



COLÁISTE MUIRE, ASKEATON

71700F

School Self-Evaluation

LITERACY

Summary School Improvement Plan

for the School Community

Evaluation period: September 2012 to June 2013

SIP Report issue date: 25/10/13

Summary School Improvement Plan

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 this year. We evaluated Literacy. For more information on how the evaluation took place, please see our summary School Self-Evaluation Report which is available on the school website, www.colaistemhuireask.ie

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 students' learning.

2. Summary of school self-evaluation findings

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

Strengths

- The commitment, drive, energy and experience of the board of management, senior management and staff is evidence that the school is well placed to progress the self-evaluation process (WSE-MLL Finding: 2012)
- Senior management promotes a culture of self-evaluation and review within the school community. (WSE-MLL Finding 2012)
- There is a strong culture of CPD and involvement in school improvement initiatives.
- The willingness of teachers to engage with projects and initiatives was commended in the WSE-MLL report. The report stated that students are the ultimate beneficiaries through enhanced learning opportunities in the classroom.
- Uptake at higher level English is well above the national norm.
- STen scores for this cohort are at or slightly above the national norms.
- Reading ages for this cohort have improved through a reading strategy in 1st yr.
- 51% of this cohort considers themselves to be a good or very good reader.
- 65% recognise that reading is important.
- 68% of teachers ranked students' general reading ability as good, very good or excellent.
- Teachers are implementing a variety of literacy strategies in their classrooms.
- There are clear signs that the school support for group work (*Learning Schools Project 2011/2012*) is being fostered in classrooms.
- Teachers are actively maintaining and advancing high literacy standards.

We know that these are our strengths because of feedback from the WSE-MLL in September 2012, an Incidental Inspection in April 2013 and the analysis of a variety of data collected during the course of this evaluation. In addition, ongoing staff consultation and evaluation have highlighted these particular strengths and made an ongoing commitment to cementing and furthering Literacy strategies and initiatives.

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

Areas for development

- Students' attitude to, and interest in, reading. Reading for enjoyment must be fostered and students must be encouraged to read a variety of media.
- Results in English in 1st year.
- Oral literacy skills must be improved as students cited a lack of confidence when answering teachers' questions or giving their opinions.
- Comprehension of subject specific vocabulary.
- Promotion of the language of higher order thinking and reasoning.
- An open reading culture in class must be developed.
- Readability tests must be carried out for all subjects.
- Further development of group-work strategies across all subject areas.

We have decided to prioritise these areas because of the value we place on the core skills associated with Literacy, i.e., reading, comprehension, oral literacy, higher order thinking and critical thinking. We feel that students will benefit from having a broad range of Literacy skills in all areas of school life and ultimately the Literacy skills to take forward into adult life and the wider community.

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets for Improvement

Reading

Test Results

Action

- Relocation of school library to a larger space. Teachers to bring classes to utilise the library across the curriculum.
- In the interim, English Teachers to have a range of books in classrooms for reading for enjoyment.
- These books will be systematically loaned out to students. From Sept '14, timetable one English class per week in the new Library
- English Teachers to look at test design, phrasing and framing of questions.

Oral Literacy

- Groupwork: Build on the work done in LSP3 on effective groupwork strategies
- Teach groupwork skills, assigning of roles within groups, rotate roles
- Teachers to focus on effective questioning using Bloom's Taxonomy.
- Wait time, think pair/share, teachers to utilise more strategies to encourage students' oral participation

Keywords

- Introduce and explain how to use the keywords charts. This will take place at a staff meeting to include all staff members
- Use of cloze type questions in tests
- Teachers to focus on keywords using Bloom's Taxonomy
- Keyword journal to be purchased for all incoming 1st years

Higher Order Thinking & Reasoning

- Teachers to focus on effective questioning using Bloom's Taxonomy.
- LSP5: Build on the work done in LSP4 on Critical Thinking skills

As a parent you can help us by promoting a culture of reading at home. This can be achieved using a number of simple methods.

- Create a supportive reading environment
- Be a good role model with regards to reading; ask questions about what your child is reading both at school and private reading.
- Offer opportunities to vary your child's reading material e.g. visit to the library, local bookshop, newsagents etc
- Create a culture of discussion in your home. This includes topical news items, radio broadcasts and books. This allows students access to a wide variety of vocabulary in a natural and safe environment.
- Target reading around your child's interest e.g. sports, fashion, computers etc. Remember, a book/magazine/website that interests one child may or may not interest another child.

2.4 We know we will have achieved our targets when:

- Our pupils view the school library as an interesting and useful place to visit.
- When students' transfer group work skills across all their curriculum subjects.
- When students' recognise and apply the Critical Thinking skills using Bloom's Taxonomy naturally and effectively.
- Key words charts and journals are used frequently and effectively as a teaching strategy and resource.

