

Rush National School

Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, 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 Outcomes of our last improvement plan from March 2018 to June 2020.

- Literacy: Aims achieved but school wide cursive handwriting scheme abandoned.
- Numeracy: Aims achieved.
- Science: Aims achieved.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*March 2018*) to (*June 2018*). We evaluated the following aspect(s) of teaching and learning:

- Digital Strategy
- Implementation of the Primary Language Curriculum

2.1 This is effective / very effective practice in our school

- Oral Irish
- Pre-writing skills and pre-cursive
- Use of I.C.T

2.2. This is how we know

- Pupil Survey
- Teacher Observation
- Staff Discussion

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

Primary Language Curriculum

- To reflect the progression continua listed in The Primary Language Curriculum, our fortnightly notes template has been adjusted at Junior Infants – Second Class levels.
- A school wide cursive handwriting scheme has been implemented in junior infants
- The role of play based learning (Aistear) at Junior Infants to First Class.
- A grid detailing skills to be taught in Irish at each class level on a month by month basis.

Digital Strategy

- A 'Digital Strategy/Framework' for the school

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**

Table 1: Quality Framework for Primary Schools – Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	<p>Pupils:</p> <ul style="list-style-type: none"> enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	<p>Pupils:</p> <ul style="list-style-type: none"> engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	<p>The teacher:</p> <ul style="list-style-type: none"> has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	<p>Teachers:</p> <ul style="list-style-type: none"> value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	<p>School leaders:</p> <ul style="list-style-type: none"> promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	<p>School leaders:</p> <ul style="list-style-type: none"> establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	<p>School leaders:</p> <ul style="list-style-type: none"> communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	<p>School leaders:</p> <ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

Our Improvement Plan

Timeframe of this improvement plan is from May 2018 to June 2020

In line with “*LOOKING AT OUR SCHOOL 2016 A Quality Framework for Primary Schools*”, we have developed our school improvement plan in accordance with Table 1 listed above (p.13 Looking at our school 2016 a quality framework for primary school). This plan identifies areas we need to strengthen to reach the standards of ‘effective practice’ and ‘highly effective practice’.

Target

Primary Language Curriculum:

- Update and edit our short term planning template to reflect the progression continua steps listed in the Primary Language Curriculum

Actions	Persons/ Groups Responsible	Criteria for success	Progress and adjustments	Targets achieved
Research all possible templates available from outside sources i.e. ‘Mash.ie’, N.C.C.A, P.D.S.T., I.P.P.N. etc.	Mr. Doran (Principal) and Ms. McElligott (Deputy Principal)	Meets the requirements set by the Department of Education and Skills.	Meets the requirements set by the Department of Education and Skills.	
Form a committee to review all possible templates and select the best option or alternatively, design our own	Teachers from each class level and one teacher from the Special Education Support Team	The committee are satisfied that the template is practical and worthwhile	The committee are satisfied that the template is practical and worthwhile	

Target

Primary Language Curriculum:

- A school wide cursive handwriting scheme

Actions	Persons/ Groups Responsible	Criteria for success	Progress and adjustments	Targets achieved
Visit schools with well-established school wide cursive handwriting schemes and gather evidence of the positive aspects and any possible downfalls to avoid	Two teachers from Junior Infants and two from Senior Infants plus one teacher from First Class and one from Second Class level to visit each school	Take notes, reflect on practices observed and report to staff. Reflect these practices in our teaching of handwriting in the classroom	Adjust practices and have ongoing professional conversations and reflect any change in our yearly plan	
Form a committee to review all possible schemes and select the best option or alternatively, design our own	Ms. McElligott to contact all the education publishers to review the schemes on offer	Selected “Go with Flo” schemes for junior infants 2018-2019 and classes going forward	Read the implementation of the scheme Share our practices Ongoing reflection	

<p>Organise for a handwriting expert to speak to the staff on the benefits of a school wide cursive handwriting scheme</p>	<p>Ms. McElligott to organise</p>	<p>C.P.D: Mr. Brendan Culligan spoke with the staff, author of “Spelling and Handwriting” and “Improving children’s spelling”</p>	<p>Take on board ideas expressed at C.P.D</p>	
<p>Issue staff with practical resources to assist in the teaching of cursive handwriting</p>	<p>Ms.McElligott to organise</p>	<p>Children use resources to assist their familiarisatio with cursive handwritng</p>	<p>Customise resources to their children’s needs</p>	
<p>Junior Infants 2018-2019: follow “Go with the Flo” By CJ Fallon Handwriting scheme. This scheme will be used thereafter as the font we will use throughout the school.</p>	<p>Ms. McElligott to organise</p>	<p>Children use resources to develop their motor memory</p> <p>Application of font when writing independently</p>	<p>Review resources</p>	
<p>Senior Infants to Sixth class 2018-2019 follow the Prim-Ed scheme. This scheme was in place prior to “Go with The Flo”</p>	<p>Mr. Doran to organise</p>	<p>Application of font when writing independently</p>	<p>Review for discussion at Termly Meeting</p>	
<p>Mr. Doran draws attention to presentation of handwriting when he visits classrooms. Prizes are given out at school assemblies to the most improved class and to individuals in their classes also</p>	<p>Mr. Doran to organise</p>	<p>Noticeable improvement in their handwriting and presentation.</p> <p>Class teacher highlights pupils to the principal</p>	<p>Review for discussion at Termly Meeting</p>	

Target
 Primary Language Curriculum:
 • Develop communication, understanding and exploring through play based learning in the junior years classroom (Junior Infants to December of First Class)

Actions	Persons/Groups Responsible	Criteria for success	Progress and adjustments	Targets achieved
Discuss with teachers teaching in the junior years the link between play and oral language	Mr. Doran, Ms. McElligott and relevant class teachers	Class teachers reflect on their practice and form ideas for developing Aistear going forward	Review for discussion at Termly Meetings. Ms. McElligott will intermittingly liaise with relevant teachers to enquire how the implementation of Aistear is going	
Reflect on how we implement Aistear at the relevant class levels with relevant teaching staff	Mr. Doran, Ms. McElligott and relevant class teachers	Reflected in teacher planning Children’s opinions Classroom settings reflect Aistear	Class Level Collaborative planning provides teachers an opportunity to discuss, share and reflect on Aistear practices	

Target
 Primary Language Curriculum/ Curriculum Gaeilge
 • School Wide Grid outlining skills to develop oral language, reading and writing in Irish

Actions	Persons/ Groups Responsible	Criteria for success	Progress and adjustments	Targets Achieved
<p>A school wide vision for Gaeilge discussed at a staff meeting</p> <p>Committee formed to discuss how the teachers at each class level would lead this development</p> <p>Teaching staff collaborated at each class level and mapped how a skill based yearly plan</p>	<p>D. Colhoun (A.P.1) Class Teachers</p> <p>D. Colhoun (A.P.1) Representative from each level</p>	Class teachers reflect yearly plan into their short term notes	Reflect and review plan	

Target

Digital Strategy

- As a school community, it is our belief that the use of digital technologies is an essential tool in this process. In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in the Rush National School is to emphasize the integration of digital technologies across the curriculum, in order to improve the quality of teaching and learning. Therefore digital technology is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching and learning process when it is used appropriately.

Actions	Persons/Groups Responsible	Criteria for success	Progress and adjustments	Targets Achieved
A digital strategy committee was formed and drew up a plan of action	Mr. A. Carberry (A.P.2) Digital Strategy Team	The digital plan is implemented across class levels Digital literacy skills are developed at an age appropriate level	Reflect and review plan	