# Introduction

Scoil Náisiúnta na Scríne

 is a vertical, co-educational, Catholic school with 128 pupils. It is a rural school which comprises 5 mainstream classroom teachers, two Special Education teachers, 1 Special Needs Assistant and one part-time secretary. The principal is a teaching principal with 29 administration days.

On the 24th April 2018, the staff at Scoil Náisiúnta na Scríne began a new cycle of the School Self-Evaluation process. The principal Ms. Wickham attended a training seminar with the Professional Developemnt Service for Teachers (PDST), the In-School Management Team (ISM) met to discuss the first steps and the staff as a whole met and explored the overall process of School Self-Evaluation.

A questionnaire was given to staff members on the 26th of September 2019 to review and evaluate the schools progression in our chosen area and to give each member of staff an opportunity to analyse and make judgement on such.

**The Focus of this Evaluation**

Having undertaken projects in literacy and numeracy during the previous cycle of SSE, the school staff in 2018 decided to focus on the area of Gaeilge within the school. This focus also enabled staff to proceed with the introduction of the new Primary Language Curriculum.

In September 2019, after monitoring of the listed actions, staff agreed that we as a school were not ready to proceed with a new cycle of SSE yet and the decision was made to continue to evaluate our practices in relation to Gaeilge in Screen NS.

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

* Learner outcomes
* Learner experiences
* Teachers’ individual practice
* Teachers’ collective practice

# Findings

**Standardised Tests:** In May 2018 we introduced the Triail Ghaeilge Dhroim Conrach for the first time. Our aim was to use this to find a baseline level and overall picture of Gaeilge in our school. The results showed that our pupils are conforming favourably to national norms and standards.

In May 2019 after one year’s focus on Gaeilge mar teanga cumarsáide, we found very small differences when evaluating the class average scores in comparison to the results of May 2018.

**Teacher Observations:** The staff looked at School Self-Evaluation Guidelines together as a way of evaluating teaching practices. The teachers in school engage in comprehensive planning and preparation for classes. A variety of assessment strategies are used to gage the effectiveness of the teaching and the quality of learner outcomes for pupils. There is a strong ethos of shared practice among staff and a willingness to engage in Continuing Professional Development. The school hosted a PDST facilitator to explore Gaeilge and the new language curriculum for a full day in June 2018. The school received a large variety of resources on the day for use within the subject of Gaeilge. The teachers have observed that children’s oral Irish needs particular attention and as such will become our central focus for the academic year 2018/19.

On review in September 2019, we decided that although much progress has been made, new initiatives are needed to re-engage the senior pupils in Screen NS.

**Pupil/Parent Views:** The introduction of the Triail Ghaeilge Dhroim Conrach was positively received by parents. Pupils were happy with the outcome of those assessments and it boosted their confidence levels with the language. Our intention is to constantly seek pupil views as we progress through our project. The parents/guardians in Screen are fully supportive of every school initiative and many have sought information on methods to improve their own Irish to assist their children in their learning.

On review of the pupil’s opinions explored in an oral questionnaire in September 2019, the junior school population (Infants – 1st) remain 100% motivated chun Labhairt as Gaelige but this result decreased dramatically in the upper classes. The staff have decided to introduce School Teams in term 2. With a termly reward for the team who gets the most points during the term.

**Other Findings:** The school has a highly-motivated staff who are committed to improving the standard of learner outcomes and learner experiences. The teachers have created colourful and interesting learning environments that support the curriculum being taught. A new Irish scheme is being phased in to the school which will enhance the quality of teaching and learning in Irish.

The Board of Management work hard to maintain the physical environment of the school so that it is conducive to learning for all the students. The Board has also completed an annual policy checklist to ensure that the school is complying with all legislative requirements *(cross reference Board of Management Checklist).*

The school has a wealth of educational resources in place and this has been made possible by the commitment of both the Board and the parent body. The school has an active Parents’ Council which works tirelessly to support the school. There is very good communication between home and school and parents are encouraged to be active participants in their children’s learning. The school has an up-to-date policy on Parents as Partners *(cross reference Parents as Partners Policy)*.

**Summary of Findings**

* Attainment of pupils in Gaeilge compares favourably with national norms.
* Very positives attitudes across all the education partners, and a willingness to engage with our improvement plan
* Excellent resources throughout the school made possible by the excellent community support the school receives
* Skilled staff who complete comprehensive planning and evaluation, and who work tirelessly to improve standards in the school.

**Areas Prioritised for Improvement**

For the academic year 2019/20 we continue to focus on oral Irish for the purpose of SSE and increasing its use throughout the school. We will do this by developing and improving the following standards within the following four domains:

* **Learner Outcomes:**
* pupils achieve the stated learning objectives for the term/year.
* **Learner Experiences:**
* pupils engage purposefully in meaningful learning activities
* pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning
* **Teacher’s Individual Practice:**
* The teacher selects and uses planning. Preparation and assessment practices that progress pupils’ learning
* **Teachers’ Collaborative Practice:**
* Teachers contribute to building whole-staff capacity by sharing their expertise
* Teachers work together to devise learning opportunities for pupils across and beyond the curriculum

**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 September 2018 to June 2020**

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| **Targets:** | * to explicitly teach Gaeilge neamhfhoirmiúil across the school and to increase the use of Spoken Gaeilge during the school day.
* To use the progression steps in the Primary Language Curriculum and to move all children on 1-2 progression steps over the course of the year.
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**Main Focus:**

* **Element/Gné:** communicating/cumarsáid
* **Learner Outcome/Toradh Foghlama:** social conventions and awareness of others/gnásanna agus sóisialta agus feasacht ar dhaoine eile (2 and 3)
* **Progression Milestones/Mórchéimeanna dul chun cinn:** use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences/feidhmniú mar pháírt de ghrúpa agus roinnt facial/frásaí Gaeilge á n-úsáid acu lastigh de ghníomhaíochtaí páirteacha

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| **Actions** | **Personnel Responsible** |
| 1. Circulation and gathering evidence from Teacher Questionnaires (September 2019)
2. Draft and pose ten questions related to the scheme, level and topics being taught in each class to target children to get baseline data
3. Access colour copies of resources for walls and print Gaeilge for display in school in colour
4. Use standardised tests to inform baseline data
5. Termly ceisteanna Gaeilge circulated each Term based on topics chosen by teacher
6. Use the questions throughout the term during informal interactions
7. Gaeilgeoir na Coícíse: trophy given out every Friday to the pupil who makes the best effort to use their Gaeilge.
8. Rewards System: Gaeilge ar Scoil, points handed on a daily basis with tally done at every assembly.
9. Gaeilge sa Rang: Assessment Questions based on each topic in Scheme (Bua na Cainte)
10. Assembly: every second Friday at 13.15: Amhráin, Dánta, Teanga Bainistiúil
11. SSE on agenda of every planning session/staff meeting
12. Review at take place at the end of each term
13. Report regularly on this project of work to the school community
 | * Ms Dempsey
* Mainstream classroom teachers
* Ms Dempsey/Ms Wickham
* All Teachers
* All staff
* All staff
* All Teachers
* All Staff (Ms Dempsey/Ms McGonagle at assembly)
* Mainstream Class Teachers
* All staff
* Ms. Dempsey
* All Staff
* Ms. Wickham
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| **Monitoring** |
| * Deputy Principal/SSE Co-ordinator: Ms. Dempsey
* Gaeilge Co-Ordinator: Ms. McGonagle
* All Staff
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| **Evaluation Approach** | **Evaluation Tools** |
| * Teacher observations
* Teacher assessment
* Standardised tests
* Interview used for baseline data to be repeated
* Visitor observations
 | * Cuntas Míosúil
* Teacher designed tasks and tests
* Primary Language Curriculum
* Triail Ghaeilge Dhroim Conrach
* Standard 10 questions developed by staff
* Feedback gathered and stored (Oral Questionnaires)
* Teacher Questionnaires
* School Teams to evaluate engagement of Seniors
* Staff Meeting review
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| **Plan for Review** |
| * At every staff meetings
* Adjustments to be made as necessary
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