

Scoil Naomh Fiachra, Clontubrid



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

School Self Evaluation

School Improvement Plan 2022

Report Issue: September 2022

School Context

Scoil Naomh Fiachra is situated in Clontubrid in Lisdowney Parish in Co. Kilkenny. It is a three teacher school, 2 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 and a Homework Club to children after school. The school is well recognised as a digital school. The school works in partnership with Music Generation Kilkenny to provide instruction to students from 1st to 6th Class.

Patron:	Bishop Denis Nulty (Apostolic Administrator of Ossory)
Chairperson:	Kieran Costelloe
Principal:	Mr. Peter Madden
SSE Coordinators	Ms. Sinead Brennan/ Mr. Peter Madden
Staff:	2 mainstream teachers Shared Learning Support Teacher (20 hours) Shared with Tullaroan National School
Pupils 2022/23:	47
School Motto:	Tá onóir an Aois agus Uaisle an Óige
Website/Facebook:	www.clontubrid.ie / Scoil Naomh Fiachra Clontubrid
Green school:	5 flags and pursuing the fifth flag (Global Citizenship – Litter and waste) over the next two years.
Active Flag:	1 flag and will be renewing our active flag status next year.

Scoil Naomh Fiachra, Clontubrid

School Self Evaluation

School Improvement Plan 2022

Analysing Targets Using Looking at our School (2016)

Targets: Working with the New Primary Language Curriculum, pupils will experience active and engaging lessons with specific and measurable Learner Outcomes in Reading Comprehension & Oral Language (English and Gaeilge) in order to improve overall reading comprehension skills and oral language skills in both English and Gaeilge.

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: Learner Experiences

Standard 1: Pupils engage purposefully in meaningful learning activities.

Domain: Teacher's individual practice

Standard 1: The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning.

Standard 2: 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 2019 to 2022 were positive. Our school improvement plan had focused on handwriting, sentence structure, writing genres and STEM. The standard of Handwriting has improved greatly throughout the school, this is evident when samples of the students writing are analysed on a termly basis. We now focus on 3 writing genres per year as part of our whole school plan in English. Good practices in sentence structure are visible when observing samples of the children's work in creative writing. The students can name the different writing genres that are explored in the school and they can also identify the different features of each genre. There is a clear development of skills and knowledge in this area as the children progress from junior to senior classes. Opportunities to explore STEM are integrated into Maths and Science on a regular basis. The school entered 3 STEM projects into the ESB Science Blast in 2022.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September to June 2022. 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 the students in our school display a good standard of handwriting appropriate to their age.
- Most of the students in our school display good skills in creative writing. They experience very good and frequent practice of engaging with the writing process. They can identify the main creative writing genres that are explored in the school and they can name the features of each genre.
- Most pupils can write competently and enjoy writing.
- In 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.
- All students in the school frequently engage in individual, paired and group STEM based activities. Children's skills in oral-language, problem solving and using topic specific vocabulary are developed effectively when they engage in these activities. Peer to peer learning and assessment is also evident and used well here.
- Teachers prepare short and long term plans to guide teaching and learning.
- Teachers differentiate their 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 Questionnaires
- Pupil's Brainstorm/Questionnaires
- Teacher's Questionnaires
- Writing/Work samples of students
- Reflective practice and discussion amongst teachers at staff meetings
- Engagement with Sustained School Support and Continuous Professional Development with the new Primary Language Curriculum
- Teacher's individual planning and Cuntaisí Míosúla

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

- Comprehension Strategies: Teach and focus on developing skills in 9 reading comprehension strategies (Predicting, Visualisation, Making Connections, Questioning, Clarifying, Declunking, Determining Importance, Inferring and Synthesising) over a 2 year period.
- Oral Language (English): Teach at least one discrete Oral Language lesson per week in all classes using specific and measurable learner outcomes. Topic Specific Vocabulary will be taught/revised before each lesson/unit of work in all subject areas. Children should be given opportunities to actively use this vocabulary.
- Teanga ó Bhéal (Gaeilge): Ceisteanna agus freagraí a fhorbairt ó Naíonáin Shóisearacha go Rang a Sé.

In the context of the New Primary Language Curriculum:

- **Snáithe** – Teanga ó Bhéal- **Gné** –Tuiscint- **Toradh Foghlama** (5). Stór focal
- **Snáithe** – Teanga ó Bhéal- **Gné** – Fiosrú agus Úsáid- **Toradh Foghlama** (7). Iarratais, ceisteanna agus idirghníomhuithe
- **Strand** – Oral language – **Learning Outcomes** (1-12) in all 3 **Elements**: Communicating, Understanding, Exploring and Using
- **Strand** – Reading – **Element** – Exploring and Using- **Learning Outcome** (9). Comprehension

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

September 2022 – June 2023 School Improvement Plan

IMPROVEMENT PLAN CO-ORDINATORS:

Sinéad Brennan

Peter Madden

TARGETS

- Use the new Primary Language Curriculum to embed very effective Reading Comprehension and Oral Language (English & Gaeilge) teaching and learning practices in our school.
- Improve and develop the teaching, learning and assessment practices in the school regarding comprehension strategies and oral language (English and Gaeilge).
- Engage the students in effective and meaningful learning activities in comprehension strategies and oral language (English and Gaeilge).
- Students' comprehension skills to be developed and improved.
- Students' oral language skills (English & Gaeilge) to be developed and improved.

Actions/ Assessment/ Who?

	Actions	Assessment	Who is Responsible?
Reading Comprehension	<p>The 9 Reading Comprehension Strategies will be taught over a two year period.</p> <p>Year 1: Predicting, Making Connections, Clarifying, Determining Importance, Synthesising.</p> <p>Year 2: Visualisation, Questioning, Declunking, Inferring, Synthesising.</p> <p>The whole school will focus on a different comprehension strategy every 2 months.</p> <p>Teachers will be mindful of using and revising completed comprehension strategies as the year progresses.</p> <p>Details and the features of the comprehension strategy that is being explored at a particular time will be</p>	<p>Teacher observation and questioning.</p> <p>Teachers will develop their own rubrics for the different comprehension strategies.</p> <p>Conferencing with students.</p> <p>Self-assessment (use of checklists, rubrics, 3 stars and a wish).</p> <p>Peer assessments.</p> <p>3 stars and a wish.</p>	All teachers.

	<p>displayed on a classroom poster.</p> <p><i>Building Bridges of Understanding</i> will be used as a resource.</p> <p><i>Guiding Comprehension: Teaching for Meaning (PDST)</i> will also be used as a resource.</p> <p>Students from 2nd to 6th will explore at least 2 novels per year.</p> <p>Teachers will compile a list of novels for each class to choose from each year.</p> <p>Using the Gradual Release of Responsibility, a mixture of teacher led – whole class learning, paired and group learning will be explored as the 2 month time period for teaching each comprehension strategy progresses.</p>	<p>Tasks and tests which include written and oral responses.</p> <p>Checklists.</p>	
<p>Oral Language</p>	<p>Timetable and teach at least one discrete Oral Language Lesson each week.</p> <p>Use CJFallon – Rainbow Oral Language Programme as a planning and teaching resource.</p> <p>Plan specific, time-bound and measurable Learning Outcomes for each individual lesson.</p> <p>Plan appropriate and engaging Learning Activities in order for students to achieve the specific Learning Outcomes.</p> <p>Ensure that all of the broad Learning Outcomes as outlined in the new Primary Language Curriculum are focused on and developed throughout the academic year.</p>	<p>Drumcondra English Profiles (on a sample of students from each classroom).</p> <p>Teacher observation and questioning.</p> <p>Checklists and Rubrics.</p> <p>3 stars and a wish.</p> <p>Peer-assessment.</p> <p>Self-assessment.</p> <p>Audio/visually recording students demonstrating specific</p>	<p>All teachers</p>

		<p>Use an Oral Language notebook from 1st to 6th Class.</p> <p>Teach Topic Specific Vocabulary before each lesson in all subject areas. Students will be given opportunities to actively use this vocabulary during individual lessons or over the course of a few lessons. They should be able to demonstrate an application of new vocabulary in reading/writing and oral language.</p>	<p>oral language skills and learning outcomes.</p>	
Teanga ó Bhéal		<p>Ceisteanna, freagraí agus liostaí foclóra a fhorbairt ó Naíonáin Shóisearacha go Rang a Sé.</p> <p>Frása na seachtaine</p> <p>Gaeilgeoir na seachtaine</p>	<p>Dírbhreathnú an Mhúinteora</p> <p>Ceistiú</p> <p>Tascanna Measúnaithe</p> <p>Féinmheasnú</p> <p>Seicliostaí</p> <p>Rúibric</p>	Gach múinteoir

<p>MONITORING:</p> <ol style="list-style-type: none"> 1. Drumcondra English Profiles will be maintained on a sample of students from each classroom throughout the year. 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 Míosúil stating actions taken that month for SSE. 	<p>Whole Staff / Co-ordinator Principal Relevant Teachers Class Teachers Children and Parents</p>
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<p>EVAL UATION APPROACH:</p> <ul style="list-style-type: none"> • Staff will evaluate the success/ lack of success of the SIP at the end of year 2. • Staff will compare observation and assessment results from year one to year two. 	<p>EVALUATION TOOLS:</p> <ul style="list-style-type: none"> • Drumcondra English Profiles • Standardised tests in reading comprehension (Micra T or Drumcondra) • Teacher observations • Checklists and rubrics • Samples of students written responses • Samples of students oral responses (visual/audio recordings) • Reflective discussions at staff meeting
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<p>NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:</p> <ul style="list-style-type: none"> • • • • •
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TARGET	ACHIEVED:			
Reading comprehension has improved in the school.	Yes		No	
Oral language has improved in the school	Yes		No	
Tá feabhas tagtha ar theanga ó bhéal sa scoil	Tá		Níl	