



***Divine Word NS, Marley  
Grange, Rathfarnham, Dublin 16***

**Roll Number: 19574H**

***School Improvement Plan  
for circulation to school community***

***September 2013***

***School years 2013/14; 2014/15; 2015/16***

# Summary School improvement plan

## 1. Introduction

### 1.1 The focus of the evaluation

As part of our ongoing work in the school, and in line with DES requirements and the Literacy and Numeracy Strategy, 'Literacy and Numeracy for Learning and Life', a School self-evaluation of teaching and learning in The Divine Word NS was undertaken during the period April 2012-June 2013. During the evaluation, teaching and learning in the following curriculum area were evaluated: Assessment, Mathematics and Literacy. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on [www.divinewordns.ie](http://www.divinewordns.ie)

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Literacy, Assessment and Numeracy. The school community is justifiably proud of our significant strengths in these areas. The main purpose of these actions is to further enhance our pupils' learning in the areas of Literacy and Numeracy and to further develop forms of Assessment, in particular Assessment FOR Learning..

## 2. Summary of school self-evaluation findings

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

- High levels of attainment in standardised tests
- Positive attitude to learning in the areas of Literacy and Maths
- Significant majority of children like Reading and Maths and perceive themselves to be good at these
- Children are exposed to a supportive learning environment both at home and in school.
- High level of Assessment tools in use in all levels of the school..especially in the area of Assessment OF Learning.
- Early Intervention has aided SEN children.
- High levels of ICT between all subject areas.

We know this because we consulted with teachers, parents, pupils and examined the available material.

### 2.2 Our school has decided to prioritise the following **areas of development**

- Enhancing further the positive attitude to Maths - in particular in the area of problem solving
- Enhancing further the positive attitude to Literacy-in particular in the areas of Phonics, Comprehension and Handwriting.
- Assessment Of and FOR learning
- The teaching and learning environment and methodologies

These priorities reflect the patterns that emerged in our multi-faceted data collection and observation, as referenced above and they are deemed to be appropriate bearing in mind the resources - human, physical, financial and otherwise – to which we have access and the circumstances within which we

operate

**2.3** Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Target for Improvement	Action
<ul style="list-style-type: none"> <li>• Enhancing further the positive attitude to Literacy- in particular in the areas of Comprehension, Phonics and Handwriting Skills.</li> <li>• Enhancing the children's performance and attainment in the area of problem solving and Number</li> </ul>	Extending provision of team teaching /in-class support  Broadening repertoire of methodologies  Enhanced differentiation – building on current good practice  Heightened focus on creating Numeracy-environment across Snr Inf and 1 <sup>st</sup> classes, including ICT options.
<ul style="list-style-type: none"> <li>• Boosting attainment levels in Literacy &amp; Number.</li> </ul>	As above, plus....  Ringfenced time for same..Numberworld for Snr Inf and 1 <sup>st</sup> classes.
<ul style="list-style-type: none"> <li>• Enhancing the overall quality of the Maths ,Literacy and learning experience of all children.</li> <li>• Examine and develop strategies for Assessment FOR Learning</li> </ul>	All of the above.  Piloting of AFL Folders and a review of assessment procedures in the school

**2.4** We know we will have achieved our targets when they are reflected in the performance/approaches of the children as per teacher/parent/pupil consultation, and in routine assessment in the school.