

St David's NS, Naas, Co Kildare



Our Self-Evaluation Report and Improvement Plan 2018/2019

1. Introduction

This document records the outcomes of our reengagement with SSE in 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 SNA

Classes: 4 classrooms with two classes in each: Junior and Senior Inf, 1st and 2nd, 3rd and 4th, 5th and 6th.

Pupils: 96 pupils: 48 boys and 48 girls, from Junior Infants to Sixth Class

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

Website: www.stdavidnsnaas.scoilnet.ie Email: stdavidsnationalschool@gmail.com

1.2 Outcomes of our last improvement plan

- As there is a new principal in the school since April 2018 we are beginning the SSE process anew while acknowledging the progress in Literacy and Numeracy scores improvements

1.3 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *April 2018 to June 2018*. We evaluated the following aspects of teaching and learning:

- Literacy – Spelling, the new language curriculum and Library use especially stock of reading material
- Music – introduce the teaching and learning of an instrument to enhance the three interrelating strands of the music curriculum: listening and responding, performing, composing
- Drama - In the busy and over full curriculum Drama time was being decreased in the class timetable.

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 will reinforce up to 2nd class
- Good variety of reading texts used
- Children engage in Listening comprehension activities
- Good variety of reading material available in all classrooms
- 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 2nd class. Extend to 1st class.
- Results of assessments are used to inform teacher planning

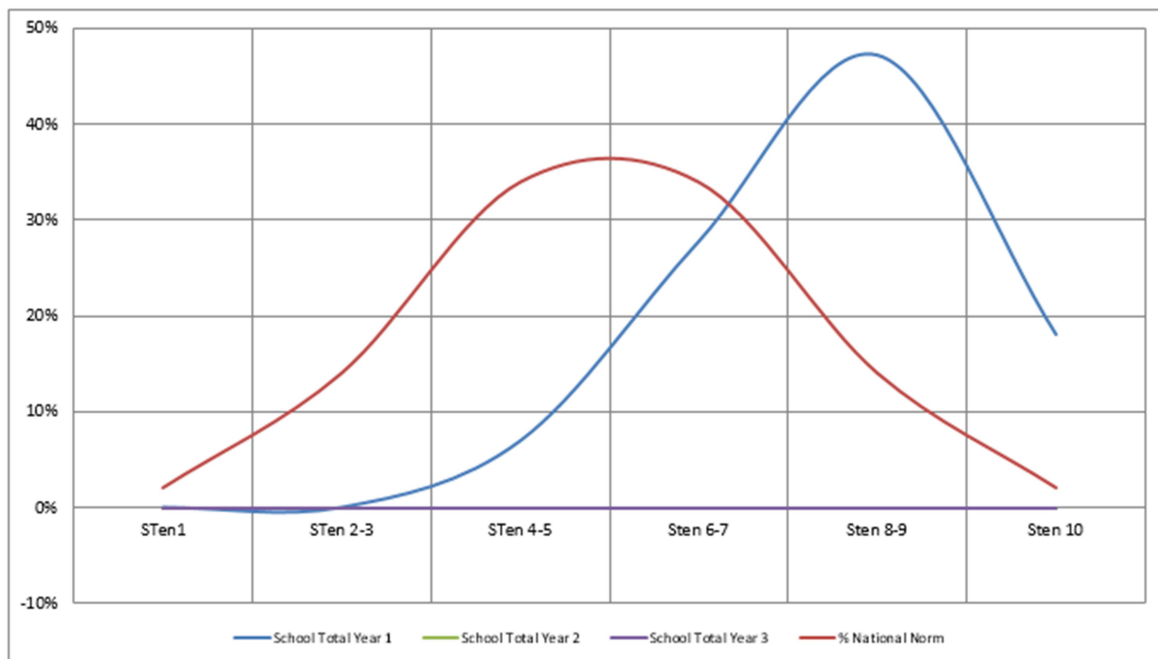
2.2. This is how we know

Data was generated on the basis of both quantitative and qualitative inquiry. Evidence of pupil performance in, and perception of, English, Speech and Drama 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:

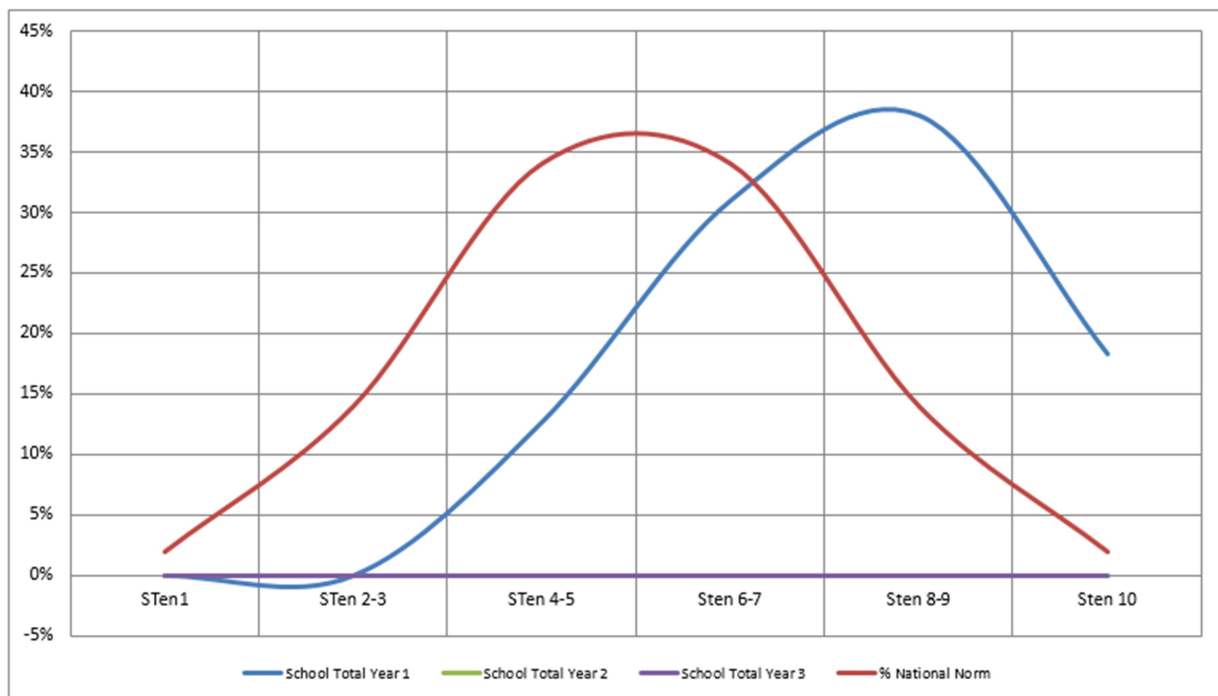
- Individual teacher reviews of practice in Literacy, Music and Drama.
- Standardized test results in English and Maths -: May 2018 (Bell curve graphs below)
- Staff ratings of school plans and school time table
- Pupils work – samples, copies, and displays.
- The Learning Support teacher's observations and checks.
- Checklists, teacher observation and tests for assessment (afl and aol)
- Pupil performance at assembly, public occasions and on stage
- Pupil surveys – third to sixth class. (Drama and Music)
- 6th class pupils expressed their satisfaction and pride in their time in St David's
- Parents at PTA meetings surveyed in regard to Music and Drama

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

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 it was decided that our main focus for improvement in the coming year was to be music and we prioritised the learning of the recorder. We felt from examining the evidence that literacy teaching and learning practises were very effective and children were achieving. On the other hand in regard to learning to play an instrument we are starting from a baseline of zero. 4 (15% approx.) children in 3rd/4th learn an instrument outside of school.

- Music – the teaching and learning of the recorder
- Literacy - the introduction of a common spelling programme from 1st to 6th and investigate the use of TTRS computer programme to help weaker spellers/dyslexic. The completion of a school library and increasing stock of books especially sets of novels over the summer of 2018. Introduce CAPERS (a home school reading programme) and regular visits to school library
- Drama - the allocation of 45 minutes of discrete time to Drama each week and the remaining 15 minutes to be made up by integrating Drama in other subject areas, in particular Gaeilge.

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 2018 to June 2019

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<ol style="list-style-type: none"> 3rd and 4th class to be able to sight read and play on the recorder 3/4 tunes using right hand for notes GABC by June 2018 3rd and 4th as above but increase to target adjustment by December 2018 and play simple carols 5th and 6th as Target 1 and 2 to December 2018 3rd to 6th to be able to sight read and play simple tunes in different time rhythms by June 2019 and perform in public As Target 1 for 2nd class from January June 2019 Introduce a culture/tradition of playing the recorder in sch 	<p>Initially teaching of the recorder for 15/20 minutes per day from May to June 2018 for 3rd and 4th class— fingering, reading, rhythm and notation</p> <p>From September 2018 – 20/30 min per week for classes 3rd to 6th</p> <p>From January 2019 15/20 min per week for 2nd class</p> <p>All classes – peer influence</p>	<p>Mrs Tyrrell 3rd and 4th and 2nd</p> <p>Ms O'Brien 5th and 6th</p> <p>In cooperation with Ms Taylor, Mrs Neill and Ms Clifford</p>	<p>Play and read music on recorder and perform in public on occasions such as the Christmas concert, assembly, end of year ceremony and Church service</p> <p>Simple compositions with correct notation and rhythm</p> <p>Sight reading assessments prepared by the teacher</p>	<p>Increase repertoire</p> <p>Increase sight reading skill and add D'</p> <p>Increase skill to use right hand to play D,EF#</p> <p>Introduce C, and E' F'</p> <p>More able pupils to be taught to play harmony lines and possibly counterpoint.</p>	<p>Achieved Target 1 in June</p> <p>All targets achieved by end of school year.</p> <p>Decided to not introduce recorder to 2nd class. More able to succeed by waiting until 3rd class. Also teacher available for 3rd class</p>