



St. Laurence's National School,
Sallins,
Co. Kildare.
08099P

School Self-Evaluation Report

School Improvement Plan

Literacy

SELF-EVALUATION REPORT

Introduction

1.1. The focus of the evaluation

A school self-evaluation of teaching and learning in St. Laurence's N.S. was undertaken during the period September 2012 to May 2013. During the evaluation, teaching and learning in the area of literacy was evaluated. The school received a very positive Whole School Evaluation in 2007. In our School Self-Evaluation we aim to sustain and build on the findings of that report.

This is a report on the findings of the evaluation.

1.2. School context

The ethos of St. Laurence's N.S. encompasses collective attitudes, beliefs, core values, traditions, aspirations and goals. These are reflected in the actual practices which are carried out in the school on a daily, weekly and yearly basis. St. Laurence's is a co-educational vertical school. It is comprised of over 700 pupils from a wide range of backgrounds. We have 24 mainstream teachers and 10 Learning Support/Resource teachers. This year we received our first Green Flag. We have also just completed a very successful 2 year Comenius project entitled 'Traditional Children's Games'.

2. The Findings

- As a result of questionnaires to pupils and parents we learned that pupils enjoy their learning of literacy and are motivated to learn.
- Although our standardised tests showed a literacy level higher than the average norm, the staff felt we could improve further by looking at our teaching of 'Phonics'.
- Pupils at risk of underachieving will be further facilitated by a more structured phonics programme.

3. Summary of school self-evaluation findings

3.1 School Strengths

- Children report liking and enjoying reading and writing, many also report reading for pleasure at home under the guidance of parents.
- Parents agreed that they are well informed by the school as to their child's progress.
- Most parents agreed they felt able to support their child's literacy learning in the home.
- The school has a wide and appropriate range of resources for all class groupings.
- Teachers plan effectively for how they are going to assess pupils' learning.

3.2 The following areas are prioritised for improvement:

- To improve literacy at all levels
- To implement a multisensory programme for the teaching of phonics throughout the school.

- To introduce Power Hour Literacy Intervention with Team Teaching of class teachers and learning support to facilitate.
- To review our present Phonics Policy and adapt where necessary.
- To introduce a 'whole school' approach to the method used to teach phonics.
- To gradually introduce guided reading.
- To introduce Drumcondra spelling tests for 1st – 6th classes.
- To introduce phonics checklists for Junior Infants.

OUR SCHOOL IMPROVEMENT PLAN

<p>Summary of main strengths</p>	<ul style="list-style-type: none"> • Pupils are actively engaged in learning in literacy. • The overall attainment of pupils in the area of literacy is of a high standard. • Surveys from pupils and parents show that pupils enjoy their learning in the area of literacy. • The school has a wide range of resources for all class groupings. • Pupils at risk of underachieving are attaining well, in accordance with their ability.
<p>Summary of main areas requiring improvement</p>	<ul style="list-style-type: none"> • Phonics • Teaching approaches in relation to Phonics
<p>Improvement Targets</p>	<ul style="list-style-type: none"> • That through a phonics intervention programme our students will show improvement in spellings, free writing and reading. • 32% of our pupils are achieving above the 50th percentile in reading. In year 1, we will increase this to 34% for 1st/2nd classes, in Year 2 for 3rd/4th classes, and Year 3 for 5th/6th classes. • That a uniform multi-sensory approach to the teaching of phonics will be implemented.
<p>Required Actions</p>	<ul style="list-style-type: none"> • Introduce Jolly Phonics Programme for Junior Infants – 2nd Class. • Review and upgrade existing Phonics Scheme for 3rd-6th Class. • Introduce Power Hour Literacy Intervention using class teacher and learning support teachers. • Whole school approach to teaching of phonics to be implemented.
<p>Persons Responsible</p>	<p>All staff members are responsible for implementing the targets and actions contained in this report. Our Literacy Committee will gather and analyze evidence and co-ordinate the overall process.</p>

<p>Timeframe for action</p>	<p>Year 1: 2013-2014</p> <ul style="list-style-type: none"> • Jolly Phonics introduced for Junior and Senior Infants. • Jolly phonics programme used in 1st and 2nd class. • Graded Readers are introduced after Christmas – 1 book per week initially. Reading Zone Books 1-2-3 are also used in the last term. • Power Hour introduced for 1st class. This will take format of a 6 week block. • Power Hour piloted in 4th and 6th classes. <p>Year 2: 2014-2015</p> <ul style="list-style-type: none"> • Jolly Phonics introduced for 1st/2nd classes • Graded Readers introduced for Senior Infants • A uniform method of systematic and structured teaching of phonics will be adapted (Jolly Phonics) • Power Hour continued for year for 1st/4th/6th classes <p>Year 3: 2015-2016</p> <ul style="list-style-type: none"> • Jolly Phonics continued Jnr Inf to 2nd classes • Graded Readers/Novel introduced for First Class. • School Phonics Scheme reviewed and introduced for 3rd, 4th, 5th and 6th class. • Power Hour continued. • Graded Reader 2nd classes
<p>Success Criteria/ measurable outcomes</p>	<p>Targets set out in this plan will be evaluated. Pupil and parental feedback will be used. Standardised test results will be analysed to determine achievement of targets. Pupils work will be monitored.</p>
<p>Review Dates</p>	<p>The plan will be reviewed during the coming school year at staff meetings and during Croke Park hours, and at meetings of the Literacy Committee. Standardised Test results will be analysed in May/June 2014 and targets reviewed for school year 2014/2015.</p>