



*Emo National School*  
*Roll Number: 13643Q*

## **Summary School Improvement Plan**

Evaluation period: September 2013 to June 2014

Report issue date: *June 2014*

## **1. Introduction**

### **1.1 The focus of the evaluation**

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning last year. We evaluated Literacy. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on our website at [www.emons.ie](http://www.emons.ie) . We now wish to share our school improvement plan with you.

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Literacy. The main purpose of these actions is to improve our pupils' learning.

## **2. Summary of School Self-Evaluation findings (SSE –September 2013)**

### **2.1 Our school has **strengths** in the following areas:**

Children's results in Standardised tests for English reading show an improvement year on year over the last three years.

Children report liking and enjoying reading and writing and feel that they are good at it. 83% of children in the school either rate their own reading ability as very good or excellent.

Children write in a variety of genres and most have neat handwriting.

Parents are very happy with how their children are progressing at reading. Parents reported that their children like to read and 69% reported they like writing. This was also reflected in the pupil focus group.

70% of parents agreed or strongly agreed that they are well informed by the school as to their child's progress and 70% agreed or strongly agreed that they felt able to support their child's literacy learning in the home.

Our school has a variety of reading initiatives underway which have been successful; Paired Reading ,DEAR, Readathon , Shared Reading .

Our new plan for English has been implemented and is operational in all classes.

There are a variety of assessment tools used.

Diagnostic and standardised tests are administered.  
There is a good variety of reading material available in all class libraries.

Draft, edit and re-drafting are at the heart of the writing process.

We know this because we consulted with pupils, parents, teachers and examined test results and other information in the school.

## **2.2** Our school has decided to prioritise the following **areas of development:**

Following evidence collected by staff from pupils, parents and teachers using a variety of methods including questionnaires, pupil focus groups and teacher reflections, we agreed with the help of the Professional Development Service for Teachers (PDST) a plan for the introduction and teaching of comprehension strategies. On reflection and investigation we identified this as an area where improvements could be made. We decided that this will be our main focus for 2013/14 to 2015/16 school years.

We will provide Continuous Professional Development for teachers on comprehension strategies. We will engage the help of the PDST (Professional Development Service for Teachers) facilitators for this.

We will resource teachers with the necessary skills books and text books to implement the teaching of the comprehension strategies.

We will also develop pupil's reading fluency and comprehension by improving the variety of reading material available.

We will add to our supplementary reading scheme books and continue to introduce a broader variety of genres especially non-fiction.

In response to our parents' questionnaire and suggestions therein we will host seminars with parents to familiarise them with the teaching methods associated with the school phonics scheme.

We have decided to prioritise these areas after consultations with the partners listed above.

**2.3** Our school has set the following **targets for improvement** which are related to pupils' achievement

- To improve the children's reading comprehension.
- By the end of year three, 90% of pupils will know and be able to apply comprehension strategies to their learning across the curriculum.
- To increase the overall average standard score for reading comprehension.

**2.4** Our school has identified the following **actions** which will help in achieving those targets over the next three years.

- We will devise a plan to introduce comprehension strategies on a whole school basis.
- We will identify and purchase all the necessary resources to enable us to implement the plan
- We will set up a Focus Group of pupils from first class to sixth class to check prior knowledge of comprehension strategies .Subsequently and at regular intervals we will meet this learning group to assess our learning targets.
- Teachers will teach the following strategies: Prediction; Making Connections and Visualisation in the school year 2013/14.
- The strategies of Questioning, De-Clunking; Inference, Clarifying, Determining Importance and Synthesis will be taught in the school year 2014/15.
- To enhance the teaching of these comprehension strategies the school will participate in a pilot programme of Transactional Strategy Instruction (T.S.I.) initially we will target fifth class in the school year 2013/14. We will expand this programme to 6<sup>th</sup> and 4<sup>th</sup> classes in 2014/15 school year. Teachers will liaise with two other pilot schools and the PDST to provide and assess feedback.

## **2.4** We know we will have achieved our targets by

1. Feedback from teachers
2. Feedback from our pupil focus group
3. Analysing and tracking the data on standardised assessment tests.

### **As a parent you can help us by:**

- Setting up a specific family reading area in the home. This sends children a dual message that reading is an important value in this family and that everyone in this family, no matter their age, reads.
- Increase the reading for pleasure time.
- Read aloud and thinking aloud. While you are reading to your child, think out loud about the images you see or the questions that may arise. That means explaining the ideas, pictures, questions, and connections that go through your mind as you read a passage.
- Keep the reading material interesting, varied and relevant.

### ***Appendix to School Self-Evaluation Report: legislative and regulatory checklist***

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 11/95	School year  ✓Yes    No  School day  ✓ Yes    No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	✓Yes    No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	✓Yes    No	
Standardisation of school year	Circular 0034/2011	✓Yes    No	
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02 Staffing arrangements for the 2013/14 school year Circular 13/2013	✓Yes    No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	✓Yes    No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	✓Yes    No	
Development of school plan	Section 21, Education Act 1998	✓ Yes    No	
Engagement with SSE process	Circular 39/2012	✓Yes    No	
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	✓Yes    No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	✓Yes    No	

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Exemption from Irish	Circular 12/96		✓Yes No	
Implementation of child protection procedures	Circular 0065/2011 Please record the following in relation to child protection		✓Yes No	
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	2		
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	2		
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	0		
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed	0		
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007 Please record the following in relation to complaints		✓Yes No	
	▪ Number of formal parental complaints received	0		
	▪ Number of formal complaints processed	0		
	▪ Number of formal complaints not fully processed by the end of this school year	0		
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		✓Yes No	
	Number of section 29 cases taken against the school	1		
	Number of cases processed at informal stage	0		
	Number of cases heard	1		
	Number of appeals upheld	0		
	Number of appeals dismissed	1		

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Suspension of students	Section 29 Education Act 1998  Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		✓Yes      No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998  Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		✓Yes      No	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	N/A		



## **Appendix to School Self-Evaluation Report: Policy checklist**

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	✓Yes No	
Code of behaviour <sup>1</sup> including anti-bullying policy	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	✓Yes No	
Attendance and participation strategy <sup>2</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	✓Yes No	
Health and safety statement	Section 20 Health and Safety Act 2005	✓Yes No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	✓Yes No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at <a href="http://www.webwise.ie">www.webwise.ie</a>	✓Yes No	
Special educational needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005	✓Yes No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	✓Yes No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	✓Yes No	
Child protection policy	Circular 0065/2011	✓Yes No	
Parents as partners	Circular 24/91	✓Yes No	
Public service agreement – special needs assistants	Circular 71/11	✓Yes No	
Other			

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

<sup>3</sup> Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs

