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| **School Improvement Plan**  **September 2014 to August 2017**  **Leap National School** | | | | |
| **Baseline data** | * 23% of our pupils have a STEN score of 4 or 5, 32% have a STEN score of 6 or 7and 45% of pupils have a STEN score between 8 and 10 on SIGMA T standardised test (Sten Bands have been put together to ensure anonymnity- small school with small numbers of children at each class level) * Pupil questionnaire responses generally reported positive attitudes towards the teaching and learning of mathematics within the school. (completed by children from 1st – 6th class) Responses show that 73.5% of children like Maths. 82% of pupils learn their tables. * The parent’s questionnaire reflected this positive attitude also with 90% reporting that their child liked Maths. * A SCOT analysis of the teaching and learning of the Measures strand which was completed by the teachers highlighted that the pupil’s attitude towards maths was a concern as well as the use of practical activities within the Measures strand. | | | |
| **Summary of main areas requiring improvements** | The Standardised test has indicated that the Measures strand is the area most in need of improvement.  To improve pupil attitude in relation to Maths in general and its/ importance/ relevance application to everyday life.  We will try to make the Teaching and Learning of the Measures Strand more hands-on and conducive to Talk and Discussion, in an effort to improve the children attitude and performance in this area. | | | |
| **Improvement Targets** | **Required Actions** | **Success Criteria / Measurable Outcomes** | **Persons Responsible** | **Timeframe for Actions** |
| 1. We will endeavor to **improve** the pupils **performance** in the Measure Strand. (this will be evident in the Sten Scores by the fact that there will be fewer pupils achieving a STEN of 4 and under and an increase in the number of pupils scoring at the STEN 5-6 bracket) | Teaching of the Measure strand needs to be more hands-on.  – an inventory of measures resources and activities needs to take place.  -Replenish and organize resources and activities for ease of access and use needs to take place.  -Teacher up-skilling will be necessary- reading time to explore current examples of good practice, the creation and collation of practical activities in the measures strand.  -Plan for implementation of practical measuring activities.  -Allocate a specific block of time each month to the teaching of one strand unit of the measures strand. | The Sten scores will reflect improvements in performance.  Cuntais Miosuil will reflect changes in methodology and practice. | School Principal  Class teachers | September 2014 – 2017  inventory & replenish resources September  ongoing  Plan during Croke Park meeting August 2014  September – June  (see school yearly plan in Appendix for details) |
| 2. The pupil’s **attitude towards Maths, Measures in particular** will be improved- a more positive attitude to maths will be evident. | By making the Measures strand fun, relevant and practical.   * Allocate time to introduce the topics to engage the childrens interest and to set the concept in a relevant context. * Provide opportunities to engage the pupils in practical activities. * To communicate with parents that everyday activities reinforce the relevance of Measure as a life skill.   Activities such as: baking, decorating, gardening, shopping, travelling all demonstrate this. | Attitudinal survey of the current 3rd class of 2013 /2014 will be carried out annually to track their attitude to Maths in general and Measures specifically. | School Principal  Class teachers  Resource teacher  Learning Support teacher  Parents | September 2014 - 2017  Ongoing |
| 3. We will try to **make the Teaching and Learning of the Measures Strand** more **hands-on** and conducive to Talk and Discussion, in an effort to improve the children attitude and performance in this area. | September 2014- June 2017  CPD – as they are rolled out in the West Cork Education Centre.  Preparation time i.e reading and resourcing activities / equipment September 2014  Development of the bank of resources ongoing  Plan runs from October to April  CPD in current models of best practice for hands-on teaching and learning.  Preparation time to research and source practical measures activities.  All maths equipment to be stored in a central location.  Over time build up a bank of resources to include educational websites and software)  Factor the Measures strand into the Maths timetable throughout the year. (factor in one strand unit per month)  School Principal  Class teachers  Learning Support Teacher  Resource Teacher.  Ongoing record (cuntais miosuil) will reflect the teachers practice of using practical, hands-on activities. | | | |
| **Monitor & Review** | * Key actions will be monitored by the principal and staff at staff meetings and Croke Park meetings. * Relevant data will be sought regularly on key initiatives e.g. Standardised tests, attitudinal surveys, cuntas miosiul. * Ongoing teacher, parent and pupil feedback will be sought at appropriate intervals i.e parent teacher meetings, end of year school reports. * Standardised tests will be tracked as pupils progress throughout the school. | | | |

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| **Month** | **Strand Unit** |
| October | Length |
| November | Money |
| December | Revise strand units covered to date |
| January | Time |
| February | Weight |
| March | Area |
| April | Capacity |
| May | Revise strand units covered to date |
| June | Revise strand units covered to date |