

# St David's NS, Naas, Co Kildare



## Our Self-Evaluation Report and Improvement Plan: 2021/2022

### 1. Introduction

This document records the outcomes of our reengagement with SSE since April 2018, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

#### 1.1 School context

St David's NS is a Church of Ireland primary school situated in the Piper's Hill Education Campus, Naas and drawing pupils from the town and rural surrounds. It is a new building (2015) but the school has existed for over 150 years. The majority of the children are from the local Protestant community but the school is welcoming of all denominations and none

Patron: The Most Reverend Patricia Storey, C of I Bishop of Meath and Kildare

Chairperson: Rev Philip Heak

Principal: Mrs Mary Tyrrell

Staff: 6 teachers including a teaching principal (4 class teachers, 2 SET) and 1.5 SNA

Classes: 4 classrooms with two classes in each:  
Junior and Senior Infants, 1<sup>st</sup> and 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>.

Pupils: 92 pupils: 41 boys and 51 girls, from Junior Infants to Sixth Class.

School Logo: Our school motto represents the ethos of our school: 'For the Good of All'

Website: [www.stdavidSNSnaas.scoilnet.ie](http://www.stdavidSNSnaas.scoilnet.ie) Email: [stdavidSNationalSchool@gmail.com](mailto:stdavidSNationalSchool@gmail.com)

#### 1.2 Outcomes of our last improvement plan

- Music – playing an instrument. Recorder introduced to classes from 3<sup>rd</sup> to 6<sup>th</sup>. Reached targets for these classes. Children able to play simple carols for Christmas Nativity and tunes for assemblies. Extended to participation in **Music Generation** for whole school. Instrument in 3<sup>rd</sup>/4<sup>th</sup>: ukulele. Recorder playing suspended due to COVID19
- Decided to not proceed with introduction of recorder to 2<sup>nd</sup> class. More able to succeed in 3<sup>rd</sup>

#### 1.3 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *April 2019 to June 2019* and continuing to June 2022. We evaluated the following aspects of teaching and learning:

- Literacy – the new primary language curriculum. Language Connect sampler Nov-Dec 2021
- Music – the teaching and learning of an instrument to enhance the three interrelating strands of the music curriculum: listening and responding, performing, composing
- Mindfulness and Wellbeing: DES Wellbeing Policy Statement and Framework for Practice 2018-2023

## **2. Findings**

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

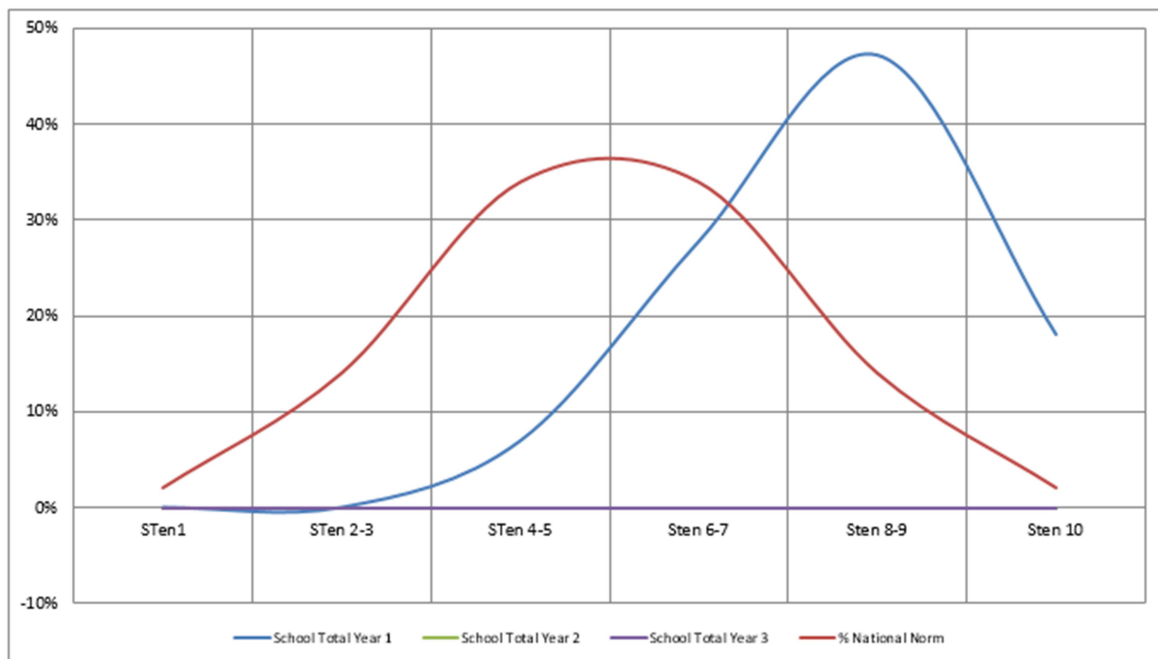
- Highly qualified and committed staff
- Engaged and interested pupils and a cooperative and supportive parent body
- Reading Initiatives to encourage reading – Paired reading/Buddy reading, DEAR, Shared reading.
- New literacy curriculum in place
- Commercial products used with reference to Curriculum Objectives
- Good Resources available
- Variety of Assessment tools used
- Print rich environment – lots of sight vocabulary
- Good spiral phonics in junior classes and reinforced up to 2<sup>nd</sup> class
- Good variety of reading texts used
- Children engage in Listening comprehension activities
- Good variety of reading material available in all classrooms. Library for older pupils and library for younger pupils
- Diagnostic and standardised tests administered
- The process of writing is fostered and children write for real purposes
- Draft, edit, redrafting are at the heart of the writing process
- A variety of writing genres are taught
- Children are given opportunities to write and display writings and poetry
- Good cursive handwriting is fostered from 2<sup>nd</sup> class. Extend to 1<sup>st</sup> class.
- Results of assessments are used to inform teacher planning

### **2.2. This is how we know**

Data was generated on the basis of both quantitative and qualitative inquiry. Evidence of pupil performance in, and perception of, English, Maths and Music, is based on both standardised test results and pupil surveys. The following sources of evidence were used to compile the findings of this report:

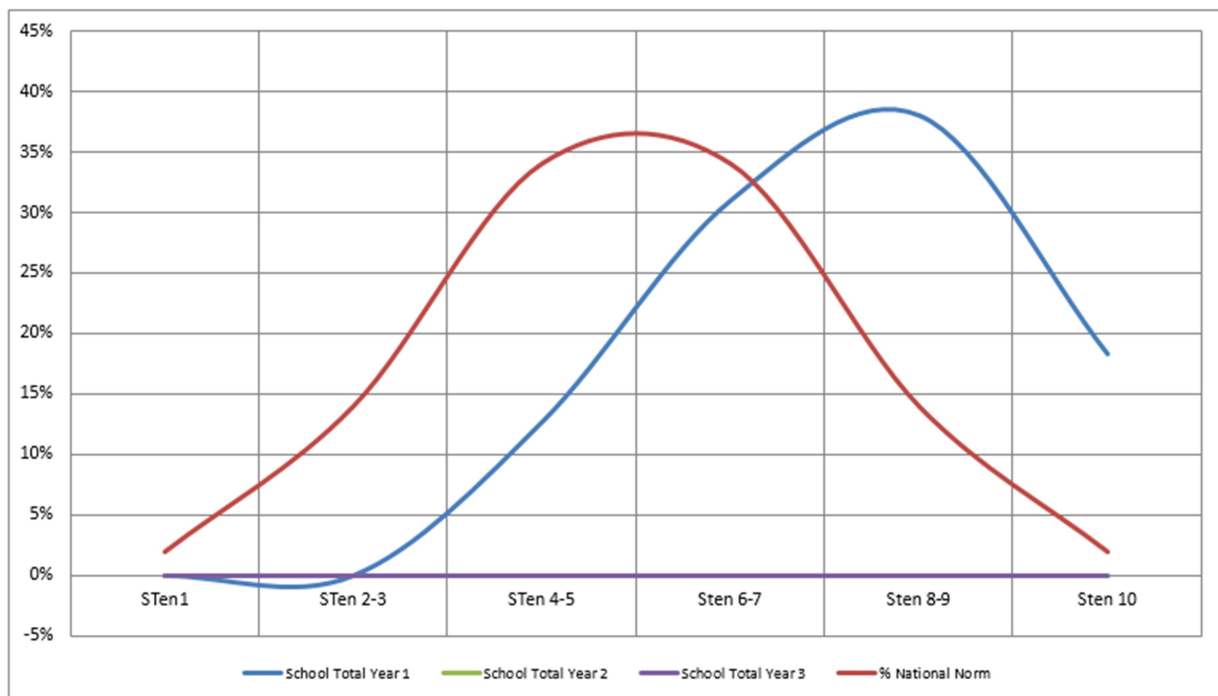
- Individual teacher reviews of practice in Literacy, Music.
- Standardized test results in English and Maths: May 2019 (Bell curve graphs below)
- Staff ratings of school plans and school time table
- Pupils work – samples, copies, and displays.
- The SEN teachers' observations and checks.
- Checklists, teacher observation and tests for assessment (afl and aol)
- Pupil performance at assembly, public occasions and on stage
- 6<sup>th</sup> class pupils expressed their satisfaction and pride in their time in St David's NS
- Pupil questionnaires – third to sixth class. (Mindfulness and Wellbeing )
- Sample of parents given questionnaires(DES) in regard to Mindfulness and Wellbeing
- Teachers questionnaires (DES) in regard to Mindfulness and Wellbeing

**Whole School English Comparison with National Norms - Bell Curve**



Drumcondra reading scores May 2018

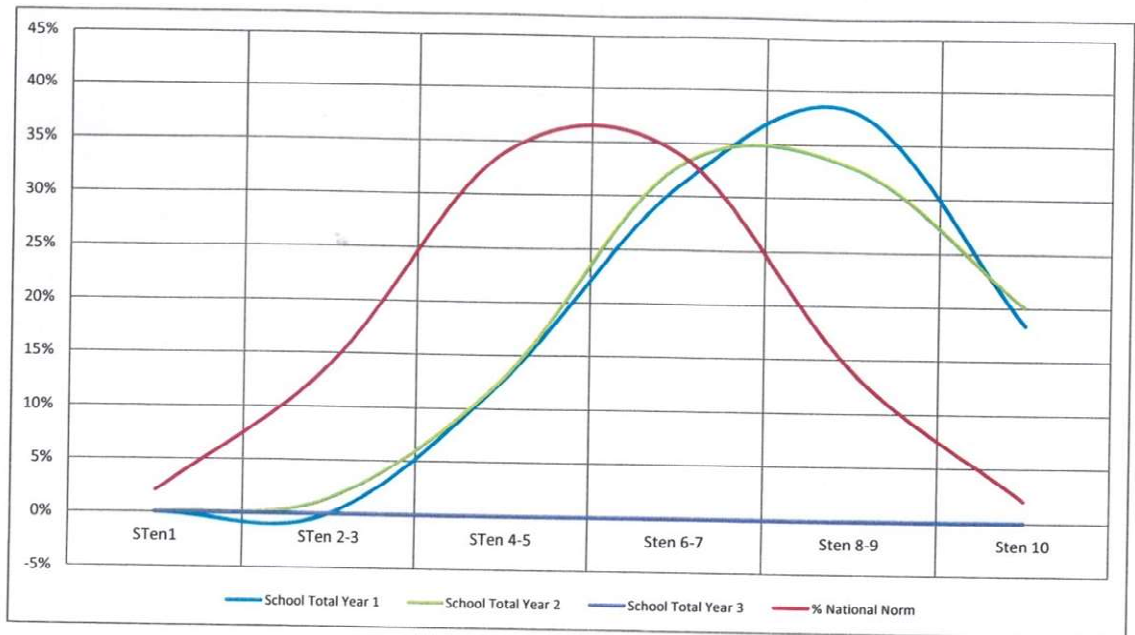
**Whole School Mathematics Comparison with National Norms - Bell Curve**



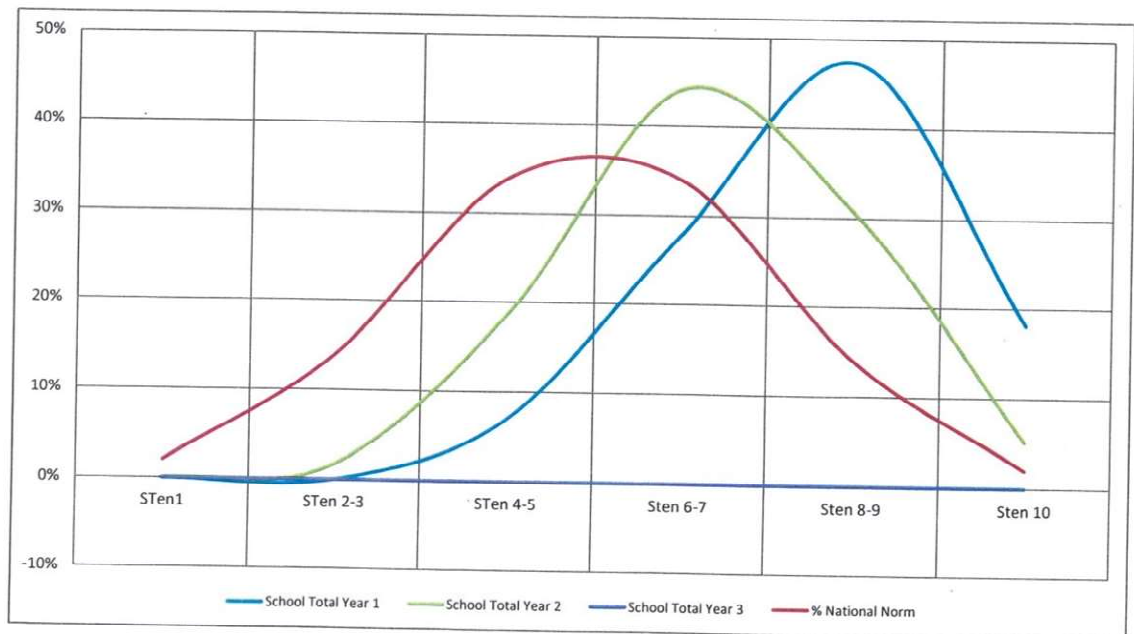
Sigma -T maths scores May 2018

2018 2019

Whole School Mathematics Comparison with National Norms - Bell Curve



Whole School English Comparison with National Norms - Bell Curve

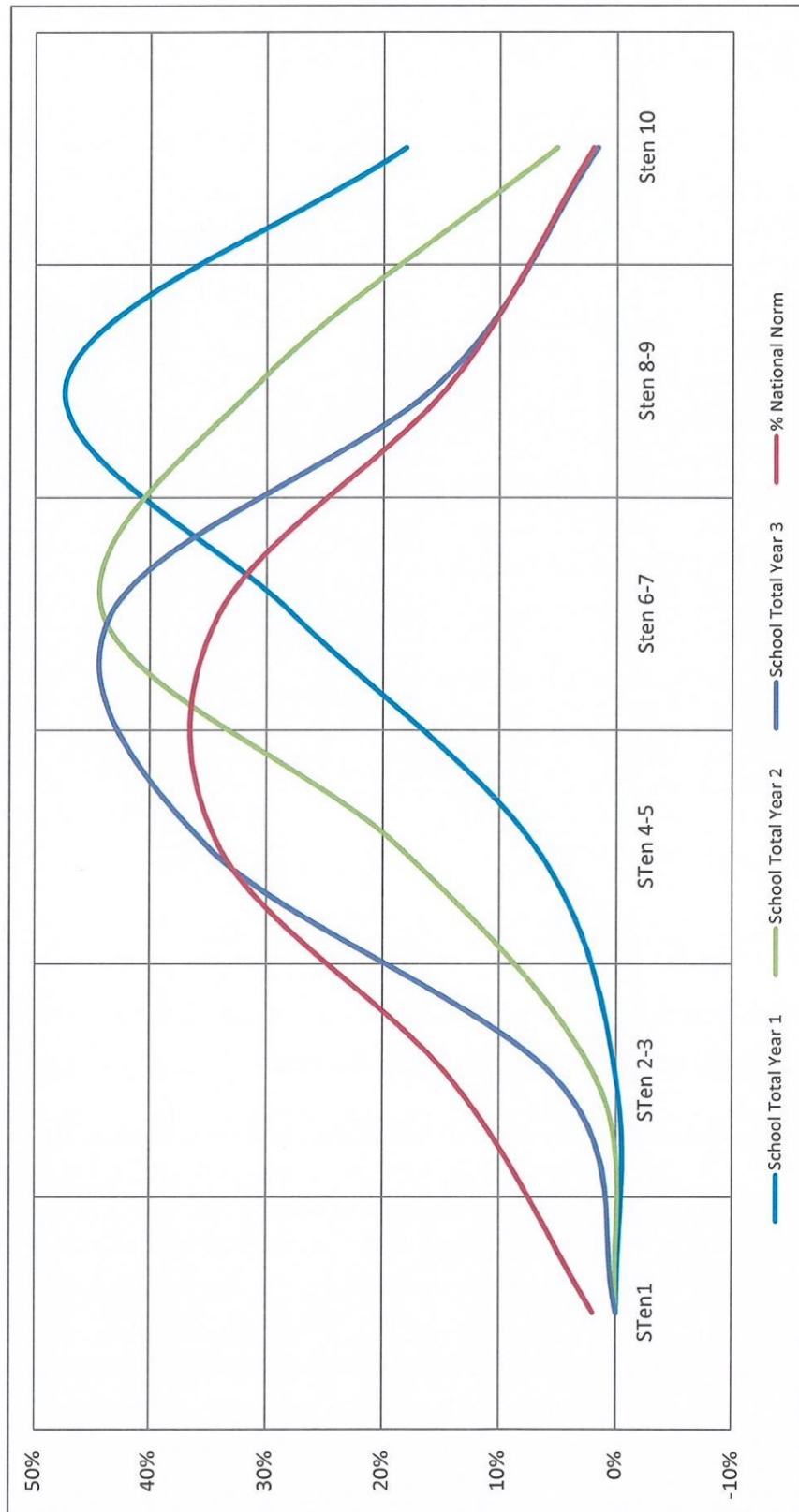


2019 1st class STen results not included.

[Scroll down to view a selection of analysis graphs](#)



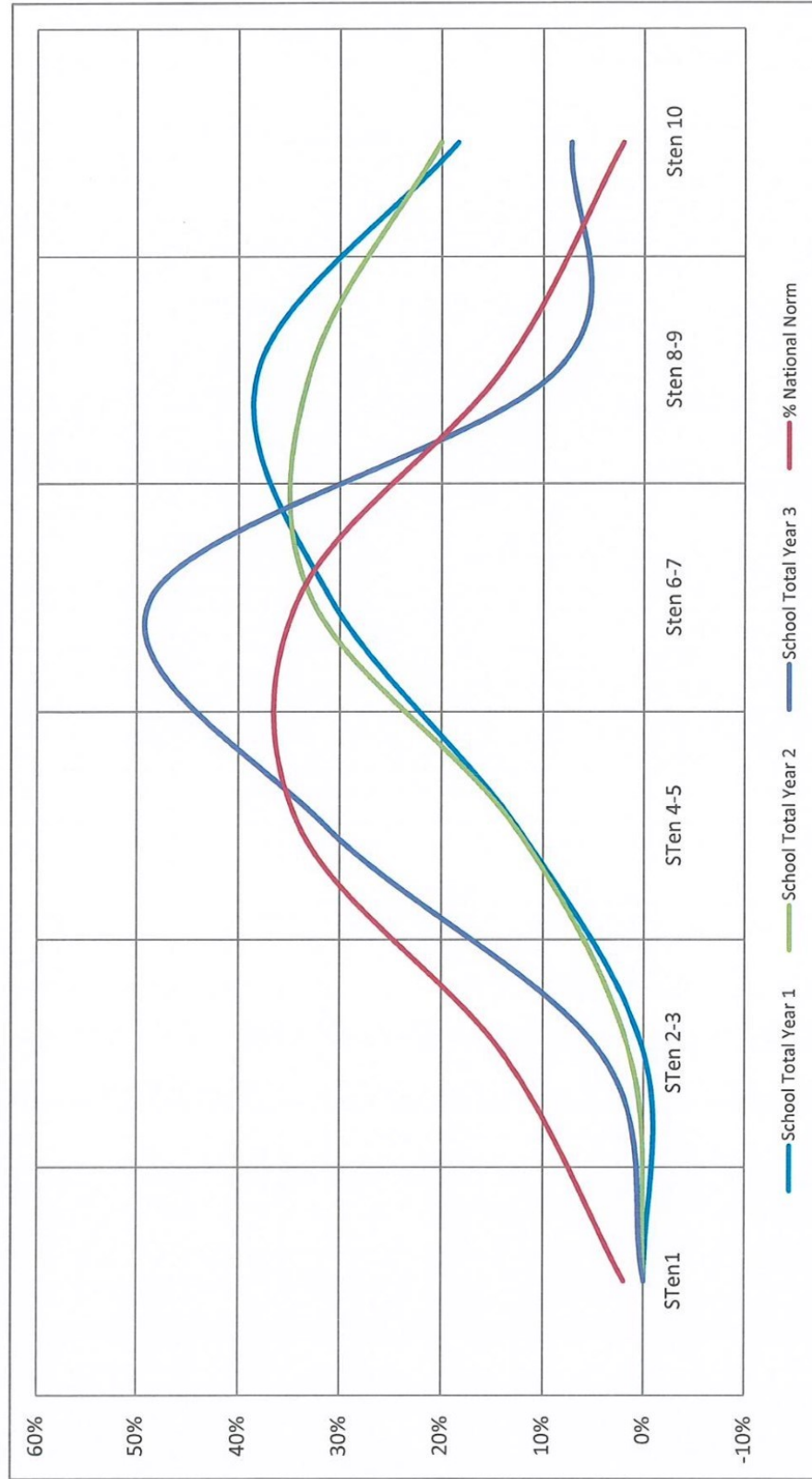
## Whole School English Comparison with National Norms - Bell Curve





[Scroll down to view a selection of analysis graphs](#)

## Whole School Mathematics Comparison with National Norms - Bell Curve



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

After much discussion and time for reflection by the staff and taking cognisance of DES Wellbeing Policy Statement and Framework for Practice, it was decided that our main focus for improvement in the coming year (2019/2020) was to be the development, implementation, and review of wellbeing promotion including tracking impact. We felt from examining the evidence that literacy and numeracy teaching and learning practises were very effective and children were achieving. On the other hand in regard to formal wellbeing promotion we are starting from a low baseline.

- Wellbeing – the introduction of discreet time in all classrooms including special programs such as ‘Fun Friends and Weaving Wellbeing
- Assembly once a week (Friday) to include Wellbeing topics – pupil of the week, birthdays, celebrations, prayer and wellbeing quotes
- Dedicated space on school website and notice board for Wellbeing and Mindfulness
- Use of DES resources: Wellbeing policy Statement and Framework for Practice and Wellbeing in primary Schools/Guidelines for Mental health Promotion.
- Artist in Residence – BLAST – to create a wellbeing/mindfulness mural
- Language Connect – Nov – Dec 2021.

**This was paused due to COVID19 but the school has reengaged from September 2021**

## 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 June 2019 to June 2020 **Extended to 2021/2022 due to COVID19**

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Discreet time for Wellbeing in each classroom:</p> <ol style="list-style-type: none"> <li>1. 3<sup>rd</sup> /4<sup>th</sup> Weaving Wellbeing</li> <li>2. Junior/Senior Inf Zippy's Friends</li> <li>3. 1<sup>st</sup>/2<sup>nd</sup> Fun Friends</li> <li>4. 5<sup>th</sup> /6<sup>th</sup> Friends for Life – Calm Time</li> </ol>	<p>Initially introducing the idea of Wellbeing through using specific programmes</p> <p>All classes – peer influence</p> <p>Area on school website dedicated to Wellbeing and Mindfulness</p>	<p>Ms Taylor 3<sup>rd</sup> and 4<sup>th</sup></p> <p>Ms O'Brien 5<sup>th</sup> and 6<sup>th</sup></p> <p>Mrs Neill 1<sup>st</sup> and 2<sup>nd</sup></p> <p>Ms Gillespie Infants</p> <p>In cooperation with Mrs Tyrrell and Ms Clifford</p>	<p>Children familiar with the language of wellbeing Children able to speak about their own well being in positive terms</p> <p>Children will bring in wellbeing and mindfulness quotes for assembly and for Wellbeing and Mindfulness notice board</p> <p>Parents will become familiar with Wellbeing and Mindfulness homework</p>	<p>Monitor use of wellbeing programmes</p>	<p>Notice board in place from September 2019</p> <p>Assembly every Friday for all classes for approx. 15 minutes started in June 2019 – restating Nov 2021 for Senior group and Junior group.</p> <p>All teachers have attended inservice Ms O'Brien and Ms Clifford - attended Wellbeing workshop in Kildare Education Centre (28<sup>th</sup> Feb 2020). Ms Delaney, Ms O'Brien, Mrs Neill in 2021. Ms Delaney completing Weaving Wellbeing training Mrs Neill- Active flag and move well, move often courses Artist in residence: Nov – Dec 2021 For ratification 1<sup>st</sup> Dec '21</p>
<p>Children can use the language of wellbeing</p> <p>Children understand and experience the feeling of wellbeing</p> <p>Children will appreciate the meaning and value of wellbeing</p>	<p>Notice board in school main lobby area dedicated to Wellbeing and Mindfulness</p> <p>Assembly increased to once a week for all classes in the Heak Hall to include pupil of the week, celebrations and quotes</p> <p>Teachers to attend CPD on Wellbeing and Mindfulness Active Flag Artist in residence working with 3<sup>rd</sup> to 6<sup>th</sup> to develop a mural promoting wellbeing</p>	<p>Mrs Nell</p>		<p>Achieve criteria of Active Flag</p>	
<p>Children will experience Wellbeing in body and mind</p> <p>Review SPHE Policy</p>		<p>Mrs Tyrrell in cooperation staff, parents &amp; BOM</p>	<p>Policy formation</p>	<p>Consultation: June-Oct'21</p>	