

School Self-Improvement Plan for Sandford Park School 2015-2016
Community Version

1. Introduction

1.1 The focus of the evaluation:

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning this year. We completed the following actions:

- a) Reviewed the numeracy plan from last year to ensure that our targets were being met.
- b) Created our literacy plan by collecting data and identifying our strengths and weaknesses.
- c) Undertook a survey of parents on issues relating to teaching and learning.
- d) Continued working on key policy documents and protocols.

For more detailed information on how our evaluation of Literacy took place, please see our *School-Self Evaluation Report*, enclosed, and which is available on the school website. This detailed plan sets out the actions that we will take in the school over the **next three years in Literacy**. The main purpose of these actions is **to improve our students' learning**.

Summary of School Self-Evaluation findings:

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

Numeracy:

- i. In September 2014, we tested Form One students in key areas such as fractions, decimals and percentages. We retested the same group in May of 2015 and saw a significant improvement in the performance of this form group.
- ii. We questioned the same Form One students about their attitudes to Mathematics in September. We re-questioned the same students in May and saw a 10% improvement in the number of students who said they had a positive attitude to Mathematics.
- iii. Our three year target of improving the number of students taking Mathematics at higher level was met this year.

Parent Survey:

We questioned parents about their experience of Sandford Park School. We had a significant response rate and we know that:

- i. 98% of parents agree or strongly agree that their son/daughter is happy coming to school most days.
- ii. 89% of parents agree or strongly agree that their son's/daughter's wellbeing and mental health are a priority at Sandford.
- iii. 96% of parents agree or strongly agree that communication is mostly good between Sandford Park School and its parent body.
- iv. 95% of parents agree or strongly agree with the statement that 'I would recommend Sandford to another parent.'

Literacy:

- i. Standardised testing of Form One students indicates that 80% of them have a reading age above their chronological age.
- ii. Standardised testing of Form Two students indicates that 91% of them have a reading age above their chronological age.
- iii. The school is performing above national norms with regard to English in the State Examinations.

2.2 Development:

For 2015/ 2016, we have decided to focus on the following areas for further development:

Literacy:

- i. Increasing student speaking and listening skills, to prioritise oral language.
- ii. Creating a literacy rich environment in the school.
- iii. Continue to improve the standard of vocabulary attainment for all classes.
- iv. The deepening of student writing skills, especially mechanics, and presentation.
- v. A focus on digital literacy.

We have decided to do this because when we questioned teaching staff we established that they agree strongly that:

- i. They should focus on increasing student speaking and listening skills and to prioritise oral language skills.
- ii. Specific methodologies should be implemented to develop oral language skills and to ensure the regular practice of those skills.
- iii. International research suggests that subject-based vocabulary lists, the creation of a literacy rich environment and a focus on digital literacy are key drivers of student success in literacy.

As a parent you can help us by doing some or all of the following:

- i. The school is implementing a **Book in the bag** initiative, so please ensure that your child has a **physical** book with them at all times.
- ii. Encourage your child to read widely.
- iii. In conversation, always try and draw out ideas. Use questions and language that need deeper thought. Words such as *compare, analyse, predict, give examples* may promote conversations.
- iv. Help your child to use precise wording rather than generalisations.
- v. Ask your child to show you his or her plan for getting an assignment done, the ideas and the timing involved. Perhaps your child could rehearse oral presentations in front of family members and receive feedback?
- vi. Look at homework and ensure that it is neatly presented. Insist that poorly written/presented work should be redone.

As a result of our parent survey, we have decided to:

- Discuss and review the amount of homework that we give.

We have decided to do this because more parents agree than strongly agree with the statements that 'My son/daughter gets enough homework.'

3.1 Legislative Requirements:

The following legislative and regulatory requirements are identified as needing to be addressed:

- Homework Policy.
- Healthy Eating Policy.
- Review of in-school Management structures.
- A review of Enrolment Policy in line with the Admissions Bill.