**MARYMOUNT N.S. THE ROWER**

# Self-Evaluation Report and School Improvement Plan

**1. Introduction including** targets and the actions we will implement to meet the targets.

* Marymount N.S. is a mixed enrolment primary school
* There are currently 171 pupils enrolled
* There are 10 teachers on staff (including teaching principal,7 mainstream teachers,2 SET and 2 SNA’s)
* The school administers standardised tests in Mathematics, English reading (1st to 6th) and Spelling from 2nd to 6th class.
* Other current literacy initiatives being implemented by the staff include
  + Literacy Lift Off
  + Aistear
  + Jolly Phonics
  + Guided Reading
  + Paired Reading
  1. **Outcomes** of our last improvement plans:

Literacy : Targets from previous plan. Staff in agreement that targets had been achieved and embedded.

* Improve the standard of writing on a whole school basis in all genres.
* Increased awareness, understanding and teaching of all comprehension strategies in all class levels
* All classes to implement the Jolly Phonics programme to improve spelling scores, and increase standard of grammar and punctuation.

Numeracy : Staff noted that problem solving techniques have been embedded.

* A minimum of 5% improvement in pupil attainment in numeracy using standardised testing over a 1 year period.
* Decrease the percentage of pupils who find maths challenging from 31% to 21% over 3 years
* Increase the percentage of all pupils who demonstrate ability to use whole school problem solving techniques when answering problem based questions in mathematics from 23% to 65% in one year

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**1.2 The focus of this evaluation**

**We undertook self-evaluation of teaching and learning during the period *May 2018* to June 2019*.***

**We evaluated the following aspect(s) of teaching and learning:**

**Domain 2 Learner Experiences**

***Standard: Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning***

***Statements of Effective Practice- in our school agreed are somewhat effective.***

* Pupils make meaningful connections between learning in different subjects and areas of the curriculum.
* Pupils make meaningful connections between school-based learning and learning that takes place in other contexts.
* Pupils can, with some guidance, transfer and apply skills learned in one context to another context.
* Pupils are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.
* They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills.
* Pupils have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.

**Domain 3- Teachers’ Individual Practice**

***Standard:***

***The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary***

***Statements of Effective Practice- agreed in our school are somewhat effective.***

* Teachers are aware of pupils’ individual learning needs, and adapt teaching and learning practices to help pupils overcome challenges.
* Teachers engage with pupils’ opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present.ers’ Individual Practice

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**2. Findings**

* On analysis of whole school standardised tests in literacy, we as a staff found that of pupils are performing at the national average in the area of spelling. However these results are not reflected in day to day written work and free writing.
* Examination of work of tracker children/handwriting samples from pupils showed that there is no evidence of the transfer of skills in the area of spelling.
* Parents’ survey indicated that 88% agree with spelling homework. 94% agree spelling is improving. 20% state their child finds spelling difficult and 11% find spelling very difficult, the Friday test causes anxiety to 25% of the pupils and there was a spread between what parents felt taught their child spelling in the best way. Jolly Phonics 43%, Spelling Workbook 37% and other 20%
* Pupils Focus Groups: 26% stated they worry about their spelling test on Friday, 48% sometimes find spelling hard,0.03% find it hard generally, 26% say they only sometimes spell well in their writing, and 15% say they do not spell well in their writing
* Staff dialogue by means of SCOT analysis specified that teachers felt the need for a common planned approach/strategy to modelling and explicitly teaching agreed spelling and to examine the purpose of the Friday test as there does not seem to be a transfer of skills into the children’s’ writing.

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

*Teaching of Reading/Literacy Lift Off/ Resources/ Jolly Phonics/Writing Genres/Aspects of Irish/SESE/Pupils’*

*Wellbeing (Friendship Week/Active Week/Weekly Awards/Friends for Life)/ SPHE (Stay Safe)/ P.E./Choir*

**2.2. This is how we know**

*List the evidence sources. Refer to pupils’ dispositions, attainment, knowledge and skills.*

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

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| **SCHOOL IMPROVEMENT PLAN**  ***Marymount N.S. The Rower***  **September 2019 to September 2020** | | | |
| **IMPROVEMENT PLAN CO-ORDINATOR:** | | **Mary Mc Cormack & Roisín Fennelly** | |
| **TARGETS** | * 10% increase in standardised spelling scores based on the Drumcondra Spelling Test for 75% of the pupils * That there will be evidence of a transfer of skills, where pupils will build up a sight vocabulary for spelling and use them accurately in general writing. * To increase the use of self editing among pupils. | | |
| **ACTIONS** | | | **Who?** |
| * Each teacher will commit to using SWST programme/alternative with their classes from Sept 2019 and discontinue use of spelling workbooks * Each teacher will commit to teaching discrete spelling lessons focusing on teaching strategies and mnemonics for difficult spellings * Pupils will record difficult words and meanings in copy (linking in with oral Language). * Each teacher will commit to assessing examples of free writing from 3 focus groups(top/middle/lower achievers) at 4 different time periods(Sept/Dec/April/June) * Teachers will commit to developing and promotion of self editing strategies for pupils * Administer Drumcondra spelling test in September 2019 and September 2019 to all pupils from 2nd to 6th classes. | | | All Staff |
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| **MONITORING:**   1. Pupils will be pre-tested at the beginning of each week and tested again on Fridays. Scores will be recorded and monitored. 2. Children will be observed referring to their copies for spellings and use of self editing will increase 3. At least 75% of pupils’ spelling scores will improve by September 2020. | | Whole Staff / Co-ordinator  Principal  Relevant Teachers  Class Teachers  Children and Parents |
|  | **EVALUATION TOOLS:**   * **Standardised Tests - Drumcondra Spelling Test** * **Teacher observation** * **Focus groups with samples of free writing from top/middle/lower** * **Pupil Feedback and Focus Groups** | |

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| **NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:** | | | | |
| **TARGET** | **ACHIEVED:** | | | |
| * 10 % increase in standardised spelling scores based on the Drumcondra Spelling Test for 75% of the pupils | **Yes** |  | **No** |  |
| * That there will be evidence of a transfer of skills, where pupils will build up a sight vocabulary for spelling and use them accurately in general writing. | **Yes** |  | **No** |  |
| * To increase the use of self editing among pupils. | **Yes** |  | **No** |  |