**School Self Evaluation**

**Scoil Bhride 2018/19**

**1.1: Introduction:**

This document records our School Improvement Plan including targets and the actions we will take to implement the targets and plan.

**1.2: School Details:**

Scoil Bhride is a vertical, co-educational national school with a two class autism unit, Coiscéimeanna. There is currently an enrolment of 338. There are 23 teachers including an administrative Principal, 2 teachers in the ASD unit and 6 teachers in a SET role. There are 8.5 SNA positions. The school grounds are maintained to an excellent standard which enhances the quality of our educational provision.

 The school is situated on the Dublin/Meath border and derives much of its population from the Dublin 15 area. The school operates under the patronage of the Roman Catholic Bishop of Meath.

We have a number of programmes operating in the school including : Aistear, Ready Set Go Maths, Bridges of Understanding, Weaving Wellbeing, Literacy Lift Off among other programmes.

Our pupils’ exhibit exemplary behaviour and overall attendance is very good.

The teaching staff in a needs analysis survey in May 2019 report the strengths of the school to include:

* Hardworking, dedicated and motivated staff
* Positive work climate and congenial atmosphere
* High quality of literacy and numeracy teaching
* Wide availability of teaching resources
* Good staff morale, supportive staff and teamwork
* Willingness to take on new initiatives
* Happy Pupils
* Organised planning structures in place
* Positive working relationships between teachers and SNAs
* Beautiful physical environment, that is well kept
* Approachable and dedicated management
* Good communication among and to staff
* Positive atmosphere with support for teachers
* Supportive parents
* Staff involved in ongoing CPD

**1.3 The focus of the evaluation:**

We have chosen to look at teaching and learning and the domain of learner outcomes. Previous school improvement plans addressed genres of literacy and comprehension skills. They also looked at fractions in numeracy. The third area prioritised in 2016 was Gaeilge Neamhfhoirmiúil. As this third area was not looked at due to the directive on School Self Evaluation, we have decided to focus on this area in our 2018/19 School Improvement Plan.

**2. Summary of school self-evaluation findings**

We collected information from teachers, parents and pupils in preparing this report. We looked at attitudes to Irish and how well our pupils were doing in Irish.

**2.1 Effective Teaching Practice in Our School:**

Main strengths of the school in teaching and learning:

* Teachers use Gaeilge neamhfhoirmiúil during the school day, especially as part of their classroom management. ( Data from teacher questionnaires)
* Pupils generally like Irish in the school especially on the Junior Classes. (Data from pupils questionnaire
* Parents are generally happy with the progress of their child in the area of Gaeilge. Parents state pupils do not sing Irish songs or know Irish songs. ( Data: Parent Questionnaire)

**2.2 Areas for development**

* Teachers would like to maximise their use of Gaeilge neamhfhoirmiúil especially on the corridors and on the yard,
* Parents would like to use more Gaeilge with their children at home and be more confident speakers themselves.
* Pupils would like to have more fun through Gaeilge and take part in different activities through mean na Gaeilge.
* Pupils to learn more Irish songs and sing at assembly and line up time at break time.

Tri gniomhaiochtai d’eirigh linn

* Gaeilge a spreagagh sa scoil ar an iomlán.
* Diolachán cacaí a dhéanamh trí mheán na Gaeilge.
* Seachtain na Gaeilge a eagrú le go leor imeachtaí do gach rang.
* Taitneamh a bhaint as do na páistí go léir.
* Feabhas a chur ar Ghaeilge labharta.
* Suim na bpaistí a mhuscailt sa teanga a
* Dearcadh níos dearfaí a chothú i leith na Gaeilge gur teanga beo í an Ghaeilge
* Níos mó teagmhála a dhéanamh idir an scoil agus tuismitheoirí maidir le Gaeilge a labhairt sa bhaile.
* CLIL a dhéanamh sa seomra ranga i rith ceachtanna ealaíne.

**2.3 The dimensions and domains from the Standards of Practice selected are:**

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| **Domain One: Learner Outcomes****Standard** | **Statement of Effective Practice** |
| Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.  | Pupils enjoyment of learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing. Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework.Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.  |

While this standard and statement are the main focus of our action plan, our plan and targets will help to address:

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| **Domain Two: Learner Experiences****Standard:** | **Statement of Effective Practice** |
| Pupils engage purposefully in meaningful learning activities | Pupils demonstrate high levels of interest and participation in learning |
| Domain Four: Teachers contribute to building whole staff capacity by sharing their expertise. | Teachers recognise the value of building whole staff capacity and are willing to share their expertise with the other teachers in the school.  |

**Evaluation Procedures:**

Feedback and skills sharing at each staff meeting.

Cuntas Miosuil reflection on progress towards the goals

Evidence of pupil engagement and enjoyment

***Results from data collected in June 2019:***

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| Data was collected from parents through an online questionnaire (survey monkey)Of those surveyed:* 63% agree that their child(ren) like Irish more now than earlier in the year
* 75% feel that their child is doing well in Irish
* 50% often hear their child speaking/singing in Irish
* 58% agree that their child has a more positive attitude towards Irish now
* 44% have been using more Irish at home with their child(ren)
* 45% admitted to having a more positive attitude towards Irish themselves now
* 79% agreed that the initiatives the school has put in place this year has helped them and their child(ren) to speak more Irish
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| Data was collected from pupils through means of a questionnaire that they filled in* 70% like Irish more now than earlier in the year,
* 64% speak more Irish in school now
* 40% use more Irish at home now
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| Data was collected from teachers by means of a questionnaire that they filled in* All teachers surveyed said they hear more Gaeilge being spoken in the school this year because of initiatives put in place to promote Gaeilge neamhfhoirmiúil and CLIL.
* All teachers agreed that they feel more supported now in using CLIL and Gaeilge neamhfhoirmiúil in the school
* 50% of teachers are on stage 1 of CLIL (using Gaeilge to give feedback at the end of art lessons)
* 50% of teachers have moved onto stage 2 (full implementation of CLIL including planning for CLIL in fortnightly plans)
* All teachers surveyed except one have seen a positive change in attitudes towards Gaeilge in their classrooms.
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\*Note

All of the above date collected is filed in the school self evaluation folder apart from the data collected from parents. As this was compiled and analysed online it can be viewed on surveymonkey.com using the following log in details (details kept by the school).

Date reviewed June 2019