



San Carlo Senior School, Leixlip, Co. Kildare W23 FKO6

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School Improvement Plan

March 2018 to June 2020

Report to B.O.M. June

2020

Summary School Self Evaluation

Report Introduction

Each school is unique and has its own context. Information relating to our school can be found on our school website, www.scoilsancarloie and on the Department of Education and Skills website, www.education.ie

The level of teaching staff provided to our school is determined by the D.E.S. Staffing is based on pupil enrolment on 30th September of the previous year. Currently our school has 1 Principal, 9 Mainstream class teachers and 4 Learning support teachers.

Support for pupils with Special Educational Needs is determined by the National Council for Special Education (N.C.S.E.) and we currently have an allocation of 2 fulltime Special Needs Assistants. We have been allocated an additional 0.5 of an S.N.A. post for the school year 2018/19

The employment of ancillary staff is dependent on D.E.S. funding. The Board of Management currently employ 2 part time secretaries, 1 part time caretaker and 2 part time cleaners.

There are 249 pupils attending the school currently. This *is* composed of 136 boys and 113 girls. Attendance in general is very good with an average monthly attendance in excess of 93%

Focus of the evaluation.

In March 2018 with the lifting of an I.N.T.O. directive the school reengaged with the 5.5.E. process. During a staff meeting it was agreed that one area the school would consider

focusing on in the 2018/19 school year was P.E. and in particular the area of Physical Literacy and Fundamental Movement *Skills*.

The rationale for choosing this topic is that research shows that being physically active later in life depends on feeling confident in an activity setting and this confidence comes from having learned fundamental movement and sports skills as a child. It is in the early and primary school years that that movement competence is developed and attitudes towards physical activity are established.

In order to get an accurate picture of our current standing in P.E. we will seek the views and opinions of teachers, parents and pupils.

We will base our findings on evidence from various sources i.e. pupil questionnaires, parent questionnaires, staff focus group and measurement of pupil performance as conducted by D.C.U. "Moving Well Being Well" survey conducted in a third class and sixth class by D.C.U. department of sport in June 2017. This report noted that there were issues relating to body image among both groups of pupils. The third class group fell short of the national average in locomotion skills i.e. running, skipping, hopping, while both third class and sixth class fell short of the national average in object control skills i.e. catching, throwing, kicking, striking.

Both groups B.M.I. were within norms but recent reporting in relation to childhood obesity means we cannot be complacent about this issue.

At third class induction meetings many parents expressed concern at how much screen time rather than physical activity their children were involved in.

In previous school self evaluation exercises we found that our school has strengths in the following areas.

- Our pupils engage enthusiastically in their learning and all aspects of school life.
- All our school staff are hard working and perform their duties in a caring and professional manner.
- Our teachers are committed to ensuring every child reaches their maximum potential
- Staff avail of opportunities to engage in C.P.D. (3 members of staff have received training in F.M.S. from P.D.S.T.)
- Our school has an active Parents Association whose activities contribute to the provision of education to pupils in our school.
- We have forged strong links with our parents, neighbouring post primary school and local community all of whom are very supportive of our school.
- We have a shared vision among all the partners in education for the provision of a highly effective and holistic education for the pupils in our school.

The following areas are prioritised for improvement.

Fundamental Movement Skills

Particular emphasis will be placed on

- **Physical Literacy.** The physically literate child has the motivation, confidence, movement competence knowledge and understanding to value and participate in physical activity throughout their life.

- **Moving Well Moving Often**

School Improvement Plan

- Enable the children to become physically literate
- Enable the children to become more confident in their own physical movement
- Enable the children to develop their knowledge and understanding of the 15 fundamental movement skills
- Enable the pupils to develop more positive attitudes towards physical activity

Actions to Meet Targets

Each class is timetabled for 60min. of P.E. per week.

Each class participates in the "Daily Mile"

One F.M.S. is practised per month

Each class engages with the selected skill for 10 minutes of the P.E. Class

Pupils engage in peer and self evaluation of the listed skill

School participates in the Active School Award scheme.

People Responsible

Prepare schedule of skills to be developed during the year: teachers who attended F.M.S. training

Distribution and collation of parent and pupil surveys: class teachers

Dedicate 10 min of each P.E. Lesson to F.M.S.
Development: class teacher.

Reinforcement of F.M.S. during activity breaks: S.E.N. teachers and 5.N.A.s

Overview of the process: Principal and I.S.M. team.

Success Criteria:

Teacher feedback

Support Staff feedback

Parental feedback

Students participation and skill development.

Review

A review of the Action Plan will take place at each staff meeting. Staff members will discuss the successes and challenges of the plan and amend or add to the action plan as necessary

Looking at Our Schools 2016

The focus of the School Self Evaluation is based on the domains and standards set out in this document. These domains and standards enable us to evaluate teaching and learning in a meaningful and coherent way.

Under the Teaching and Learning the following have been identified as the domains and standards addressed in this plan

Learner Outcomes: Pupils enjoy their learning are motivated to learn and expected to achieve as learners.

Learner Experiences; Pupils reflect on their progress as learners and develop a sense of ownership and responsibility as learners.

Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.

Teachers Individual Practice: The teacher selects and uses planning, preparation, and assessment practices that progress the pupils' learning.

Teachers' collective / collaborative practice: Teachers value and engage in professional development and professional collaboration.

Teachers contribute to building whole staff capacity by sharing their expertise

Report to the Board 2020

The plan was implemented as described up until March 12th 2020 when schools were closed due to Covid-19. The remaining elements of the plan will be implemented in the school year 2020/21. The other focus for S.S.E. for 20/21 will relate to the implementation of measures to allow the school reopen safely and continue to protect pupils, staff and other members of the school community in Sept.

