

GLANTANE N.S.
LOMBARDSTOWN
MALLOW
CO.CORK
17823P

School improvement plan

Evaluation period: February –May 2015

To be reviewed every June

Plan issue date: *June 2015*

Summary school improvement plan

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 evaluated handwriting/penmanship in our school. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on www.glantanens.ie

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Glantane N.S. The main purpose of these actions is to improve our pupils' learning.

2. Summary of school self-evaluation findings

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

Strengths

- The majority of pupils (73.2%) like their presentation of written work
- A majority (80.5%) practise handwriting in class
- Most of the children (85.4) have a special hand writing copy.
- The majority of children (63.4%) stated that they have opportunities to enter handwriting competitions
- The majority of parents (68.2%) believe that there is a benefit in the cursive style of handwriting for their children

We know this, because we consulted with many stakeholders in our school such as, pupils, parents and teachers. We conducted surveys in order to gain this information.

2.2 Our school has decided to prioritise the following **areas of development**:

Areas for development

- To create a better system of communicating with parents about the handwriting systems used in our school and of the classes where e.g. capital letters and cursive script are introduced, as from the Focus group some Teachers mentioned that some parents are unsure about when to introduce their children to the new stages in handwriting
- To improve our home- school links regarding the communication of handwriting in our school. 50% of parents said that they never reward their children for good handwriting and are not aware of the emphasis placed on it in school.
- To foster a more positive attitude towards handwriting (48.8% of children find the handwriting process boring) by entering more handwriting competitions, rewarding improving handwriting in school and to communicate this with parents via the school website and notes sent home. By illustrating to the children the benefits of good written presentation skills and cursive script, e.g. improves spelling by up to 30% according to some research
- To aid children with learning difficulties, it was suggested at the focus group, that on a case by case basis, these children could use the plain script style of writing with the agreement of their parents/ legal guardians or with the older pupils the use of ICT could be introduced into the daily school routine.
- To create a handwriting display space within all the classrooms to increase awareness of and to promote its importance of handwriting in our school. This was raised during the focus group as it would act as an aid for the Teacher's to refer to the display area when discussing neatness, presentation of work and formation of letters.
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We have decided to prioritise these areas because, the above points were indicated by the staff, parents and pupils as being in need of some further development and improvement in order to maintain the pupils' engagement in learning, assist in preparation for teaching and assessment of the implementation of improved results regarding penmanship/written activities in our school

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets for Improvement	Action
<ul style="list-style-type: none"> ● To improve home- school links regarding handwriting ● To create a positive atmosphere towards handwriting ● To clearly communicate with all the stakeholders in the school about the handwriting schemes being used in our school 	<ul style="list-style-type: none"> ● All classes will have one piece of homework per week, in their B2 and B4 red and blue lined copies ● To enter handwriting competitions and to display the children's handwriting in each classroom ● Jnrs: lowercase- plain script ● Snrs: lower and uppercase plain script (use of hand writing without tears programme) ● 1sr class: reinforcement of upper and lowercase plain script B2 copies Just Handwriting Scheme ● 2nd class: addition of tails to letters where appropriate, recognition of cursive letters and correct formation of letters B2 copies ● 3rd: At beginning of school year reinforcement of formation of cursive script, rewards of pen licence when penmanship is appropriate. The children can write in plain or cursive script until Easter, but afterwards they must try and use cursive as much as possible ● 4th: End of year all pupils except some children with SEN are using the cursive style and bios ● 5th & 6th Reward of pen licence, Consolidation of formation, as much as possible writing with cursive style.

As a parent you can help us by :

- Assisting your child(ren) to practise their handwriting as part of the Primary school week
- Check our website for developments regarding Handwriting within our school
- Send in or email any information regarding Handwriting events/competitions in our area, so that the school can integrate this into our teaching of handwriting
- To foster a positive atmosphere at home regarding Penmanship and that it is an important part of the Irish Primary Curriculum in its own right

2.4 We know we will have achieved our targets when:

- There is consistency in our teaching of Handwriting and can be seen in our school planning in this area
- The pupils are enjoying the handwriting process and see it less of a boring chore
- The children's handwriting is displayed in a more prominent position and is being used as an integral part of the school environment
- The school's website has relevant information on it regarding Handwriting and its many aspects in our school
- The parents give positive feedback to the teaching staff, that their children's handwriting has in their opinion improved
- ICT is being used for pupils with SEN when necessary
- Discrete Handwriting is seen by all the stakeholders in the school as an integral part of the Primary school curriculum and needs to be taught, practised (both at home and at school) and rewarded as much as any other curricular area being taught during the school day

