

School Self-Evaluation Report

SCHOOL NAME: Scoil Sheosaimh Naofa, Ballinagar

Introduction:

Scoil Sheosaimh Naofa is a vertical, co-educational Roman Catholic School under the patronage of the Bishop of Kildare and Leighlin. The school currently has seven mainstream classes and one ASD class from Junior Infants to Sixth Class. The school derives much of its population from the local area. The current enrolment is 183. At present we have one split class: First Class is split between two rooms. We have 2 full-time SET teachers, one shared SET based in Castlejordan N.S. for 3 days per fortnight and 4 SNAs. Our school has a very supportive and active Parents' Association which regularly provides funding for school resources.

Our school ethos states that this school aims to provide a stable and happy learning environment for all our pupils. We endeavour to promote good working relationships based on open communication between pupils, management and the wider community with which we interact.

Our past and current SSE focus is the development of oral language skills in our students and the use of digital technologies among our school population. All staff members engaged in sustained CPD from PDST in order to facilitate a greater use of digital technologies throughout our school community.

Outcomes of our last improvement plan from 2019 to 2021:

- Teachers engaged in sustained CPD from PDST for school support in order to facilitate a greater and more effective use of digital technologies throughout the school community.
- All pupils were given regular timetabled access to shared Ipads and learnt how to use digital technologies as a useful learning tool.
- Teachers, pupils and parents use the Seesaw app for homework and home-school correspondence on a regular basis.
- Our AUP policy was drafted, ratified and put into action.

The focus of this evaluation:

We undertook self-evaluation of teaching and learning during the period October 2021 to June 2022

We evaluated the following aspect(s) of teaching and learning:

- **Literacy: Reading Comprehension.**

We gathered evidence using:

- 1 Teacher and pupil questionnaires
- 2 Online survey tool
- 3 Checklists
- 4 Feedback at staff meetings (SCOT analysis)

FINDINGS:

This is effective / very effective practice in our school – The following is a list of the main strengths of our school in teaching and learning:

- Committed and skilled staff
- Hard-working, committed, supportive and understanding In School Management Team that enable (and encourage) us to develop professionally
- Excellent modern facilities
- Children are happy and motivated to learn
- Supportive parents and Parents' Association
- Supportive BOM
- Wide variety of resources readily available across all curricular areas
- Communication between parents and teachers is welcomed

This is how we know:

- Teacher observation and survey
- SCOT Analysis
- Parent survey and oral feedback
- Standardised test results
- Tracker pupil group meetings, survey and observation

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

- To improve the pupils' reading comprehension
- To introduce a whole school approach to the teaching of reading comprehension

OUR IMPROVEMENT PLAN

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

School Improvement Plan

SSE CO-ORDINATOR		Niall Spain & Sheila Lynam
TARGETS	<ul style="list-style-type: none"> ● To improve the pupils' reading comprehension, as assessed by the progress of tracker children from each class, using a variety of appropriate approaches ● To introduce a whole school approach to the teaching of reading comprehension through developing teachers' collective and collaborative practice supported by PDST Literacy Team from March 2022 to March 2023. 	
ACTIONS		WHO IS RESPONSIBLE?
<ul style="list-style-type: none"> ● Tracker children to be assessed using PDST comprehension checklist /PM benchmarking/other method. ● Fundraise, purchase and introduce graded levelled reading material in the school. ● Encourage reading for pleasure by re-opening the school library. Access to library to be timetabled and supervised to ensure that every child has access to a variety of reading materials. ● Introduce Book Club in every class. Children to complete Read and Tell report fortnightly. Report to be completed with/signed by parent/guardian to encourage parental involvement. ● Invite an author in to the school to speak to pupils and reading writing process. ● At least one class to visit local library as part of annual mini-tour school plan. ● List of recommend books and authors for children to be published on school website and provided to parents. 		<p>SET Team/ Class Teachers</p> <p>Whole School Community</p> <p>SET Team</p> <p>Teachers, parents/guardians</p> <p>ISMT, Literacy Co-ordinator</p> <p>ISMT, Literacy Co-ordinator</p> <p>ISMT, Literacy Co-ordinator</p>

<ul style="list-style-type: none"> Paired reading and questioning to be modelled by teachers and recording sent out to parents. Improve teacher confidence and competence in the teaching of reading by providing CPD in the use of graded levelled readers as a resource in the teaching of reading Improve teacher confidence and competence in the teaching of reading by providing CPD in the explicit teaching of reading comprehension strategies. Agree on a whole school approach to the teaching of reading comprehension (strategies). Provide appropriate resources to teachers to enable them to improve reading comprehension levels in their pupils. Provide targeted reading provision through the use of Team Teaching in the lower classes (early intervention) Introduce whole school approach to the assessment of reading (comprehension) SSE notice board to be created in staffroom 	<p>Teachers, parents/guardians</p> <p>BOM, Principal, ISMT, Literacy Co-ordinator</p> <p>BOM, Principal, ISMT, Literacy Co-ordinator</p> <p>Teachers and Principal</p> <p>BOM, Principal, ISMT, Literacy Co-ordinator</p> <p>SET Team. Class Teachers, Principal</p> <p>All Staff</p> <p>SSE Co-ordinator</p>
MONITORING STRATEGIES AND APPROACHES	WHO IS RESPONSIBLE?
<ul style="list-style-type: none"> SSE (reading comprehension) as standard item on every ISMT, staff and Board of Management meeting agenda Teachers to reflect on SSE progress in Cuntas Míosúil. Stickperson template on staffroom notice board to be used as continuous monitoring tool Class teachers to monitor and evaluate parent/guardian involvement through Read and Tell report signatures and Seesaw recordings. Re-evaluate tracker pupils midway through cycle. 	<p>Principal</p> <p>Teachers</p> <p>SSE Co-ordinators</p> <p>Class Teachers</p> <p>SET, SSE Co-ordinators</p>

EVALUATION - Criteria for success - <i>Are we making progress?</i>	EVALUATION TOOLS <i>How do we know?</i>
<ul style="list-style-type: none"> Tracker pupils' reading comprehension levels have improved by 5-10%, as assessed by the progress of tracker children from each class Teachers' collective and collaborative practices have been supported by PDST Literacy Team and a whole school approach to the teaching of reading comprehension has been developed and implemented by March 2023. 	<ul style="list-style-type: none"> Tracker pupils' assessment Teacher observations and survey Parent survey Standardised test results
NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS: <i>As we monitored, did we have to adjust targets? Change or adapt actions?</i>	
<ul style="list-style-type: none"> 	

TARGETS	ACHIEVED (INCLUDE DATE)			
<ul style="list-style-type: none"> To improve the pupils' reading comprehension, as assessed by the progress of tracker children from each class, using a variety of appropriate approaches 	Yes		No	
<ul style="list-style-type: none"> To introduce a whole school approach to the teaching of reading comprehension through developing teachers' collective and collaborative practice supported by PDST Literacy Team from March 2022 to March 2023 	Yes		No	

See <http://schoolself-evaluation.ie/primary/resources/reporting-sse>

/ for more templates including:

- The Board of Management Annual Checklist
- A suggested template for communicating a summary report to the Whole School Community