

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 2018-June 2021

- **Literacy:** Continue to embed reading fluency strategies, differentiated supplementary reading, oral themes throughout the school, writing genres throughout the school, cursive handwriting for all
- **Numeracy:** improved teaching of tables, whole school focus on problem solving and mathematical language, maths resources for classrooms to encourage independent learning with the use of ICT to enhance learning
- **ICT:** I pads and laptops purchased and timetabled for all classes. CPD undertaken. System is set up and used, Devices available in 3rd class up to 6th class use is integrated in the classroom. Google classroom is used in all classrooms. Aladdin Connect in use to improve home and school communication.
- **SPHE/Well Being:** we reviewed our plan, introduced mindfulness, CPD on mindfulness undertaken. RSE policy updated. RSE lessons divided over two years. RSE template added to the Cuntas Míósúil.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning in the curriculum areas below during the period *September 2018 to June 2021*. We evaluated the following aspect(s) of teaching and learning:

- Implementation of the teaching and learning in the NPLC
- Teaching methodologies: Use of ICT during school closure and in school
- Teaching of music
- SEN : promoting differentiation, improving classroom support, whole school CPD on classroom support and on the continuum of support (NCSE)
- Well Being : Well Strategy for our school completed by Mr Callaghan

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
- **Music:** The whole school approach to the teaching and learning of music needs to be more effective. School closures affected our focus on this.
- **SEN :** Differentiation is effectively addressed throughout the school, teacher snow have a greater understanding of the classroom support on the continuum of learning . Team teaching and station teaching were affected due to Covid.

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 Parents**

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. 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 with a particular focus on oral Irish (labhairt)**
- **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**
- **Differentiation: to build on our current practice**
- **Numeracy: to build on our current practice (problem solving, tables, mathematical language)**
- **Literacy: to build on our current practice (reading fluency, handwriting, writing genres)**
- **Well Being/SPHE: to continue to embed the use of the Weaving Well Being Programme, the marathon programme and run a mile programme, friendship week, use of webwise and the use of outside learning opportunities using our locality.**
- **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 |
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| <ul style="list-style-type: none"> Implementation of the New primary Language Curriculum | <ul style="list-style-type: none"> Planning template finalised English: Oral language, reading and writing implemented junior infants to second class. Gaeilge : Oral language, leitheoireacht agus sribhneoireacht implemented in junior infants up to second class. <p>Webinar 1 and 2 completed by all staff Date for webinar 3 to be finalised.</p> | <p>Mr Callaghan Mrs Murphy All teachers</p> <p>Mr Caffrey</p> | <p>Template is used and is in use as a live document Resources purchased and in use (digital, big books, posters, Starlight Programme)</p> <p>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.</p> <p>Teachers demonstrate competence and proficiency in the skills and knowledge music curriculum. Teachers</p> | <p>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)</p> <p>Review of targets in January 2019 and May 2019. Progress on staff meeting agendas Review of Maths Plan May 2019</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>May 2020</p> |
| <ul style="list-style-type: none"> Numeracy: embed current practices in the teaching of : Problem solving, tables, mathematical language , measurement | <ul style="list-style-type: none"> Teacher reflection Pupil questionnaires Parent questionnaires Focus board in the staffroom Maths week | <p>Ms McCrudden</p> | <p>Teachers demonstrate competence and proficiency in the skills and knowledge music curriculum. Teachers</p> | <p>Review of music action plan with staff Resources evaluated November 2018</p> | <p>May 2020 New Music Plan</p> |

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| <p>(see maths school improvement plan for more detail)</p> <ul style="list-style-type: none"> • Music | <ul style="list-style-type: none"> • Digital learning promoted CPD sought <p>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</p> | | <p>demonstrate competence and proficiency in the pedagogical skills required for the teaching of music.</p> | <p>Demonstration of music timetable evaluated and progressed</p> | <p>Music is part of each pupil's learning experience in each year. CPD undertaken by staff Collaboration of staff using existing talent</p> |
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| Targets | Actions | Persons / groups responsible | Criteria for success | Progress and adjustments | Targets achieved |
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| 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.</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>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</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</p> <p>Pupils will assess their own work realistically</p> <p>Pupils will carry out peer assessment</p> <p>Assessment of learning will extend to other subject areas</p> <p>2018/2019 Gaeilge</p> <p>Scr bhneoireacht</p> <p>2019/2020 Music</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 ,</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.</p> <p>Pupils take</p> | <p>Pupil questionnaires February 2019</p> <p>Review in February 2019</p> <p>Discussion on CPD Schedule decided to give opportunities for</p> | <p>Ongoing 2020</p> |

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| | <p>sharing of ideas and practice CPD on Continuum of Support (New Model of Allocation)</p> | | <p>responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge. Pupils achieve the intended learning objectives of the lesson, which have been appropriately differentiated where necessary.</p> <p>Pupils demonstrate that they have achieved the stated learning objectives for the term and year, which have been appropriately differentiated where necessary.</p> <p>Teachers' preparation includes preparation for the differentiation of learning objectives and learning activities, and is informed by meaningful use of data.</p> | <p>teachers to observe and learn from each other</p> | |
| <p>Well Being/ SPHE</p> | <p>SPHE resources distributed September 2018 to all staff Well being for staff organised SPHE Plan reviewed October 2018</p> | <p>Mr Callaghan Whole school</p> <p>Mr Callaghan/ Mrs Murphy/ whole staff/ BOM</p> | <p>Interactions among pupils and between pupils and teachers are very respectful and positive, and conducive to well-being. Relationships and interactions in</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</p> | <p>June 2019 Plan in place for commencement of September 2019</p> |

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| | Mindfulness Plan Dissemination of Well Being Information Note for Primary Schools 2018 and Well Being Policy Statement and Framework for Practice | Whole staff September 2018 Mr Callaghan and whole staff November 2018 | classrooms and learning areas create and sustain a cooperative, affirming and productive learning environment. | Further action to be planned April 2019 | |
| Digital learning | Review of digital learning in place E learning plan update (ISM team to include digital learning as part of curriculum plans) | Whole school and ISM November 2018 Mrs Murphy and ISM team | Students can access, research , use apps to enhance lessons | Ongoing review | 2020 |

