



COLÁISTE MUIRE, ASKEATON

71700F

School Self-Evaluation

Summary School Improvement Plan

for the School Community

Numeracy

Evaluation period: September 2013 to
September 2014

SIP Report issue date: November 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 Numeracy. For more information on how the evaluation took place, please see our summary School Self-Evaluation Report which is available on the school website, www.colaistemhuireask.ie

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Numeracy. The main purpose of these actions is to improve our students' learning.

2. Summary of school self-evaluation findings

2.1 Our school has **strengths** in the following areas:

Strengths

- The commitment, drive, energy and experience of the board of management, senior management and staff is evidence that the school is well placed to progress the self-evaluation process (WSE-MLL Finding: 2012)
- Senior management promotes a culture of self-evaluation and review within the school community. (WSE-MLL Finding 2012)
- There is a strong culture of CPD and involvement in school improvement initiatives.
- The willingness of teachers to engage with projects and initiatives was commended in the WSE-MLL report. The report stated that students are the ultimate beneficiaries through enhanced learning opportunities in the classroom.
- Uptake of higher level Maths in Junior Certificate is equal to the national averages
- Student performance in state exams is above the national average in almost all grades
- Two-thirds of the students said they like Maths.
- Two-thirds of students said there is more than one way to work out a problem
- 86% said they have someone to help at home.
- Staff recognise the importance of Numeracy and that recognise Numeracy moments exist in their subject
- 97% of staff feel that Numeracy is part of their subject and 93% feel they have a role to play in teaching Numeracy in Coláiste Mhuire.

We know that these are our strengths because of feedback from the WSE-MLL in September 2012, an Incidental Inspection in April 2013 and the analysis of a variety of data collected during the course of this evaluation. In addition, ongoing staff consultation and evaluation have highlighted these particular strengths and made an ongoing commitment to cementing and furthering Numeracy strategies and initiatives.

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

Areas for development

- Increase the number of students who like Maths.
- Review the in-house exams in 1st year Maths as the house exam results are not correlating with the standardised test results.
- Encourage mental Maths in all classrooms.
- Agree and implement common approaches to problems.
- Create a Numeracy rich environment.
- Review the approach to teaching fractions.
- Increased uptake at higher level is to be encouraged
- Further develop a cross-curricular approach to Numeracy.

We have decided to prioritise these areas because of the value we place on the core skills associated with Numeracy. We feel that students will benefit from having a broad range of Numeracy skills in all areas of school life and ultimately the Numeracy skills to take forward into adult life and the wider community.

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.

Targets for Improvement	Action
Environment	<p>Display student Numeracy work in the main corridor areas.</p> <p>Display room numbers in many formats on doors of classrooms.</p>
Attitude	<p>Have a Maths theme per term for the whole school community</p> <p>Run a cross-curricular quiz with questions based on Numeracy – A Mathlon</p> <p>Design a Numeracy chart similar to key word charts for each classroom</p> <p>Show Maths movies to students as a reward.</p>
Assessment	<p>Evaluate the current end of year test and determine if it is differentiated for all abilities.</p> <p>Teach some of the introductory Algebra to first years.</p> <p>Develop a new end of year exam with questions that will challenge the more able student but also have enough questions to encourage the less able.</p>
Fractions	<p>Determine why students have difficulty with fractions.</p> <p>Tests to be returned to students as a fraction and they must convert to percentage.</p> <p>Display a 'how to' chart in each room for this conversion.</p> <p>Test, teach and retest fractions.</p> <p>Fraction dominos</p> <p>Debate on the importance of fractions in real life.</p>

As a parent you can help us by promoting an awareness of Numeracy at home. This can be achieved using a number of simple methods.

- Create a supportive Numeracy environment.
- Offer opportunities to discuss Numeracy at home e.g. cost of shopping items, bills, statistics in the news etc
- Target Numeracy around your child's interests e.g. sports, fashion, computers etc.

2.4 We know we will have achieved our targets when:

- There is an increased awareness of Numeracy throughout the whole school community measured by surveys.
- There is an improvement of student attitudes towards Maths and Numeracy as part of their overall education
- There is an increase in student Numeracy vocabulary and knowledge about Maths both past and present.
- There is an increase in the number of student who feel comfortable working with fractions. This can be measured by survey and test results.
- There will be a greater correlation between the results of the end of year test and the students' Dromcondra results, giving more useful information to students and parents/guardians.