

Scoil Naomh Fiachra, Clontubrid



Scoil Naomh Fiachra
Clontubrid, Freshford,
Co. Kilkenny
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Roll No. 16865D

School Self Evaluation

School Improvement Plan 2019

Report Issue: January 2019

School Context

Scoil Naomh Fiachra is situated in Clontubrid in Lisdowney Parish in Co.Kilkenny. It is a four teacher school, 3 mainstream teachers and a shared learning support teacher. We are serving the educational needs of the children of Clontubrid and environs. The school provides hurling and football to children after school. The school is well recognised as a digital school.

Patron:	Dermot Farrell
Chairperson:	Paddy Delaney
Principal:	Mr. Pat Robinson
SSE Coordinator	Ms. Sinead Brennan
Staff:	3 mainstream teachers Shared Learning Support Teacher (18.2 hours) Shared with Freshford National School.
Pupils 2018/2019:	54
School Motto:	Tá onóir an Aois agus Uaisle an Óige
Website/Facebook	www. clontubrid.ie / Scoil Naomh Fiachra Clontubrid
Green school:	3 flags and pursuing the fourth flag (transport) this year.
Active Flag:	1 flag and will be renewing our active flag status next year.

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School Self Evaluation

School Improvement Plan 2019

Analysing Targets Using Looking at our School (2016)

Targets: Pupils will experience engaging lessons in handwriting & sentence structure in order to improve handwriting, sentence structure and the overall presentation and quality of work by the end of the year.

Dimension: Teaching & Learning

Domain: Learner outcomes

Standard 1: Pupils demonstrate the knowledge skills & understanding required by the primary curriculum.

Standard 2: Pupils achieve the stated learning objectives for the term/ year.

Domain: Teacher's individual practice

Standard: The teacher selects and uses teaching approaches to the learning objectives and to pupils' learning needs.

Self-Evaluation Report and School Improvement Plan

1. Introduction

1.1 Outcomes of our last improvement plan from 2013 to 2015 were positive. Our school improvement plan had focused on problem solving and oral language. We believe the practice of problem solving is embedded in our teaching and the results from the Sigma-T in 2016 showed an overall improvement in children scores in problem solving throughout the school. Good practices for oral language have also been embedded in our teaching and there has been an improvement in oral language skills throughout the school.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period April - June 2018 . We evaluated the following aspect(s) of teaching and learning: Literacy , Maths, Irish and SESE.

We used 'Looking at our Schools 2016 Document and the school used the domains and standards of the quality framework.

2. Findings

2.1 This is effective / very effective practice in our school :

- Most of our school are competent readers, and we are scoring above the national norms in Literacy (Micra-T results).
- Most children in our school have good vocabulary and will attempt to recount, give an oral report and express their opinion.
- Literacy stations are used in the Junior and Middle room and children are grouped according to their ability and they use differentiated readers so children are challenged according to their ability.
- Most pupils can write competently and enjoy writing.
- Numeracy , children are achieving above the national norms in Numeracy (Sigma-T) and a very small percentage (10%) of children require additional support in Numeracy.
- Teachers prepare short and long term plans to guide teaching and learning.
- Teachers differentiate the lessons effectively to cater for the needs and abilities of all pupils.
- Collaboration between Class Teachers and Support Teachers takes place and team teaching/ in class support is being used to support the development of Numeracy and Literacy.
- Displays are used to support learning.
- Parents are very supportive of school's activities.

2.2. This is how we know

- Teacher observation/Teacher designed tests and tasks
- Micra-T
- Sigma-T
- Parent's Literacy Survey

- Pupil's Brainstorm -
- Free writing sample from a sample cohort of students from Senior Infants – 6th class.

2.3 This is what we are going to focus on to improve our practice further

- Handwriting– Explicitly teaching the children letter formation correctly.
- Sentence structure-Explicitly teaching the children good sentence structure.

In the context of the New Primary Language Curriculum:

- **Strand** – Oral language – **Element:** Understanding- **Learning Outcome** (4.) Sentence structure and grammar.
- **Strand-** Writing, **Element** – Understanding- **Learning Outcome** (3). Conventions of print and sentence structure.
- **Strand-** Writing, **Element-** Exploring & Using -**Learning Outcome** (9). Handwriting.

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)

Scoil Naomh Fiachra, Clontubrid

January 2019- June 2020 School Improvement Plan

IMPROVEMENT PLAN CO-ORDINATOR:

Sinéad Brennan

TARGETS

- Use the new Primary Language Curriculum to embed good handwriting & Sentence structure practices in our school.
- Improve overall handwriting in the school, using our target group from Senior Infants- 6th class to monitor handwriting closer.
- Presentation/neatness of work to be improved.
- Improve sentence structure in the school, using our target group from Senior Infants -6th class to assess any improvements in sentence structure.

Actions: Who?

		Junior Room	Middle Room	Senior Room
Hand-writing	1	Allocate specific time on the timetable to handwriting .	Allocate specific time on the timetable to handwriting .	Allocate specific time on the timetable to handwriting .
	2	Correct letter formation to be taught(Pre-cursive).	Correct letter formation to be taught(Cursive).	Cursive handwriting is to be practised every week.
	3	Handwriter of the week .(Winner receives a cert and their picture is displayed outside the classroom).	Handwriter of the week.(Winner receives a cert and their picture is displayed outside the classroom).	Handwriter of the week.(Winner receives a cert and their picture is displayed outside the classroom).
	4	Praise and reward children for neat handwriting.	Praise and reward children for neat handwriting.	Praise and reward children for neat handwriting.
	5	Display samples of neat handwriting in the classroom.	Display samples of neat handwriting in the classroom.	Display samples of neat handwriting in the classroom.
	6	Send children around to other classes to show their neat handwriting.	Send children around to other classes to show their neat handwriting.	Send children around to other classes to show their neat handwriting.
	7	Writing table with resources to practice handwriting.	Enter the Lisdowney Community Games handwriting competition.	Enter the Lisdowney Community Games" handwriting competition.
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		Table mats with alphabet in small and capital letters.	Table mats with cursive writing .	
Sentence Structure	1	Writer of the Month competition. (Winner's picture displayed outside the classroom .Winner will read out a piece of writing at assembly).	Writer of the Month competition. (Winner's picture displayed outside the classroom. Winner will read out a piece of writing at assembly).	Writer of the Month competition. (Winner's picture displayed outside the classroom. Winner will read out a piece of writing at assembly).
	2	Allocate specific time on the timetable to sentence structure once a week.	Allocate specific time on the timetable to sentence structure once a week.	Allocate specific time on the timetable to sentence structure once a week.
	3	Writing table with writing paper and nice writing resources.	Writing table with resources to motivate children to write.	Complete lessons from the "Daily Sentence Structure" weekly.
	4	Display examples of good sentence structure.	Display examples of good sentence structure.	Display examples of good sentence structure.
	5		Children will use a conjunctions and connectives bookmark to aid them when writing sentences.	Children will use a conjunctions and connectives bookmark to aid them when writing sentences.

MONITORING:		Whole Staff / Co-ordinator Principal Relevant Teachers Class Teachers Children and Parents
<ol style="list-style-type: none"> 1. A piece of writing for each child in the focus group will be collected each term. 2. SSE will be added to the agenda for staff meetings. Progress will be discussed along with any problems/issues that may arise. 3. The School Improvement plan will be placed on the Classroom's notice board. 4. Include a section on teacher's Cuntais Míósúil stating actions taken that month for SSE. 		
EVAL UATION APPROACH:	EVALUATION TOOLS:	
<ul style="list-style-type: none"> • Staff will evaluate the success/ lack of success of the SIP at the end of year 1. 	<ul style="list-style-type: none"> • Children's handwriting in copies. • Children's free writing. • Children's writing in all areas. 	

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

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TARGET	ACHIEVED:			
Handwriting has improved in the school.	Yes		No	
Sentence structure has improved in the school	Yes		No	
Presentation of work has improved in the school.	Yes		No	