

Self-Evaluation Report and Improvement Plan 2018/21

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 plans: 2013 – 2016 and 2017-2018

- We focused on all strand units in Science by planning our curriculum to meet our STEM objectives. This was initiated by engaging with PDST training which led to the first of three successful applications for an SFI Science Award (2015). We also focused explicitly on Measurement in Maths in 2015. Our standardised math scores were well above average by 2016 and continue to be maintained. Our annual Maths Week met the objective of involving all classes in the creation of math activities during the preceding 4 weeks. Feedback from children, parents and staff demonstrated the achievement of our implicit objective of engaging and achieving for all children in math games, problem solving/challenges. We improved this year- on –year since 2016, so that we now differentiate challenges and games for Junior, Middle and Senior Classes.
- The outcomes in Literacy Lift Off (LLO) since 2017 are most heartening. The great majority of children in Sen.Infants, First, Second and Third classes have improved significantly in our literacy objectives. Each LLO block began with assessment followed by six weeks of differentiated station teaching. End of block assessments proved that our objectives were being met and in many cases surpassed. This strategy is now firmly embedded annually throughout the academic year and is being extended to Junior Infants in Spring 2019. Our LS team and parents played a significant role in achieving this goal.
- Our Aistear Initiative (2017) is arguably one of our most valued achievements and plays a significant part in our engagement with the new Primary Language Curriculum objectives. The objective to prepare and gather resources for stations which would give staff the explicit opportunity to observe, assess and enrich children’s expressive language, social interaction, creative play, motor skills and math/literacy engagement has been a success. This is now embedded in infant classes and is well supported by parents.
- The objective to diversify in PE (2017/18) has been achieved and we now have extended and maintain a broad programme which promotes inclusive and differentiated activities throughout the whole year as well as whole-school yard activities, all strand units and the achievement of our first Active Flag in 2018.

2. The Focus of this Evaluation.

We undertook self-evaluation of teaching and learning during the period February 2018 to Nov. 2018. We evaluated the following aspect(s) of teaching and learning:

- How children demonstrate knowledge, skills and understanding in Literacy.
- How teachers use , strategies and approaches to ensure objectives and the needs of all children are met.

We examined evidence from:

- Standardised Literacy Tests (Drumcondra)
- Parent and Pupil online Surveys : English Literacy and Writing
- Pupil Surveys on Attitudes to Homework
- Samples of creative writing from Ranganna 1-6
- Rubric data: Ranganna 1-3 (Penmanship, spelling, punctuation); Ranganna 4-6 (Organisation, conventions, grammar, vocabulary in Creative Writing); Infant Classes (Pencil grip, letter formation, spacing, free writing)
- Station Teaching: Reflection on Collaboration.
- Group interviews in Senior Classes.

3. Findings:

- Parents are generally very happy with teaching and learning in Literacy.
- Most children expressed a love of reading and most had access to reading resources outside of school.
- More than half of surveyed children enjoyed writing in their spare time.

- The vast majority of children described spellings as very easy or usually easy.
- The surveys demonstrated a high level of interest in literacy skills from parents and children alike.
- The great majority of children are happy with the amount of homework they receive.
- Our annual standardised test results in Literacy for '16/17 '17/18 are above the national norms.

3.1 We found the following highly effective practices:

- Pupils demonstrate very high levels of interest in literacy. Their enjoyment is evident and arises from a sense of making progress and of achievement. This contributes to their sense of well being.
- Pupils see themselves as learners and demonstrate this in their positive and reflective approach to class work and homework.
- Teachers collaborate very effectively with each other and with parents to support children with identified learning needs.

3.2 We found the following effective practices:

- Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of pupils in literacy.
- Teachers deliver good-quality instruction which is directed at eliciting pupil engagement. They maintain a balance between their own output and productive pupil participation and responses.
- Teachers approach assessment as a collaborative endeavour to support pupils learning and to measure attainment.

4. Improvement Plan.

4.1 The current targets of our School Improvement Plan is to improve our practice further in the following area of literacy:

- Procedural Writing: That pupils will work both independently and collaboratively, demonstrating appropriate use of language and vocabulary, sequencing and punctuation.
- That pupils will compare procedural with other genres of writing.
- That pupils will assess their progress and be aware of their strengths and areas for improvement in their use of vocabulary, punctuation, penmanship, spelling.
- Teachers plans will identify learning objectives which reflect a developmental and incremental approach to progressing pupils learning in writing.

4.2 Our School Improvement Plan (SIP) outlines the actions to be taken and the persons responsible to oversee, monitor and implement the actions. The progress, time-scales and/or adjustments to targets will be recorded. This SIP runs from Feb 2018 to Dec 2021.

Phase 1 SIP Actions (Feb-June '19) are :

- Explore, model, discuss and practice procedural activities and writing.
- Teachers link planning with Learning outcomes (LOs) 1, 3,6, 7 and 8 of Primary Language Writing.
- Procedural genre in Irish- Úsáid a bhaint as an Seánra Gnásúil (Content and Language Integrated Learning -CLIL).
- Compare purpose and outcome of procedural to other genres.
- Punctuation and Conventions: Focus on full stops and capital letters.

Mary Connolly (Principal).
Claire Murphy (Deputy Principal).