

Scoil An Chuileannaigh
Beaufort, Co. Kerry
Telephone: 064 6644788
e-mail: cullinaschool@yahoo.com
Web: www.cullinationalschool.ie



Cullina National School Board of Management Our Self-Evaluation Report and Improvement Plan

Dear Parents

The Board of Management of Cullina National School has compiled a School Self-Evaluation Report and Improvement Plan for School Year 2017/18

Our Self-Evaluation Report and Improvement Plan

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.

Outcomes of our last improvement plan from Sept 2015 to Sept 2016

- ✚ Since the development of our School Self-Evaluation/School Improvement Plan in 2012 our standardised test scores have improved in Literacy and Numeracy.
- ✚ In literacy and numeracy these scores are very satisfactory against the norm.
- ✚ We endeavour to become a school where there is constant collaboration and co-operation between all staff members. Working together as a team – constantly questioning and reflecting on our teaching and learning outcomes.

The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *(month/year)* to *(month/year)*. We evaluated the following aspect(s) of teaching and learning:

- | | |
|--|--|
| <ul style="list-style-type: none">• Literacy• Numeracy• Physical Education | <div style="font-size: 3em; vertical-align: middle; padding: 0 10px;">{</div> <ul style="list-style-type: none">Learner OutcomesExperiencesTeacher Individual PracticeTeacher Collective Practice |
|--|--|

Findings

Summary of Main Strengths

- ✚ Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes.
- ✚ The children have a sense of ownership of their work, take pride in it, and take responsibility for improving it.
- ✚ Teachers create an inclusive, orderly, pupil centred learning environment based on mutual respect, affirmation and trust, in which pupils regulate and monitor their own behaviour.
- ✚ Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning objectives of the lesson or series of lessons. The lesson design is flexible to allow for emerging learning opportunities.
- ✚ Teachers meaningfully differentiate content and activities to ensure that all pupils are challenged by the learning activities and experience success as learners.
- ✚ Teachers work very effectively with each other and with parents to support pupils with identified needs.
- ✚ Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils, and work together to ensure that the learning is integrated.

Summary of Main Areas Requiring Improvement

Targets

- Pupils see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework
- They are able to work both independently and collaboratively in a very purposeful and productive manner.
- They demonstrate a high level of motivation and enjoy engaging and persisting with challenging work.
- Pupils take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.
- Teachers preparation includes preparation for the differentiation of learning objectives and learning activities. Including personalised learning opportunities and is informed by meaningful use of data.
- Teachers recognise and affirm continuing professional development (CPD) and collaboration as intrinsic to their work.
- Teachers use formal meetings and planning time to reflect together on their work.
- Teachers view collaboration as a means to improve pupil learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.
- Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share these records provide a comprehensive picture of each pupils learning attainments and needs and are built on progressively as the pupil moves through the school.

Literacy

Our priority is to maintain a steady increase in the number of children scoring above a sten of 5 on the Standardised Test results for literacy.

Numeracy

Our priority is to continue a trend where progress is maintained.

New Language Curriculum Curriculum to be developed

New Language Curriculum English/Irish

P.E

(New Curricular Area)

Actions

- Whole school time-tabling for Team Teaching.
- Professional Collaborative Reviews within small teams and whole school teams (teachers)
- Pre-Assessment and Post Assessment initiatives.
- Reflection, Reporting and Planning for Improvement.
- CPD for all teachers especially in the Area of Team Teaching.
- PDST facilitator on board.
- Investment into Graded Readers to be continued.
- Assessment Tools to be expanded.
- Differentiated Curricular.

Persons & Groups Responsible

Whole School, Teachers, Parents, Children. Board of Management.

Ratification & Communication

This plan was ratified by the Board of Management on **9th May 2017**

It will be communicated to the parent body by **Sept 2017**

Policy Approval / Ratification

This policy was amended by the Board of Management of Cullina National School on

DATE: **9th May 2017**

Signed: *Griffith J Griffiths*

Chairperson Board of Management

DATE: **9th May 2017**

Signed: *Máire Bu Uí Chroinín*

Principal Cullina National School

Date of next review: **May 2018**