

**St Oliver Plunkett's NS**  
**Our Self-Evaluation Report and Improvement Plan**

Green describes how we are working towards learning outcomes for the pupils, it outlines developments we have made in the past year, 2018/2019.

## **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 2012 to 2016**

- Literacy: Improved teaching of reading fluency, more focussed whole school approach to the teaching of Oral English, whole school consistent approach to the teaching of writing genres, cursive handwriting introduced throughout the whole school, literacy in-class station teaching, addressing differentiation in our practice, improved overall Sten score in literacy, DEAR time embedded in our practice.
- Numeracy: improved teaching of tables, whole school focus on problem solving and mathematical language, maths resources for classrooms to encourage independent learning, improved overall Sten in numeracy
- ICT: Ipads and laptops purchased and timetabled for all classes. CPD undertaken. System is set up and used, We are currently evaluating how we use them. We want to integrate digital learning more in our classrooms so that it enhances the learning.
- SPHE/Well Being: we reviewed our plan, introduced mindfulness, CPD on mindfulness undertaken

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

We undertook self-evaluation of teaching and learning during the period *March 2012 to June 2016*. We evaluated the following aspect(s) of teaching and learning:

- Teaching methodologies: facilitation of differentiation
- Team teaching, in class support and station teaching in literacy
- Numeracy: problem solving, tables and some work on data
- Literacy: Oral language, handwriting, writing genres, reading fluency

## **2. Findings**

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

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

- Numeracy/Literacy: Pupils enjoy their learning, are motivated to learn and expect to achieve as learners Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Pupils see themselves as learners and demonstrate this in their positive approach to class work and homework. Pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations.
- Well Being: SPHE plan developed ( and ratified January 2019) Weaving Well being Programme introduced in 4<sup>th</sup> class, Friends for Life introduced in 5<sup>th</sup> class, mindfulness introduced , food dudes programme completed, Marathon Kids programme embedded, Run a Mile introduced
- Pupils' experiences as learners generally reflect well on how the code of behaviour is understood and implemented. We have very well behaved students who are willing to learn.

### **2.2. This is how we know**

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

- Standardised test scores:
- Parent, pupil, teacher Questionnaires
- Feedback from focus groups
- Feedback from Parents

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

*Some of the list below are new areas of focus, some are a continuation of previous focus areas to embed teaching and learning practices already in place.*

- Familiarisation and implementation of the New Primary Language Curriculum✓
- Music to include the development of the school plan and to promote the teaching of music in each class✓
- Assessment: develop consistent approach to assessment in terms of assessment of learning and assessment for learning (**discussed, questionnaires completed.**)
- Differentiation: to build on our current practice ✓
- Numeracy: to build on our current practice (problem solving, tables, mathematical language, data)✓
- Literacy: to build on our current practice (reading fluency, handwriting, writing genres)✓
- Well being/SPHE: to ensure the Curriculum area of SPHE is covered to include Stay Safe, RSE and Walk Tall, Mindfulness to become routine in our classes, continuation of the Friends for life
- (**reviewed this year June 2019, the feedback is that the Weaving Well being programme is more worthwhile hence for 2019/2020 3<sup>rd</sup> up to 6<sup>th</sup> will undertake this programme, continuation of healthy eating, encouragement of exercise through marathon kids programme and Run a mile daily programme**)
- Digital learning: to ensure digital learning permeates lessons rather than being an added activity, ISM leaders to support staff in this. **In June 2019 all classes took part in a creative ICT project. Each class tasked with producing a digital story, many linked this with our project on local history.**

### 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 October 2018- June 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
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<ul style="list-style-type: none"> <li>Implementation of the New primary Language Curriculum</li> </ul>	<p>Planning template finalised✓</p> <ul style="list-style-type: none"> <li>English: Oral language, reading and writing implemented by Halloween✓</li> <li>Gaeilge : Oral language, leitheoireacht agus sribhneoireacht implemented by January 2019✓</li> </ul>	<p>Mr Callaghan Mrs Murphy All teachers</p> <p>Mr Callaghan has supported the implementation of this and teachers are becoming more familiar with the new curriculum.</p>	<p>Template is used <b>and</b> is in use as a live document✓</p> <p>Resources purchased and in use ( digital, big books, posters, Starlight Programme)✓</p> <p>Starlight programme to be extended to 3<sup>rd</sup> to 6<sup>th</sup> class</p> <p>Change to overall themes to reflect programme and integrate Aistear, and Gaeilge themes</p> <p>Pupils demonstrate the knowledge, skills and understanding required by the maths curriculum in the areas</p>	<p>Review: Halloween, January 2019 and May 2019</p> <p>Adjustments made if needed</p> <p>Development of English and Irish school plans to reflect New primary language Curriculum ( June 2019) not complete as we await the introduction of the curriculum from 3<sup>rd</sup> to 6<sup>th</sup>.</p> <p>Whole school CPD Nov 2018 ( PDST)✓</p>	<p>The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills in relation to the teaching of the New Primary language Curriculum</p> <p>This is ongoing. More PDST training planned for 2019/2020, to include seminars for principals.</p>
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<ul style="list-style-type: none"> <li>Numeracy: embed current practices in the teaching of : Problem solving, tables, mathematical language , measurement ( see maths school improvement plan for more detail)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reflection</li> <li>Pupil questionnaires</li> <li>Parent questionnaires</li> <li>Focus board in the staffroom</li> <li>Maths week</li> <li>Digital learning promoted</li> <li>CPD sought</li> </ul>	<p>Mr Caffrey</p> <p>Standardised test scores show we are a sten 7, same as the previous year. We have marginally dropped in problem solving from 54% to 51%. Reasons for this is :</p> <p>Pupils have a positive attitude to maths</p>	<p>of problem solving, measurement, use of mathematical language and in their mental maths ability. We will see this in their class based assessments and in the standardised assessments. Sten 7 overall</p> <p>Teachers demonstrate competence and proficiency in the skills and knowledge music curriculum. Teachers</p>	<p>Review of targets in January 2019 and May 2019.</p> <p>Progress on staff meeting agendas</p> <p>Review of Maths Plan May 2019</p>	<p>May 2020</p>
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<ul style="list-style-type: none"> <li>• Music</li> </ul>	<p>Staff reflection identified music as an area for development</p> <p>Music Plan to be reviewed</p> <p>The teaching of music to be promoted and resourced in each classroom</p> <p>Opportunities for the demonstration of music to be timetabled.</p>	<p>Ms McCrudden</p>	<p>demonstrate competence and proficiency in the pedagogical skills required for the teaching of music.</p>	<p>Review of music action plan with staff</p> <p>Resources evaluated November 2018</p> <p>Demonstration of music timetable evaluated and progressed</p>	<p>May 2020</p> <p>New Music Plan</p> <p>Music is part of each pupil's learning experience in each year.</p> <p>CPD undertaken by staff</p> <p>Collaboration of staff using existing talent</p>
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Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Assessment	<p>Assessment for learning review of current practice</p> <p>Assessment of learning to be developed</p> <p>Linking differentiation and assessment</p>	<p>Mrs Murphy</p> <p>Whole Staff</p>	<p>Pupils assess their progress and are aware of their strengths and areas for development as learners. (   developing this skill, more work needed)</p> <p>They take pride in their work and follow the guidance they receive to improve it. ✓</p> <p>Teachers regularly provide pupils with constructive, developmental oral and written feedback on their work. ✓</p> <p>Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment. ✓</p> <p>More opportunities for peer assessment?</p> <p>Teachers maintain</p>	<p>Pupil Questionnaires September/ October 2018</p> <p>Staff review of current practice October 2018</p>	<p>All staff will include assessment for learning as part of their daily routine Staff</p> <p>Pupils will assess their own work realistically (pupils carried out self assessment in reading fluency and have begun to write comments on their chosen pieces of assessment)</p> <p>Pupils will carry out peer assessment ( more discussion needed)</p> <p>Assessment of learning will extend to other subject areas 2018/2019 Gaeilge Scríbhneoireacht 2019/2020 Music</p> <p>How can we assess music?</p>

			<p>assessment records that are clear, useful and easy to interpret and share.v</p> <p>Teachers have assessment folders that show progression from June to June in literacy, reading fluency, maths , new primary language curriculum and other chosen pieces of work.</p>		
Differentiation	<p>Differentiation review in November 2018</p> <p>Review of resources in each room that allow for differentiation</p> <p>Collaborative planning in differentiation , sharing of ideas and practice</p> <p>CPD on Continuum of Support ( New Model of Allocation)</p>	<p>Mrs Murphy</p> <p>Whole school</p>	<p>Where the curriculum provides opportunities to do so, pupils are able to negotiate their learning thereby increasing their autonomy as learners. Pupils take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their</p>	<p>Pupil questionnaires February 2019</p> <p>Review in February 2019</p> <p>Discussion on CPD(Staff meeting May 2019, a review of resources needs to take place in September 2019 , resources that will encourage independence and differentiation</p> <p>Schedule decided to give opportunities for teachers to observe</p>	Ongoing 2020



			<p>knowledge. Pupils achieve the intended learning objectives of the lesson, which have been appropriately differentiated where necessary.v Pupils demonstrate that they have achieved the stated learning objectives for the term and year, which have been appropriately differentiated where necessary. ?? Teachers' preparation includes preparation for the differentiation of learning objectives and learning activities, and is informed by meaningful use of data. Review of the MIST, Drumcondra Reading and Spelling tests, Sigma T as a whole</p>	<p>and learn from each other This was scheduled to take place towards the end of last year. Many teachers offered to be observed in areas of interest. However we found it difficult to schedule hence in 2019/2020 more in class /team teaching will take place which will provide more opportunities for observation and collaboration.</p>	
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			<p>staff highlighted the area of vocabulary that is an area for improvement. Sentence writing in senior infants was an area for improvement and a focus is on this with more in 2019/2020</p>		
Well Being/ SPHE	<p>SPHE resources distributed September 2018 to all staff Well being for staff organised SPHE Plan reviewed October 2018✓</p> <p>Mindfulness Plan Dissemination of Well Being Information Note for Primary Schools 2018 and Well Being Policy Statement and Framework for Practice✓</p>	<p>Mr Callaghan Whole school</p> <p>Mr Callaghan/ Mrs Murphy/ whole staff/ BOM Whole staff September 2018 Mr Callaghan and whole staff November 2018 All complete</p>	<p>Interactions among pupils and between pupils and teachers are very respectful and positive, and conducive to well-being. Relationships and interactions in classrooms and learning areas create and sustain a cooperative, affirming and productive learning environment.</p>	<p>Ongoing review at each staff meeting</p> <p>Dissemination of Well Being Policy Statement and Framework for Practice to be complete by March 2019 Further action to be planned April 2019 Completed and our Well Being Strategy completed, distributed to staff, parents and BOM September 2019</p>	<p>June 2019 Plan in place for commencement of September 2019 Shared with the school community in September 2019 for review.</p>

<p>Digital learning</p>	<p>Review of digital learning in place</p> <p>E learning plan update ( ISM team to include digital learning as part of curriculum plans)✓</p> <p>Digital resources researched and tested to support PLC , resources purchased</p> <p>Music: Charanga purchased but not renewed for 2018/2019.</p> <p>Numeracy Apps on I pads</p>	<p>Whole school and ISM November 2018</p> <p>Mrs Murphy and ISM team</p>	<p>Students can access, research , use apps to enhance lessons</p> <p>June 2019 All students got the opportunity to digitally present a project that they had completed.</p>	<p>Ongoing review</p> <p>August 2019 PDST Siobhan Ní Threasaigh CPD on STEM and gave ideas on how to integrate technology meaningfully into lessons.</p> <p>Opportunities will be developed throughout the year to focus on the integration of ICT meaningfully .</p>	<p>2020</p>
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