# St Oliver Plunkett’s NS

# Our Self-Evaluation Report and Improvement Plan

2022- 2026

# 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. **Outcomes of our last improvement plan from 2018-June 2023**
* **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**: Ipads and laptops purchased and timetabled for all classes. Further iPads were purchased and are now available for the junior and senior classes. Teachers engaged with a number of continuous professional development courses to further improve their skills and ensure the children are getting the most form the newly purchased devices. Devices are available in 3rd class up to 6th class, use is integrated in the classroom. Google classroom is used in all classes. Aladdin connect is in use to improve home and school communication. We are working on setting up digital portfolios for all children in September 2023.
* **SPHE/Well Being**: We continue to embed our good practice of ensuring SPHE is taught in all classes. RSE and Stay Safe are taught each year. The school received the Amber Flag in June 2023 for its work on promoting Well Being throughout the school community. We continue to focus on education around recycling and climate change through our work on the Green Flag Programme. The Student Council/ Yellow Flag Programme continue to promote pupil voice, diversity and inclusion. We were successful in the renewal of the Yellow Flag in 2023.
* **STEM** – We engaged in training with PDST on the topic of STEM. Teachers looked at ways of implementing STEM lessons effectively in their classrooms. Teachers worked on gathering resources to ensure lessons could be taught effectively. We also invested money in LEGO packs to support the teaching of STEM throughout the school. Ms Andrews completed a lot of work on this topic and these resources are having a huge positive impact on the whole school community.
* **Local History** – We had a big focus on local history this year. We celebrated Local History week which proved to be a big success. Classes went on local history walks around Balbriggan and Balrothery, we had a guest speaker from the Balbriggan Historical Society and we held a local History art competition.

**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 2023*. We evaluated the following aspect(s) of teaching and learning:

* Implementation of the teaching and learning in the NPLC – now embedded in all classes.
* Teaching methodologies: Use of ICT in all classes.
* Teaching of music – Ukulele lessons have been delivered in all senior classes and this will continue into the next academic year.
* SEN: Differentiation is being implemented in all classes, station teaching/ Power Hour was developed further this year. This proved especially beneficial in the Senior Infants/1st class streams where we made a big focus on literacy. Team teaching along with station teaching/ Power Hour with increased classroom support was implemented and will be built upon in the coming year. Snas continue to support many pupils in the school and have undergone training with an OT from Achieve Therapy. Our sensory room and movement room continue to be a great support for our children with additional needs.
* Well Being: We received our Amber Flag again this year and continue to put a focus on the well-being of our school community. Teachers engaged in a yoga class as part of the Haddington Rd hours.
* STEM : Use of Lego in all classes as part of STEM lessons
* Local History: Celebrated Local History Week to put a focus on the importance of studying local History.

# 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 Wellbeing Programme embedded in 3rd to 6th class. Mindfulness promoted, Marathon Kids programme embedded and Run a Mile embedded. The Amber Flag and Student Council/ Yellow Flag are active.
* Music: The whole school approach to the teaching and learning of music has improved. Teachers receive monthly supports to support planning, a new programme INTO Music will be introduced in September 2024. Percussion Instruments are timetabled for each class. Ukulele lesson 3rd to 6th are embedded in the school.
* SEN: Differentiation is effectively addressed throughout the school, teachers show a greater understanding of the classroom support on the continuum of learning. Team teaching and station teaching/Power Hour are embedded in the school. Early intervention is prioritised. Each SEN teacher is attached to certain classes and will support these in need in those classes.

**2.2. This is how we know**

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

* **Standardised test scores in line with national norms.**
* **Teacher Questionnaire on Gaeilge**

**Teachers found that the following worked well –** The display of phrases, the weekly repetition, Seachtain na Gaeilge, Gaeilge awards at assemblies, Whole school monthly themes, assessment sheets were valuable, the revision months of January and June were useful, planning across two languages enabled the transfer of skills, the spiral approach to the phrases will improve Teanga Ó Bhéal going forward, constant recall worked well.

* **What improvements should be implemented:**

Reduce the number of phrases, to space out the number of phrases to give teachers more flexibility, revisit the phrases as some were more appropriate than others to the age groups.

* Further work to be carried out this year

**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). The school has developed a set of Irish phrases for all classes, assessment of these phrases is taking place, Phrases are displayed in classrooms to promote leitheoireacht (reading) of phrases and attention is drawn to grammar with these also. The emphasis is on the pupils’ labhairt (speaking). We will also focus on verbs in the senior classes. This has been an area of weakness and one that can be worked on. Teachers from 3rd to 6th class have been issed a list of verbs for each class grouping.**
* **Music: The school plan has been updated and will be further updated to include the use of “ Into Music”.**
* **Assessment: develop consistent approach to assessment in terms of assessment of learning and assessment for learning. This continues. Annotation/feedback to pupils and rubric type assessment were focussed on this year. We will work on introducing digital portfolios for all children. This will make it easier to track a child’s progress through the school.**
* **Differentiation: to continue to build on our current practice, particularly focusing on the in class model of support. This will ensure that all the children are being challenged at the appropriate level.**
* **Numeracy: to build on our current practice (problem solving, tables, mathematical language). Further enhancement of the use of ICT will be developed this coming academic year. Time and support will be given for teachers to become familiar with the New Primary maths Curriculum this coming academic year. 2023.2024**
* **Literacy: to build on our current practice (reading fluency, handwriting, writing genres) to promote the transfer of skills with the NPLC.**
* **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 web wise and the use of outside learning opportunities using our locality. The continued development of the Amber Flag and Yellow Flag programmes. We will start the SSE process and evaluate where we are at in terms of Wellbeing. Staff will attend leadership seminars on Wellbeing. Information and supports will be communicated with staff - ongoing**
* **Digital learning: to ensure digital learning permeates lessons rather than being an added activity, ISM leaders to support staff in this.**
* **Local History: Continue to focus on the history of our locality building on the success of our inaugural Local History Week.**
* **STEM – Continue to build our bank of resources to ensure the effective teaching of STEM in our school. Build on the success of the introduction of LEGO as a resource to complement the teaching of STEM in the school.**
* **Digital Learning; to ensure digital learning permeates lessons rather than being an added activity, ISM leaders to support staff in this. This is an area for further development.**

**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 September 2023- June 2024**

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| Targets | Actions | Persons / groups responsible | Criteria for success | Progress and adjustments | Targets achieved |

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| * New Primary Language Curriculum * Numeracy: embed current practices in the teaching of :   Problem solving, tables, mathematical language, , measurement  Familiarisation of the New Primary Maths Curriculum ( NPMC)  Implementation of the NPMC   * Music | * Planning template finalised * English: Oral language, reading and writing practice whole school approach embedded * Gaeilge : Oral language, leitheoireacht agus sríbhneoireacht embedded * Whole school monthly themes to encourage the transfer of skills * Maths week yearly * Familiarisation with the NPMC * Review of resources – support NPMC * STEM – focus in all classes – link with maths * Digital learning promoted   Staff reflection identified music as an area for development  Music Plan to be updated to include “ Into Music”  Ukulele lessons to be reviewed  The teaching of music to be promoted – monthly themes/prompts to be shared  Opportunities for the demonstration of music to be timetabled – assembly time | Ms O Mahony  Mrs Murphy  All teachers  Mr Caffrey  All teachers  Mrs Murphy  Oide leadership seminars  school closure days, Croke Park hours  Online course- Muinín course information shared with all staff  Mrs Patterson  All teachers | Template is used **and** is in use as a live document  Resources purchased and in use ( digital, big books, posters, Starlight Programme)  Teachers become familiar with the NPMC – focus on the pedagogical practice – Maths Talk – Micro Maths  Review of Planning template to mirror the NPLC  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: June 2024  Ongoing monitoring  Léitheoireacht may need more focus – June 2024 - discussion  Review of music  Ongoing – Mrs Patterson to ask teachers what is working well | The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills in relation to the teaching of the New Primary language Curriculum  February 2024- June 2024 – Maths exploration whole staff  Opportunities to share experiences – staff meetings and Croke Park Hours  Resources audited- decision made on what is needed  Planning heading to be reviewed in line with NPMC- to facilitate exploration and understanding of the Strands, strand units, elements and pedagogical practices  September 2024 – implementation phase Maths Talk – Micro Maths  Familiarisation with other pedagogical practices  November 2023- Music CPD – Into Music  February 2024 – review of monthly themes/prompts- complete  2024.2025 – review and amendments made if needed  Music is part of each pupil’s learning experience in each year.  CPD undertaken by staff  ( Into Music)  Collaboration of staff using existing teachers’ competency and skills |
| 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 - ongoing | 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.  Assessments are used for preparation for teaching and learning | Assessment is mentioned at each staff meeting  Variety of assessment types – rubric and others are discussed  Copies – assessment – annotation – conference introduction of letter C to show conferencing had taken place with feedback  Rubric assessment – linked with Maths Talk | 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 areas – e.g. Gaeilge  Standardised tests  ( once every two years)  Fortnightly/ termly preparation for teaching and learning will be annotated to show reflective practice  Assessment is ongoing, it is live  Teachers engage and are aware of Invisible, visible and recorded preparation – assessment supports this  Assessment exploration rubrics 2023.2024 |
| Differentiation  ( Including all learners | Collaborative planning , use of google drive for collaborative planning to be introduced in 2023.2024  sharing of ideas and practice – ongoing  Preparation for teaching and learning – differentiation is planned for to include all learners and preparation is recorded on the fortnightly plan | Mrs Murphy  Mrs Callaghan ( SEN)  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.  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. | Questionnaires  May 2023– Power hour, ongoing differentiation – reflection by the school community | Ongoing  Practice is now embedded and valued |
| Well Being/ SPHE | Wellbeing for staff organised – yoga, Shane Martin  SPHE Plan embedded  WellBeing leadership seminars  Stay safe training 2023.2024 – some teachers  SPHE – to be taught throughout the school year  Whole school approach – agreed time schedule yearly for  Stay Safe  RSE | Mr Callaghan  Whole school  Mr Callaghan/ Mrs Murphy/ whole staff/ BOM  Weaving Wellbeing  Focus to continue on whole school approach to :  SPHE  Stay Safe  RSE  Explicit explanation that this lesson/talk is linked to SPHE– anti-bullying | 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  Wellbeing Reflection – questionnaires and focus groups November 2023-February 2024  March to April 2024- feedback discussed and plan made June 2024  Ongoing Wellbeing activities – Amber Flag, Yellow Flag | June 2024 – action plan in place for 2024.2025  Ongoing review |
| Digital learning  STEM | Review of digital learning June 2024  E learning plan update  ( ISM team to include digital learning as part of curriculum plans)  ICT to be integrated into teaching , learning and assessment  Portfolios to be started for all pupils  Link to STEM  STEM grant received | Mr Callaghan  ISM  All teachers  STEM committee  ( January 2024) – class band leaders | Students can access, research , use apps to enhance lessons  Ongoing  Action plan based on application to be discussed, shared – May 2024 | Ongoing review  Ongoing review | Devices – each class has a bank of devices to allow for integration of ICT in all subject areas  Action plan to commence September 2024 |