



## OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered: Since our last engagement with School Self Evaluation we have a number of programmes running in the school to support pupils' achievements in both literacy and numeracy. These include Reading Recovery, Literacy Lift Off, Accelerated Reading, Guided Reading, genre writing, Building Bridges (comprehension strategies) Mata sa Rang, and station teaching in maths across the school.

The programmes listed above are well embedded in the practise of the school. This is due to the team work and commitment of both mainstream and SET teachers to work collaboratively to deliver highly effective programmes to our pupils in a consistent and planned manner. This approach enables our teachers to differentiate for all abilities in classes particularly at Juniors-2<sup>nd</sup> class levels.

Reading attainment is above national norms as evidenced by analysis of our Standardised test results.

We have helped other schools with Literacy Lift Off as a number of schools have visited us to see the programme in action here in St. Tola's N.S.

Our attainment in Maths is well above national norms as evidenced by our Standardised test results.

This is what we did to find out what we were doing well, and what we could do better:

- a) Discussion at staff meetings in May and June 2018 and ongoing discussion at staff meetings during the school year 2018/19
- b) Profile of the school – the principal carried out an analysis on the current enrolment and looked at the number of pupils presenting with English as an additional language diagnosed with Speech and Language Impairments, attending Speech and Language therapy, teacher observations of pupils with less developed vocabulary than their peers not in the other categories.
- c) Teacher survey carried out in October 2018
- d) Word splurge – all pupils from Senior infants-6<sup>th</sup> class did a word splurge (write as many words as they could think of in 10 minutes) This was analysed using a rubric.
- e) The RAPT test was administered to a number of tracker pupils in Senior Infants-2<sup>nd</sup> class to ascertain a vocabulary age.
- f) The SET team met with the local Speech and language therapists to discuss how best to support the number of pupils attending SLT and also how best to support the development of vocabulary in all pupils across the school.
- g) Pupil focus group - Lorraine Connolly met with pupils from 1<sup>st</sup>-6<sup>th</sup> classes

h) Parent interviews - the principal completed a number of interviews with parents in relation to how best their child develops new vocabulary

This is what we are now going to work on:

Acquisition and use of vocabulary in oral language, reading and writing

We developed some strategies for use across the school to assist in this work. These included

1. All classes created and developed a word wall
2. All classes picked vocabulary to carry out word analysis on regularly
3. The Talkboost programme was implemented in Senior Infants
4. Each class chose a focal draiochta ( magic word) in Gaeilge regularly
5. From 2<sup>nd</sup> class up each class introduced soar scribeoireacht ( free writing) in Gaeilge

This is what you can do to help:

Talk to your child every day – ask questions about their day and about their school work. If they give single word answers ask them to elaborate. Ask your child about the words they have analysed at school.

For younger children read to your child regularly – visit the library and choose books that your child will enjoy. Discuss the book with your child and re read favourite stories a number of times. Get your child to retell the story or part of the story in their own words

For older children take an interest in the books they are reading in Accelerated Reading. Ask them to say what they enjoyed /did not enjoy about the book. Ensure that they are reading both fiction and non-fiction books.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

### ***School time and holidays***

The Department requires all primary schools to have **183 school days** each year.

This year we had 181 school days, from 29<sup>th</sup> August 2018 to 27<sup>th</sup> June 2019. There were two closures due to the school being used as a polling station in October and May.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had 1 parent/teacher meeting and staff meetings outside of pupil contact time, all in line with the Department's regulations.

### ***Looking after the children in our school***

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. Yes

Our Designated Liaison Person (DLP) is Mary Dunlea Fitzgerald and our Deputy DLP is David Quinn

### ***Enrolment and attendance***

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways: \_\_We highlight the importance of good attendance at induction meetings with parents and in updates in the school newsletter. If there is a concern re attendance we will discuss it at parent teacher meetings. We publish our school calendar as early as possible to allow families to schedule holidays during time off. We work closely with the Educational Welfare officer and she visits the schools and meets with parents for whom there is a concern to see if attendance can be improved for these pupils.

This is how you can help: please inform the school if your child will be absent and give a reason why this is so. Ensure that family holidays are taken during time off.

### ***Positive behaviour for a happy school***

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES