



# **DROM NATIONAL SCHOOL**

## **Our Self-Evaluation Report and Improvement Plan**



### **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 plan.**

- Long term plans include a timetable for the assessment of each topic in Mathematics.
- Teachers assess children in Mathematics using an Individual Pupil Profile each fortnight. They assess the progress the children have made with the learning outcomes of the previous fortnight.
- The assessments include an Individual Pupil Profile Record which records the child's progress with the learning outcomes covered in the previous two weeks. The child is assessed as needing help, good or very good. Assessment results are periodically discussed with the Special Education Teacher.
- One day each week, the students work together to assess each other's work in Mathematics.

#### **1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period September 2022 to June 2023. We evaluated the following aspects of teaching and learning:

- Oral language development, reading development and grammar continuity in Irish
- Integration of digital learning and student digital literacy
- Whole-school approach to wellbeing and relationship building

### **2. Findings**

#### **2.1 This is effective / very effective practice in our school**

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

Gaeilge:

- Teachers demonstrated positive attitudes toward the teaching of Irish, and lessons were well structured with clear learning intentions.
- Enjoyable and active methodologies, including games and role-play, supported pupils' oral language development.
- Differentiated learning resources were used to meet a range of learner needs.
- Pupils were encouraged to use Irish informally at set times during the day.

Digital Learning:

- Strong engagement with external partners (e.g., CSinc, BCP, Microsoft Dreamspace).
- Successful implementation of coding and technology initiatives.
- Comprehensive Digital Citizenship programme from Infants to Sixth Class.
- Regular and purposeful use of iPads and laptops from 1st to 6th Class.
- Staff committed to CPD and innovation.

Wellbeing:

- Each October, we hold a structured Friendship Week, during which senior pupils are paired with junior pupils to foster mentorship, build relationships, and strengthen the school's peer support network.
- The school promotes a welcoming and inclusive environment that supports all learners.
- Staff prioritise student wellbeing by promoting inclusive play, actively supervising break times, and encouraging positive peer interactions on the yard.

## 2.2. This is how we know

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

Gaeilge:

- The Inspectorate's report (March 2023) affirmed that teachers clearly structure lessons, set purposeful learning intentions, and use engaging methodologies.
- Informal classroom observations and planning reviews show that active strategies—such as games, songs, and role-play—are consistently used to develop oral language.
- Teachers report regular use of informal Irish for classroom management, and this was observed during the inspection.
- Differentiated approaches and scaffolded resources were evident in both teacher planning and classroom delivery.
- Pupil engagement with Irish was demonstrated through oral contributions and enthusiasm during interactive language tasks.

Digital Learning:

- Digital project samples across all classes from 1st–6th illustrate purposeful use of iPads and laptops in learning.
- Evidence from school records confirms consistent participation in external programmes (e.g., Microsoft Dreamspace, CSinc), which supported creativity, collaboration, and digital skill development.
- The school's Digital Citizenship programme is fully implemented from Infants to Sixth Class, and pupil voice confirms understanding of topics such as online safety, respectful behaviour, and responsible use.

Wellbeing:

- Feedback from staff and pupils indicates strong engagement with Friendship Week, with senior-junior pairings fostering positive relationships across the school.
- Teacher observations and pupil comments reflect a strong sense of belonging and care, especially among younger students.
- Yard supervision records and behaviour logs demonstrate a supportive and proactive approach by staff to ensure inclusion and pupil wellbeing during break times.
- The school's culture is marked by positive interactions and mutual respect, as observed consistently in classrooms and shared spaces.

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

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

Gaeilge:

- Implement a whole-school grammar progression plan to ensure continuity from Infants to Sixth Class. Review and adjust grammar content annually to ensure appropriate pitch and progression.
- Introduce a *Monthly Phrase* initiative to increase informal use of Irish during the school day.
- Expand access to engaging and age-appropriate Irish reading material through the use of e-*Leathanach* and other digital resources.
- Adopt a structured spelling programme that supports phonological awareness and common sight words, moving beyond rote learning.
- Promote increased student enjoyment and confidence through informal speaking opportunities and games.
- Fully revise the Irish Whole School Plan and implement the revised Irish Whole School Plan by 2025–2026.

Digital Learning:

- Deepen pupil engagement with digital technologies through the Microsoft Dreamspace Ambassador Programme (5th–6th Class, 2023–2024), focusing on creativity, coding, collaboration, and communication.
- Support pupils to complete real-world digital projects using Microsoft tools such as PowerPoint, Minecraft Education, and Flip.
- Collaborate with the Technological University of the Shannon (TUS) in 2024–2025 on the "Exploring the Sustainable Development Goals through Coding" project, aimed at linking digital skills with global citizenship education (3rd–6th Class).
- Apply to the VEX Robotics programme (2025–2026) to introduce robotics and engineering in the senior classes.
- Introduce Book Creator in Junior Infants to 1st Class in 2025–2026 to promote early digital storytelling and oral language development.
- Strengthen teacher capacity through continued use of Microsoft 365 and SharePoint for collaboration and planning.
- Continue teacher professional development through Oide and education centre training in digital integration.

Wellbeing:

- Strengthen pupil relationships and promote inclusion by building on Friendship Week through the introduction of the Lunchtime Pals programme.
- Train 5th and 6th Class students to lead inclusive playground games for younger pupils using the HSE's Active Playgrounds resource, supporting positive peer interaction and leadership development.
- Develop playground zones and a rota system to ensure all pupils access a range of inclusive and structured activities.
- Create a feedback loop through pupil voice activities to inform improvements and ensure pupil needs are being met.
- In partnership with the parish fund, install a soft play area to support pupils with gross motor difficulties and reduce barriers to active participation.
- Purchase and provide a wide range of outdoor play equipment to increase engagement during unstructured times and promote physical activity.

### 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 2023 to 2026

| Targets                                                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                              | Persons / groups responsible | Criteria for success                                                                                                                                                                                                                                                                       | Progress and adjustments                                                                                                                                                                                                                                                                  | Targets achieved |
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| <b>GAEILGE</b>                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                      |                              |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                           |                  |
| Implement a whole-school grammar progression plan in 2024 – 2025.                                                                                                                                                                        | Develop a grammar progression plan for all classes from Infants to 6 <sup>th</sup> Class in 2023 – 2024.                                                                                                                                                                             | All teaching staff           | Discrete grammar lessons are consistently planned and recorded in teachers' fortnightly schemes and cuntais míosúla. Evidence of continuity and progression in grammar instruction is observable across all class levels, as verified through planning reviews and classroom observations. | Develop an explicit grammar progression plan for 2 <sup>nd</sup> Class to 6 <sup>th</sup> Class supported by one scheme of work.                                                                                                                                                          | June 2024        |
| Launch a whole-school Practical Irish Phrase Initiative in 2025–2026 to encourage pupils to use simple, meaningful Irish phrases for everyday communication throughout the school day.                                                   | <p>Select practical, age-appropriate monthly phrases with everyday classroom and playground relevance in 2024 – 2025.</p> <p>Display phrases clearly in classrooms and shared spaces.</p> <p>Model and reinforce usage through teacher prompts, routines, and peer interactions.</p> | All teaching staff           | Pupils use Irish phrases regularly and appropriately in informal settings, as evidenced by teacher observation, pupil voice feedback, and increased visibility of Irish during the school day.                                                                                             | Each classroom will use one shared monthly phrase, selected based on the youngest class level in the room. As pupils progress through the school, they will encounter a wider range of practical, developmentally appropriate phrases, building fluency and confidence in everyday Irish. | Ongoing          |
| Expand the use of engaging, age-appropriate Irish reading material by integrating the reading series Léigh sa Bhaile and the E-Leathanach from Maynooth University into classroom practice to support reading fluency and comprehension. | Source and incorporate relevant texts from Léigh sa Bhaile and the e-Leathanach platform into weekly literacy lessons. Teachers will select materials suited to their class level and reading abilities, and use them to support guided, shared,                                     | All teaching staff           | Pupils show improved fluency, comprehension, and confidence in Irish reading, as evidenced through teacher observation, pupil feedback, assessment results, and consistent use recorded in planning documents.                                                                             | -                                                                                                                                                                                                                                                                                         | June 2025        |

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|                                                                                                                                                                                                                    | and independent reading activities.                                                                                                                                                                           |                                             |                                                                                                                                                                                                                                                      |                                                                                                                                           |                                                               |
| Adopt structured spelling programme                                                                                                                                                                                | Introduce structured spelling programme with emphasis on phonological awareness and sight words                                                                                                               | All teaching staff                          | Improved spelling and phonological awareness noted in assessments.                                                                                                                                                                                   | -                                                                                                                                         | June 2025                                                     |
| Promote speaking through games and informal opportunities                                                                                                                                                          | Incorporate games and informal speaking activities regularly                                                                                                                                                  | All teaching staff                          | Increased student confidence and enjoyment noted in pupil voice and observations.                                                                                                                                                                    | -                                                                                                                                         | Ongoing                                                       |
| Revise Irish Whole School Plan                                                                                                                                                                                     | Review and fully revise Whole School Plan for Irish by 2025–2026                                                                                                                                              | Principal                                   | New Whole School Plan in place and implemented by 2025–2026.                                                                                                                                                                                         | -                                                                                                                                         | June 2025                                                     |
| <b>DIGITAL LEARNING</b>                                                                                                                                                                                            |                                                                                                                                                                                                               |                                             |                                                                                                                                                                                                                                                      |                                                                                                                                           |                                                               |
| Strengthen teacher capacity with Microsoft 365                                                                                                                                                                     | Provide ongoing training and planning support using SharePoint                                                                                                                                                | Principal; Deputy Principal                 | Improved collaboration and streamlined planning observed among staff through consistent use of Microsoft 365 tools such as SharePoint for shared resources and planning, and Microsoft Forms for gathering and analysing pupil and teacher feedback. | -                                                                                                                                         | June 2024                                                     |
| Enhance pupil engagement and digital literacy skills by participating in the Microsoft Dreamspace Ambassador Programme, with a focus on creativity, coding, collaboration, and real-world digital problem-solving. | Participate in the Microsoft Dreamspace Ambassador Programme with 5th–6th Class in 2023–2024 and again in 2025–2026 to develop pupils' digital skills through structured, project-based learning experiences. | Class teachers (5th–6th); Deputy Principal  | Pupils complete and present digital projects that demonstrate creativity, coding, and collaboration, culminating in successful achievement of the Microsoft Dreamspace Platinum Award.                                                               | June 2025: Application submitted for the Microsoft Dreamspace Ambassador Program 2025 – 2026 for 5 <sup>th</sup> & 6 <sup>th</sup> Class. | Microsoft Dreamspace Ambassador Program 2023 - 2024: May 2024 |
| Real-world digital projects using Microsoft tools                                                                                                                                                                  | Integrate PowerPoint and Word into project work.                                                                                                                                                              | Class teachers; Deputy Principal            | Student-led digital projects presented during the school year.                                                                                                                                                                                       | -                                                                                                                                         | Ongoing                                                       |
| TUS collaboration on SDG coding project                                                                                                                                                                            | Implement SDG Coding Project with TUS in 2024–2025                                                                                                                                                            | Class teachers (3rd–6th); Deputy Principal; | Pupils demonstrate understanding of SDGs through coding outcomes.                                                                                                                                                                                    | -                                                                                                                                         | June 2025                                                     |
| Apply to VEX Robotics                                                                                                                                                                                              | Submit application and prepare resources for                                                                                                                                                                  | Principal; Deputy Principal                 | Participation in VEX Robotics with senior classes.                                                                                                                                                                                                   | June 2025: Application submitted.                                                                                                         | Ongoing                                                       |

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|                                                                                                                                                                                 | VEX Robotics in 2025–2026                                                                                                                                                                                                                       |                                |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                       |                       |
| Introduce Book Creator (JI–1st)                                                                                                                                                 | Use Book Creator for storytelling in Junior Infants–1st Class in 2025 – 2026.                                                                                                                                                                   | Infant and 1st Class teachers  | Digital storybooks created and shared by pupils.                                                                        | July 2025: Principal completed training in the use of Book Creator. Individual pupil accounts for Junior Infants to First Class were created, and personalised QR codes were generated to enable easy and independent access for each child.                                                                                          | Ongoing               |
| Continue teacher CPD through Oide and education centres                                                                                                                         | Engage with training sessions in digital integration                                                                                                                                                                                            | All staff                      | Improved integration of digital tools observed in teaching practice                                                     | July 2023, 2024, 2025: The Principal completed the <i>Effective Use of Digital Technologies</i> Summer Course through Tipperary Education Centre. Key course content and strategies were shared with staff via SharePoint and discussed at the first staff meeting of each academic year to support whole-school digital integration. | July 2023, 2024, 2025 |
| <b>WELLBEING</b>                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                       |                       |
| Provide outdoor play equipment                                                                                                                                                  | Purchase and introduce a range of inclusive outdoor play resources.                                                                                                                                                                             | Principal; Board of Management | Observed increased physical activity and pupil engagement                                                               | Equipment needs to be replenished in 2025 – 2026.                                                                                                                                                                                                                                                                                     | September 2023        |
| Install soft play area                                                                                                                                                          | Partner with parish to fund and install soft play area.                                                                                                                                                                                         | Principal; Board of Management | Soft play area in use by pupils with motor needs.                                                                       | -                                                                                                                                                                                                                                                                                                                                     | July 2024             |
| Enhance positive peer relationships and inclusion during unstructured times by building on Friendship Week with the introduction of the Lunchtime Pals initiative in 2025–2026. | Establish the Lunchtime Pals peer-support programme by training 5th and 6th Class pupils to lead inclusive playground games. Implement the HSE's Active Playgrounds resource to support structured peer interaction and leadership development. | Principal; Class teachers      | Improved peer interactions noted during unstructured times Younger pupils report positive peer interaction experiences. | -                                                                                                                                                                                                                                                                                                                                     | Ongoing               |