



Roxboro N.S.

Derrane,  
Co. Roscommon

# **School Self Evaluation Report &** **Improvement Plan**

*Evaluation Period:*  
September & October 2020

*Implementation Period*  
January 2021 – June 2024

## **1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation and our current improvement plan, including targets and the actions we will implement to meet the targets.

### **1.1. Outcomes of our last improvement plans**

- Targets identified from SSE completed in 2012 in the area of Oral Language are now embedded in the school.
- Targets identified from SSE completed in 2014 in the area of Problem Solving are now embedded in the school.
- A Teanga ó béal initiative which resulted from an SSE plan in 2015 did not run this year as the school was in Lockdown during Term 2 but will run again next year (2021/22)
- Implementation of the Digital Learning Framework which resulted from an SSE plan in 2020 was only partially achieved primarily as a result of covid restrictions. However, one element which was due to be trialled this year – the use of an online platform for home school communication and online learning, has been fully implemented across the whole school and was a vital tool during the school closure in Term 2 of 2021.

### **1.2. The focus of evaluation**

A school self evaluation on the school's engagement within the continuum of support was undertaken during September and October 2020. The purpose of the evaluation was to ensure that every child's individual needs were being catered for through the utilisation of the different levels of support as outlined in the continuum of support – i.e. classroom support, school support and school support plus. This report outlines the findings of the evaluation.

### **1.3. School Context**

Roxboro N.S. currently has an enrolment of 220. The teaching staff consists of eight classroom teachers and four full time support teachers (there are two teachers job-sharing to fill one post). The principal has an administrative role. There are 5 fulltime SNAs working in the school also. The school also has a deputy principal and two other B post holders.

## **2. The findings**

### **2.1. This is effective / very effective practise in our school**

- All class teachers use differentiated teaching methods within their classrooms.
- Teachers are aware of pupils' individual learning needs, and adapt teaching and learning practices to help pupils overcome challenges.
- Homework is differentiated in line with the abilities of each child
- Formal and informal assessments are used and results are recorded. These assessments highlight any children who are experiencing any difficulties learning.
- Communication between teachers and parents is excellent.
- Communication between class teachers, teachers working on the SEN Team and SNAs is excellent.
- Children on School Support and School Support Plus receive additional support from the SEN Team. Targets for their learning as well as methodologies and assessment results are all recorded. SEN Teachers liaise with outside services to plan programmes of work tailored to the specific needs of the child.
- Teaching methods are then adapted by the SEN Team to meet the needs of each child they are working with.

## 2.2 This is how we know:

- A review of the current SEN provision within the school was carried out by the principal in September 2020.
- Meetings were held in September with the SET team to review children on school support plus and those with SNA Access.
- Meetings were held to review the caseload of children on School Support. The need for a reviewed cut off point was recognised as well as a need to group children (in line with covid guidelines)
- Meetings with class-teachers were held and their notes were evaluated for evidence of planning in the area of differentiation.

## 2.3 This is what we are going to focus on to improve our practice further

- The number of children accessing school support is very high – a cut off level determined by results in standardised testing needs to be established.
- Teachers are currently using different planning tools. An updated planning template needs to be established. Ideally this template would allow for collaboration between class teachers and SEN.
- Evidence of in-class differentiation will need to be recorded in teachers' notes. A common approach to this is necessary.
- Class teachers are unsure of their role within the continuum of support framework and training in this area would be beneficial.

## 3. 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**

## Our Improvement Plan

Timeframe of this improvement plan is from January 2021 to June 2024

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To reduce the SEN School Support caseload	Set a cut off point of the 30 <sup>th</sup> percentile in standardised tests Group children with similar needs where possible (in line with Covid guidelines)	All SEN Teachers	All children scoring below the 30 <sup>th</sup> percentile in standardised tests are accessing School Support The caseload has reduced		
To create a common planning template which is accessible and can be used collaboratively by SET and Class teachers alike	Create a common planning template. Upload it to Aladdin and direct all staff to use it for completing support plans	Creating and uploading template - Principal Completing planning on new template – All staff	All plans are uploaded to Aladdin		
To familiarise class teachers with the continuum of support and their role within it.	Engage with the NCSE and organise CPD in this area.	Principal	All teachers are enabled to open a Student Support File and write classroom support plans.		
To utilise differentiation in classroom support prior to engaging any SEN Team	To create an agreed template for use by class teachers to record differentiation for children on the continuum of support.	MMcN (SSE coordinator) Class Teachers	Teachers' planning shows detailed and specific tasks and supports for children on the continuum of support through the use of the agreed template		