

GLANTANE N.S.
LOMBARDSTOWN
MALLOW
CO.CORK
17823P

School improvement plan

Evaluation period: February –May 2014

Plan issue date: *June 2014*

Summary school improvement plan

1. Introduction

1.1 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 under the heading of Math Language in our school. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on www.glantanens.ie

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Glantane N.S. 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

- The majority of pupils (56%) like Maths in general
- The majority(58%) observe Maths words in their classroom
- Most of the children (according to their parents/ Legal guardians) enjoy Maths as a subject
- The majority of children (73%) say that as part of their weekly school routine their teacher refers to Math words in the classroom
- The majority of parents (80%) discuss everyday Maths situations informally with their children

We know this, because we consulted with many stakeholders in our school such as, pupils, parents and teachers. We conducted surveys in order to gain this information.

2.2 Our school has decided to prioritise the following **areas of development**:

Areas for development

- To create a better system of recording the Maths Language so that the children are more aware of the Math Language being taught in the school e.g. a Maths Language copy (only 30% of the children currently record these words for their own benefit)
- The teachers will create a list of the Math Language that their class (es) will learn/ use during the school year. It emerged from the staff focus group that the staff felt that there needed to be a more definite record of the language being used at the appropriate class levels, so that the Math Language area is

being developed in a spiral approach throughout the school rather than it being based on an individual teacher's planning.

- To improve our home- school links regarding the communication of new Maths Language via lists of words on the website and/or a hardback Maths Language copy to accompany the children throughout their time in our school. This was indicated in the Parent's survey as an area in need of improvement because 52% of parents stated they only sometimes knew the appropriate Maths Language that their children should be using.
- To foster a more positive attitude towards the solving of Math problems, e.g. to make it part of our weekly maths lesson that we as a staff refer and illustrate to the children the various Maths Language being used and what they stand for regarding Mathematical activities, e.g. Altogether can mean add, or how many are left? can be code for a take away sum. It was discussed at the focus group that sometimes the children do not seem to connect the Math Language to the activity that they have to perform. It appears that they can read the language but sometimes, they do not know what they are being asked to do.
- To aid children with reading difficulties, it was suggested at the focus group, that perhaps some of the Maths Language being used in class maybe be taught in Learning Support or Resource time, so that this aspect of their learning does not affect their achievement in Mathematics. It was discussed at the focus group, that it could be difficult to ensure that children with Learning difficulties will have sufficient time to absorb this language during a regular Maths class
- To create a Maths Language notice board or space within all the classrooms to increase awareness of this area and to promote its importance as part of the Primary Maths Curriculum, independently to the other elements of this subject. This was raised during the focus group as it would act as an aid for the Teacher's to refer to the Maths Language

We have decided to prioritise these areas because, the above points were indicated by the staff, parents and pupils as being in need of some further development and improvement in order to maintain the pupils' engagement in learning, assist in preparation for teaching and assessment of the implementation of the Maths Primary school Curriculum in our school

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Target for Improvement	Action
<ul style="list-style-type: none"> • To record the appropriate Maths Language for each class levels. This will act as a reference guide for all the Teachers in the school • To ensure consistency in the Maths Language being used in the school • To develop closer home-school links regarding Maths Language • To create a reference banks of Maths Language and of number operations. • To create an area in the classroom where the relevant Maths Language can be displayed. (If possible, place the school's notice in a more prominent position) 	<ul style="list-style-type: none"> • To circulate a sheet among the staff to record the relevant Maths language for each class level. This is to be completed by June 2014-05-27 • This record sheet will be used and referenced in the Teacher's individual planning to ensure consistency in our approach to Maths Language • Home school links will be created by the introduction in the Infant Room of a laminated sheet for parents of the relevant Maths Language and from First class upwards a Hardback copy will be used to inform parents of the Maths Language their child is using and should know in school. This information will be placed on the school's website along with a list of appropriate educational Math websites • To request that every Teacher creates a space in the classroom for Maths Language

As a parent you can help us by :

- Assisting your child(ren) to read and learn Maths Language as part of their Primary school week
- Check our website for developments regarding Maths within our school
- Send in or email any information regarding Math events in our area, so that the school can integrate this into our teaching of Mathematics
- To foster a positive atmosphere at home regarding Maths Language and that it is an important part of the Primary Mathematical Curriculum in its own right

2.4 We know we will have achieved our targets when:

- The Hard Back booklets and Math Language laminated sheets have been created and are being implemented in our classrooms
- The consistent use of Maths Language is being implemented in our school and can be seen in our school planning in this area
- The pupils *on average* can increase their Sigma scores by 2/3 percentile every year/ 2 years (depending on their personal circumstances)
- A Maths day (in October as part of Science week) has been established and becomes an annual event in the school's calendar
- The Maths notice board has been erected in a more prominent position and is being used as an integral part of the school environment
- The school's website has relevant information on it regarding Maths and its many aspects in our school