

**SCHOOL NAME: St. Fiacc's NS School Self-evaluation Report Literacy**

**1 - INTRODUCTION** - Short paragraph about the school context, information on previous work undertaken in relation to SSE

**The focus of this evaluation****School Details:**

St Fiacc's N.S is a co-educational urban Catholic school serving the Graiguecullen community. The school hosts 600 pupils of 28 nationalities. It has 24 mainstream class teachers and 9 Additional Needs teachers. St Fiacc's N.S is a DEIS Band 2 school.

We undertook self-evaluation of Literacy during the period 1/09/2022 to 7/03/2023. where we gathered qualitative and quantitative data from students through the following means:

- Conducting a questionnaire on reading on pupils from Third to Sixth class.
- Conducting a whole staff literacy review.
- Conducting a staff survey on reading fluency
- Analysing the Standardised Test Results in literacy over the previous four years.
- Benchmarking literacy against the quality framework.

**FINDINGS**

This is effective / very effective practice in our school

- Standardised tests are broken down and analysed by the school and used to plan for future teaching
- We have a dedicated literacy team led by a literacy coordinator.
- Teachers plan their literacy lessons in collaboration with other year group teachers
- A whole school approach to teaching writing genres using the writing process with self editing and self assessment is successfully embedded at St. Fiacc's.
- Comprehension strategies are taught discretely using Building Bridges of Understanding Big books.
- Phonological awareness is taught in Junior Infants before phonics are formally introduced.
- Oral language lessons are taught discretely.
- Children read at the "just right" level using levelled readers.
- Pupil voice is supported through child lead literacy assessment using seesaw and google drive.
- Inclusive practices exist at St. Fiacc's with literacy inclass support in all year groups.

This is how we know

- Evidence gathered from Student Surveys
- Breakdown of Standardised Test Results in vocabulary and comprehension
- Evidence gathered from whole staff literacy review and small group focus session
- Recommendations from a curriculum evaluation of SPHE.

**This is what we are going to focus on to improve our practice further** - Specify the aspects of teaching and learning the school has identified and prioritised for further improvement

Drumcondra English Assessment percentiles on previous three assessments in respect of pupils from 3rd - 6th

Year	Vocabulary percentile	Comprehension percentile	Overall percentile
2022	55	50	53
2021	50	45	47
2019	53	50	50

We believe that these statistics create a rationale for continued work on comprehension and vocabulary.

- At a staff literacy review on the current practice, a whole school approach to the teaching of reading was prioritised.
- A recent Inspectorate curriculum evaluation of SPHE recommended explicitly teaching and displaying new language and subject-specific language during SPHE lessons, in order to further support pupils' language learning.
- On a student survey of pupils from 3rd - 6th class:
  - 59.5% said they liked reading;
  - 32% said that they liked someone reading to them;
  - 36% liked reading aloud;
  - 65% liked reading to themselves
  - Pupils listed the following attributes that make a good reader: confidence; practice; daily reading; good expression.
- When reading was analysed using the quality framework domains learner outcomes and learner experiences, teachers believed that:
  - Some pupils did not demonstrate high levels of interest in the class novels.
  - Some pupils attainment in reading is not at a good standard in accordance with the objectives and skills of the Primary School Curriculum.
  - Some pupils's achievements in reading standardised tests is not in line with realistic expectations.

The above data creates a rationale to

- improve reading fluency;
- to prioritise reading for pleasure;
- to create regular opportunities for pupils to be read to and to read to each other.
- To improve vocabulary and 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, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

## School Improvement Plan

SSE CO-ORDINATOR		Miss Fiona Payne	
TARGETS	<ul style="list-style-type: none"> <li>To increase the number of pupils from 3rd - 6th who think they are good at reading from 59.5% to 62% over three years.</li> <li>To improve the reading fluency of tracker pupils from 3rd - 6th by 2% annually in years 2 and 3.</li> <li>To increase the vocabulary percentile in Drumcondra English in years 2 &amp; 3 for pupils from 3rd - 6th by 1% from 37% to 38%.</li> <li>To increase the comprehension percentile in Drumcondra English in years 2 &amp; 3 for pupils from 3rd - 6th by 1% annually 35% to 37%.</li> </ul>		
ACTIONS		WHO IS RESPONSIBLE? Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM	
<ul style="list-style-type: none"> <li>Teach Guided Reading in 3rd - 5th classes using levelled fiction and non-fiction readers for 8 week blocks. (T1/T2)</li> <li>Teach intensive literacy intervention programmes for 8 week blocks from Senior Infants to 2nd including familiar reading, new reading, word work and writing. (T1 &amp; T2)</li> <li>Teach intensive literacy intervention programme for 8 week block in Junior Infants including decodable readers, letter formation, and phonics/phonological awareness every March.</li> <li>Explicit instruction in comprehension strategies from Infants to 6th including shared reading.</li> <li>Preteaching of vocabulary in SPHE &amp; SESE.</li> <li>Weekly visit to school library</li> <li>Daily DEAR time 3rd - 6th.</li> <li>Peer tutoring programme in 6th using levelled readers involving paired reading. (T2/T3)</li> <li>To implement shared reading with</li> </ul>		<p>Class teacher &amp; SET</p> <p>Class teacher &amp; SET</p> <p>Class teacher &amp; SET</p> <p>Class teacher &amp; SET</p> <p>Class teacher &amp; SET</p> <p>Class teacher</p> <p>Class teacher</p> <p>Class teacher &amp; SET</p>	

<p>parents in Year 2 Term 1 from S Infants - 2nd.</p> <ul style="list-style-type: none"> <li>● To engage a graphic novel in 5th/6th that involves the whole community in T1 Y2</li> <li>● When teaching writing genres pupils from 1st - 6th will be exposed to variety of appropriate texts.</li> <li>● Pupils will record themselves reading through seesaw in Junior Infants</li> <li>● To access further CPD on guided reading and literacy interventions in 2024</li> <li>● Pupils will use positive declarations frequently in relation to reading</li> </ul>	<p>Teachers in 5th/5th &amp; HSCL</p> <p>Class teacher &amp; SET</p> <p>Class teacher</p> <p>Literacy coordinator</p> <p>Class teacher &amp; SET</p>
<p><b>MONITORING STRATEGIES AND APPROACHES</b></p>	<p><b>WHO IS RESPONSIBLE?</b>                  Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM</p>
<ul style="list-style-type: none"> <li>● Selected tracker pupils will be assessed before and after blocks of literacy interventions using reading fluency assessment for pupils from 3rd - 6th.</li> <li>● Pupils from infant classes will be baselined on phonics &amp; letter formations before a literacy intervention</li> <li>● Actions to be referenced clearly in Cuntas Miosiul.</li> <li>● PDST Inservice (Year 2 T1)</li> <li>● Modelling &amp; Peer observation (Year 2 T2-3)</li> <li>● Feedback at staff meetings (May 24)</li> <li>● Monthly monitoring of Seesaw uploads</li> <li>● Wolfwalkers: One book one community project (Sept-Oct 2023)</li> </ul>	<p>Class teachers &amp; SET</p> <p>Class teachers &amp; SET</p> <p>Class Teachers &amp; SET                  Literacy Coordinator                  Class teachers                  Literacy Coordinator/team                  Deputy                  HSCL; 5th/6th class teachers; KCETB</p>

EVALUATION - Criteria for success - Are we making progress?	EVALUATION TOOLS How do we know?
<ul style="list-style-type: none"> <li>• A 1% increase in the vocabulary percentile in Drumcondra English in years 2 &amp; 3 for pupils from 3rd - 6th.</li> <li>• A 2% increase in the comprehension percentile in Drumcondra English in years 2 &amp; 3 for pupils from 3rd - 6th</li> <li>• A 3.5% increase in the number of pupils from 3rd - 6th who think they are good at reading over three years.</li> <li>• A 2% improvement in the reading fluency scores of tracker pupils from 3rd - 6th over three years</li> <li>• An observed improvement in accuracy, automaticity and prosody of reading from 3rd - 6th</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of Drumcondra English annually</li> <li>• Analysis of Drumcondra English annually</li> <li>• Annual survey of random sample of pupils from 3rd - 6th.</li> <li>• Pre and post intervention assessment of tracker pupils from 3rd - 6th.</li> <li>• Teacher observation</li> </ul>

**NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS: As we monitored, did we have to adjust targets? Change or adapt actions?**

- A baseline had to be reestablished in year 1 in respect of Drumcondra English vocabulary and comprehension scores as the revised 2019 test (3-6) was introduced.

Year	Vocabulary percentile	Comprehension percentile	Overall percentile
2023	37 (Sten 5)	35 (Sten 5)	35 (Sten 5)

- From a survey of 27 pupils from 3rd - 6th in June 2023, **85%** (59.5%) liked reading; **67%** (32%) liked being read to; **44%** (36%) liked reading aloud.

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TARGETS	ACHIEVED (INCLUDE DATE)			
	Yes		No	
	Yes		No	
	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