



## SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2021-2022

### 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. This improvement plan has been carried forward in light of Covid 19 related disruption. Student surveys were carried out during September 2021.

### OUTCOMES OF OUR LAST IMPROVEMENT PLAN FROM

- Literacy Lift- Off has become an established initiative in the Junior End of the School
- We have established a Buddy Reading System to improve student attitudes to reading
- We have redecorated and relocated the school library
- Fluency levels have improved among pupils in the target group and this will continue to be a focus for in class support and withdrawal for 2021-2022
- As a staff we have engaged with PDST advisors to ensure planning for and delivering of Shape & Space is of the highest quality.
- We have requested PDST school support for implementing the Primary Language Curriculum
- Our performance in standardised tests continues to be of a very high standard.
- There is evidence of very high literacy standards in the children's work in copies and on display in the classrooms and corridors.
- We are engaging in the *Active Schools* and *Amber Flag* initiatives to promote positive physical and mental health among the student body and support **Wellbeing** throughout the school.

### THE FOCUS OF THIS EVALUATION

We undertook comprehensive self-evaluation of teaching and learning during the period *September to October 2019 and again in September 2021*. We evaluated the following aspect(s) of teaching and learning:

- Gaeilge: Learner Outcomes and Learner Experiences: Gaeilge Neamhfoirmiúil

### FINDINGS

#### THIS IS EFFECTIVE / VERY EFFECTIVE PRACTICE IN OUR SCHOOL

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

- Above average standardised test results that have been maintained over a number of years
- Effective use of differentiation throughout the school for high achievers and pupils with SEN
- Effective utilisation of in-class support to maximise learning experiences for pupils with the greatest need
- Highly effective teacher collaboration on whole school initiatives which are fed back into teacher's individual practice
- Highly effective teacher planning and engagement with all school initiatives.
- The development of targeted classroom support plans
- The continued and sustained implementation of Building Bridges, the seven step approach to writing, CUBES, the explicit teaching of the language associated with each maths strand, Stay Safe, Incredible Years etc,
- A high level of collaboration and communication between the SEN team and class teachers on learning outcomes.
- A high level of communication between the school, parents and the BOM in relation to school improvement and how this is being done.



### THIS IS HOW WE KNOW

- Teacher’s reflections in the cúntas míosúil
- Staff professional discussions on the quality of teaching and learning at each staff meeting.
- Pupil feedback & questionnaires
- Pupils’ self-assessment folders
- Evidence of continuous improvement in teacher designed tasks and tests
- Class teachers’ and Special Education Teacher’s classroom observations of pupil learning.
- Meeting of targets in classroom support, school support and school support plus plans
- Parental feedback at P.T. meetings and questionnaires.
- Consistent above average standardised test results on a yearly basis.

### 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.*

<b>Domain One: Learner Outcomes Standard</b>	<b>Statement of Effective Practice</b>
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.	<p>Pupils enjoyment of learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.</p> <p>Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework.</p> <p>Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.</p>

*While this standard and statement are the main focus of our action plan, our plan and targets will help to address:*

<b>Domain Two: Learner Experiences Standard:</b>	<b>Statement of Effective Practice</b>
Pupils engage purposefully in meaningful learning activities	Pupils demonstrate high levels of interest and participation in learning
<b>Domain Four: Teacher’s collective and collaborative practice</b> Teachers contribute to building whole staff capacity by sharing their expertise.	Teachers recognise the value of building whole staff capacity and are willing to share their expertise with the other teachers in the school.

### 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**



TARGETS	<ol style="list-style-type: none"> <li>1. Increase student enjoyment in Gaeilge by 20% by June 2022.</li> <li>2. That by June 2022 at least 50% of students will self-report using Gaeilge during break times at least once per week.</li> <li>3. By June 2022 that 95% of students will be comfortable greeting as Gaeilge using frasai appropriate to their level</li> </ol>	
ACTIONS		WHO?
<ol style="list-style-type: none"> <li>1. 1 PE and 1 Art lesson to be taught through Irish each term</li> <li>2. Monthly Dramaíocht during School Assembly on a rotational basis subject to Covid Protocols</li> <li>3. Teachers to compile and display level-appropriate frasai in their classroom, frasai and conversational starters to be displayed in corridors throughout the school and distributed to parents for use at home.</li> <li>4. Gaeilgeoir na miosa award to be presented at monthly assemblies</li> <li>5. Daily mile initiative to become Míle Laethúil with warm up and cool down instructions to be delivered through Gaeilge</li> <li>6. Teachers to increase their use of Gaeilge neamhfhoirmiúil for delivery of classroom management and transitional instructions</li> <li>7. Active School playground leaders to be taught playground games through Irish that can be played on the yard with younger students.</li> <li>8. Participation in Gaelbhreatach initiative</li> <li>9. Teachers to greet students in the corridor and on the yard using the appropriate frasai</li> <li>10. One Active week activity to be run through Gaeilge</li> </ol>		<p>Class teachers</p> <p>Class teachers</p> <p>All Staff</p> <p>Principal</p> <p>Active Schools Co-ordinator / Class teachers</p> <p>All Staff</p> <p>Active Schools Co-ordinator / Class teachers</p> <p>All staff</p> <p>All staff</p> <p>Active Schools Co-ordinator</p>

<p><b>MONITORING:</b></p> <ol style="list-style-type: none"> <li>1. Teacher reflections in CMs</li> <li>2. Teacher observations throughout the school</li> <li>3. Parental feedback</li> <li>4. Student feedback</li> </ol>	
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<p><b>EVALUATION APPROACH:</b></p> <ul style="list-style-type: none"> <li>• Feedback from pupils will show an improved and more positive attitude towards reading.</li> <li>• End of year student attitudes survey</li> <li>• End of year parent survey</li> <li>• Whole staff reflection</li> </ul>	<p><b>EVALUATION TOOLS:</b></p> <ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Parent Survey</li> <li>• Discussion at Staff Meetings</li> <li>• Teacher Observations</li> <li>• Teacher Reflections in monthly CMs</li> </ul>
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<p><b>NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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INCH NATIONAL SCHOOL



TARGET	ACHIEVED:			
	Yes		No	