



Scoil Ursula
Strandhill Road, Sligo
18979F

School Improvement Plan
for
Numeracy

Issue date: November, 2014

OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in Autumn 2014.

- 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 67.2% scoring above the 50th percentile rank; and 32.8% of pupils scoring at the 85th percentile rank or above compared with 16% nationally. There is a similar significant differential in the lower percentile brackets with only 11.2% achieving below the 16th percentile against a national norm of 16%.
- The school's numeracy standard score stands at 107 which is significantly ahead of the national average.
- 82% of pupils surveyed reported liking Maths and 72% of them regarded themselves as good at it.
- 81% of parents reported that their children enjoyed Maths.
- 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:

- As this is the first year of Numeracy in our School Self Evaluation (SSE), there were no areas previously identified.

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.
- 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.
- To increase the development of Maths Language and vocabulary throughout the school.
- To develop the concept of 'Maths Eyes' in all pupils.

<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, 2014. • Resources to be sourced and purchased to back up the above initiatives. Joint Funding from BOM & PA. • Uniform colour-coded Mathematical Language displays to be introduced throughout the school. • A uniform Problem-Solving Strategy to be adopted throughout the school according to the CUBES system of Circle, Underline, Box, Eliminate & Solve. • Introduction 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. • More emphasis on hands-on experiential teaching of measure using both non-standard and standard units of measure. • Training of two teachers in Maths Recovery, who will then share knowledge & experience with the rest of the staff. • Explicitly teaching children the skills to be aware of and recognise maths in their environment and develop their 'Maths Eyes'. • 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.
<p>Persons responsible</p>	<ul style="list-style-type: none"> • Principal & Staff • Board of Management • Parents Association
<p>Timeframe for action</p>	<p>Year 1 2014-2015 Year 2 2015-2016 Year 3 2016-2017 All of the targets and actions will be implemented in Year 1.</p>

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