

MONASTERY NATIONAL SCHOOL

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DEIS SELF EVALUATION REPORT JUNE 2023 & DEIS ACTION PLAN 2023-2024

Contents

1. DEIS Evaluation Reports in each of the seven key DEIS areas.
2. DEIS Action Plans for improvement in seven key DEIS areas.

DEIS Areas for Improvement

- Attendance
- Literacy
- Numeracy
- Wellbeing
- Partnership with Parents
- Partnership with Others
- Transitions

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Monastery Self-Evaluation Report and Improvement Plan for Attendance June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey, Teacher feedback workshop May 2023

2. The focus of this evaluation

We undertook self-evaluation in the area of Attendance during the period *March 2023 to May 2023*. We evaluated the following aspect(s) of Attendance:

- Attendance
- Punctuality

3. Findings of this evaluation

a. There is very effective practice in our school

List the main strengths of the school in teaching and learning.

- Daily recording and analysis of attendance using Databiz
- Monitoring of reasons of absence
- All students are registered accurately and efficiently

b. This is how we know

- Databiz - Daily Class Attendance - 90.51% Present to date; 4170 days lost to absence to date
- Databiz - Reasons for Absence
- Recording of latecomers and early leavers on Databiz and Sign Out book – Percentage of time missed, per class, ranges from 0% - 16.18%
- Staff Questionnaire

c. This is what we are going to focus on to improve our practice further

- To reduce the number of students absent for 20 or more days by 5%
- To improve punctuality of pupils in the morning by 5%

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN

Attendance

2023 to 2024

ACTION PLAN COORDINATOR:

Siobhán Coleman

TARGETS

- To reduce the number of pupils absent for 20 or more days by 5%
- To improve punctuality of pupils by 5%

ACTIONS

**PERSONS / GROUPS
RESPONSIBLE**

<ul style="list-style-type: none"> ● To develop an agreed Attendance Promotion Strategy with the school staff ● To issue an Attendance Information Leaflet to parents at the beginning of the school year regarding the link between Attendance and success, punctuality, reasons of absence ● HSCL to support families where attendance is an area of concern ● ● 	Principal, ISM, HSCL, Teachers
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MONITORING STRATEGIES/APPROACHES

- Databiz – Class teacher to monitor and record attendance daily
- Engagement with parents and families
- Teacher feedback

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

- Review of Attendance using Databiz

- Review of Punctuality using Databiz
- Monitor Reasons of Absence using Databiz/Eolas App

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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-
-

TARGETS	ACHIEVED			
	Yes		No	
	Yes		No	
	Yes		No	

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Monastery Self-Evaluation Report and Improvement Plan for Literacy June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey, Teacher feedback workshops, Pupil Focus Groups, Standardised Testing May 2023.

2. The focus of this evaluation

We undertook self-evaluation of the teaching and learning of Literacy during the period *March 2023 to May 2023*. We evaluated the following aspect(s) of teaching and learning:

- Reading and comprehension
- Spelling and phonics
- Oral Language

3. Findings of this evaluation

a. There is effective practice in our school

List the main strengths of the school in teaching and learning.

- Aistear /team teaching/ oral language
- Differentiated reading
- SET support

b. This is how we know

- Staff felt reading and oral language was good from teachers' survey. It was listed as a strength by all class bands
- Children felt oral language was strong
 - 75% liked Speaking and Listening activities in the classroom
 - 59% found it easy to give their opinion in class
 - 62% knew what skills are important in becoming a good speaker
- Parental survey also felt oral speaking was strong. 87.5 % felt that their child could tell people what they need

c. This is what we are going to focus on to aim to improve our practice further in Literacy

- We are going to aspire to improve the Spelling standard within the school as Spelling skills are seen as a weakness for the school. Spelling scores in Drumcondra tests have dropped with very few children achieving in the top band of Drumcondra tests as had been pre Covid. More children are in the middle towards lower bands.
 - There are 14.3% in 3rd to 16th percentile.
 - There are 24.6% in the 17th to 50th percentile.
 - There are 30.3% in the 51st to 84th percentile.
 - They are lower than the National average

- We are going to aim to improve the Oral language within the school
- We are going to aim to improve the vocabulary and comprehension standards within the school as Children are finding comprehension difficult and lack the skills to understand and elicit the information that is required of them. This is shown in the Drumcondra tests as 53% of pupils are in the 3rd to 50th percentile. The results are below the national average.
- We are going to aspire to improve the standard of handwriting and presentation within the school as this is seen as a concern by teachers

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN

May 2023 to June 2024

ACTION PLAN CO ORDINATOR:

Emily Higgins

TARGETS	<ul style="list-style-type: none"> • To improve the Drumcondra test results in Spelling by 2% in one year. • To move the low average children in vocabulary to the average and move the mid average to the top average • To improve the standard of handwriting and presentation in the school using a uniform approach across all classes • To improve the listening and oral language skills of the pupils • To improve the vocabulary skills in the pupils
ACTIONS	PERSONS / GROUPS RESPONSIBLE

- To purchase an SRA kit for each class 2nd to 6th and ensure their consistent and timetabled use during the week to further vocabulary development
- To track 6 children from each class as to their vocabulary development by using the skill building cards in the SRA kits
- To introduce a consistent handwriting scheme within the school beginning with Infants and continue to 3rd by following the Mrs. Murphy Precursive to 1st class and cursive in 2nd Class
- To introduce a consistent approach to spellings within the school using Dolch Lists for Senior Infants and 1st Class and Spelling for Me programme from 2nd to 6th Class
- To enter the Eason Spelling Bee and run school spelling competitions
- To involve parents/guardians in developing Oral language skills at home
- To develop Speaking and Listening skills by focusing on a different aspect as below:

E Higgins and class teachers

E Higgins, relevant class teachers

Class teachers

E Higgins, Class teachers

E Higgins

E Higgins,
parents/guardians

E Higgins , teachers,
parents/guardians

September - 5 Tips for Listening

October – Speaking Skills

November to December – Improving Auditory Memory

January to March – Extend Vocabulary & Conceptual Knowledge

April to May – Review & Consolidate Oral Language Skills

June – Assess & Review

MONITORING STRATEGIES/APPROACHES

- To monitor spellings online using Spelling for Me for *Tracker children* and see if improvement of 2% in their scores is achieved
- To monitor and evaluate the Drumcondra test results of Vocabulary in *Tracker Children* and see if an improvement of 2% in their scores is achieved
- The number of children in the 20 to 50th percentile will improve by 2%
- The number of children in the 50th percentile to 70th percentile will improve by 2%

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

- Drumcondra tests in Vocabulary section of English will improve by 2% for *Tracker Children*
- Drumcondra tests in Spelling will improve by 2% for *Tracker children*
- There will be an improved interest in Literacy within the school community

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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TARGETS	ACHIEVED			
	Yes		No	
	Yes		No	
	Yes		No	

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Monastery Self-Evaluation Report and Improvement Plan for Numeracy June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey, Teacher feedback workshops, Pupil Focus Groups, Standardised Testing May 2023

2. The focus of this evaluation

We undertook self-evaluation of the teaching and learning of Numeracy during the period *March 2023 to June 2023*. We evaluated the following aspect(s) of teaching and learning:

- Pupil's engagement and enjoyment of numeracy lessons
- Use of ICT in numeracy lessons.
- Use of concrete materials in numeracy lessons.
- Pupils understanding of problem-solving techniques.
- Pupil's knowledge of tables.
- Teacher strengths in the curriculum.
- Parent's knowledge of their child(ren's) progress in the Maths curriculum.

3. Findings of this evaluation

a. There is effective practice in our school

List the main strengths of the school in teaching and learning.

- Station teaching in Junior classes to teach measure strands.
- Interactive activities.
- SET targeting specific topics in numeracy
- Majority of pupils enjoy numeracy lessons.
- Teacher planning and assessment in relation to areas of focus in numeracy curriculum.
- Excellent Numeracy resources

b. This is how we know

- Pupil focus groups findings – 70% enjoy Maths and believe they are good at it.
- Parents survey – 91% of parents say their child enjoys working with numbers
- Teacher's survey and Feedback – All band levels feel confident and enjoy teaching maths curriculum.

c. This is what we are going to focus on to improve our practice further.

- Use of ICT in developing core skills in numeracy (Rock Star tables)
- Creating Maths Print Rich Classrooms.
- Reinforcing problem solving skills using concrete materials.
- Further engagement and interaction with parents in numeracy over the school year.

- Integrating Maths across different curriculum areas.
- Integrating maths initiatives into our classrooms. (Maths Week)

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN

Numeracy

September 2023 to June 2024

ACTION PLAN CO ORDINATOR:

Roddy McCoy

TARGETS

- Improvement in retention multiplication and division Tables from 3rd to 6th class.
- Move 5.5% from 3rd to 6th PR to 17th to 50th PR
- Move 7% from 17th to 50th PR to 51st to 84th PR. (This will put the school in line with Normal Distribution on the Bell curve)
- Move 5% form 51st to 84th Percentile to 85th to 98th percentile. (This will put the school in line with Normal Distribution on the Bell curve)
- Problem solving technique developed and improved in pupils from 2nd to 6th class
- Mental maths strategies developed.

ACTIONS	PERSONS / GROUPS RESPONSIBLE
<ul style="list-style-type: none"> • Implementing Rock star Tables to be used both in the classroom and at home. • Using Apex Problems to teach LUV2C strategy to pupils. • Print rich Math classrooms and putting A1 LUV2C posters in each classroom. • Teachers timetabling problem solving techniques in their math teaching. • 6 Tracker pupils selected from each class (2nd to 6th class) • Mental Maths books used daily in 2nd to 6th classes – identifying key questions to be explained on IWB each week. 	<p>Numeracy Coordinator</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Principal</p> <p>SET Department</p> <p>Class Teachers</p> <p>SET Department</p> <p>Class Teachers</p>

MONITORING STRATEGIES/APPROACHES

- Tracker pupils will be tested in Problem Solving in September. They will be retested in December and May to access progress.
- Rockstar tables will be used to track all pupils progress in tables throughout the year.
- Tracker pupils will also be test in September using Ballard and Westwood tables test. They will be retested in December and May to monitor progress.
-

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

- Recording of tracker pupils results in problem solving.
- Analysing 'Rockstar tables' results throughout the year.
- Tracker pupil's results analysed from Ballard and Westwood tables test.
- Analysing standardised tests and performance of pupils in different PR's
- Mental Maths scores recorded and analysed monthly of tracker pupils.

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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-
-

TARGETS	ACHIEVED			
	Yes		No	
	Yes		No	
	Yes		No	

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Monastery Self-Evaluation Report and Improvement Plan for Wellbeing June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey and Pupil Focus Groups.

2. The focus of this evaluation

We undertook self-evaluation of well-being during the period March 2023 to June 2023. We evaluated the following aspect(s) of well-being;

- Parental views and attitudes towards Monastery National School's duty of care towards its pupils and its staff interactions with its pupils.
- Parental views and attitudes towards the promotion of well-being activities in Monastery National School.
- Children's views and attitudes towards Monastery National School's promotion of well-being.

3. Findings of this evaluation

a. There is very effective practice in our school

List the main strengths of the school in the area of Well-being.

- Monastery NS firmly believes that academic success goes hand in hand with emotional, physical, and mental well-being. To foster a culture of well-being, we have implemented a comprehensive program that includes various initiatives. Our dedicated and caring staff actively encourages a sense of belonging and community, ensuring that every student feels supported and valued. By prioritising the well-being of our students, we aim to cultivate a positive and nurturing environment where they can thrive academically, socially and personally.

b. This is how we know

- 93.2% of the surveyed parents 'Strongly Agreed/Agreed' that their child is safe and well looked after in the school.
- 97.3% of the surveyed parents 'Strongly Agreed/Agreed' that the school sees health and well-being as important.
- 93.1% of the surveyed parents 'Strongly Agreed/Agreed' that their child feels connected and part of a positive school culture and supportive school community.
- 94.6% of the surveyed parents 'Strongly Agreed/Agreed' that school staff interact with their child in a calm and respectful manner, even when there are disagreements.
- 96.5% of surveyed children agreed that the school is friendly and welcoming.
- 90% of the surveyed children agreed that the adults in school praise and encourage them to work hard and try their best.

C. This is what we are going to focus on to improve our practice further

- The development of a Pupil Council in Monastery NS in order to give the students a voice in some of the decision making processes in school.
- The co-ordination and promotion of the following whole school well-being activities; Friendship Week, Well-being Week, Active Week, Active breaks throughout the school day.
- Coordinate and raise awareness of Pieta House's Amber Flag initiative.

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN <i>Wellbeing</i> August 2023 to June 2024		
ACTION PLAN CO ORDINATOR:		Valerie Browne Philip McAdam
TARGETS	<ul style="list-style-type: none">• Establishment of Monastery NS Pupil Council consisting of representatives from 3rd – 6th classes.• Apply for and co-ordinate activities relating to Pieta House's Amber Flag initiative.	
ACTIONS		PERSONS / GROUPS RESPONSIBLE

<ul style="list-style-type: none"> Communicate the role of a Pupil Council to all classes and clarify the application criteria. Allow students time in class to present their application to their classmates. Organise a ballot for the election of two members from each class (3rd-6th) Organise monthly Pupil Council meetings Apply to Pieta House for entry to the Amber Flag initiative. Co-ordinate, promote and communicate the following whole school well-being activities; Friendship Week, Well-being Week, Active Week. 	<p>Class Teachers (3rd-6th)</p> <p>Valerie Browne</p> <p>Philip McAdam</p> <p>Jim McGee</p> <p>HSCL</p> <p>Pupil Council secretary.</p> <p>All members of staff.</p>
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MONITORING STRATEGIES/APPROACHES

- Survey Pupil Council after their first year in the role to determine the effectiveness of the committee and their views towards making further improvements.
- Survey Monastery NS staff about the effectiveness of Friendship Week, Well-being Week, Active Week etc. and their views towards making further improvements.
- Continued implementation of Monastery NS well-being plan.

EVALUATION / CRITERIA FOR SUCCESS

- The successful establishment of a Monastery NS Pupil Council
- Achievement of Pieta House's Amber Flag

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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-
-

TARGETS	ACHIEVED			
<ul style="list-style-type: none"> Establishment of Monastery NS Pupil Council consisting of representatives from 3rd – 6th classes. 	Yes		No	
<ul style="list-style-type: none"> Apply for and co-ordinate activities relating to Pieta House's Amber Flag initiative. 	Yes		No	

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Monastery Self-Evaluation Report and Improvement Plan for Partnership with Parents – June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey, Teacher feedback workshops, Pupil Focus Groups and ISM team feedback.

2. The focus of this evaluation

We undertook self-evaluation of our Partnership with Parents during the period March 2023 to May 2023. We evaluated the following aspect(s) of Partnership with Parents:

- Satisfaction with the management and running of our school
- Communication with parents
- Involvement of parents in our school

3. Findings of this evaluation

a. There is very effective practice in our school

List the main strengths of the school in Partnership with Parents.

- There is an exceptional level of parental satisfaction with our school.
- There is an exceptional level of parental satisfaction with the level of communication between school and parents.
- There is a very good level of parental satisfaction with parental involvement in our school.

b. This is how we know

- Parental Survey. 96% of our parents agree/strongly agree that the school is being well managed and run by the BoM, Principal and ISM. 97% agree/strongly agree that Monastery NS communicates effectively with parents and guardians. 79% also agree/strongly agree feel that Monastery NS keeps you up to date regarding your child's education and wellbeing at school. 67% agree that feel Monastery NS actively involves parents as partners in their child's education and wellbeing. And 52% would be willing to offer their skills / expertise to volunteer to help with Monastery NS future school initiatives
- Staff Feedback
- ISM team discussion and feedback

c. This is what we are going to focus on to improve our practice further

- Maintain and refine our communications with parents.
- Keep parents more up to date with their child's education and wellbeing.
- Provide greater Parental involvement in teaching and learning and all aspects of school life.
- School provision of more information / training courses / classes for parents.

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN

Partnership with Parents

2023 to 2024

ACTION PLAN CO ORDINATOR:

Jim McGee

TARGETS

- Increased parental involvement in all aspects of school life.
- Promotion of our Parents Association
- Election of Parents' Nominees to BoM

ACTIONS

- Increased parental involvement in teaching and learning activities e.g. literacy and numeracy activities / Aistear activities.
- Increased parental involvement in school initiatives. E.g. Green Schools / Active Schools / Junior Entrepreneurial Programme /
- Facilitation of coffee mornings for the parents of new Junior Infants / 1st and 6th classes

PERSONS / GROUPS RESPONSIBLE

**Principal, ISM team,
HSCL and Class
Teachers**

- The promotion of our virtual learning environments MNS Seesaw and MNS Google Classroom.

MONITORING STRATEGIES/APPROACHES

- Questionnaires for parents who become more involved with our school
- Staff Feedback via questionnaire.
- Pupil Feedback via questionnaire.

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

- Improved data from questionnaires.
- Recorded feedback from staff.
- Recorded feedback from pupils.

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

-
-
-

TARGETS	ACHIEVED			
	Yes		No	
	Yes		No	
	Yes		No	
	Yes		No	

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Monastery Self-Evaluation Report and Improvement Plan for Partnership with Others June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey, Teacher feedback workshops, Pupil Focus Groups and ISM team feedback.

2. The focus of this evaluation

We undertook self-evaluation of our partnership with others during the period *March 2023 to May 2023*. We evaluated the following aspect(s) of partnership with others:

- Professional Partnerships that benefit the whole school community
- Partnerships that benefit the pupils

3. Findings of this evaluation

a. There is very effective practice in our school

List the main strengths of the school in partnership with others in teaching and learning.

- There is very effective and long standing involvement of outside agencies / organisations in our school community, (Ardee SCP, Tusla, EWO, HSE services, NEPS, NCSE & SENO, DoE, Inspectorate, Oide (PDST) CPSMA, Archdiocese of Armagh, Ardee Parish, Simon Community, Focus Ireland, Concern, De La Salle Brothers) with our school.
- There is very effective and long standing involvement of outside agencies / organisations that benefit the pupils in our school, (Ardee Library services, Ardee SCP, GAA, Cumann na mBunscol, FAI, St Mary's GFC, Ardee RFC, CBOI, Ardee Tidy Towns, Green Schools, Active Schools, Drogheda River Rescue, Ardee Credit Union, Junior Entrepreneurial Programme, Clann McCaul Irish Dancing School, Ardee Community School Basketball Coaching) with our school.

b. This is how we know

- School records of long standing involvement with others
- School Website and website archive
- Historical displays and photographs throughout the school
- Staff and ISM team feedback

c. This is what we are going to focus on to improve our practice further

- Continue to engage with relevant outside agencies / organisations to improve the education and wellbeing of our school community.
- Continue to engage relevant outside agencies / organisations to improve the education and wellbeing of our pupils.

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN

Partnership with Others

2023 to 2024

ACTION PLAN CO ORDINATOR:

Jim McGee

TARGETS

- Maintain and improve our partnership with key outside agencies / organisations that benefit our whole school community.
- Maintain and improve our partnership with key outside agencies / organisations that benefit the pupils in our school.

ACTIONS

- Provide links and information on our school website to key agencies / organisations that benefit our whole school community
- Provide links and information on our school website to key agencies / organisations that benefit our pupils.
- Expand and improve our history corridor with photographs and artifacts that documents the involvement of others in our school.

PERSONS / GROUPS RESPONSIBLE

Principal, ISM team and staff.

- Invite speakers from key organisations / agencies to speak to our pupils in class and at assemblies.
- Invite speakers from key organisations / agencies to speak to our parents at information evenings or as part of training courses.

MONITORING STRATEGIES/APPROACHES

- Parental feedback via questionnaire.
- Staff feedback via questionnaire.
- Pupil feedback via questionnaire.

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

- **Very effective practice is maintained and improved.**
- **Questionnaires' data.**

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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TARGETS	ACHIEVED			
	Yes		No	
	Yes		No	
	Yes		No	
	Yes		No	

MONASTERY NATIONAL SCHOOL

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Monastery Self-Evaluation Report and Improvement Plan for Transitions June 2023

1. Introduction

This document records the outcomes of the findings of DEIS self-evaluation undertaken in key DEIS priority areas with all school stakeholders. This was facilitated by Parental Survey, Teacher feedback workshops May 2023

2. The focus of this evaluation

We undertook self-evaluation in the area of Transitions during the period *March 2023 to May 2023*. We evaluated the following aspect(s) of Transitions:

- Transitions from Pre-school to Primary School
- Transitions from Primary School to Post Primary School

3. Findings of this evaluation

a. There is very effective practice in our school

List the main strengths of the school in teaching and learning.

- Pupils settle easily into our school
- Parents of pupils in transition from Pre-school to Primary are well-informed
- Open Days and School Leaflets are very important in supporting pupils in transition from Pre-School to Primary School
- Parents and pupils in transition from Primary to Post Primary are well-informed

b. This is how we know

- Parents and Guardians Survey – 98.6% think pupils settle easily into our school
- 95.9% of Parents think that they are well-informed with regards to the transition from Preschool to Primary
- Staff Questionnaire

c. This is what we are going to focus on to improve our practice further

- To maintain the support given to parents and pupils in preparation for the transition from Primary to Post-Primary School
- To support parents who may be experiencing some difficulty completing Post Primary Application forms
- To support incoming pupils transition to our school, enable them to see the school and meet some of the staff

4. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan

- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SCHOOL IMPROVEMENT PLAN

Transitions

2023 to 2024

ACTION PLAN COORDINATOR:

Siobhán Coleman

TARGETS

- Continue to support and inform parents and pupils during the transition from Pre-school to Primary school
- Continue to support and inform parents and pupils during the transition from Primary to Post Primary

ACTIONS

**PERSONS / GROUPS
RESPONSIBLE**

<ul style="list-style-type: none"> ● For incoming Junior Infants - To provide Information leaflets to their Preschool, SENCO to liaise with parents of children with Special Needs, Information Evening – meeting school staff, Open Day for parents and pupils; communication between parents and HSCL ● Development of School Brochure for incoming pupils in all classes ● Coffee Mornings for Junior Infants, First Class and Sixth Class Parents ● Continue with 'First Day at School' activities – Photographs, balloons, Meet and Greet with HSCL ● Support parents and pupils of Sixth Class – Transfer Programme with SCP, Education Passport, SENCO to meet with Post Primary SENCO 	Principal, ISM, HSCL, Teachers
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MONITORING STRATEGIES/APPROACHES

- Pupil feedback via questionnaire
- Parental feedback via questionnaire, contact with HSCSL
- Staff feedback

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

- Record data of Pupils who have made the Transitions
- Feedback from Post Primary schools
- Feedback from parents

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

-
-
-

TARGETS	ACHIEVED			
	Yes		No	
	Yes		No	
	Yes		No	
	Yes		No	