

# *Scoil Náisiúnta an Chroí Ró-Naofa*

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## **Self-Evaluation Report and School Improvement Plan** ***Emphasising Mathematical Modelling*** **March 2025 - June 2027**

### **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 Previous School Self-Evaluation: Outcomes of our last/current improvement plans from the Learning of Spellings 2023 - 2025**

- To increase pupil attainment in spelling by an average of 4 percentage points over a two year cycle *Pending – results due in May 2025*
- To provide opportunities for school staff to engage with professional development focussed on the teaching of Spellings. *Achieved – two x CPD sessions with Brendan Culligan*
- To develop home-school links in supporting increased attainment in spelling. *Achieved – document shared with parents titled ‘Parent’s Guide to Spellings’ outlining our approach to teaching and learning in spellings. This will be shared with parents each year.*
- Development and implementation of a whole school approach to the teaching and learning of spellings. *Achieved*

#### **1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *September 2024 to June 2027*. It was decided that our School Self-Evaluation would be used to support the implementation and rollout of the new Primary Mathematics Curriculum. This will form a basis for the development of a whole-school approach to one of the key pedagogical practices in the new curriculum, *Emphasising Mathematical Modelling*.

### **Emphasising Mathematical Modelling**

‘How’ children learn is as important as ‘what’ children learn. The five pedagogical practices in the new Primary Mathematics Curriculum are acknowledged as essential to the provision of quality mathematical learning experiences. They foster an inclusive learning environment and culture where children engage in rich and meaningful learning processes. Moreover, these pedagogical practices allow for children to learn and develop at a pace and level of challenge that is individual to their needs and interests whilst developing their confidence and proficiency in Mathematics. As such, these practices should permeate teachers’ everyday decision-making about learning, teaching and assessment of Mathematics. (*Pg 26 PMC*).

Mathematical modelling involves children using Mathematics to describe a problem-context and determine meaningful solutions to the problem. Children form models through a process of testing, revising and expressing their interpretation of different mathematical ideas, experiences, problems and situations, typically posed to them as questions or challenges (*Pg 30 PMC*).

## 2. Findings

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

#### *Strengths of our school*

- Positive school atmosphere where pupils are happy and feel safe.
- Pupil attainment in numeracy compares favourably to national norms.
- Our school is well resourced and well maintained.
- Our school is particularly well equipped in ICT with touchscreen panels installed in each classroom and pupils have access to iPads.
- School staff have been provided with opportunities to upskill in ICT through whole staff workshops.
- School staff plan collaboratively and there is a culture of sharing good practice between colleagues.
- Our Code of Behaviour focuses on the positive reinforcement of good behaviour.
- Our Anti-Bullying Policy is clearly communicated and pupils know what to do if bullying behaviour occurs.
- Our two special classes for children with autism integrate well within the whole school and the pupils in mainstream classes display empathy and understanding towards children with additional needs.
- Supportive Parents' Association and parent body.
- Overall very positive attitude to Maths across the school. (Pupil survey January 2025)
- Pupils feel they're 'good' at Maths. (Pupil survey January 2025)
- Pupils are aware of their strengths & weaknesses. (Pupil survey January 2025)
- Parents report children can work independently in the main & are happy with their progress. (Parent Survey January 2025)

### 2.2. This is how we know

- Attainment in Standardised Tests in Numeracy
- Pupil Questionnaires: Pupils from 2<sup>nd</sup> to 6<sup>th</sup> class completed
- Parent survey
- Feedback from Staff meetings

#### **Findings from Standardised Maths Tests administered May 2024:**

1<sup>st</sup> - 6<sup>th</sup> Class: Average Percentile Rank of 66%

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

1. Ensuring all children have access to a broad range of equipment to model (show) their thinking and that they have freedom and autonomy to create and express their own models
2. Encouraging children to use multiple means of modelling their reasoning and mathematical thinking.
3. Facilitating children to use technology in order to build, test and apply mathematical models.
4. Embed a whole-school approach to wellbeing.

## 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**

***School Improvement Plan  
Emphasising Mathematical Modelling  
(2025-2027)***

Aspects of highly effective practice which may be enhanced through the actions detailed in this plan are as follows:

<b><u>Domain 1: Learner Outcomes</u></b>	<b><u>Standard</u></b>	<b><u>Statement of Highly Effective Practice</u></b>
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum		Pupils can engage in creative processes individually and collaboratively that transform their knowledge, skills and understanding resulting in new and innovative ideas and solutions that have value in real world applications.

<b><u>Domain 2: Learner Experiences</u></b>	<b><u>Standard</u></b>	<b><u>Statement of Highly Effective Practice</u></b>
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.		Pupils can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.

<b><u>Domain 3: Teachers' Individual Practice</u></b>	<b><u>Standard</u></b>	<b><u>Statement of Highly Effective Practice</u></b>
The teacher selects and uses teaching approaches appropriate to the intended learning outcomes and to pupils' learning needs		Teachers deliver highly effective instruction which elicits deep pupil engagement and supports autonomous learning opportunities. Teachers optimise pupil participation, response and reflection by skilfully managing their own input.

<b><u>Domain 4: Teachers' Collaborative Practice</u></b>	<b><u>Standard</u></b>	<b><u>Statement of Highly Effective Practice</u></b>
Teachers contribute to building whole staff capacity by sharing their expertise		Teachers value their role within a professional learning organisation and, as a matter of course, share their expertise with other teachers in the school.

## Targets

1. Ensuring all children have access to a broad range of equipment to model (show) their thinking and that they have freedom and autonomy to create and express their own models
2. Encouraging children to use multiple means of modelling their reasoning and mathematical thinking.
3. Facilitating children to use technology in order to build, test and apply mathematical models
4. Embed a whole-school approach to wellbeing.

Target	Actions	Persons / groups responsible	Monitoring	Criteria for success	Targets achieved
1	Establish maths boxes. 4 or 5 <i>Maths Boxes</i> per room, for all classes. The boxes will be quipped with existing available maths equipment, ten frames, place value counters etc., as well as craft materials (lollipop sticks, buttons, matchsticks etc.) and gathered materials. During Maths Class, place a box on each table (eg for 5-6 children).	All teachers Principal Ms. Conroy	Staff/Pupil feedback Teacher Planning Assessment	Pupils are engaging with maths boxes to solve, model and express mathematical thinking.	
1 - 3	Use the instructional routine " <i>Build it, Sketch it, Write it!</i> " Ask the children to explain how they modelled their thinking and why they chose that way. When responding to a question, ask the children to choose a way to build (using physical materials), sketch (bar charts, number lines, physical materials etc.) and/or write (procedural models, equations, mathematical expressions, digits & symbols) as a way to represent their thinking and proposed solutions. The children will be asked to explain how they modelled their thinking and why they chose that way (their reasoning).	All teachers	Staff & pupil feedback	Pupils feel more comfortable explaining their reasoning and using different models to do so.	
1 - 3	Use and provide children with access to Virtual Manipulatives. A poster with QR codes is on display with direct access to virtual maths manipulative apps and resources. The following apps will be used; <ul style="list-style-type: none"> <li>• Polypad (3<sup>rd</sup> Class – 6<sup>th</sup> Class)</li> <li>• Toolkit for Maths (Junior Infants – 2<sup>nd</sup> Class)</li> <li>• The Math Learning Centre – (SEN)</li> </ul>	Principal All teachers	Staff & pupil feedback Digital assessment	Pupils are engaging with the school iPads to solve, model and express mathematical thinking.	

1 - 3	Review of Whole School Maths Plan	Ms. Conroy All teachers	Staff feedback	Formulation of a whole school approach to teaching and learning of Mathematics.	
4	Continue to roll out and embed the Weaving Wellbeing and Welcome to Wellbeing Programme throughout the school.	All teachers Principal	Pupil, parent & staff feedback	Pupils are applying the skills and knowledge from the programme.	

**Ratification**

This report and plan was ratified by the Board of Management of Rath National School on March 26<sup>th</sup> 2025.

Signed: Tom Blawke (Chairman) Date: 26/03/25

Signed: Tommy Fitzgerald (Principal) Date: 26-03-2025