



## Tarbert Comprehensive School

**TARBERT COMPREHENSIVE SCHOOL**

**TARBERT CO. KERRY**

**81006S**

**Summary School Improvement Plan for the School Community**  
**Numeracy**

**Evaluation period: *January 2014 – June 2015***

**Plan issue date: *June 2015***

## 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. In this instance we evaluated Numeracy. For more information on how the evaluation took place, please see our Summary 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 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 standard of teaching and learning in the school has been judged to be of 'a very high standard' (WSE/MLL report)
- The school compares favourably to national averages in uptake and attainment in Maths at Junior and Leaving Certificate Higher Level
- Management and staff are committed to a whole school approach to the improvement of numeracy and have begun process of consultation and CPD to improve teaching and learning in this area
- The school has a print rich environment and popular library area, both of which are conducive to promoting numeracy
- The school communicates extensively with parents and guardians in various ways, making it possible to involve them in their child's numeracy progress

We have assessed these as our strengths because the MLL/WSE report on Tarbert Comprehensive praised the quality of teaching and learning in the school. Our students consistently perform to a high standard in Maths in state exams. Prior to the implementation of the SIP we have begun to engage in relevant CPD to improve teaching and learning in the area of Numeracy. We communicate effectively with parents/guardians through varied means such as journals, texts, newsletters, information evenings and via the school website. In this way we ensure that the school works in partnership with parents in the care and education of our students.

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

### **Areas for development**

- Based on the results of the PDST Maths Competency test, and subsequent survey of a sample of the same cohort, we would like to improve the performance of students in the specific area of the conversion of fractions to percentages.
- We also aim to improve the attitudes of students to Maths and Numeracy, and to increase the number of students who 'like' Maths by 6% in the course of the plan.
- We aim to extend our focus to all year groups over the course of the Numeracy plan, where previous initiatives have tended to concentrate on First year students
- We have recently begun a review of standardised tests used in the school, and this review will continue

We have decided to prioritise these areas because a significant percentage of students surveyed had difficulty in converting fractions to percentages. Where to date, strategies employed have largely been trialled with First Years, we intend that the fractions to percentages conversion be used with all year groups. As regards our review of testing we have recently adopted the CAT 4 test, delivered to incoming first years. It is intended to examine the potential of this test to act as an ongoing indicator of students' needs as they arise. Finally, the recent WSE/MLL report recommended that the school and subject departments should move towards time-bound action plans. We will continue to address this during the course of the Numeracy School Improvement Plan, building on steps already taken in this area in relation to Literacy.

**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**

Improve the percentage of students answering correctly in the area of converting fractions to percentages from 39% to 45% over the course of the plan

### **Actions**

A single method of converting fractions to percentages to be agreed by the Maths department and 'taught' to the whole staff

This method to be displayed in all classrooms on laminates, and to be available to access via the Q-drive

All teachers to agree to return test scores in the form of fractions where appropriate, and to guide students through the agreed method of conversion into percentage

Subject plans will be amended over the three years of the plan to incorporate Numeracy

Student journals will contain the whole school method for converting fractions to percentages.

In September 2015, students will receive literacy/numeracy bookmarks to remind them of the method for conversion

Increase the number of students who 'like' maths from 47% to 53%

Subject departments will be asked to contribute subject specific displays to the numeracy board, in order to encourage students to see the numeracy elements in all subjects

The Numeracy board will be used for Maths puzzles and competitions

Numeracy 'moments' similar to the DEAR in Literacy will be run in the school - Drop Everything and **Reason**. Such moments might include Sudoku, number puzzles and logic puzzles which would combine literacy and numeracy skills

Parents will be briefed on the school's Numeracy focus and on their role via Newsletter, website, text service. There will be information provided on literacy and numeracy at a parents' meeting at the start of the school year.

As a parent you can help us by being aware of the school's process of self-evaluation and the details of the School Improvement Plan. Parents can also support their children's development in literacy and numeracy by regularly accessing information on the school website, in the school newsletter or at information evenings as appropriate, in order to keep abreast of the school's strategies. Finally, parents or guardians can help their children to improve their numeracy by fostering a positive attitude to Maths and Numeracy in the home.

**2.4** We know we will have achieved our targets when:

- Students' performance in the chosen area of focus - converting fractions to percentages - improves
- The percentage of those who 'like' Maths has increased by 6%
- The whole school strategy extends to all groups and subjects and becomes embedded in teacher practice
- Parents are aware of and support school initiatives to improve and encourage students' progress in literacy and numeracy