

Burrane N.S.

School Self-Evaluation Report & School Improvement Plan

Introduction:

The focus of the Evaluation: A School Self-Evaluation of teaching and learning in literacy and wellbeing was undertaken during term 1 of the 2022/2023 school year. During the evaluation, teaching and learning across the whole school was evaluated. We evaluated our progress using teacher professional dialogue, teaching observation and surveys as our source of evidence under the following four areas from the wellbeing Policy Statement and Framework for Practice for wellbeing promotion:

- culture and environment
- curriculum (teaching and learning)
- policy and planning
- relationships and partnerships

From our findings: The focus of this SSE report centres on Oral Language and Wellbeing

School Context:

- This is a mixed enrolment school.
- There are currently 18 pupils enrolled. 7 of our 18 pupils are newcomer pupils and are receiving EAL support.
- There are 5 teachers on staff including a teaching principal, 1 mainstream teacher, 2 special education teachers on an interschool job share arrangement and a visiting special education teacher who attends our school on Monday and Wednesdays. We have 10 hours of EAL support.
- The school administers standardised tests in Mathematics, English from 1st to 6th and Irish from 2nd to 6th.
- The School administers the Drumcondra Test of Early Literacy and the Drumcondra Test of Early Numeracy in Senior Infants. We also administer the M.I.S.T.
- Over the past two years staff have been involved in training in the following initiatives; Accelerated Reader and EAL.
- Staff have implemented station teaching in the Junior Room using levelled readers.
- Staff planning in literacy is guided by the New Primary Language Curriculum and incorporates reading comprehension strategies.
- Pupils take part in Irish Oral Language competitions for Féile na hInse annually and staff from 1st to 6th class are involved in preparation for this.

The Findings:

- On shared analysis of classroom tests, teacher observations of oral questioning and incidental inspection by our Department Inspector we as a staff found that pupils show strength in the area of reading and comprehension, that genre writing is improving but that oral language is an area that needs attention.
- Through “Attitude Surveys” and “Student Interest Survey” – it emerged that only 40% of students like speaking in front of the whole class. 50% of students reported that they ‘sometimes’ work in groups. This will be the key focus of our Wellbeing Promotion Review: Key Area 2 – Curriculum.
- Following on from an ISM meeting, we decided that oral language was an area that needed a more structured whole school approach in English. While we found strengths in the area of oral language in Irish there is room for improvement there as well. Our staff also felt that the learning environment in each classroom needed attention in order to promote pupil’s oral language experiences.
- Following staff analysis of pupil questionnaires we found that pupils did not enjoy speaking in front of the class and so more opportunities should be given to pupils in this area. It was also noted that pupil’s exposure to newspapers and the media in general was lacking. While I.C.T is evident in Presentation work we felt that this can also be improved going forward. It was also felt that our approach should incorporate more collaborative learning and group work.

These are our following strengths:

Wellbeing

- In general, the pupils’ knowledge about wellbeing are at a good standard in accordance with SPHE Curriculums and as observed by teachers in class, however there is room for improvement in this area.
- During term 1 of the 22/23 school year the pupils engaged in an in-class webinar series called Feeling Good In Body And Mind to give children the opportunity to reflect on their well-being and resilience, as well as providing them with some practical ideas to enhance their own well-being and mental health for the year ahead. We also carried out a number of pupil surveys.
- The core values within our Code of Behaviour are explicitly taught through SPHE lessons
- Pupils engage in weekly PE, Music and drama lessons
- Positive thoughts posters around school and well-being area in staffroom and school corridor
- Engage in Daily well- being activities coordinated by Student Council
- Engage in PE lessons with whole school
- Power Hour session on Fridays to promote resilience, self-esteem and comprehension through playful learning experiences.
- Engage in weekly Music Generation classes to promote music and confidence in the school

Literacy

- Children are assessed regularly in spelling, writing and reading comprehension and results show that favourable progress is being made in all areas.
- The accelerated reader programme has been implemented from 2nd to 6th class and playful learning experiences using aistear themes is also being implemented in the Junior Room for oral language development.
- Station teaching is implemented in the junior room.

- The senior room studies novels throughout the year
- Children gain a broad range of writing experiences through cross curricular links
- Through station teaching children are given the opportunity to write together and individually based on monthly genre.
- Pupils are given regular opportunities to respond to various genres of text, to discuss the main themes and ideas, share opinions and work together to answer higher order questions.
- Pupils are given regular opportunities to engage with the different genres of text based on monthly genres

The following areas are prioritised for improvement:

- Greater emphasis on the confidence, competence, fluency and expressive capacity of pupils – specific orallanguage skills to be taught and practised.
- Vocabulary development in literacy and other curricular areas in particular in SESE and Numeracy.
- Incorporate wellbeing across all curriculum areas.
- Explicit teaching of what wellbeing is
- Explicit teaching of coping skills at all class levels
- Develop teachers understanding of how to promote wellbeing through training and CPD
- Increase pupil's confidence and positivity about self
- Explicit teaching of core values through weekly SPHE lessons using the mindful matters programme

School Improvement Plan				
Baseline Data:		<ol style="list-style-type: none"> 1. Let's stand assessment Rubric from 1st-6th 2. Staff Focus Group 3. Standardised Tests 4. Pupils questionnaires 5. Parent questionnaires 		
Summary of main areas requiring improvements:		<ol style="list-style-type: none"> 1. Greater emphasis on the competence and confidence and expressive capacity of pupils when discussing topics across the curriculum-specific oral language skills to be taught and practised. 2. Vocabulary development in literacy and across the curriculum. 		
Literacy		<ol style="list-style-type: none"> 1. Incorporate wellbeing across all curriculum areas. 2. Explicit teaching of coping skills at all class levels 3. Explicit teaching of what wellbeing is 4. Develop teachers understanding of how to promote wellbeing through training 5. Increase pupil's confidence and positivity about self 6. Explicit teaching of core values through weekly SPHE lessons and monthly assemblies 		
Wellbeing				
Improvement Targets	Required Actions	Success Criteria/Measurable Outcomes	Persons Responsible	Timeframe for Actions
Literacy				
Target 1 To develop acquisition and use of vocabulary	<ul style="list-style-type: none"> All classes to have dedicated word spaces. 	Evidence of word wall/word bank flipcharts in classrooms	All classes	By End of Term 2 2023/2024

<p>Target 2 To develop confidence and competence speaking in front of their class or school at assembly</p>	<ul style="list-style-type: none"> Oral presentations from pupils at monthly assemblies. This should from time to time include collaborative work with a partner or group and a cross curricular approach is recommended. 	<p>Let's Stand Rubric Assessment Evidence of pupils giving presentations at assemblies</p>	<p>All Teachers</p>	<p>By End of Term 3 2023/2024</p>
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Wellbeing: Wellbeing Policy Statement and Framework for Practice

Key Area 2: Curriculum

Indicator of Success: Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing

SOEP:

- Teachers use opportunities to promote wellbeing across the curriculum.**
- Teacher's preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.**

<p>Target 1: 60% of pupils will report confidence in speaking in front of the whole class.</p>	<p>Actions:</p> <ul style="list-style-type: none"> Show and tell for younger students Let's Stand projects 1-10 per annum. Carrousel style presentations to younger peers based on curricular area of choice Group presentations 	<p>Time:</p> <ul style="list-style-type: none"> One opportunity to present in various capacity per term.
<p>Target 2: Integrate wellbeing into literacy through writing genres and wellbeing story books.</p>	<p>Actions:</p> <ul style="list-style-type: none"> Use wellbeing story books as a catalyst for conversation and writing activities. Buddy –reading: Senior students write their own version of a wellbeing story book and relays main themes to junior students. 	<p>Time:</p> <ul style="list-style-type: none"> Helen will purchase Wellbeing books by Mid-Nov. One Wellbeing book per month read to classes. Senior students to work with junior students when time allows.

<p>Target 3:</p> <p>Through SESE, develop a sense of empathy and respect for diversity within our own school community.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Invite parents of incoming students to school to share their culture and traditions with students. • Opportunities are provided to students to celebrate difference, culture and heritage. 	<p>Time:</p> <ul style="list-style-type: none"> • Sept 2024
<p>Target 4:</p> <p>Increase pupil's confidence and positivity about self</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Power Hour sessions to develop resilience and coping strategies • Positive posters in school • Kind Mind Wall & Gratitude Tree • Kind Catchers • Achievement Tree • Special Mentions - Monthly Assemblies 	<p>Time:</p> <ul style="list-style-type: none"> • Sept 2023 - Ongoing

These actions have been in place since Sept 2022 and will continue to be monitored and evaluated.

Targets	Action	Success Criteria /Measurable Outcomes	Timeframe and person responsible
<p>Develop pupils understanding of what Well-Being is</p>	<ul style="list-style-type: none"> • Recap on Body and Mind Seminar 	<p>Update Well-Being wall</p>	<p>All Teachers By End of Term 1 2023/2024</p>
<p>Give the pupils a voice</p>	<ul style="list-style-type: none"> • Set up a Student council • Roles and responsibilities to be given to pupils. 	<p>Student council will report what they have carried out at assemblies</p>	<p>A whole school initiative led by Senior Room Teacher. Term 2 2023/2024 school year</p>

Involve Parents in SPHE lessons	<ul style="list-style-type: none"> • At home, parents can discuss the wellbeing activities we carry out in school with their children when the pupils are completing their SPHE programme. • (Class Teachers will send home school links sheet home) 	Parents feedback	Parents & Teachers Term 2 2023/2024 school year
Explicit teaching of core values through weekly SPHE lessons using the mindful matters programme	<ul style="list-style-type: none"> • SET team to aid in Weekly SPHE Lessons 	Pupils work	A whole school initiative led by all teachers. Term 1 2023/2024 school year
Develop teachers skills in promoting well-being through training	<ul style="list-style-type: none"> • OIDE support • Physical Literacy Seminar 	Training	Principal & Deputy Principal Term One 23/24
Monitor and Review		<ul style="list-style-type: none"> • This is a working document and will be reviewed termly at staff meetings. • Wellbeing updates will be provided on the Newsletter. 	