



Scoil Oilibhéir

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

2018-20

Numeracy:

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- We have been successful in creating a “mistakes friendly” atmosphere in our classrooms when it comes to Maths.
- We have worked hard to create a positive Maths environment in our school.
- Our Problem Solving Strategies as targeted in recent years have become very successful and are now embedded in the teaching of Maths in our school.
- We have actively involved our Parents in our approaches to teaching Maths through invitations to parents to attend our Maths Fair as well as talks for parents of 1st class and 4th class on how we are teaching Maths in our school.
- We have developed Maths Games & Trails which are now widely used by our teachers in the teaching of Maths.

This is what we did to find out what we were doing well, and what we could do better:

- Teacher questionnaires
- Pupil questionnaires
- Parent questionnaires
- Discussions about the teaching of Maths at staff meetings
- Examination of the results of annual standardised tests, the Drumcondra Tests, to ascertain the areas where pupils were finding Maths difficult
- This is what we are now going to work on:

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- To create a culture and practice of mathematical problem solving in our school
- To enable the pupils to develop a positive attitude towards maths
- To develop the pupils’ logic and higher-order thinking skills and
- To enable the pupils to apply maths to everyday life

How?

1. Trajectory from PDST Manuals
2. Constructivist Approach



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3. **Redefinition of what Problem Solving is.**
4. **Types of Problem Solving**
5. Making Mathematical Connections

Creation of a “*Mistakes Friendly*” Classroom Culture

(See A4 poster)

- Measures identified as area of concern.
- Strand Units: Length, Weight, Capacity, Money and Time
- Examination of Time as a sample.
- Maths Language – Go to Staff Server – Numeracy Group – Language – New Language
- PDST – Measures - Jnr/Snr A, 1st/2nd B, 3rd/4th C, 5th/6th

This is what you can do to help:

- Be familiar with the contents of our School Improvement Plan (SIP) and the areas we hope to improve.
- Help your child with Maths homework and always remain positive about Maths
- Try to integrate the language of Maths into the everyday interactions with your child
- Attend any information sessions organised by the school to help you to understand how we teach Maths to your child.

LITERACY:

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- Our pupils have a really positive attitude to the teaching and learning of Reading, Writing and Oral Language in our school.
- Reading in our school is a popular activity especially since we opened our school Library, Tír na Sí.
- Literacy Lift Off has had a positive impact on the learning of literacy in our school
- CAPER has involved parents in the reading experience of our pupils in a very positive manner
- Our standardised test scores show that our pupils are scoring very well in comparison to national norms



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This is what we did to find out what we were doing well, and what we could do better:

- Teacher questionnaires
- Pupil questionnaires
- Parent questionnaires
- Discussions about the teaching of English at staff meetings
- Examination of the results of annual standardised tests, the Drumcondra Tests, to ascertain the areas where pupils were finding Maths difficult

This is what we are now going to work on:

- Engage with the Primary Language Curriculum
- We will focus on the “Communication” element across the Oral, Reading & Writing strands
- We will focus on the “Understanding” element across the Oral, Reading & Writing strands
- Vocabulary development
- Teaching of writing genres
- Continue to implement Free Writing

This is what you can do to help:

- Be familiar with the contents of our School Improvement Plan (SIP) and the areas we hope to improve.
- Help your child with English homework and read to and with your child each evening
- Attend any information sessions organised by the school to help you to understand how we teach English to your child.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all primary schools to have **183 school days** each year. This year we will have 183 school days, from 02/09/2019 to 30/06/2020.

The Department sets out a **standardised school year and school holidays**.



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This year we will take all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we will have one set of formal Parent-Teacher meetings on 14/11/2019 & 15/11/2019 and a number of staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. YES / NO

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them. YES / NO

Our Designated Liaison Person (DLP) is Mr. Aiden O'Brien and our Deputy DLP is Mrs. Ann Horgan.

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES / NO

We keep accurate attendance records and report them as required. YES / NO

We encourage high attendance in the following ways: we acknowledge within classrooms and at assemblies the pupils who have high attendance and who are punctual to school each day.

This is how you can help: ensure that your child is in school every day if possible. If your child is not in school, please provide the reason for the absence on the form in the Homework Journal on your child's return to school.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this. YES / NO

Our code of behaviour describes and supports positive behaviour. YES / NO

We have a very clear and high-profile anti-bullying policy in our school. YES / NO