significantly ahead of the national average.
- The area of Problem-Solving stands at 108, which is also well ahead of the national standard.
- Children with difficulties in Maths are provided with a differentiated programme to enable access to all strands of the curriculum.

Summary of main areas requiring improvement as identified in last SSE:

- Problem Solving
- Maths Language
- Number
- Algebra
- Measures

Improvement targets (related to pupils' achievement)

- To increase the school's class-based Problem-Solving average standard score from 106 by .5 each year over the three-year period to a target of 107.5 by 2017. (This target has been exceeded as the score now stands at 108. We will attempt to consolidate to compensate for a potential first year spike)
- To reduce the percentage of pupils achieving below the 16th percentile from 11.2% by 0.4% each year over the three-year period to a target of 10% in 2017. (As this figure is down to 6.8% in one year, we

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| | <p>have been overcautious with our original target. The revised target is to reduce the percentage of pupils achieving below the 16th percentile from 11.2% by 1.5% each year over the three-year period to a target of 6.7% in 2017. While this revised target has been substantially met in one year we are being cautious in case of the potential of a first year spike.)</p> <ul style="list-style-type: none"> • To increase the development of Maths Language and vocabulary throughout the school. (Not SMART and will be regarded as an Action). • To develop the concept of 'Maths Eyes' in all pupils. (Not SMART and will be regarded as an Action). |
| <p>Required actions (related to teaching and learning that will help to achieve the targets)</p> | <ul style="list-style-type: none"> • Collection, collation & analysis of Sigma-T Data. • To continue the development of Maths Language and vocabulary throughout the school with uniform colour-coded Mathematical Language displays throughout the school. • The continuation of CUBES as the whole-school Problem-Solving Strategy and its introduction to new members of staff. • Continuation of Formal Whole School Oral/Mental Maths Time for 5-10 minutes as an integral part of each Maths lesson. • Extra work on place-holders and variables. • Continued emphasis on hands-on experiential teaching of measure using both non-standard and standard units of measure. • Training of more teachers in Maths Recovery, who will then share knowledge & experience with the rest of the staff. • To develop the concept of 'Maths Eyes' in all pupils by explicitly teaching children the skills to be aware of to recognise maths in their environment. • ICT interventions focussed on Problem-Solving as recommended by the ICT Committee. The use of the http://www.nzmaths.co.nz/problem-solving site for the explicit teaching of problem-solving. |

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| Persons responsible | <ul style="list-style-type: none"> • Principal & Staff • Board of Management • Parents Association |
| Timeframe for action | Year 1 2014-2015 Year 2 2015-2016 Year 3 2016-2017 All of the targets and actions will be implemented in Year 1. |
| Success criteria / measurable outcomes | Success will be based on the achievement of our targets as set out above and as measured by our Standardised Test Results at the end of each yearly period. |
| Review dates | June 2015 June 2016 June 2017 |