

SAINT BRIGID'S NATIONAL SCHOOL

Beech Park Lawn, Castleknock, Dublin 15

Roll 00697S



SCHOOL IMPROVEMENT PLAN LITERACY

YEAR 1 SEPTEMBER 2013 TO JUNE 2014

YEAR 2 SEPTEMBER 2014 TO JUNE 2015

YEAR 3 SEPTEMBER 2015 TO JUNE 2016

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Introduction

A school self evaluation of teaching and learning in Saint Brigid's National School took place in the period of September 2012 – June 2013. During this time teaching and learning in the area of literacy was evaluated. The following report is a summary of the findings and a plan for our school improvements in the area of literacy.

Sources of Evidence:

The following sources of evidence were used to compile the findings of this report

- Analysis of assessment data and information-both qualitative and quantitative (Standardised Tests, teacher generated tests)
- Staff observations and views
- Pupil questionnaire 3rd – 6th
- Examination of students' work-copies and classroom displays
- Review of school documents and reports i.e. Curriculum Statement for English, individual long-term class level English plans, teachers' fortnightly plans and monthly progress reports.
- Analysis of the recently issued WSE Report (June 2012)
- Learning Support Team observations
- Parental Questionnaire

Summary of Findings

a) Our school has strengths in the following areas:

- Attainments in both reading and spelling, as exemplified in the DRT and DST (Spring 2012), considerably exceed national norms and reflect the quality of teaching and learning in Saint Brigid's.
- A safe, stimulating learning environment is provided for students
- A range of assessment methods -both qualitative and quantitative- are used effectively to assess the students' progress
- Teachers plan collaboratively and regularly at class level meetings and plans are informed by and link clearly to the whole-school curriculum plan-both long and short-term
- Teachers focus effectively on developing the students' key skills in English
- Team teaching and in class support are regularly used to reinforce and assist the development of literacy skills.
- There is a collaborative approach between class teachers and the learning support /resource teacher and the recording and analysis of literacy assessment data is effectively used as a cornerstone in the planning process for both whole-class and individual programmes of instruction
- There is an agreed whole school approach to the teaching of handwriting in the school
- Reading in St. Brigid's is promoted positively and is well cultivated through a variety of reading activities and initiatives (peer tutoring/ paired reading) through out the school year. Children have an opportunity to visit the school library weekly.
- The pupil questionnaires with reference to viewpoints on writing demonstrate a largely positive attitude that can provide the basis for worthwhile and meaningful development in this area.

b) Our school wants to prioritise the following areas:

- The area of oral language skills needs to be addressed more formally and systematically in the context of clearly identified and agreed learning targets and objectives
- The areas of genre writing in particular narrative writing and comprehension strategies have been highlighted for attention over the course of the next three years in the context of the Literacy Strategy

SUMMARY OF SCHOOL IMPROVEMENT PLAN YEAR 1

In year 1 we wish to develop a whole school approach to the teaching of **genre writing** and **oral language**:

All levels will be taught recount writing and narrative writing with a focus on character and setting description.

In Junior Infants to 2nd specific lessons targeting the five components of oral language (Auditory Memory, Vocabulary & Conceptual Knowledge, Variety of Spoken Texts, Speaking & Listening skills and Language Learning Environment) will be the focus of our discrete oral language.

Actions:

General

- A whole school literacy plan will be developed by the literacy team
- A survey of parents' views on writing will be conducted.
- CPD for staff will be organized in writing and oral language
- Resources for genre writing and oral language will be sourced and shared

Writing:

- A support teacher will initially model and then co-teach genre -writing with the class teachers from 3rd – 6th .
- We will develop a culture where good writing is celebrated and children are encouraged to read their writing aloud for class, group, other teachers or parents.
- Hardback copies will be used for genre writing in each class.
- Writing will be displayed on walls, published in the school magazine and in a "We are Writers" book at the end of the year.
- Vocabulary will be developed through word banks and these will be displayed in classrooms.
- The language features and frameworks specific to the above genres will be taught.
- Evidence of improvements will be measured using pre and post genre samples

Oral Language:

- A support teacher will model a varied selection of oral language lessons and then co teach in classes in the junior school
- Discrete oral language lessons will be timetabled each week with a particular focus on developing language skills through the five components
- Children will be given increased opportunities to talk in pairs, groups and whole class settings

SUMMARY OF SCHOOL IMPROVEMENT PLAN YEAR 2

We will continue to embed genre writing at each level and also introduce free writing throughout the school. We will begin to focus on teaching explicit comprehension strategies, which will deepen children's understanding and enjoyment of reading. In oral language we will concentrate on developing children's auditory memory skills at every level.

Actions:

Writing

- Initially, a support teacher will co-teach a 30-minute writing session each week to consolidate the writing skills developed in year 1. (2nd – 6th)
- All children will engage in free writing to develop their independent writing skills and enhance their enjoyment of writing.
- Each level from Infants to 6th will teach a minimum of 3 writing genres as per our literacy plan.
- Samples of good writing will be celebrated and displayed through the school
- Children will be encouraged to present their writing to an audience, peers, other teachers, parents etc.

Comprehension Strategies:

We will explicitly teach 2 comprehension strategies (predicting and making connections) at every level.

Guided Reading: (1st)

Guided reading will begin in 1st class. Banded readers will be bought and children will be benchmarked. Two support teachers will assist the class teacher in delivering 4 forty minute sessions each week. Children will practise reading and comprehension strategies and also engage in writing and spelling activities.

Discrete Oral Language:

This year we will focus on teaching Auditory Memory Skills to all levels.

A support teacher will model, share and guide a variety of auditory memory lessons and will lead team teaching in junior classes. These lessons will be linked to the topics selected at each level for **Aistear**

Maths

- Class level meetings will be set up to ascertain how teaching & learning in Maths can be improved.
- Questionnaires will be drafted with a view to gaining insights into the teaching & learning of Maths.
- **Standardised test** scores will be analysed to help identify strengths and area for improvement.
- Focus group (Multilevel) meetings to identify whole school strengths and areas for improvement going forward.

SUMMARY OF SCHOOL IMPROVEMENT PLAN YEAR 3

We will continue to embed free writing in every class and we will focus on self and peer assessment in writing. We will add 3 more comprehension strategies to be taught explicitly at each level and our oral language focus will be on developing children's skills in oral language spoken text types.

Actions:

Writing

- All children will engage in free writing to develop their independent writing skills and enhance their enjoyment of writing.
- A whole school plan for teaching specific genres of writing at each level will continue to be followed.
- Samples of good writing will be celebrated and displayed through the school
- Children will be encouraged to present their writing to an audience, peers, other teachers, parents etc.

Comprehension Strategies:

We will explicitly teach a further 3 comprehension strategies (visualising, questioning and determining importance)

Guided Reading:

- Guided reading will continue in 1st class and extend to Senior Infants this year.
- A library of books for guided reading will be set up in the Infant Building
- Support teachers will assist in delivering guided reading sessions at these levels.

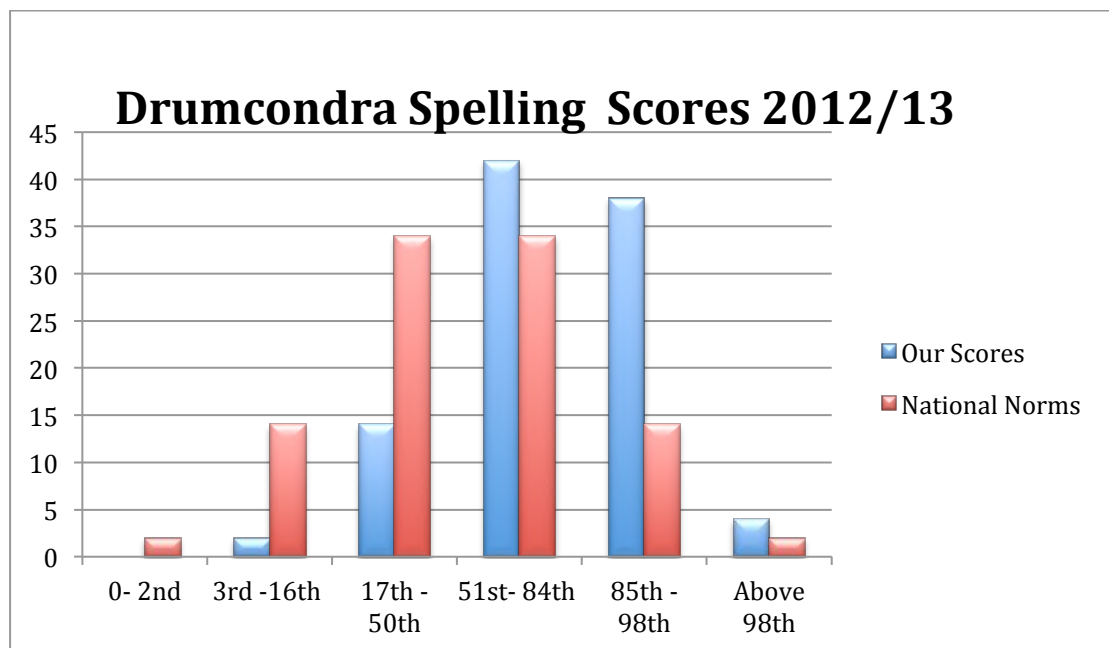
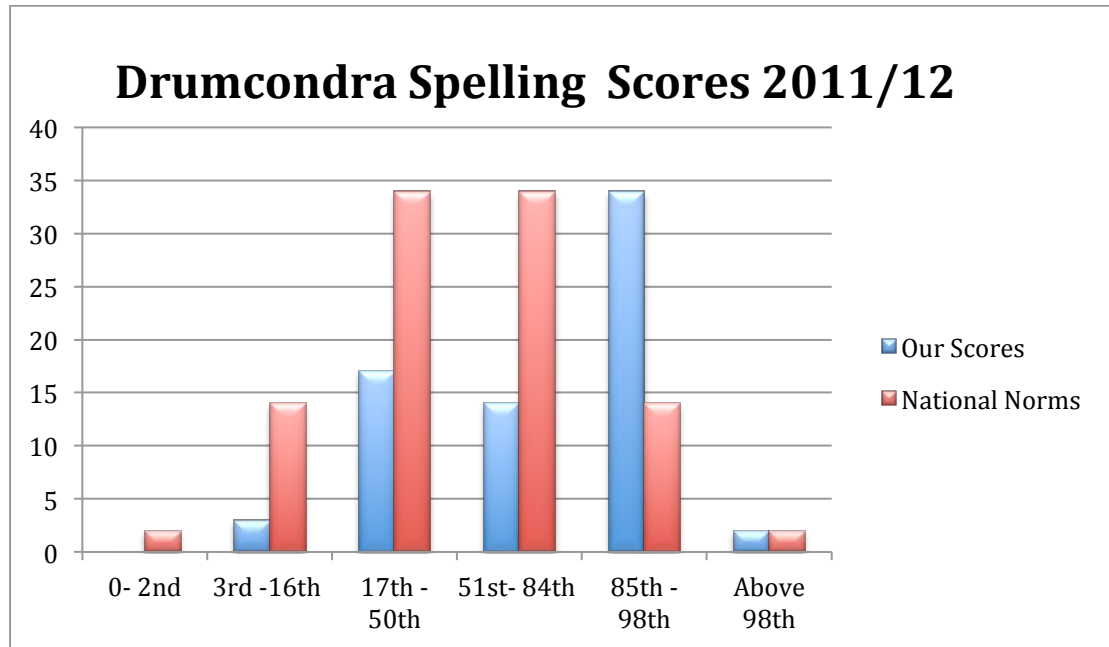
Discrete Oral Language:

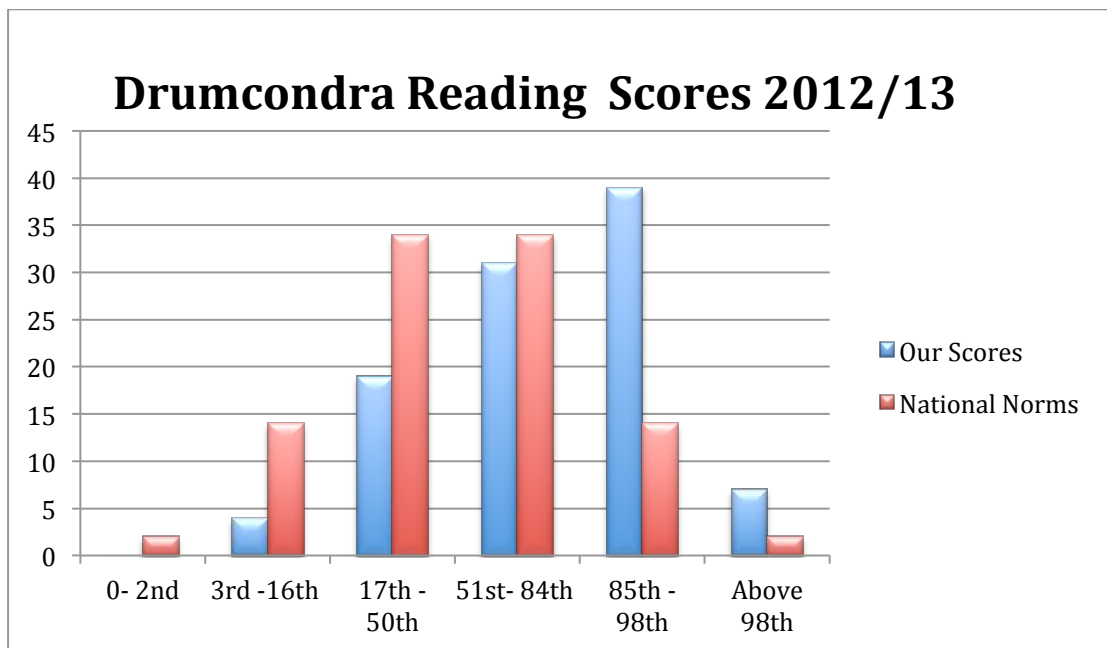
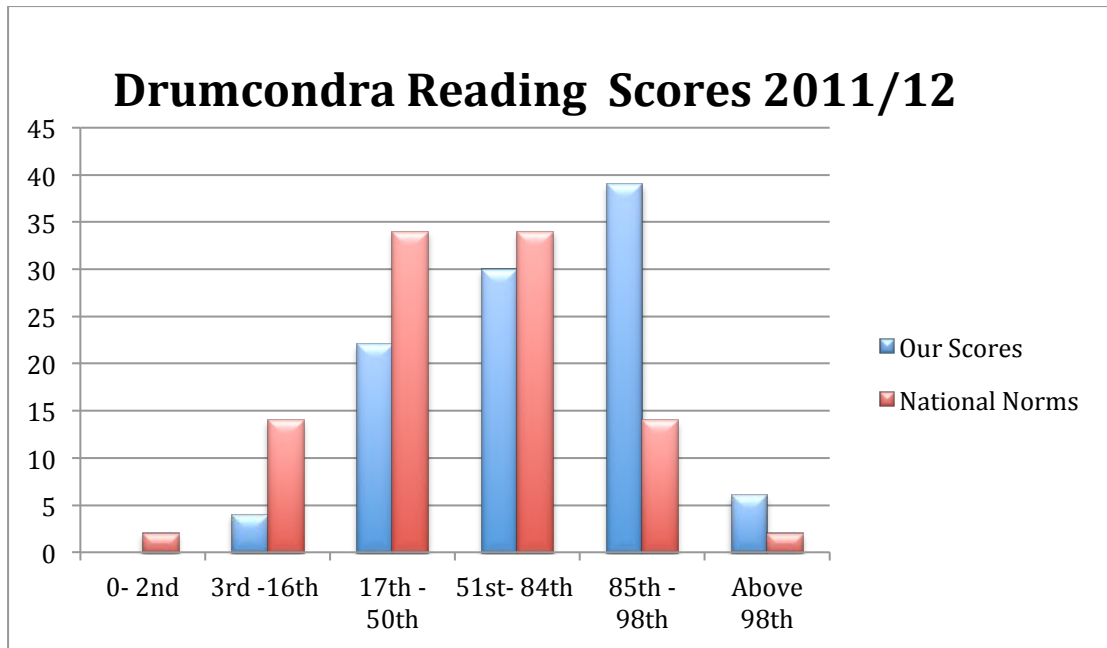
- Our whole school focus this year will be on developing competence in the spoken text types as per school plan. In the Junior school this will be linked to the topics selected at each level for **Aistear**

SUMMARY OF PUPIL QUESTIONNAIRE ON WRITING

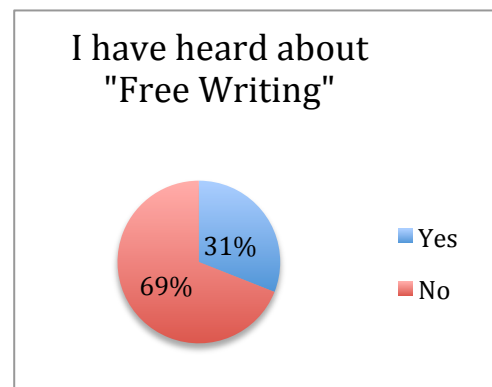
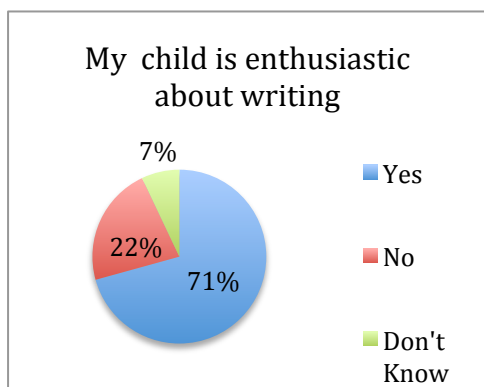
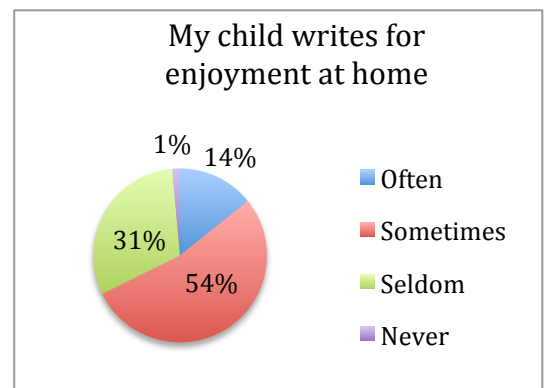
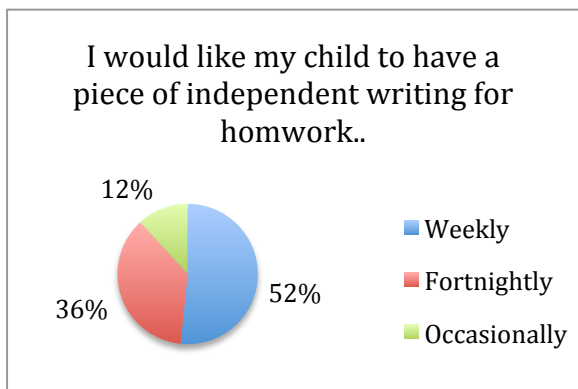
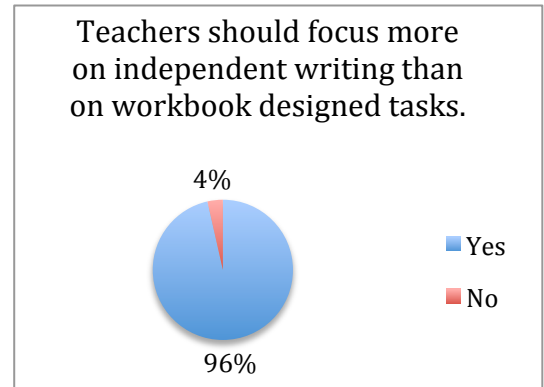
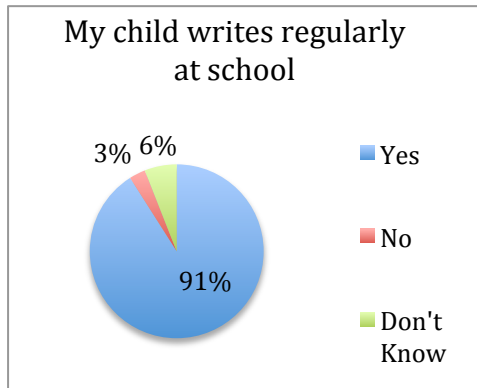
Statement	% Who agree
I enjoy writing in class	65%
I am getting on well at writing	73%
I prefer to write a story to doing other work	67%
I feel ok if teacher asks me to correct something in my writing	91%
I sometimes need to ask for help	22%
I often find it difficult to think of what to write	37%

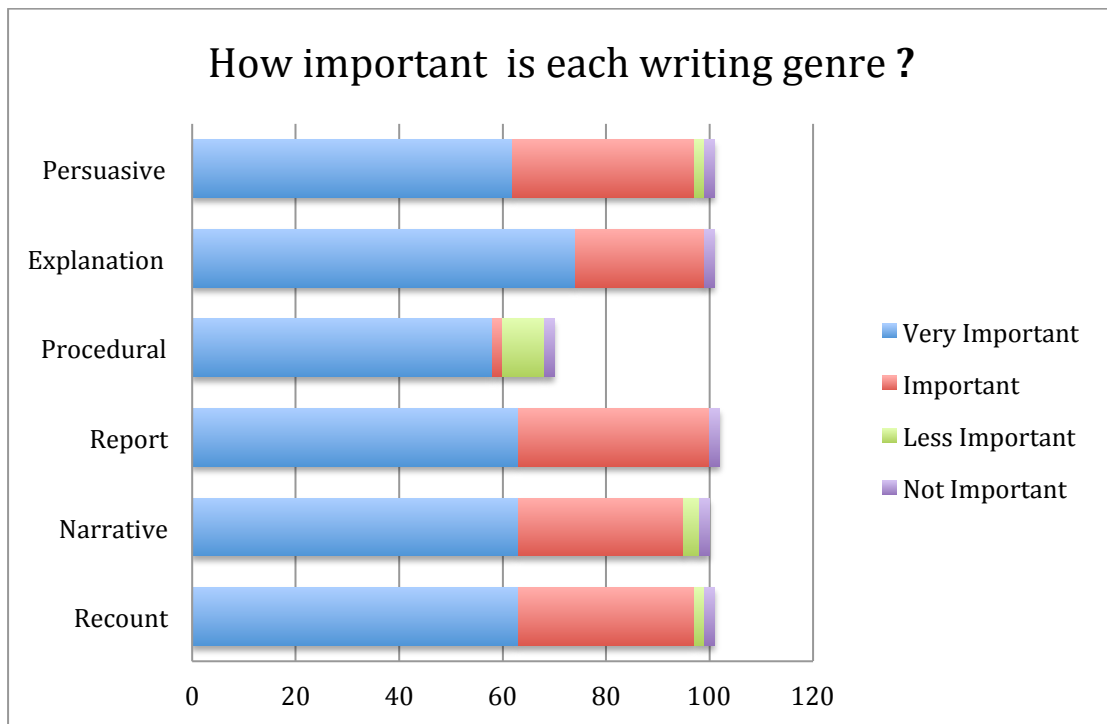
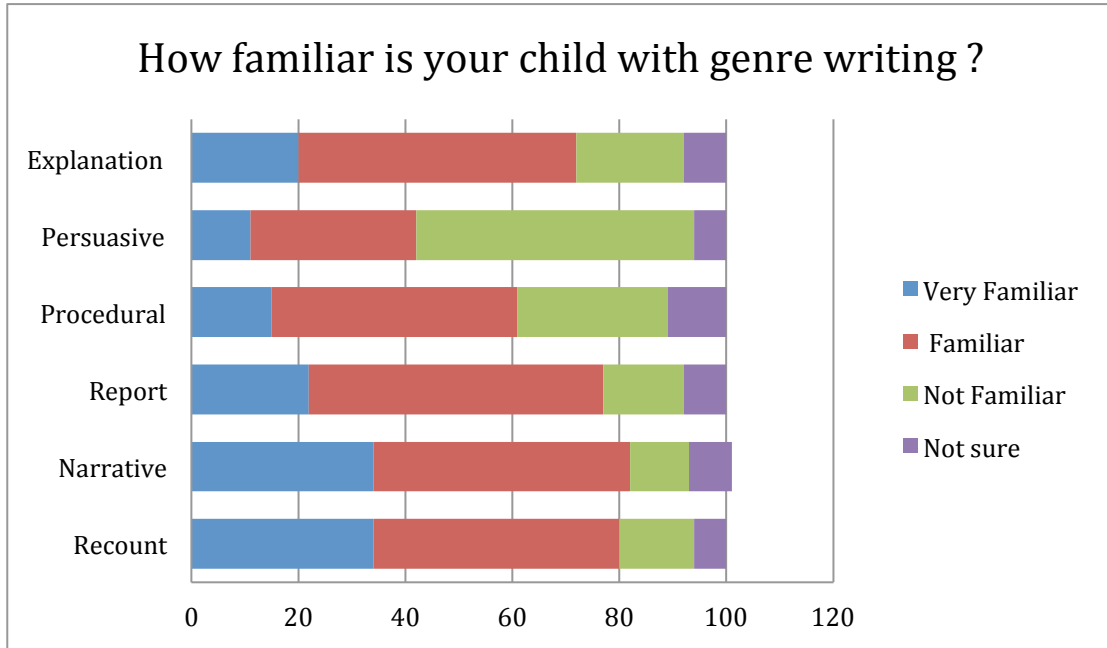
RESULTS OF ENGLISH STANDARDISED TESTS SPRING 2012 AND 2013





RESULTS OF PARENTS' SURVEY ON WRITING UNDERTAKEN DURING YEAR 1





Results:

91% of parents felt children were writing regularly at school and a large majority felt their children were enthusiastic about writing. . All parents wanted independent writing as part of their child’s homework with only 1% stating their child never writes for enjoyment at home.

COMPLIANCE WITH CIRCULARS CHECKLIST

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, www.education.ie.

Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
The school calendar and the school timetable Circular 11/95 sets down the length of the school year - minimum of 183 days	Yes
Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 st -6 th classes)	Yes
Parent/ teacher meetings and staff meetings Circular 14/04 sets out the arrangements for these meetings	Yes
Implementation of agreement regarding additional time in school for teachers Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time	Yes
Standardisation of school year Circular 034/2011 gives the dates for school holidays	Yes
Valid enrolment of pupils Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school	Yes
Pupils repeating a year The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03	Yes
Development of school plan Section 21, Education Act 1998 requires all schools to have a school plan	Yes
Engagement with SSE process Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	Yes
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	Yes
Exemption from Irish Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	Yes
Implementation of child protection procedures Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed	Yes
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school.	Yes
Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion) Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	Yes

What area of school life does the policy deal with and what is the aim of the policy?	Has policy been approved by the board of management?
Enrolment policy Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	Yes
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour	Yes
Anti-bullying policy <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013</i> sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	Yes
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life	Yes
Health and safety statement All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	Yes
Data protection School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes
Internet acceptable use policy Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See www.webwise.ie for guidelines	Yes
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Educational Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	Yes
Relationships and sexuality education (RSE) policy Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	Yes
Substance use policy The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies	Yes
Child protection policy Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	Yes
Parents as partners Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	Yes
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	Yes
Other	