

SCOIL NAISIÚNTA NAOMH PÁTRAIIS

St. Patrick's Boys National School

Sráid antSeipéil
Caisleán a' Bharraigh,
Co. Mhaigh Eo



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School Improvement Plan (Literacy)

Evaluation period: *September 2013 – June 2014*

Plan issue date: *June 2014*

Summary school improvement plan

1. Introduction

Our school has its own context. There are 31 teachers and 439 pupils in the school. We have a number of programmes operating in the school including Reading Recovery, Literacy Lift Off and many after-school programmes. Our attendance levels are very good yet continue to be monitored as per our attendance strategy. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on this website.

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 School Self-Evaluation Report which is available on this website.

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

- Early Intervention: Literacy Lift Off / Reading Recovery
- Team-teaching – model of in-class support
- High response rate in the survey of parents and the findings within indicative of a positive attitude to teaching and learning at St. Patrick's.
- Implementation of the phonics programme
- Harnessing the use of ICTs to provide opportunities to improve literacy

We know this because we consulted with a sample of our students, a sample group of our parents and all teachers and examined test results, questionnaires and surveys in the school.

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

Areas for development

- Reading comprehension
- **identifying and supplying stimulating, reading material at an appropriate level for pupils**
- Supporting our EAL students.
- Generating an interest in reading as a hobby/interest for life particularly in our senior pupils.
- Nurturing the partnership approach to reading between school and home
- Oral Language: allocation of discrete time for oral language lessons /

renewing the commitment to work towards achieving the agreed Oral Language Indicator Sets for each class level.

- Alternative approaches to spelling trialled with a view to improving attainment

We have decided to prioritise these areas because we wanted to provide targeted reading content for students, to implement approaches to spelling, handwriting and oral language on a whole-school basis.

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 & Action

- Area of Focus: acquiring a PM (Price Milburn) level of reading ability for each pupil in 1st Class to 6th Class with follow-up to source appropriate reading material depending on the range of ability in the class
- Promotion of pupils through the PM levels once a baseline has been identified for each pupil.
- Exposure to many different forms of texts to further vocabulary development and aid comprehension
- Give opportunities for development of oral language skills in a planned, whole-school manner.

As a parent you can help us by continuing to read with your child, to monitor effort and completion rate with regard to homework and to give positive feedback to your child concerning his progress.

2.4 We know we will have achieved our targets when actions have been assessed as having been completed following review and standardised scores are judged to match the pupil's ability level.