

Scoil Náisiúnta Cill Daingin  
Kildangan, Monasterevin, Co. Kildare  
18675 I

### **School Self-Evaluation Report**

Evaluation Period: September 2013 – June 2014

Report Date: June 2014

#### **Introduction**

The teachers of Kildangan NS began the process of School Self-Evaluation in December 2012. Research was conducted using both quantitative and qualitative inquiries. The findings of the process identified a range of strengths with regard to the teaching and learning in the curricular areas of both Literacy and Numeracy. Areas for improvement were also prioritised, with particular regard to Literacy. A School Self-Evaluation Report was presented to the Board of Management in May 2013.

Work has continued on the Self-Evaluation process over the school year 2013-14. This report outlines the progress made by the teachers in Kildangan NS in continuing to provide an honest and constructive evaluation of their work.

#### **The following targets were prioritised for improvement in the School Self-Evaluation Report:**

1. Curricular Subject - Literacy will be the focus of improvement for Year 1
2. Learner outcomes – teachers will focus on the whole-school approach to the teaching and learning of spellings and writing process skills
3. Pupils Learning Environment – focus will be on Assessment For Learning strategies, ICT skills and personal organisation skills.
4. Teachers Practice – focus on the planning and implementing of AFL strategies, ICT skills and introducing aspects of the Aistear framework at junior level.

#### **Progress made on improvement targets in the School Year 2013/14:**

##### **1. The Teaching & Learning of Spellings**

- ✓ Senior Infants – 4<sup>th</sup> Class completed the Phonological Awareness Programme
- ✓ First & Second Class focused on Dolch Lists & Phrases, Antonyms, Homonyms, Synonyms and Compound Words
- ✓ Senior Classes focused on Prefixes, Suffixes, Plurals, Contradictions, Antonyms, Synonyms, Homonyms, Collective Nouns, Bonus Words
- ✓ Classes 3<sup>rd</sup>-6<sup>th</sup> completed all the work prescribed in the plan plus Occupations, Greek & Latin word origins, Syllabification of words and Corewords as suggested by Academic Brendan Culligan.

- ✓ Teachers reviewed the plan at a meeting in March 2014 and all reported consistent improvement in children's spellings in their writing. All agreed to continue to implement the whole school plan in 2014/15.

## **2. Writing Skills**

- ✓ The Writing Process – staff completed CPD training in the writing process in January 2014. A facilitator from PDST conducted various workshops in classes 1<sup>st</sup>-6<sup>th</sup>. Strategies recommended in the workshops were implemented in the classroom.
- ✓ Cursive Handwriting – the success of the Cursive Handwriting Policy was discussed by staff at a meeting in March 2014. Teachers reported some issues with students at 3<sup>rd</sup>/4<sup>th</sup> class level experiencing difficulties with the cursive style. All agreed to continue with the implementation of the policy. Junior Infant teachers reported slow but steady progress with regard to the introduction of fully cursive letters.

## **3. Assessment for Learning Strategies**

- ✓ CPD training in Assessment Strategies took place in October 2013. Teachers were taught strategies during the 2hour session, which they are now implementing in the classroom.

## **4. ICT Skills**

- ✓ A parental survey was carried out in October 2013 to ascertain the level of knowledge and usage of ICT in the home. The findings revealed that 99% of families had access to computers/tablets.
- ✓ Parents prioritised the teaching of keyboard skills, word documents and safe internet usage in the survey.
- ✓ A whole-school approach to the teaching of keyboard skills has commenced. A comprehensive plan for the teaching of ICT will be drafted next year.

## **5. Aistear**

- ✓ Infant teachers received training in the Aistear framework during a Summer Course in July 2013. They then successfully implemented the Aistear programme during the year with full participation. A monthly themed approach, involving parents, has worked well and will continue next year.

## **6. School Library**

- ✓ A new school library was installed and stocked this year. The library is operated each week by parental volunteers.

### **Priorities for 2014-2015 and review of actions of 2013/2014**

#### **1. Numeracy**

- Numeracy will become the curricular focus for Year 2 of the School Self-Evaluation Process.
- Teachers will conduct research in the areas of Mental Maths Strategies, Problem Solving and the Mathematics ICT programme.
- The Numeracy Link Teacher, who has already attended 2 training days, will continue to lead and support the staff in improving teaching strategies in Numeracy.

- The implementation of the Ready, Set, Go Maths programme will continue in the Infant classes.
- All classes will continue the learning of problem-solving strategies.
- Teachers will receive further CPD training, having participated in one Mental Maths Workshop in May 2014.
- The Measures Strand will be attended to on a weekly basis, every Friday.

## **2. Physical Education**

- It was agreed by teaching staff that Physical Education would be the third curricular area to be addressed in the School Self-Evaluation Process.
- The whole-school campaign to win an Active Flag Award is a key component in the process.
- Initial research into the teaching and learning of the PE curriculum took place in January 2014.
- A yearly PE plan was formulated in February 2014 and ratified by the Board of Management.
- This plan will be implemented in September 2014 and reviewed in June 2015