

# Lusk National School

## Our Self-Evaluation Report and Improvement Plan, 2017 - 2018

### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

#### 1.1 Outcomes of our last improvement plan from November 2014 to January 2015

- All classes increased their class average scores in number fact fluency from their initial assessment to final assessment
- The average improvement across classes was 13%.

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period of November 2014 to January 2015. We evaluated the following aspect of teaching and learning:

- Mastery of number facts (number stories and addition facts in junior classes, multiplication facts in senior classes)

### 2. Findings

- All classes improved in mastery of number facts
- Initial achievement in some classes was low and requires further analysis
- Particular strategies and supports are required for pupils in STEN categories 3, 4 and 5
- This project should continue for another year.

#### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

- Numeracy lessons are well planned
- Lessons are differentiated to meet the needs of all pupils
- Children are active in their learning
- Assessment of and for learning is a key component of lessons and planning.

#### 2.2. This is how we know

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

- Our test results match the national bell curve
- We have fewer pupils between the 1<sup>st</sup> and 3<sup>rd</sup> STEN categories than the national average.

#### 2.3 This is what we are going to focus on to improve our practice further

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- Mastery of number facts
- Improved problem solving
- Maths power hour
- Parental involvement

### 3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

### Our Improvement Plan

Timeframe of this improvement plan is from April 9<sup>th</sup> to May 18<sup>th</sup>, 2018.

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
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<p>To improve confidence and competence of third class pupils in the areas of time, money, multiplication, division and problem solving through the use of mathematical games.</p> <p>To develop parental involvement in mathematics.</p> <p><b>Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum</b></p> <ul style="list-style-type: none"> <li>- The overall attainment of the pupils is improving or is at a <b>very good standard</b> in accordance with the objectives and skills of the Primary School Curriculum.</li> </ul>	<p>March 19<sup>th</sup>, 2018 – Pretesting: A teacher designed test will be administered at the start of the initiative.</p> <p>Teachers will co-ordinate with four parents to assist in the implementation of ‘Maths is Fun’.</p> <p>Parents will be provided with the games prior to the classroom sessions.</p> <p>Classroom sessions will run from the 9<sup>th</sup> of April until the 18<sup>th</sup> of May, on a once weekly basis.</p> <p>May 21<sup>st</sup>, 2018 - Post-testing: the same teacher designed test will be administered to assess the outcome of ‘Maths is Fun’ initiative.</p> <p>Children will be informally questioned on their enjoyment of the maths games and working with parents.</p>	<p>Principal: Mr Comiskey Maths Co-ordinator: Ms MacNamee</p> <p>Third Class Teachers: Ms McCaul Ms Moreton Ms Whyms</p> <p><b>Resources:</b> Tell the Time Bingo: Beat the Turtle Euro Bingo: Beat the Owl Super Spin Time Euro Spin Division Spin Multiplication Spin Busy at Maths Shadow Book</p>	<p>Pupils make a personal improvement on the teacher designed test from the start to the end of the process.</p> <p>Pupils report enjoyment in participating in playing maths games with the parents and teachers.</p>	<p><b>Progress</b> 23% of the pupils tested improved by a minimum of 2 marks 54% of the pupils improved significantly (improved by more than 2 marks) 12% of the pupils made no improvement (i.e. their score did not change) 1% of the pupils’ scores lowered. 1% of pupils achieved a score of 100% on both tests.</p> <p>100% of pupils asked enjoyed the ‘Maths is Fun’ initiative.</p> <p><b>Adjustments</b> Post-testing coincided with end of year report writing and preparations for the school move, for this reason, it is suggested that any future initiatives take place earlier in the school year.</p> <p>Due to lack of resources, problem solving was not supported during this initiative.</p>	<p>The overall attainment of the pupils improved and is at a <b>very good standard</b> in accordance with the objectives and skills of the Primary Maths Curriculum.</p> <p>Over 75% of the pupils tested improved their personal score from the pre-test to post-test.</p> <p>100% of the pupils questioned enjoyed the maths initiative.</p> <p>100% of the teachers reported the initiative to be a success, stating the children enjoyed the use of the games as a means of practising and consolidating mathematical skills and concepts.</p> <p>It was noted that more strategies and supports need to be put in place to develop skills in the strand unit Time.</p>
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