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

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, However 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: 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 followingaspect(s) of teaching and learning:

- Teaching methodologies: facilitation of differentiation
- Team teaching, in class support and station teaching in literacy

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, Weaving Well being Programme introduced in 4th class, Friends for Life introduced in 5th 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 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**

2.3This 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. 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 <u>assessment of learning</u> and <u>assessment for learning</u>**
- **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 programme in 5th class, the Weaving Well being programme in 4th class to be extended to 3rd class in 2018/2019 with further introduction in other classes in 2019/2020,continuation of healthy eating, encouragement of exercise through marathon kids programme and Run a mile**
- **Digital learning: to ensure digital learning permeates lessons rather than being an added activity, ISM leaders to support staff in this.**

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

• Implementation of the New primary Language Curriculum	• Planning template finalised • English: Oral language, reading and writing implemented by Halloween • Gaeilge : Oral language, leitheoireacht agus sríbhneoireacht implemented by January 2019	Mr Callaghan Mrs Murphy All teachers	Template is used **and** is in use as a live document Resources purchased and in use (digital, big books, posters, Starlight Programme)	Review: Halloween, January 2019 and May 2019 Adjustments made if needed Development of English and Irish school plans to reflect New primary language Curriculum (June 2019) Whole school CPD Nov 2018 (PDST)	The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills in relation to the teaching of the New Primary language Curriculum
• Numeracy: embed current practices in the teaching of : Problem solving, tables, mathematical language , measurement (see maths school improvement plan for more detail)	• Teacher reflection • Pupil questionnaires • Parent questionnaires • Focus board in the staffroom • Maths week • Digital learning promoted CPD sought	Mr Caffrey	Pupils demonstrate the knowledge, skills and understanding required by the maths curriculum in the areas 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.	Review of targets in January 2019 and May 2019. Progress on staff meeting agendas Review of Maths Plan May 2019	May 2020
• Music	Staff reflection identified music as an area for development Music Plan to be reviewed The teaching of music to be promoted and resourced in each classroom Opportunities for the demonstration of music to be timetabled	Ms McCrudden	Teachers demonstrate competence and proficiency in the skills and knowledge music curriculum. Teachers demonstrate competence and proficiency in the pedagogical skills required for the teaching of music.	Review of music action plan with staff Resources evaluated November 2018 Demonstration of music timetable evaluated and progressed	May 2020 New Music Plan Music is part of each pupil's learning experience in each year. CPD undertaken by staff Collaboration of staff using existing talent

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Assessment	Assessment for learning review of current practice Assessment of learning to be developed Linking differentiation and assessment	Mrs Murphy Whole Staff	Pupils assess their progress and are aware of their strengths and areas for development as learners. They take pride in their work and follow the guidance they receive to improve it. Teachers regularly provide pupils with constructive, developmental oral and written feedback on their work. Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment. Teachers maintain assessment records that are clear, useful and easy to interpret and share.	Pupil Questionnaires September/ October 2018 Staff review of current practice October 2018	All staff will include assessment for learning as part of their daily routine Pupils will assess their own work realistically Pupils will carry out peer assessment Assessment of learning will extend to other subject areas 2018/2019 Gaeilge Scríbhneoireacht 2019/2020 Music
Differentiation	Differentiation review in November 2018 Review of resources in each room that allow for differentiation Collaborative planning in differentiation , sharing of ideas and practice CPD on Continuum of Support (New Model of Allocation)	Mrs Murphy Whole school	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 knowledge.	Pupil questionnaires February 2019 Review in February 2019 Discussion on CPD Schedule decided to give opportunities for teachers to observe and learn from each other	Ongoing 2020

			Pupils achieve the intended learning objectives of the lesson, which have been appropriately differentiated where necessary. 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.		
Well Being/ SPHE	SPHE resources distributed September 2018 to all staff Well being for staff organised SPHE Plan reviewed October 2018 Mindfulness Plan Dissemination of Well Being Information Note for Primary Schools 2018 and Well Being Policy Statement and Framework for Practice	Mr Callaghan Whole school Mr Callaghan/ Mrs Murphy/ whole staff/ BOM Whole staff September 2018 Mr Callaghan and whole staff November 2018	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.	Ongoing review at each staff meeting Dissemination of Well Being Policy Statement and Framework for Practice to be complete by March 2019 Further action to be planned April 2019	June 2019 Plan in place for commencement of September 2019

Digital learning	Review of digital learning in place	Whole school and ISM November 2018	Students can access, research , use apps to enhance lessons	Ongoing review	2020
	E learning plan update (ISM team to include digital learning as part of curriculum plans)	Mrs Murphy and ISM team			