

Scoil Naomh Eoin

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Our Self-Evaluation Report and Improvement Plan

Literacy-Comprehension Skills- 2023/24-2025/26

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Previous School Self-Evaluation:

Outcomes of our last/current improvement plans from

Spellings September 2022-June 2024

Actions detailed in the school Spelling are on-going, thus far the following has been observed:

- Years one:1st -2nd Class ***Words Their Way programme implemented-*** average increase in Drumcondra Standardised Spelling test from 16th percentile(September '22) to 46th percentile(June '23)
- Year one: 3rd-6th Class ***Spellings for Me programme implemented-*** average increase in Drumcondra Standardised Spelling test from 36th percentile(September 22) to 50th percentile(June 23)
- School staff availed of training in both programmes
- Programmes to continue to be taught in 2023/24 school year

Wellbeing September 2021- June 2023

- 2022 Pupil survey showed a reduction of 11.8% of pupils reporting they sometimes feel worried or anxious in school.
- School staff was provided with opportunities through CPD to develop their understanding of how to promote pupil well-being.
- Parents attended a webinar and are encouraged to support pupil well-being through the completion of home-school link activities.
- Weaving Well-being & Welcome to Well-being programmes children are included as core texts on our S.P.H.E. school plan.
- A Student Council has been established to capture pupils' thoughts on school.
- A support team has been established to co-ordinate Well-being promotion in our school.
- A member of the in-school management has been appointed as the Well-being coordinator.

Gaeilge 2019-2022

- Pupils are more confident in using Gaeilge Neamhfhoirmiúil as a means of communication throughout the school day.
 - Instruction in Gaeilge is given in other subjects across the curriculum.
 - Warm ups in P.E. are now taught through Irish using Cluichí Clóis
- Previously our school completed evaluations in Numeracy (2014-2017) and Literacy (2015-2018)

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2023 to June 2026. It was decided that our School Self-Evaluation would be used to support the improvement of pupil attainment in comprehension in our school. This will form a basis for the development of a whole school approach to teaching and learning of spelling.

For this period of self-evaluation we will be focussing on the following aspects of the Primary Curriculum or Department of Education Publications.

Primary Language Curriculum:

Strand: Reading

Learning Outcome: 9 .Comprehension

Stage 1:

- Recall, discuss and sequence significant details and identify key points of information in text
- Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively.

Stage 2:

- Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively.
- Recall, discuss and sequence significant details and identify key points of information in text.

Stage 3:

- Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.

Stage 4:

- Compare and synthesise information, thoughts, and ideas from a variety of text sources.
- Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.

Wellbeing Policy Statement and Framework for Practice

Key Area 2: Teaching and Learning

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.

- Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working.
- Teachers attend CPD and deliver specialised and targeted programmes, selected in line with best practice and grounded in research and evidence, to individuals and/or small groups.

Looking at Our School 2022

Domain-Learner Outcomes

Standards:

- A. Pupils demonstrate the knowledge, skills and understanding required by the curriculum
- B. Pupils attain the stated learning outcomes for the term and year

Statements of practice:

- A. The overall attainment of the pupils is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum.
- B. Pupils' attainment in summative assessments, including standardised tests, is in line with or above realistic expectations.

Domain-Learner Experiences

Standards:

- A. Pupils engage purposefully in meaningful learning activities
- B. Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning

Statements of practice:

- A. Pupils demonstrate very high levels of interest and participation in learning.
- B. Pupils take the opportunities provided by curriculum and other learning experiences to apply and develop these key skills consciously and deliberately.

2. Findings

2.1 This is effective / very effective practice in our school

Strengths of our school

- Positive school atmosphere where pupils are happy and feel safe.
- Pupil attainment in Literacy and Numeracy compares favourably to national norms.
- Our school is well resourced and well maintained.
- Our school is particularly well resourced in Literacy with continued investment in our guided reading and classroom libraries.
- Teachers have engaged in sustained support on the Primary Language Curriculum with an assigned advisor from the Professional Development Service for Teachers.
- A high percentage of respondents to questionnaires report a positive attitude to reading and literacy.
- Our school is particularly well equipped in ICT with touchscreen panels installed in each room and pupils have access to iPads.
- School staff has been provided with opportunities to upskill in ICT through whole staff workshops and a school based ICT summer course.
- School staff plan collaboratively and there is a culture of sharing good practice between colleagues.
- Our Code of Behaviour focuses on the positive reinforcement of good behaviour.
- Our Anti-Bullying Policy is clearly communicated and pupils know what to do if bullying behaviour occurs.

- Supportive Parents' Council and parent body.
- Positive partnerships with community groups and organisations.
- School awarded the Amber flag in recognition of our efforts to create a healthy, inclusive environment which supports mental well-being.
- School awarded the Active Schools Flag in recognition of our efforts to support physical well-being.
- School has been awarded two Green Flags in recognition of our efforts to promote respect for the environment and improve sustainability at our school level.

2.2. This is how we know

- Attainment in Standardised Tests in Literacy and Numeracy.
- Attainment in Standardised Drumcondra Spelling Tests.
- Feedback from staff meetings
- Pupil Questionnaires 3rd-6th
- Parent Questionnaire

Findings from Standardised Literacy tests (Drumcondra Primary Reading Assessment):

Year 2022/23

Average results 3rd-6th Class

Overall reading: 58th Percentile/ Standard Score 103

Vocabulary: 63rd Percentile/ Standard Score 105

Comprehension: 55th Percentile / Standard Score 102

Average results: 2nd Class

Overall reading: 103

Vocabulary: 105

Comprehension: 102

Average results: 1st Class

Overall reading: 96

Vocabulary: 98

Comprehension: 98

Findings from Pupil (Appendix 2) & Parent Questionnaires (Appendix 3)

Summary of pupil questionnaire:

- 77% of pupils like reading
- 83% of pupils think they are good readers

Summary of parent questionnaire:

- 67.4 % strongly agree & 22.2% agree they listen to their child read regularly
- 59.7% strongly agree & 22.9% agree their child likes to read
- 60.4% strongly agree & 26.4% agree their child is doing well at reading
- 58.3% strongly agree & 25.7% agree the school should take a skills focussed approach to teaching comprehension

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

1. To increase pupil attainment in comprehension over a three year cycle by:
 - 3rd-6th Class: 60th percentile
 - 1st & 2nd Class: Standard Score 105
2. To provide opportunities for school staff to engage professional development focussed on teaching of comprehension.
3. To develop home-school links in supporting increased attainment in reading comprehension.
4. Development of a whole school approach to the teaching of comprehension skills.

3. 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**

Review

Roles and Responsibilities:

It will be necessary to review this plan on a regular basis over the period 2023/24 to 2025/26.

Timeframe: This plan will be fully reviewed in term 3 2025/26.

Ratification:

The Board of Management of Scoil Naomh Eoin ratified this plan on 11th October 2023.

Signed: Deirdre Doyle (Chairperson)

Date: 11/10/23

Our Improvement Plan

Timeframe of this improvement plan is from September 2023 to June 2026

Target	Actions	Persons / groups responsible	Monitoring	Criteria for success	Progress and adjustments	Targets achieved
1 -4	Teachers will teach Comprehension skills using the Building Bridges of Understanding programme Skills taught as per table(Appendix 1)	All teachers	Staff feedback Pupil feedback Teacher Planning Assessment	Pupils engage with the programmes and increase pupil attainment. Pupils are observed participating in activities and become more confident in use of comprehension skills.	Start September 2023	
2.	Staff will avail of training in teaching of a skills based approach to reading comprehension	Mr.Donovan to contact Laois Ed. Centre School has availed of sustained support from PDST	Staff feedback	Staff feel more competent and confident in teaching the skills in the Building Bridges of Understanding programme	Sustained support received 2021/22 &2022/23	
3.	Plan communicated with parents/guardians. Helpful hints on how to promote reinforcing of comprehension skills by adding advice/ prompts for parents to our website.	Mr.Donovan Ms.Finn	Parent feedback	Parents to be familiar with the programmes and better able to support the school in delivery of the programme.	Term 1 2023/24	

1,2,4	<p>School to conduct an audit of school libraries and invest in recommended reading materials to support the implementation of the Building Bridges of Understanding Programme.</p> <p>Sharing of resources between teachers to support the teaching of the programme.</p>	<p>Mr.Donovan Ms.Gordon Ms.Fitzpatrick SET team</p>	<p>Teacher Feedback</p>	<p>All class levels assigned books recommended for the particular skills.</p>	<p>Began in 2023 and further investment as required</p>	
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Appendix 1: Schedule of skills to be taught

List of skills: 1. Predicting, 2. Visualisation, 3. Making Connections, 4. Questioning, 5. Clarifying, 6. Declunking, 7. Determining Importance, 8. Inferring, 9. Synthesising

Year 2023/24

Class	Junior Infants	Senior Infants	1 st Class	2 nd Class	3 rd Class	4 th Class	5 th Class	6 th Class
Skills	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning

Year 2024/25

Class	Junior Infants	Senior Infants	1 st Class	2 nd Class	3 rd Class	4 th Class	5 th Class	6 th Class
Skills	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 7.Determining Importance	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 7.Determining Importance 8.Inferring	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 5.Clarifying 6.Declunking 7.Determining Importance	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 5.Clarifying 6.Declunking 7.Determining Importance	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 5.Clarifying 6.Declunking 7.Determining Importance	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 5.Clarifying 6.Declunking 7.Determining Importance

Year 2025/26

Class	Junior Infants	Senior Infants	1 st Class	2 nd Class	3 rd Class	4 th Class	5 th Class	6 th Class
Skills	1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning Add: 7.Determining Importance	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning 7.Determining Importance Add: 8.Infering	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning 7.Determining Importance 8.Infering Add: 5.Clarifying 6.Declunking 9.Synthesising	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning 5.Clarifying 6.Declunking 7.Determining Importance Add: 8.Infering 9.Synthesising	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning 5.Clarifying 6.Declunking 7.Determining Importance Add: 8.Infering 9.Synthesising	Revision of: 1.Prediction 2.Visualisation 3.Making Connections 4.Questioning 5.Clarifying 6.Declunking 7.Determining Importance Add: 8.Infering 9.Synthesising

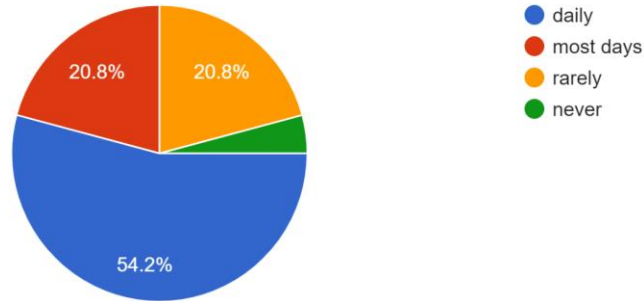
Appendix 2:Results of Pupil Questionnaire

I like reading	Yes= 77%	No= 17%	Don't Know= 6%
I am a good reader	Yes= 83%	No= 7%	Don't Know= 10%
My parents read to me at home	Everyday= 29%	Sometimes= 39%	Never= 32%
I read aloud for my parents at home	Everyday= 31.5%	Sometimes= 36%	Never= 32.5%
I think the reading I do at school is	Too Hard= 19%	Too Easy= 23%	Just right= 58%
I am good at sounding out words	Yes= 85%	No= 4.5%	Don't Know= 10.5%
I understand most of what I read	Yes= 66%	No= 19%	Don't Know= 15%
My teacher thinks I am a good reader	Yes= 64%	No= 13%	Don't Know= 23%
I go to the library to borrow books	Yes= 26%	No= 70%	Don't Know= 4%
I have lots of books to read at home	Yes= 52%	No= 40%	Don't know= 8%
I get books for Christmas and birthday presents	Yes= 57%	No= 34%	Don't Know= 9%
There are good books to read in my classroom	Yes= 65%	No= 14.5%	Don't Know= 20.5%
I find comprehension difficult	Yes= 55%	No= 14%	Don't Know= 31%
I get help at home with my reading	Yes= 31.5%	No= 26.5%	I don't need help= 42%
I would like to have more time for reading at school	Yes= 53%	No= 28%	Don't know= 19%
English is my favourite subject	Yes= 10.5%	No= 76%	Don't know= 13.5%
Results from survey of 238 pupils from 2nd-6th Class September 2023			

Appendix 3:Results of Parent Questionnaire

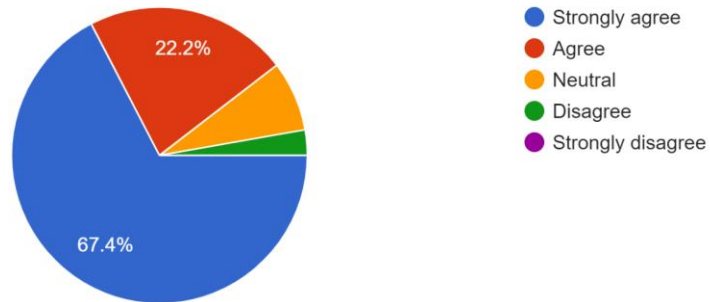
I read to my child

144 responses



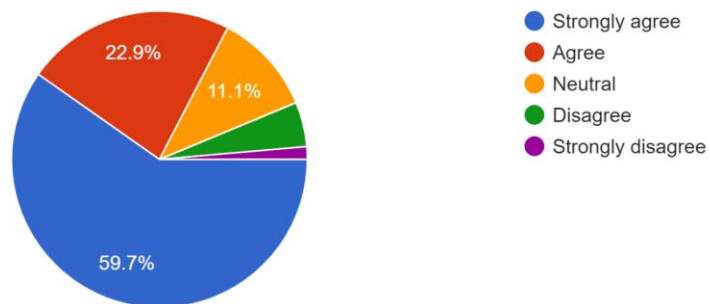
I regularly listen to my child read aloud

144 responses



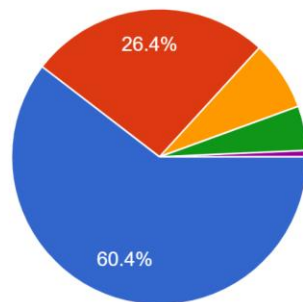
My child enjoys reading

144 responses



My child is doing well at reading

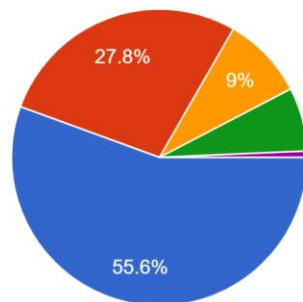
144 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

My child reads with fluency

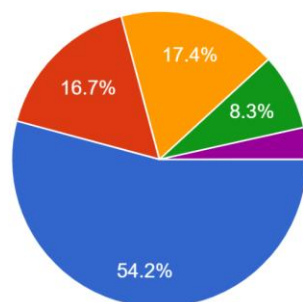
144 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

My child often reads for pleasure

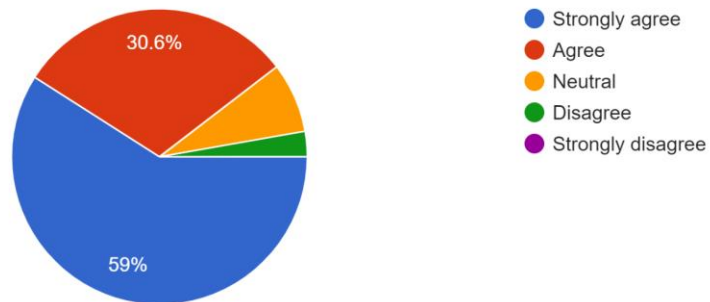
144 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

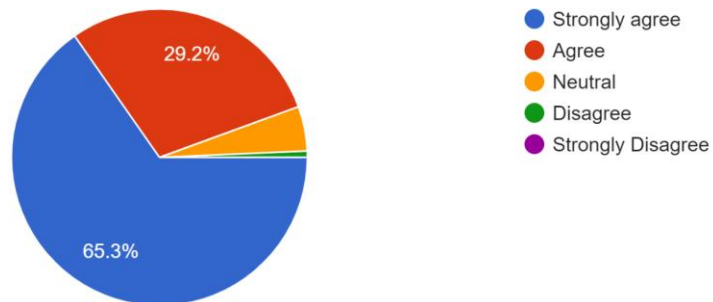
My child has a good understanding of what he/she reads

144 responses



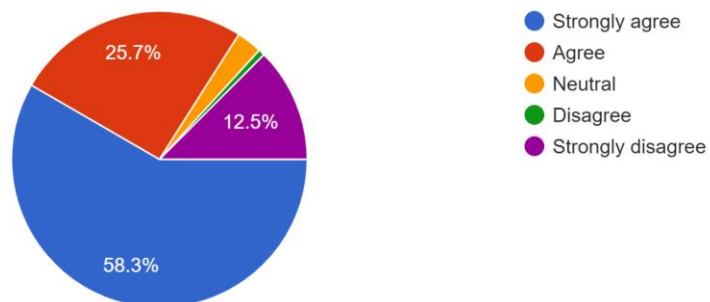
My child can retell stories in his/her own words

144 responses



The school should place emphasis on the teaching of reading comprehension skills

144 responses



I would appreciate hints/ guidelines on how to develop my child's reading comprehension skills at home

144 responses

