

Arles NS - School Improvement Plan

Summary of Main Strengths as identified in School Self Evaluation June 2013

- Reading Initiatives to encourage reading – Buddy reading, DEAR, Readathon, shared reading and use of Class Libraries.
- New English Curriculum Plan in place and Commercial products used with reference to Curriculum Objectives
- Good Resources available
- Variety of Assessment tools used
- Print rich environment – lots of sight vocabulary
- Good spiral phonics in junior classes
- Good variety of reading texts used
- Children engage in Listening comprehension activities
- Good variety of reading material available in Junior Classes
- Diagnostic and standardised tests administered and Results of assessments are used to inform teacher planning
- The process of writing is fostered and children write for real purposes
- A variety of writing genres are taught and Children are given opportunities to write and display poetry
- Good cursive handwriting is fostered from Junior Infants
- WSE Report stated “Effective practice is evident in the teaching and learning of English. Discrete oral language time is an element of each English lesson. A structured and effective approach to the teaching of phonics is evident. Pupils engage with a wide range of reading materials and differentiated parallel readers are used in many classrooms. A further focus on the development of comprehension skills is recommended in some settings. Pupils at each class level are provided with regular opportunities to write and a good emphasis is placed on the writing process. A more consistent application of the school’s handwriting policy is advised. Pupils are given opportunities to listen to, read, learn, recite and respond to a range of age-appropriate jingles, rhymes and poems”.

Summary of Main areas requiring improvement with regard to Literacy:

- Reading
 1. Develop the pupils appreciation, reading fluency and pleasure through the use of a wider diversity of reading material.
 - a. Continue and expand shared reading and DEAR
 - b. Increased variety and genres of reading materials for middle & senior classes
 - c. Structured Phonics programme for middle and senior classes
 2. Develop a range of reading comprehension strategies.
 - a. Teachers will explicitly teach and model comprehension strategies as part of Literacy.
 3. Support exceptionally able students through differentiation, accelerated reading, quizzes, ICT and independent research projects
- Examine ways we can support Parents in terms of reading and the development of comprehension. Include a list of recommended books for pupils to read.

- Comprehension was targeted as it was felt that, while pupils across the board were generally reading at a high level in terms of word reading, sight vocabulary and fluency, their understanding of what they were reading fell short of teacher expectations and this showed up in standardised testing results. Many pupils, whose reading performance in class was regarded as high, did not achieve accordingly in their Micra-T Tests. A Whole-School Approach to the area of Comprehension was felt to be the best way to achieve an improvement and the Principal, Ms Stapleton, attended a seminar on ‘Building Bridges of Understanding’ by Martin Gleeson of Mary Immaculate College, which details an innovative approach to the subject. She reported to her colleagues at a Staff Meeting and it was decided to adopt the approach from September, 2013. Ms Stapleton gave a report on the seminar. Focus now needs to shift to comprehension skills. The 8 Key strategies detailed were Prediction, Visualisation, Making Connections, Questioning, Inferring, Classifying, Determining Importance and Synthesis. The school purchased the manual and are using the Guided Reading resources to support this initiative also.
- Writing
 - a. Improve handwriting skills in the school
 - b. Develop an increased grammatical and spelling accuracy in writing
 - c. Develop a Whole School Plan for writing.

School Improvement Plan 2013-2016 - Literacy

Priorit y	Improvement Target	Required Actions	Planning Activities	Timescale	Responsi bility	Carried out by ...	Success Criteria
No.	<i>Related to pupils achievement</i>	<i>Teaching & Learning that will help achieve the Target</i>					
1	Develop pupils appreciation, reading fluency and pleasure through the use of a wider diversity of reading material.	Continue and expand shared reading, DEAR and Paired Reading at home	Review Current Practice	2013	Teacher in charge	Class	Greater Reading Fluency
			Initiate paired reading and other Reading	Sept 2013	Teachers		Greater Enjoyment from Reading

			initiatives				
		Introduce Literacy Liftoff	CPD for Teachers	2014	Staff	Class Teacher LS	Increased reading level of pupils
			Implement Programme	2015			
			Review and Monitor	2016			

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No.	<i>Related to pupils achievement</i>	<i>Teaching & Learning that will help achieve the Target</i>	<i>Review</i>	<i>Policy/Plan</i>			
2	Develop pupils appreciation, reading fluency and pleasure through the use of a wider diversity of reading material.	Increased variety and genres of reading materials for middle & senior classes	Review current books	2013	Senior pupils	Pupils	Increased enjoyment of reading
			Create list of books to buy	Nov 2013	Teachers	Teachers	Variety/genres
			Speak to PARE funding	Jan 2014	Principal	Principal	Reading material improved
			Purchase books	Feb 2014	Parent Ass.	Parent Ass.	
3	Develop pupils appreciation, reading fluency	Structured Phonics programme for middle and senior	Review current practice		Teachers	Teachers	Improved Reading fluency and phonic awareness

	and pleasure through the use of a wider diversity of reading material.	classes					
			Research programmes	2014	Learning Support		
			Trial options in classes		Principal		
			Decide on new programme Implement and monitor	2014			
4	Develop a range of reading comprehension strategies	Teachers will explicitly teach and model comprehension strategies as part of Literacy	CPD for teachers in comprehension strategies	2013	Principal	Teachers	Improvement in Pupils comprehension skills MICRA-T Results
			Identify strategies for school	2013			
			Implement strategies	2013			
			Monitor and evaluate	2015			
5	Support exceptionally able students Literacy	Teachers will support more able students through differentiation, accelerated reading, quizzes, ICT and independent research projects	Review current practice of differentiation.	2013	Principal	Principal	Greater support available for more able students.

					Learning Support	LS	
			Create Plan for more able pupils and monitor.		Teachers	Teachers	
		Students will implement		2013			

Priority	Improvement Target	Required Actions	Planning Activities	Timescale	Responsibility	Carried out by ...	Success Criteria
No.	<i>Related to pupils achievement</i>	<i>Teaching & Learning that will help achieve the Target</i>	<i>Review</i>	<i>Policy/Plan</i>	<i>When will the activity be completed?</i>	<i>Principal</i>	<i>Teachers</i>
6	Improve pupils handwriting skills	Agree a handwriting plan at whole school level	Review current practice	2015	Principal	Teachers	Sample of handwriting compared over periods of time
		Review Handwriting schemes used	Research options		Teachers		Use of SALF Folders
		Have handwriting displayed around the school	Agree policy/ approach				
			Implement				
7	Develop an increased grammatical and spelling accuracy in writing	Agree the main features of grammar/punctuation to be taught at each class level	Identify main features to be taught at each class level	2015	Class teachers/Principal	Teachers	Increased grammatical accuracy

			Implement	2015			
8	Develop an increased grammatical and spelling accuracy in writing	Agree the source of content for spellings	Review current practice	2014	Class teachers	Teachers	Increased Spelling accuracy in Free Writing
			Agree content sources		Principal/Teachers		
			& methods for spelling				
			Implement & monitor				
9	Whole School Plan to Writing	Agree on a Year Plan to include the First Steps Writing Approach.		2014	Principal Class Teachers		Pupils using a variety of writing genres in Free Writing
			Implement and Monitor	2014			
10	Supporting Parents	Examine ways we can support Parents in terms of phonics, handwriting, oral language development, reading and the development of comprehension. Include a list of recommended books for pupils to read.	Discuss options Agree Plan	ongoing	Parents Teachers	Teachers ICT Team	Improved Support for Parents with Literacy and Homework
			Identify Supports	ongoing	Parents		

			needed by parents. Begin support process		Teachers		
			Monitor and evaluate Review and extend support	2016	Parents Teachers		

The following Legislative and regulatory requirements need to be reviewed:

1. Review of Code of Behaviour and Anti Bullying policy
2. Review of Health & Safety Statement
3. Review of Data Protection Policy

The following Curriculum Plans and Policies need to be reviewed over the next 3 years:

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| 1. Gaeilge 2012 | 1. Fire Drill 2012 |
| 2. Visual Arts 2013 | 2. Critical Incident Policy 2013 |
| 3. Maths 2013 | 3. In School Management Policy 2013 |
| 4. Science 2013 | 4. Attendance Policy/Strategies 2014 |
| 5. History 2014 | 5. Swimming Policy 2014 |