SCOIL FIONNTÁIN NAOFA

Self-Evaluation Report and School Improvement Plan for Geography
August 2024-August 2027

Reviewed August 2025

1. Introduction

This document outlines our current **Self-Evaluation Report** and **Improvement Plan for Geography** as a subject area, including targets and the actions we will implement to meet the targets.

1.1 There is no previous Self-Evaluation Report or School Improvement Plan for Geography in existence in the school.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning in **Geography** as a subject area during the school year 2023-2024. We evaluated the following aspect(s) of teaching and learning in Geography:

- Learner Outcomes;
- Learner Experiences;
- Teacher's Individual Practice;
- Teacher's Collective Practice.

as per the domains in '*Looking at Our School 2022: A Quality Framework for Primary and Special Schools'.*

2. Findings of this evaluation

2.1 This is an effective / very effective practice in our school

Following a Curriculum Evaluation in Geography conducted by the inspectorate from the Department of Education in November 2023 and the subsequent publishing of a report based on the evaluation, the following was found:

- The overall quality of pupils' learning outcomes in Geography was good;
- Learner experiences for pupils in Geography were good;
- The overall quality of teaching in Geography was very good;
- Teachers integrated Geography across curricular areas which enabled pupils to participate effectively in lessons;
- The quality of Whole School Planning for Geography was very good;

As part of the *'Gathering Evidence'* stage of the SSE process for Geography at school level, we ascertained the following:

- 75% of our pupils enjoy Geography as a subject area (November 2023);
- All teachers report that they get pupils to '*work as Geographers*' and apply the geographical investigation skills from the Primary Geography Curriculum (1999) during Geography lessons and learner experiences therein;
- Teachers in the middle and senior classes reported that pupils are afforded regular opportunities to undertake paired and group research in Geography using digital technologies;
- We have achieved three consecutive '*Blue Star'* awards to date in the school years 2021-2022, 2022-2023 & 2023-2024 respectively for our participation in the *'Blue Star'* programme on the European Union;
- We have achieved five Green Schools Flags to date as part of the Environmental Awareness and Care strand of the Geography and Science curricula. Our most recent Green Schools flag for biodiversity was achieved in the school year 2023-2024.

2.2. This is how we know:

- Inspectorate feedback following the Curriculum Evaluation in Geography (November 2023);

- Teacher reflection and discussion regarding teaching and learning in Geography within the context of a professional learning community during Croke Park Hours;
- Online survey of pupils in 3rd to 6th class in November 2023 regarding their attitudes towards Geography as a subject area ;
- Online survey of pupils in 3rd to 6th class in June 2024 regarding confidence levels when presenting on and sharing work completed in Geography:

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

- Develop pupils' knowledge and Geographical investigation skills in the areas of (a)Weather, Climate & Atmosphere & (b)Rocks and Soils by referring directly to the content objectives and the enhanced content for these strand units in the three year cyclical plan which forms part of the Whole School Plan for Geography. The Whole School Plan for Geography was reviewed and revised in term 2 of the school year 2023-2024 following the curriculum evaluation conducted by the inspectorate in term 1 of 2023-2024.
- Afford pupils regular opportunities to present on and share their learning in Geography using different means i.e presentation of project work/presentation of oral reports;
- Regularly consolidate and revise prior/previous learning in Geography using different different approaches and methodologies ;
- Get pupils to compile and maintain a portfolio or record of their learning in Geography which will serve as a concrete representation of their learning and which will in turn enable them to track their progression in Geography over time. Using this portfolio or record as a reference point will also enable them to revise and consolidate prior learning in Geography at different intervals across the school year;
- Continue to engage with the Green Schools initiative on an annual basis;
- Continue to engage with the Blue Star initiative on the EU on an annual basis;
- Develop pupils' map, globe and graphical skills in an incremental manner from Infants to 6th Class.

3. Our improvement plan

On the next page we have recorded:

1. The **targets** for improvement we have set;
2. The **actions** we will implement to achieve these;
3. **Who is responsible** for implementing, monitoring and reviewing our improvement plan;
4. The **timeframes for working towards achieving targets;**
5. How we will measure **progress** and check **outcomes** (criteria for success);
6. Deciding if the **targets have been met within agreed timeframes;**

As we implement our improvement plan we will record:

7. The **progress** made, and **adjustments** made, where and when necessary

SCOIL FIONNTÁIN NAOFA

School Improvement Plan for Geography
August 2024 to August 2027

N.B Specific targets will be linked to and cross referenced with the curriculum objectives for each class level as outlined in short-term planning documents.

Action Plan Coordinator: Barry Whelan (Principal)-overall responsibility .

Improvement Targets	Required Actions	Persons Responsible	Timeframe For Actions	Success Criteria	Targets Achieved (Yes/No) and Date

Target 1 Develop pupils knowledge and understanding of the **strand unit weather, climate and atmosphere** and apply relevant geographical investigation skills when engaged in learner experiences related to same.	**All Classes** ● **N.B** Refer to the content objectives in the curriculum together with the enhanced content regarding the strand unit Weather, Climate and Atmosphere as outlined for each class band (namely Junior, Middle and Senior) in the three year cyclical plan for Geography which is an appendix to the Whole School Plan for Geography (all classes); ● Ongoing exposure to weather, climatic and atmospheric conditions throughout the school year in all classes; ● Monitor, track & discuss weather related and seasonal changes in all classes; ● Use appropriate and relevant weather related terminology in all classes; ● Watch the weather forecast on a continual basis in all classes i.e on News2Day or the actual RTE weather forecast in middle and senior classes.	● Principal (overall responsibility; ● Class Teachers;	August 2024 to August 2027	Improved confidence and competence among pupils in relation to engaging in learner experiences in the strand unit of weather, climate and atmosphere. Improved confidence and competence among pupils in sharing and imparting their knowledge/what they have learned in relation to weather, climate and atmosphere and use of relevant subject specific terminology when doing same. Observable progression in learning in the strand weather, climate and atmosphere in line with curriculum objectives for this strand unit together with the enhanced content as outlined in the three year cyclical plan for same.	**June 2025**: Target ongoing. Teachers report improved knowledge and understanding in this area.

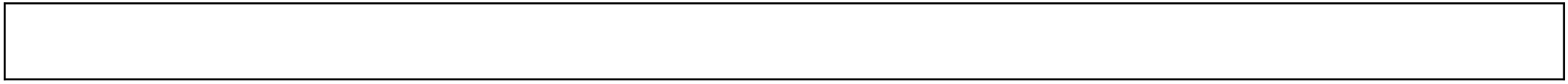
				Inspectorate feedback during follow up curriculum evaluation visit.	
Target 2 Develop pupils knowledge and understanding of the **strand unit rocks and soils** and apply relevant geographical investigation skills when engaged in learner experiences related to same.	• **N.B** Refer to the content objectives from the curriculum together with the enhanced content regarding the strand unit rocks and soils, as outlined for middle and senior classes in the three year cyclical plan for Geography which is an appendix to the Whole School Plan for Geography • Use the sets of rock samples that were purchased in 2023-2024 for Geographical investigative work and apply relevant geographical investigation skills when doing same; • Draw the pupils attention to different rock and soil types when engaged in gardening activities and other outdoor pursuits across the Geography and Science Curricula; • Encourage use of appropriate and relevant rocks and soils	• Principal (overall responsibility; • Class Teachers;	August 2024 to June 2027	Improved confidence and competence among pupils in relation to engaging in learner experiences in the strand units of rocks and soils. Improved confidence and competence among pupils in sharing and imparting their knowledge/what they have learned in relation to rocks and soils and use of relevant subject specific terminology when doing same. Observable progression in learning in the strand unit rocks and soils in line with curriculum objectives for this strand unit together with the enhanced content as outlined in the three year cyclical plan for same;	**June 2025:** Teachers report greater interest in these areas particularly following the very hands/activity based rocks and soils workshop in June (2025) with Una Halpin under the 'Heritage in Schools' scheme.

	related terminology in all relevant classes;			Inspectorate feedback during follow up curriculum evaluation visit.	

Target 3: Increase the number of pupils who '*feel very confident presenting and sharing their work in Geography'* from (a)38.5% to 41.5% in the school year 2025-2026; (c)41.5 % to 44.5% in the school year 2026-2027.	• Afford pupils regular opportunities to present on and share their learning in Geography using different means; • Present completed project work to their own class using different means i..e PowerPoint presentations etc; • Present project work in Geography to other classes at least once per term i.e at a Teacht le Chéile/Assembly; • Present oral reports on Geography related topics to their own class (Linkage with Oral Reports as a spoken text type and Report Writing as a genre in English).	• Principal (overall responsibility; • Class Teachers; • SET Teachers to assist with preparation of same where and when necessary;	August 2024 to August 2027 To be reviewed at the end of each of the three school years as referred to across.	Improved confidence among pupils in terms of presenting and sharing their learning in Geography as outlined in the associated target.	**June 2025:** Target for 2024-2025 achieved and exceeded. 38.5 % of pupils now feel 'very confident' presenting and sharing their work in Geography. The target for 2024-2025 was to increase from 28.1% to 31.1%. The target has been amended as a result.

Target 4: Revise and consolidate prior learning in Geography across all classes on an ongoing basis to improve general recall.	• Undertake end of topic quizzes; • Undertake end of topic teacher designed tests; • Use different graphic organisers as self-assessment tools i.e KWL Charts/'Talking Drawings'/Rubrics/Concept Mapping on an ongoing basis. <u>Refer to page 7 of the Whole School Plan for Geography for more information on relevant assessment approaches;</u> • Maintain a portfolio of their learning in Geography on an ongoing basis; • Share and discuss their portfolio with their peers and bring it home to be viewed by parents;	• Principal (overall responsibility; • Class Teachers.	August 2024 to August 2027	Improved competence and confidence in terms of recalling prior knowledge/learning in Geography. Inspectorate feedback during follow up curriculum evaluation visit.	**June 2025:** Target ongoing. Good progress reported by teachers.
Target 5: Achieve a Green Schools Flag for **Global Citizenship-Litter**	• Follow the steps for the application for and achievement of a Green	• Assistant Principal 2/Green Schools	August 2024 to June 2026	• Achievement of a Green Schools Flag for Global Citizenship: Litter	**June 2025:** Target ongoing. Flag to be achieved by the end

and Waste by the end of the school year 2025-2026.	Schools flag for Global Citizenship: Litter & Waste https://greenschoolsireland.org/the-programme/themes/global-citizenship-litter-waste/	Co-ordinator (overall responsibility) • Teachers; • SNAs; • Pupils; • Parents; • Green Schools Committee members;		and Waste by the end of the school year 2025-2026.	of the school year 2025-2026.
Target 6: Develop pupil competence and confidence in the area of **map, globes and graphical skills** in an incremental manner from Infants to 6th Class.	• Follow the plan in relation to maps, globes and graphical skills for junior, middle and senior classes as outlined on pages 13 and 14 of the Whole School Plan for Geography; • Integrate maps, globes and graphical skills into learner experiences across all strands and strand units of the Primary Geography Curriculum.	• Principal (overall responsibility; • Class Teachers.	August 2024 to August 2027	Improved confidence among pupils in terms of applying and utilising the relevant map, globe and graphical skills relevant to their class band i.e Junior/Middle/Senior as outlined in the Whole School Plan for Geography (pages 13 and 14).	**June 2025:** Target ongoing. Teachers happy with the progress that is being made.
Target 7: Increase the number of pupils who enjoy Geography lessons in the school from (a)84.6% to 86.6% in 2025-2026;	• Ensure that a broad, balanced, relevant and stimulating Geography curriculum continues to be delivered in all classes across the school;	• Principal (overall responsibility; • Class Teachers.	August 2024-August 2027	Increase in the number of pupils who enjoy Geography as a subject areas as outlined in the target	**June 2025:** Target for 2024-2025 achieved and exceeded. by 9.7%. 84.6% of the pupils now enjoy Geography lessons

(b)86.6% to 88.6% in 2026-2027.	• Ensure that a variety of approaches and methodologies are used during the course of all Geography lessons (Please refer to the Whole School Plan for Geography pg. 5 for a list of same); • Ensure that pupils are afforded sufficient opportunities to work as Geographers and to apply all of the relevant Geographical Investigation Skills as set down in the curriculum;				(Increase from 71.9%. Target for 2024-2025 was to increase from 71.9% to 74.9% and as a result the target has been amended.

Monitoring Progress throughout the implementation of the Improvement Plan for Geography
• Professional Conversations and reflection among teachers; • Teacher Observations; • Conferencing with pupils/feedback; • Ongoing pupil assessment both Assessment of Learning (AoL) and Assessment for Learning (AfL); • Feedback from parents ie through the use of online surveys and focus groups.; • Inspectorate feedback
Necessary adjustments throughout the implementation process of the Improvement Plan for Geography **June and August 2025:** Targets reviewed and amended as necessary.