

# Fermoyle Mixed N.S. Fermoyle, Lanesboro, Co Longford.

Roll No 13320P

## Our Self-Evaluation Report June 2019

### and Improvement Plan 2019-20

**1. Introduction** This document records the outcomes of our last improvement plan, and an overview of our current improvement plan, including targets and the actions we will implement to meet the targets.

#### 1.1.1 Outcomes of our last improvement plan from 2013-16

- Our School Improvement Plan in Literacy - progress made is recorded separately

#### Outcomes of our last improvement plan from 2014-17

- Our School Improvement Plan in Numeracy - progress made is recorded separately

#### 1.2 The focus of our SSE evaluation

- Literacy - Historical Data gathered and School Improvements plans 2013-2016
- Numeracy - Historical Data gathered and School Improvements plans 2014-2017
- ICT - 2017-2019

## 2. Findings

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

*We identified the following main strengths of the school in teaching and learning.*

These are standards which are identified from the Domains of Teaching and Learning in the Quality Framework for primary schools

- Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
- Teachers value and engage in professional development and collaborative practices
- Teachers work together to devise learning opportunities for pupils across and beyond the curriculum

### 2.2. This is how we know

- Pupil Profiles – observation and recording of pupil dispositions (Aistear)
- Checklists, Infant Skills Checklists, Teacher Observations, Pupil’s work, Pupil’s oral feedback/conversations, Standardised testing, Running Records for Reading
- Frequent teacher workshops on topics which lead to development of new approaches in Teaching and Learning
- Regular Team-meetings between teachers regarding Literacy, Numeracy, Gaeilge, Aistear, new Primary Language Curriculum
- Shared planning and collaboration

## 2.3 This is what we are going to focus on to improve our practice further 2019-20

*Aspects of teaching and learning the school has identified and prioritised for further improvement.*

### Wellbeing.

- **Learner Outcomes:** Pupils have necessary knowledge and skills and attitudes to understand themselves and their relationships.
- **Learner Experiences:** Grow as learners through respectful interactions and experiences that are challenging and supportive.

Actions:

- ❖ Continued implementation and dissemination of Incredible Years Classroom Management and Behaviour Programme
- ❖ Continued use of the Aistear Framework for integrated learning in Junior Classes
- ❖ Implementing Buddy System for Junior Infants and 5<sup>th</sup>/6<sup>th</sup> class
- ❖ Setting up of a Student Council to represent all classes.

### Oral Language – New Primary Language Curriculum

- **Learner Outcomes:** Pupils will demonstrate the knowledge, skills and understanding required in the primary curriculum for Oral Language.

Actions:

- ❖ Through classroom learning environment
- ❖ Aistear Framework for Integrated learning in Junior Classes
- ❖ Continue with formal debating for senior classes.

### Reading – Comprehension Strategies,

- **Learner experiences:** Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

Actions:

- ❖ Aistear Framework for integrated learning in Junior Classes
- ❖ In class Literacy Team Teaching Infants-3<sup>rd</sup> class

### Writing- Writing Genres

- Learner experiences: Pupils engage purposefully in meaningful learning activities.
  - ❖ Continue to teach writing genres at each class level
  - ❖ Samples of writing are valued and displayed at each class level.
  - ❖ Free writing copies to encourage children to write freely and for enjoyment.
  - ❖ Incentives for classes to produce their best written work focus on presentation and handwriting.

### Numeracy – Problem Solving

- **Learner Experiences** Pupils engage purposefully in meaningful learning activities.

Actions:

- ❖ Whole school agreed Problem-Solving Strategies at all class levels
- ❖ Use Concrete pictorial abstract methodology to teach numeracy
- ❖ Maths Week- coordinated activities using school-based Maths Trails
- ❖ Continue effective interventions through Station/Team/Parallel teaching
- ❖ Display Maths Language in Maths Area in the Classroom
- ❖ Integrate ICT into Maths lessons

### 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 2019 to 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments (& when)	Targets achieved (& When)
<p><b>Wellbeing</b>  <b>Learner Outcomes</b>                      Pupils have necessary knowledge and skills and attitudes to understand themselves and their relationships</p> <p><b>Learner Experiences</b>                      Pupils grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Continued implementation and dissemination of Incredible Years Classroom Management and Behaviour Programme</p> <p>Engage Student Council and leaders in promoting Anti Bullying awareness</p> <p>Invite PDST Support person for teacher groups – Stay Safe &amp; Anti Bullying (2020)</p> <p>Targeted groups for support in Social Skills.</p> <p>Buddy Groups 5<sup>th</sup>/6<sup>th</sup> and Junior Infants</p>	<p>All staff</p> <p>Mrs Boyce</p> <p>PSDT advisor</p> <p>SET Team</p> <p>Mrs Boyce</p>	<p>Evidence of good behaviour throughout the school</p> <p>Children can identify causes of anxiety and communicate coping strategies to deal with their worries and anxieties</p> <p>Children will know what to do when an incident of bullying occurs</p> <p>Clarity regarding use of new Stay Safe teaching materials</p> <p>Children have clear understanding of the programme and can state what to do in the event of an 'unsafe' situation</p>	<p>Teacher will reflect on progress and discuss adjustments</p> <p>Groups requiring support for Social Skills will be identified</p> <p>We will record feedback through written and oral reflections</p> <p>Feedback from students at Student Council Meetings</p>	<p>Review September 2020</p>
			<p>Evidence of improved emotional regulation for individuals concerned</p>		
				<p>Teacher Observation</p>	

<p><b>Oral Language Curriculum</b></p> <p><b>Learner Outcomes.</b> Pupils will demonstrate the knowledge, skills and understanding required in the primary curriculum for Oral Language</p> <p><b>Literacy</b></p> <p><b>Learner experiences:</b> Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p>	<p>Teachers plot and predict where children are at on the Progression Continuum</p> <p>Set appropriate Learning Outcomes</p> <p>Identify appropriate Classroom support materials</p> <p>Continue effective interventions in Spelling – Reading Strategies Comprehension Writing Genres</p>	<p>Class teachers and SETs</p> <p>All relevant class and SET teachers</p>	<p>Evidence of children displaying expected learner outcomes through their interactions with each other - All Classes</p> <p>Children display expected learner outcomes in oral interactions with peers and staff e.g. oral news-telling, asking questions</p> <p>Standardised Test results in specific areas identified</p> <p>Running Records of individuals</p> <p>Evidence of use of Comprehension strategies across curricular areas</p> <p>Children’s work</p>	<p>Classroom observations</p> <p>Pupil Profiles</p> <p>Record monthly reflections of progress made in their Cúntais Miosúla</p> <p>Class group meetings - monthly</p> <p>Literacy SIP Team Meetings</p>	<p>At end of each month</p> <p>At end of each Month</p> <p>December 2019 June 2020</p> <p>Review 2020</p>
<p><b>Numeracy</b></p> <p><b>Learner Experiences</b> Pupils engage purposefully in meaningful learning activities Actions.</p>	<p>Implement whole school agreed Problem-Solving Strategies at all class levels</p> <p>Use Concrete pictorial abstract methodology to teach numeracy</p> <p>Maths Week- coordinated activities using school-based Maths Trails</p> <p>Continue effective interventions through Station/Team/Parallel teaching</p> <p>Display Maths Language in Maths Area in the Classroom</p> <p>Integrate ICT into Maths lessons e.g. IWB, iPads etc.</p>	<p>All class teachers and SETs</p>	<p>Standardised Test Results</p> <p>Classroom and SET Assessments</p> <p>Infant Checklists</p> <p>Photographic evidence</p> <p>Children’s work - Maths Copies</p> <p>Evidence of use of Maths Language</p> <p>Children competent in use of ICT</p>	<p>Analysis of scores in Problem Solving and other Higher Order skills</p> <p>Numeracy SIP Team Meeting each term. Class group meetings - each month</p>	<p>May 2018</p> <p>Twice termly</p> <p>June 2018</p> <p>October 2017</p> <p>Each month - Ongoing</p>

--	--	--	--	--	--

