

Scoil Naomh Cholmcille



School Self Improvement Plan

Summary of main strengths as identified in last SSE in (specify date):

- Standardised test results are generally very good in the school.
- Children report liking and enjoying reading and writing and feel that they are good at it. Many children report reading for pleasure at home
- Children are generally able to recite, recall and sequence stories orally and in written form.
- Children are able to confidently speak and write about a topic of personal interest
- Children write in a small variety of genres, have a good grasp of grammar and neat handwriting.
- 89% of parents reported that their children like to read and 95% of parents reported that their child was doing well at writing. This was also reflected in the pupil focus group.
- 85% of parents agreed or strongly agreed that they are well informed by the school as to their child's progress.
- Teachers report that they use a variety of teaching approaches including talk and discussion and teacher questioning.
- Teachers concurred that the Early Intervention Program at the beginning of 1st Class for assessment and intervention in English was a strength in our school.
- There are strong communicative links between school and home with the reading record books and daily formative assessment of reading, monitoring progress and daily reporting to parents especially at the junior end of the school.
- Staged shared reading system in place.
- New Library with colour coded levels for various age groups.
- New Comprehension & Cloze test resources in place.
- Efficient system of diagnostic testing and assessing.

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Summary of main areas requiring improvement as identified in last SSE:

- While reflecting on the areas that required attention in the English curriculum it came to our notice that although all teachers felt that the text books for English spelling, phonics and writing activities were good, there was an insufficient link between the various classes and the continuity and progression from one year to another was questionable and at worst there were gaps or inconsistencies from year to year. It was agreed by all staff members to approach this by finding a common thread. This common thread will be the oral language program which has common themes that run from junior infants to 6th class and each year links with the previous and following years providing continuity and progression through the school.
- We would then use the framework for the oral language program and build the various elements of the English curriculum around it using these common themes as our focus, thus providing repetition and reinforcement in the areas of spelling, reading, writing and oral language. Each year group will focus on the themes for that month and will be reinforced in a continual and progressive method from juniors to 6th. Each teacher would compile the content for their class over the year.
- While almost all children had a very good grasp of the rules of grammar and were attaining high marks in their spelling tests, they are inconsistent with putting this knowledge into practise on a daily basis. This will be addressed by sending home a note to parents for further reinforcement after three mistakes that have been pointed out by the teacher to no avail with a particular spelling or grammar rule.
- While parents were happy in general about the feedback given by teachers some parents felt that further written feedback would be beneficial in order to motivate children to reach a higher standard of work and for parents to have a greater insight into their child's progress. This is an area that will be addressed in the coming year with an aim for a more consistent approach to feedback across all class groups.
- Formative assessment although carried out informally was not recorded. There will be assessment folders for each class which will contain recorded summative records, formative assessment records and behavioural assessment records.
- In order to provide continuity and to provide a detailed handover from year to year, each teacher will fill out a transition document recording standardised test results, exemptions, resource/learning support allocation and any other notes of interest.

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<p>Improvement targets (related to students' achievement)</p>	<ul style="list-style-type: none"> • We will use a rubric going forward to show progress in the various strands of the English Curriculum and to get a more definitive insight into the children's progress. • To see an improvement in spelling and grammar in written work, particularly creative writing evidence through rubric levels. • To see improvement in oral Language skills through the new oral language scheme, evidence to be shown on rubric levels.
<p>Required actions (Related to Teaching and Learning that will help to achieve the targets)</p>	<ul style="list-style-type: none"> • Reinforcement through reporting and liaising with parents to eliminate common errors in written work. • More specific feedback with written exercises. • Rubric to assess a detailed idea of ability. • Transition document for smooth handover.
<p>Persons responsible</p>	<ul style="list-style-type: none"> • Every teacher.
<p>Timeframe for action</p>	<ul style="list-style-type: none"> • Immediate Action
<p>Success criteria/measurable outcomes</p>	<ul style="list-style-type: none"> • Feedback from student /parents/ teacher/ • Formative assessment • Summative assessment • Increasing a level on English Rubric.
<p>Review date(s)</p>	<ul style="list-style-type: none"> • Termly