

Saint Kilian's N.S.  
School Improvement Plan, Arts and Creativity  
**2019 - 2023**

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Baseline data

Support teachers identified anxiety as being a major and growing issue among pupils in our school..

The early intervention team identified a growing number of pupils presenting for school with little exposure to creativity and the arts in general and with poor fine and gross motor skills.

Staff spoke about the need to expose pupils to a broader range of the Arts.

Staff and parent feedback identifies singing and recorder as being particular strengths of our school. However as the school grows there is a growing need to upskill through CPD.

The student council asked the pupils about their favourite arts subjects. They asked 115 pupils if they had the opportunity what arts subjects they would like to do more of. The results were as follows: Drama 40% , Art 37%, Music 14%, Dance 6%, Creative Writing 4%.

Pupils also spoke about exploring other areas such as:

- Sewing and knitting.
- Designing Clothes.
- Architecture.
- Yoga and Thinking Time
- Coding and Making Movies.

32% of parents reported that their child doesn't get excited by or talk about arts education.

23% of parents don't consider learning the recorder to be important at school.

Targets	Actions	Success	Responsible	Timeframe
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		Criteria/Measurable Outcomes		
<b>Target 1</b> Provide pupils with the opportunity to develop creatively through Aistear.	Review and update early intervention programmes Aistear and Active Learning giving pupils more opportunities to work creatively. How? Junk Art.. How often?	Parent feedback. Teacher feedback.	Early Intervention Team	<u>Year 1 2019/20.</u> Review and update early intervention programmes <input type="checkbox"/> . <u>Year 2</u> Review and revise <input type="checkbox"/> . <u>Year 3.</u> Review and revise <input type="checkbox"/> .
<b>Target 2</b> Incorporate creativity and the arts into learning support programmes when working with pupils with EBD, ASD or general anxiety.	Support teachers to identify pupils who would benefit from working creatively and assign to appropriate teacher.	Feedback from support and mainstream teachers. School Support Plans and Cúntas Míósúils.	Support teachers	<u>Year 1 2019/20.</u> Reflect in support plans <input type="checkbox"/> . <u>Year 2</u> Review and revise <input type="checkbox"/> . <u>Year 3.</u> Review and revise <input type="checkbox"/> .
<b>Target 3</b> Expose staff and pupils to a broader range of the arts.	Identify areas among the staff for further CPD. Source appropriate artists to work with staff and pupils. Establish an annual St. Kilian's Arts Week Where I'm From Is Everything. Identify display areas around the school. Establish a staff committee to oversee and develop the project.	Establish an Arts Week during our school year. There will be a record kept of the work done in each classroom. Staff and pupils will complete an end of project review/reflection.	Arts Committee. Breeda Kenny	<u>Year 1 2019/20.</u> School audit and identification of areas of need <input type="checkbox"/> . <u>Year 2</u> Review and revise <input type="checkbox"/> . <u>Year 3.</u> Review and revise <input type="checkbox"/> .
<b>Target 4</b> Resources for creativity and the arts.	Generate funding from Spirit of Christmas and the annual pantomime.	Establish a fund to support the project.	Arts Committee. BOM. Parents Assoc.	<u>Year 1 2019/20.</u> Annual budget based on identified needs <input type="checkbox"/> .

	BOM to commit an annual budget to promote creativity. Parents Assoc to support the project. Applications to be made to outside agencies to include Clonarn, Cavan Co. Co., Poetry Ireland, Heritage in Schools.			<u>Year 2</u> Review and revise <input type="checkbox"/> . <u>Year 3.</u> Review and revise <input type="checkbox"/> .
<b>Target 5</b> Upskill staff in the areas of singing and recorder.	Establish a staff choir. Revise recorder programme and identify areas for CPD to ensure effective teaching. Provide staff with an opportunity to attend Arts in Education Portal, Galway.	Staff and pupils will complete an end of project review/reflection.	Ronan, Anne and Breeda.	<u>Year 1 2019/20.</u> Review and update early intervention programmes <input type="checkbox"/> . <u>Year 2</u> Review and revise <input type="checkbox"/> . <u>Year 3.</u> Review and revise <input type="checkbox"/> .
<b>Target 6</b> Embed Thinking Time and Philosophy in the school.	Marie Finn to model good practice to staff. Thinking Time presentation to all teachers focusing on methodology. Teachers to carry out Thinking Time at least once per month.	Review through Cúntas Míósúils. Parent and teacher feedback on critical thinking and oral language.	Louise and Ronan	<u>Year 1 2019/20.</u> Review and update early intervention programmes <input type="checkbox"/> . <u>Year 2</u> Review and revise <input type="checkbox"/> . <u>Year 3.</u> Review and revise <input type="checkbox"/> .
<b>Target 7</b>				