

# Gortjordan 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.

A school self-evaluation of teaching and learning in *Gortjordan N.S.* was undertaken during the period *September 2013 to June 2014*. This evaluation focused on the numeracy standards in the school.

School self-evaluation of teaching and learning in *Gortjordan N.S.* was undertaken during the period *September 2014 to June 2015*. This evaluation continued to focus on the numeracy standards in the school.

School Self Evaluation of teaching and learning recommenced in Gortjordan N.S. in September 2018. This evaluation focused on the writing genre in our school.

### 1.1 Outcomes of our last improvement plan from September 2013 to June 2015.

#### Summary of school self-evaluation findings from June 2015.

Our school has **strengths** in the following areas:

- Teachers' planning is based on the Maths curriculum and differentiated where necessary.
- Talk and discussion is used as a teaching approach in all classrooms.
- School grounds and environment provide ample opportunity for 'active maths' lessons and maths trails.
- Parent body foster a very positive attitude to maths and transmit this to their children.
- The school has a good supply of concrete materials and maths resources to support teaching and learning.
- Strengths in the strand of measures are as follows time, and area.

The following areas **are prioritised for improvement:**

*(Specify the aspects of teaching and learning that need to be improved)*

- The implementation of a specific 'mental maths' timeslot in teacher's timetable from Junior Infants to 6<sup>th</sup> class has been implemented and was a resounding success. This will be carried into the upcoming school year.
- An agreed whole school uniform approach to Maths Language and agreed strategies for teaching various maths topics to be reviewed with next years staff and discussed regularly.
- Increasing opportunities for pupils to engage with maths through the use of maths games, trails within and outside the school building. The interactive maths table in the junior classroom is reported to have been very successful. Tasks such as card games, dice games, number puzzles, colour by number tasks, exploration of 2D and 3D concrete shapes were undertaken by the students.
- Continue to maximise the use of ICT & IWB to support the teaching & learning of maths by continuing with Scratch programming in the senior room and use of websites [www.fun4thebrain.com](http://www.fun4thebrain.com), [www.multiplication.com](http://www.multiplication.com), [www.ixl.ie](http://www.ixl.ie), [www.topmarks.co.uk](http://www.topmarks.co.uk), [www.schoolhub.ie](http://www.schoolhub.ie) etc.
- Examine how we can provide support to parents with regard to the methodologies and language of maths used within the school.
- The strand units of Money, Capacity and Weight need to be addressed in more detail.

The following legislative and regulatory requirements need to be addressed:

- Whole School Maths Plan

## 1.2 The focus of this evaluation (September 2018 to June 2019)

We undertook self-evaluation of teaching and learning during the period *September 2018 to June 2019*. We evaluated the following aspect(s) of teaching and learning:

- The Writing Genre

## 2. Findings

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

*List the main strengths of the school in teaching and learning.*

- Overall, pupils have a very good standard of penmanship and presentation of their written work.
- Pupils are motivated and eager to engage in writing lessons.
- Teachers create an inclusive, encouraging learning environment for writing.
- Teachers base their lesson content on learning needs, identified through effective assessment. (pre- and post assessments).

### 2.2. This is how we know

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

## Evidence was gathered in order to evaluate how well we were doing using the following;

- Teachers' records of assessment – on-going throughout teaching the writing process as each genre will be assessed before and after teaching the writing genre/process.
- Teacher reflection on the teaching of writing.
- Teacher discussion and reflection at staff meetings
- Professional collaborative review of the teaching and learning of writing in school – writing process.
- Individual and collective review of pupils' work – examples of pupils writing, writing in copies.
- Analysis of pupils samples of writing initially and throughout the teaching of the steps of the writing process.

## We Investigated the area of focus, writing genres.

We used the following to gather specific evidence with regard to writing in our school.

- Collected and gathered samples of writing from all classes (see pupil profile of writing samples)
- Teacher observation; teacher reflection on the teaching of writing (see teacher checklist)

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

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- We will continue for the academic year September 2019 to June 2020 to focus on The Writing Genre.
- A Whole School Writing Plan for the teaching and learning of the writing genre will be created. This will be a two year plan to be followed to ensure that all aspects of the writing genre will be taught well in a structured manner.

## 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**