



# SCHOOL IMPROVEMENT PLAN



## 2025- 2026

Heywood Community school is involved in the School Self Evaluation 2016-2020 Cycle. School self-evaluation is a collaborative, inclusive, and reflective process of internal school review. An evidence-based approach, it involves gathering information from a range of sources and then making judgements. All of this is done with a view to bring about improvements in students' learning.

As part of this process, we completed a few stages in the cycle by gathering evidence during surveys of students, parents and teachers. The school analysed all of the surveys and identified differentiation and active learning methodologies as key areas of focus to bring about school improvement. The school improvement plan is published each year. As part of the 2016 – 2022 SSE process Literacy, Numeracy and Teaching and Learning were specific areas of focus. The strands included:

- Literacy
- Numeracy
- Provision mapping
- Code of behaviour review
- Wellbeing/Whole school guidance
- Attendance

## Literacy

Improvement Targets	Required Actions	Responsibility	Criteria for Success	Time frame	Review Date	Actions needed for 26 - 27
<p>1.) To re-establish a student literacy committee to reinforce and bolster student voice within the school</p>	<p>Responsible for publicity in school - literacy noticeboard beside Rm. 18, school social media, posters, flyers for <i>Literacy Week / World Book Day</i> etc.</p> <p>Monthly meetings with updates</p> <p>Recommendations for implementing digital literacy including access points and routes into our classrooms / school as a whole</p>	<p>Literacy Team</p> <p>Student Literacy Committee</p> <p>English Dept.</p> <p>SEN Dept.</p> <p>Whole School</p>	<p>Noticeboard to be updated accordingly by members of the Student Literacy Committee (*See list)</p> <p>Monthly meetings with student literacy committees re: planning and upcoming events</p> <p>*Survey students? - Data / statistics / recommendations to be studied, analysed and passed on to management etc.</p>	<p>September 2025 - September 2026</p>	<p>May 26*</p>	
<p>2.) To expand <u>digital</u> access points for JC students to various reading material... <b>[Literary Association of Ireland]</b></p>	<p>Update literacy board with age-appropriate reading material lists etc. Encourage reading for pleasure in line with the JC English curriculum</p> <p>Integrate digital literacy initiatives into lesson-planning</p> <p>Designate specific days / times / classes to <i>DEAR</i> and <i>Book in Bag</i> initiatives for JC students... physical books and pre-booked iPads etc. ***</p>	<p>Literacy Team</p> <p>Student Literacy Committee</p> <p>English Dept.</p> <p>SEN Dept.</p> <p>Whole School</p>	<p>Noticeboard to be updated accordingly by members of the Student Literacy Committee (*See list)</p> <p>Monthly meetings with student literacy committees re: planning and upcoming events</p> <p>*Survey students? - Data / statistics / recommendations to be studied, analysed and passed on to management etc.</p>	<p>September 2025 - September 2026</p>		

	<p>Expose students to digital media - *see guidelines from both <u>Literacy Association of Ireland</u> and <u>PDST</u></p> <ul style="list-style-type: none"> <li>● Continued access for class teachers - book boxes available for <i>DEAR / Book in the Bag</i> initiative</li> <li>● Ideally reaffirm connections with Laois Libraries - Laois Co. Co.</li> <li>● Students monitor reading progress - 1st years where applicable</li> <li>● <u>*New:</u> Teachers will embed elements of digital literacy throughout their lesson-planning as per department guidelines</li> <li>● Student literacy committee will furnish each classroom with list(s) of online resources applicable to each subject... data / statistics to be gathered*</li> <li>● Staff literacy committee will inform fellow staff members</li> </ul> <p>*Whole school Approach: <i>World Book Day / Literacy Week (new)</i>. Beginning the week of March 1<sup>st</sup>, 2026 - *March 5<sup>th</sup></p>		<p>Increase both the access points / routes to various reading material and information routes for JC students (online &amp; physical)</p> <p>Students will need access to iPads / Computer Rooms / *<i>Microsoft Teams</i> pages etc.</p> <p>Organisation of class groups and books / iPads etc. -</p> <p>Book club set up (L.B. &amp; F.S.) Use of reading nook in rm.15 – to be continued as per previous targets for 2025*</p> <p>*Using digital literacy platforms to promote and incorporate subject-specific language (literacy)</p> <p>Track progression</p> <p>*Current initiatives and long-term aims</p>			
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## Numeracy

Improvement Targets	Required Actions	Responsibility	Criteria for Success	Time frame	Review Date	Actions needed for 6-27
Key focus will be on Academic Tracking in 1 <sup>st</sup> & 2 <sup>nd</sup> Year	Roll out information required for all students and subject teachers that academic tracking is being completed by all students in both 1 <sup>st</sup> Year and 2 <sup>nd</sup> Year	<b>Eileen O'Shea</b>  <b>Subject teachers for 1<sup>st</sup> and 2<sup>nd</sup> Year</b>	School journal. Tutor classes will remind students to fill in the Academic tracking for their subjects.  All subject teachers will be reminded to also ensure that after class tests that all students convert the fraction result and put it into a percentage before entering it into their school journal.	All year	April/ May 2026	Continuation into 3 <sup>rd</sup> Year
All classes should have a number line on display in each classroom	TY numeracy committee would continue the rollout of the number lines for all classrooms	<b>Eileen O'Shea</b>	All classrooms in use will have a number line on display.	October-December	January 26	To ensure the number lines are safely stored in classrooms that are being used for the State exams
Set up a TY numeracy committee for 2025-26	To continue to create a numeracy rich environment as started by last year's TY Committee.	<b>Eileen O'Shea</b>	Clocks in all social areas  Numeracy board – regular updates and possible expansion  To look at signage in and around the school environment	All year	April/May 2026	Committee's recommendation's for next year

### Provision Mapping

Improvement Targets	Required Actions	Responsibility	Criteria for Success	Time frame	Review Date	Actions needed for 6-27
<p>Survey parents/guardians to assess their knowledge of the school initiatives/services /teaching &amp; learning.</p> <p>Survey the students to assess their knowledge and access to the various initiatives/services and experience of teaching and learning.</p> <p>Analyse the information.</p> <p>Identify gaps/needs.</p> <p>Map provision of services and</p>	<p>Meet and discuss questions for parent's survey.</p> <p>Meet and discuss questions for student's survey and when to roll this out.</p> <p>Analyse the information gathered from parent/guardian surveys student surveys</p> <p>Review staff survey inputs from the end of last term</p> <p>Begin mapping the provision of initiatives/services and teaching and learning here at Heywood CS.</p> <p>Identify from surveys if there are any gaps in provision</p> <p>Identify if any CPD/resources needed to meet the needs of our students and staff here at HCS.</p>	<p><b>Provision mapping team</b></p> <p>Mary Harrington</p> <p>Fiona Brennan</p> <p>Mary Kehoe</p> <p>Miriam Dalton</p> <p>Seamus Kerr</p> <p>Clare Brennan</p> <p>Nicolli Reddington</p>	<p>Complete Parents survey</p> <p>Complete Student survey</p> <p>Identify if any gaps in provision</p> <p>Create action plan to act on gaps</p> <p>Begin to create a visual map of provision at Heywood CS. This map will be a moving fluid piece that will evolve as time progresses.</p>	<p>Parents surveys will be rolled out at parent teacher meetings with the QR codes and iPad on site and prefects to help if needed.</p> <p>Survey will also be available on tyro messages.</p> <p>End of January results need to be in to allow time to analyse.</p> <p>Students surveyed by end of January, through various IT classes and other times</p>	<p>May 2026</p>	<p>Continuation of provision mapping</p> <p>Keep building on map.</p> <p>Make map accessible online for parents/guardian's, students and to staff.</p>

<p>initiatives available at HCS.</p>				<p>appropriate on their timetable again before the end of January.</p> <p>By March have data analysed.</p> <p>By the end of the year begin creating map of services and provision here at HCS.</p> <p>Create Inclusion policy led by feedback and identified goals.</p>		
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**Code of behaviour review ( awaiting guidelines from NEWB before commencing)**

Improvement Targets	Required Actions	Responsibility	Criteria for Success	Time frame	Review Date	Actions needed for 6-27

**Wellbeing/Whole school guidance**

<b>Improvement Targets</b>	<b>Required Actions</b>	<b>Responsibility</b>	<b>Criteria for Success</b>	<b>Time frame</b>	<b>Review Date</b>	<b>Actions needed for 6-27</b>
<p><u>Wellbeing Improvement Plan</u></p> <p><b>Guidance</b></p> <p>Engaging student and parent voices through survey feedback to shape the foundation of the whole-school guidance plan for the 2025–2026 academic year</p>	<p>Evaluating student and parent feedback from completed surveys to highlight and prioritize the most meaningful themes for guidance planning.</p>	<p>Nicoli Reddington</p>	<p>Representation from diverse student voices (e.g., year levels, backgrounds, needs).</p> <p>Responses provide meaningful insights into students’ academic, personal, and career guidance needs</p> <p>Prioritized insights are directly embedded into the 2025–2026 whole-school guidance plan</p> <p>Mechanisms are in place to revisit and refine priorities throughout the year</p>	<p>November 2025</p>	<p>May 2026</p>	

<p>Completion of the Whole-School Guidance Plan and submission for Board of Management approval by November 2025</p>	<p>Collect and organise the data from the surveys</p> <p>Prioritise the findings</p> <p>Create a summary report of key findings and priorities</p> <p>Align prioritised themes with specific actions in the 2025–2026 guidance plan</p> <p>Share the guidance plan as a living document to be ratified, ensuring it remains open to review, student input, and continuous improvement</p>	<p>Nicoli Reddington</p>	<p>1. <b>Accessibility</b></p> <ul style="list-style-type: none"> <li>• The guidance plan is published in formats accessible to all stakeholders (e.g. digital, print, student-friendly summary).</li> <li>• It is easily available via school platforms.</li> </ul> <p>2. <b>Clarity and Transparency</b></p> <ul style="list-style-type: none"> <li>• The document clearly outlines goals, priorities, and actions based on student and parent feedback.</li> <li>• Language is inclusive and understandable for students, staff, and parents.</li> </ul> <p>3. <b>Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>• Students, staff, and parents are informed about the publication and invited to review it.</li> <li>• Opportunities for feedback are provided</li> </ul>	<p>Ongoing for 2025-26 academic year</p>	<p>Termly and May 2026</p>	
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			<p>(e.g. surveys, meetings, suggestion boxes).</p> <p><b>4. Ratification Process</b></p> <ul style="list-style-type: none"><li>• The plan is formally reviewed and approved by relevant school leadership.</li></ul> <p><b>5. Flexibility and Review Mechanism</b></p> <ul style="list-style-type: none"><li>• The document is clearly marked as a “working” or “living” document.</li><li>• A timeline and process for regular review and updates is included (e.g. termly check-ins,).</li></ul> <p><b>6. Alignment with School Goals</b></p> <ul style="list-style-type: none"><li>• The guidance plan aligns with the school’s overall development plan and wellbeing strategy.</li><li>• It supports key areas such as academic support, mental health, career development, and inclusion.</li></ul>			
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			<p><b>7. Impact Monitoring</b></p> <ul style="list-style-type: none"><li>• Clear indicators are included to measure the effectiveness of the plan over time.</li><li>• Student voice continues to be central in evaluating progress and making adjustments.</li></ul>			
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### Attendance

Improvement Targets	Required Actions	Responsibility	Criteria for Success	Time frame	Review Date	Actions needed for 6-27
<p>Improve student attitudes toward attendance.</p> <p>Promote a better understanding of the importance of regular attendance.</p> <p>Increase overall student attendance to 87%.</p>	<p>Include attendance awareness in First Year Induction and TY programmes.</p> <p>Promote attendance through certificates, positive reinforcement, and awareness campaigns.</p> <p>Use Tyro to monitor daily attendance and send automated notifications to parents/guardians.</p>	<p>Tyro/ Ms. O' Gorman</p>	<p>Achieving or exceeding 87% attendance rate.</p>	<p>September 2025.</p>	<p>June 2026: End-of-year review of attendance data, strategy effectiveness, and planning for 2026/2027.</p>	
<p>Implement a structured support plan</p>	<p>Initiate tutor conversations after 5 days of absence.</p> <p>Implement intervention plans after 10 days of absence</p>	<p>Tutors</p> <p>Ms. O' Gorman</p>	<p>Reduction in number of students missing more than 10, 15, and 20 days.</p>	<p>Quarterly reviews of attendance data and interventions.</p>	<p>Biennial policy review as per Attendance Policy.</p>	

	<p>Arrange meetings with parents/guardians after 15 days of absence.</p> <p>Refer students to TUSLA after 20 days of absence.</p>	Year Heads				
<p>Support students who struggle with attendance.</p> <p>Implement a structured intervention plan for students with chronic absenteeism.</p>	<p>Provide pastoral support and referrals to the Care Team/Guidance Counsellor as necessary.</p> <p>Ensure communication with parents is consistent and supportive.</p>	<p>Ms. O' Gorman</p> <p>Mr. Malone</p> <p>-</p>	<p>Increased engagement with intervention plans.</p> <p>Positive feedback from students and parents on attendance support.</p> <p>Improved attendance among students previously affected by anxiety/stress.</p> <p>Regular and accurate attendance reporting via Tyro.</p>	Ongoing monitoring and support throughout the academic year.		