



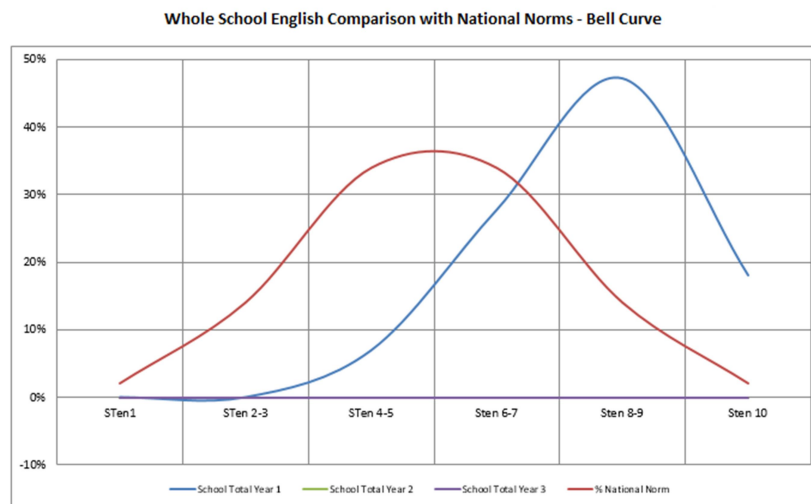
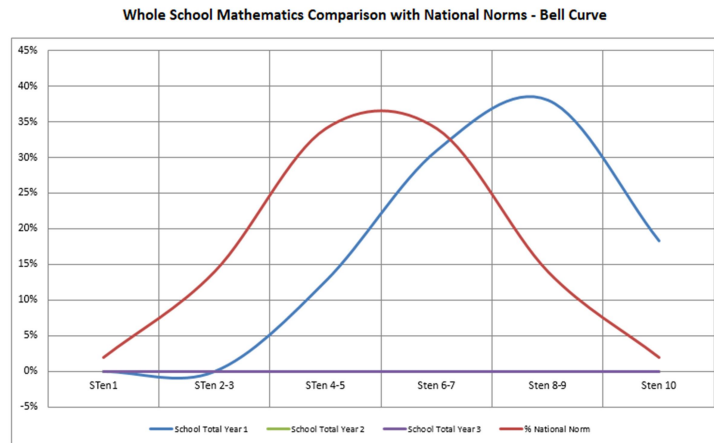
St David's NS, Naas, Co Kildare

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2019/20

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- Highly qualified and committed staff
- Engaged and interested pupils and a cooperative and supportive parent body
- Reading Initiatives to encourage reading – Paired/shared reading/Buddy reading, DEAR time.
- 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
- Good variety of reading material available in all classrooms
- Diagnostic and standardised tests administered. Good results as shown below in Bell curves
- 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

Standardised test results in Mathematics and English May 2018

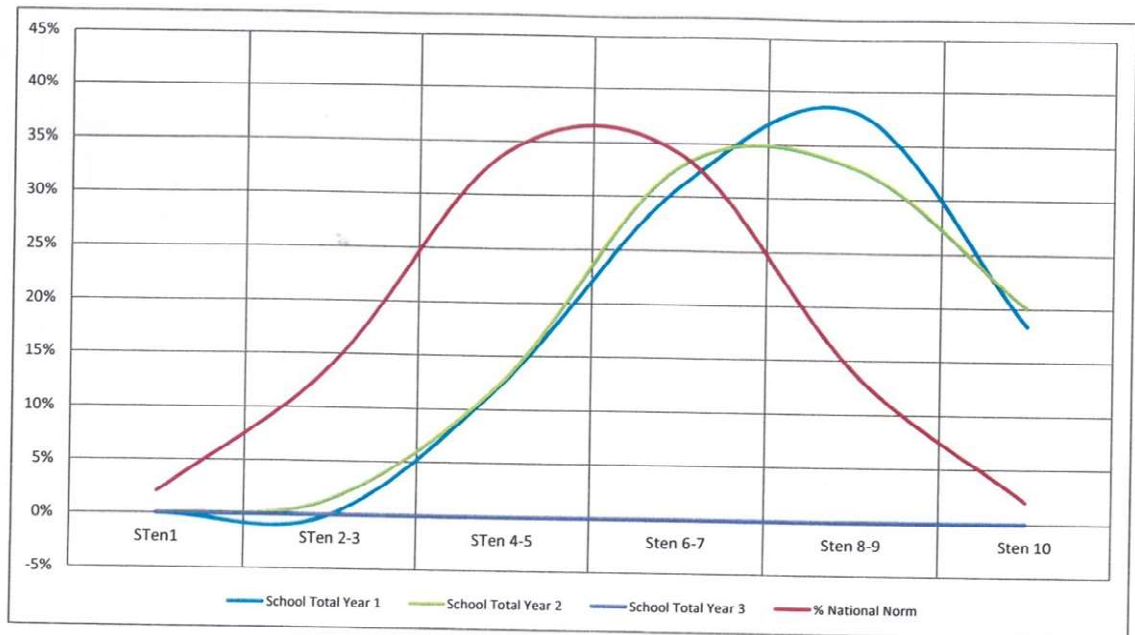


2019

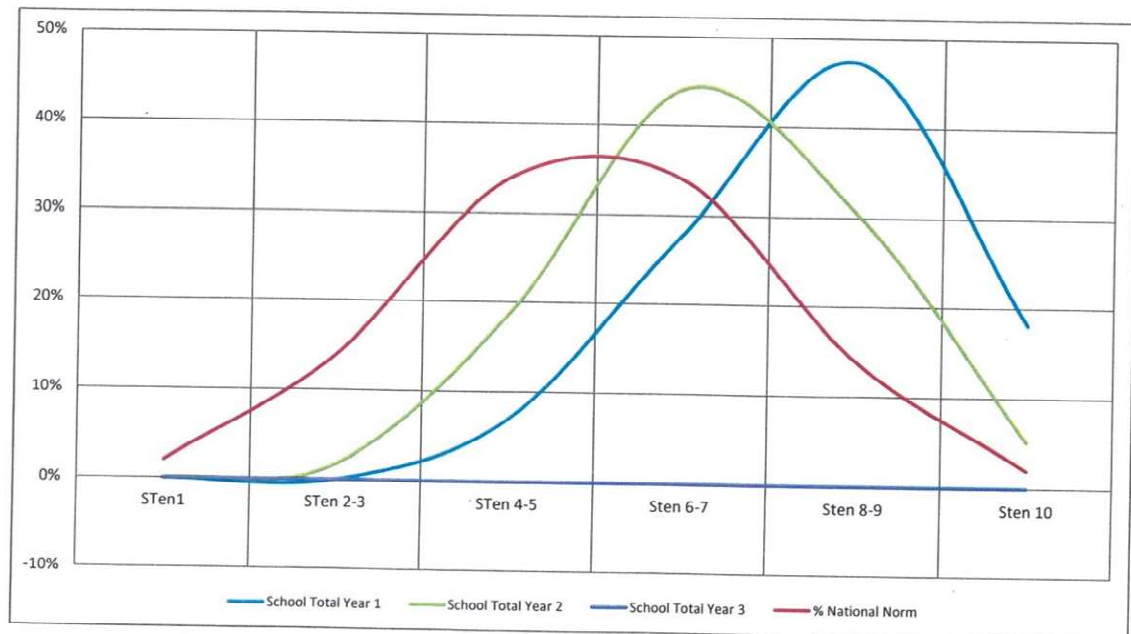
Whole School Maths and English comparison with National Norms – Bell Curve for 2018 and 2019 on next page. Please note that the English bell curve is not comparable for 2019 with 2018 as the test changed. In 2019 the school used the new version of Drumcondra reading test where 1st class are no longer given a STen score.

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.

This is what we did to find out what we were doing well, and what we could do better:

- Individual teacher reviews of practice in Literacy, Music and Drama.
- Standardized test results in English - Drumcondra: May 2019/18/17/16 (attached)
- 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. (Wellbeing)
- Sample of Parents given questionnaire in regard to Wellbeing
- Teacher questionnaire in regard to wellbeing
- 6th class pupils expressed their satisfaction and pride in their time in St David's

This is what we are now going to work on:

- Music – continue the teaching and learning of the recorder
- Literacy – continue the use of TTRS computer programme to help weaker spellers/dyslexic.
- Drama - the allocation of 40 minutes of discreet time to Drama each week and the remaining 20 minutes to be made up by integrating Drama in other subject areas, in particular Gaeilge.
- Wellbeing and Mindfulness – discreet class time/ notice board and area on website dedicated to wellbeing/ increase assembly to once every week for celebrations and pupil of the week in assembly

This is what you can do to help:

- Take an interest in your child's learning
- Encourage reading for leisure and recorder practise.
- Support the school's policies

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all primary schools to have **183 school days** each year.

This year we had 181 school days, from September 2018 to June 2019.

(1 in-service day for new literacy curriculum and 1 snow day)

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had 1 parent/teacher meeting in January 2019 and 10 staff meetings (1 per month), all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is Mrs Tyrrell

and our Deputy DLP is Ms Taylor

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES

We reviewed (and updated) our admissions policy on: January 2018

We keep accurate attendance records and report them as required. YES (Aladdin)

We encourage high attendance in the following ways: acknowledge good attendance at the end of the year. Making the school a happy learning environment

This is how you can help: inform the school of attendance issues and provide notes of absences

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES