



BODYKE NATIONAL SCHOOL
BODYKE CO. CLARE
11990E

School improvement plan

Evaluation period: 09/2013 to 09/2016

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 in 2013. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on this website.

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Problem-Solving. 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

- Our whole school standardised test results across numeracy indicated that number is an area of considerable strength.
- Other sources of evidence including student copybooks, teacher designed tests, pupil profiles and pupil reports indicated that strong pupil performance and attainment in Data.
- Staff indicated their satisfaction with pupil's mathematical knowledge and skills in the area of Shape and Space.

We know this because we consulted with pupils and teachers and examined test results and the most recent in the school.

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

Areas for development

- By developing a whole-school approach to the use of mathematical language throughout the school, pupils will become very familiar with the language of operations, and be enabled to apply their knowledge to mathematical problems.
- Through focussing on oral maths problems and word problems, pupils will develop higher order thinking and logic skills.
- Pupils will develop strategies aimed at solving mathematical problems.
- Pupils will be provided with regular opportunities to problem solve, enabling them to acquire proficiency in this area.

We have decided to prioritise these areas because an examination of questionnaires from pupils showed that they identified problem solving as an area they found challenging. They couldn't identify any one particular strategy to solve problems. Examination of the schools most recent Whole School Evaluation outlined the need for the explicit development of problem-solving strategies too. Staff dialogue by means of SCOT specified that teachers felt the need for a common strategy to modeling and explicitly teaching an agreed problem solving procedure.

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
<ul style="list-style-type: none"> To develop a whole-school approach to the use of mathematical language. 	<ul style="list-style-type: none"> Review the mathematical language currently being used throughout the school, focusing on mathematical operations. Posters to be placed in all classrooms.
<ul style="list-style-type: none"> To create a culture and practice of mathematical problem solving in our school 	<ul style="list-style-type: none"> Source resources within the school suitable for use as part of problem solving programme, particularly oral maths problems and word problems.
<ul style="list-style-type: none"> To enable the pupils to develop a positive attitude towards maths, to develop the pupils logic and higher-order thinking skills and to enable the pupils to apply maths to everyday life. 	<ul style="list-style-type: none"> Problem-solving strategies e.g. RUDE to be taught at each class level. Problem solving posters to be displayed in each class. Teacher modelling, how to solve problems using RUDE Strategy.
<ul style="list-style-type: none"> To create a culture and practice of mathematical problem solving in our school 	<ul style="list-style-type: none"> Focus on oral maths at beginning of each maths class for 5 minutes at infant level and 10 minutes at all other class levels. Bank of resources to be developed. Word problems, open ended investigations, trails, games, projects, puzzles, practical tasks.

2.4 We know we will have achieved our targets through teacher observation, pupil feedback, discussion at staff meetings and professional reflection.