

## Scoil Mhuire an Chroí gan Smál

### School Improvement Plan

Areas For Improvement
<ul style="list-style-type: none"> <li>✓ A whole-school approach to teaching and assessing oral language is essential. As pupils need to be able to communicate orally in a variety of contexts, oral language needs to be explicitly taught at each class level. Initially, a particular focus needs to be placed on conversations/extending conversations, giving instructions/directions and argument/debate.</li> <li>✓ A focus on oral presentation skills is also required, including, tone and expression, making eye-contact and question and answer skills.</li> <li>✓ Preparation for oral interaction/presentations needs to be a key focus in each classroom.</li> <li>✓ A focus on vocabulary enrichment is essential to enable pupils use topic specific vocabulary and to communicate using a rich and varied descriptive vocabulary.</li> <li>✓ Assessment of oral language needs to be agreed and self-assessment criteria/checklists devised.</li> </ul>

Targets	Actions	Persons Responsible	Timeframe
<ul style="list-style-type: none"> <li>• By 2021 pupils will be able to speak independently in a variety of spoken text types using appropriate language features, vocabulary and speaking and listening skills.</li> <li>• To enable pupils to demonstrate key features of speaking and listening skills in a variety of oral language contexts appropriate to their class level by June 2021.</li> <li>• To enable the pupil to interact successfully as both a listener and a speaker in an increasing range of contexts (informal</li> </ul>	<b>YEAR 1</b>		
	To actively engage in internal and external CPD in the area of oral language as appropriate e.g. within staff, education centre courses, NCCA website, PDST website.	All teachers	School year 2019-2020
	Report and discuss CPD course content at staff meetings.	All teachers	September 2019
		All teachers	Ongoing
	Each teacher will commit to conducting discrete OL lessons (3/4 times per week). All language lessons will have clear learning intentions which will be shared with pupils	All teachers	January 2021
		All teachers	January 2021
	Teachers will have copies of the PDST booklet Five Components of Effective Oral Language Instruction.	All teachers	
	Time to be allocated at Croke Park hours or staff meetings to discuss/review	All teachers	

<p>and formal) on an extensive range of topics (personal and general) by June 2021.</p> <ul style="list-style-type: none"> <li>• By June 2021 children will be able to engage appropriately and effectively in 1.conversation skills, 2. use and understand narrative/anecdotal language (recount, retell, storytelling) and 3.use and understand expository language (e.g. oral reports, interest talks, argument and informal/formal debate).</li> <li>•</li> </ul>	<p>implementation of classroom practice in OL.</p> <p>Spoken text types to be explicitly taught to be decided as a whole staff and timetabled termly based on the school's needs eg. 1 per term?</p> <p>Rubrics/checklists will be accessed through PDST website for assessment of oral language.</p> <p>Teachers will use a variety of sources to plan oral language lessons at class level including: The 5 Components of Effective OL Instruction (see PDST booklet)</p> <p style="text-align: center;"><b>YEAR 2</b></p> <p>Whole staff review and reflection on the practice of year 1. Further actions to be decided based on the implementation of actions of previous year.</p> <p>School (central area) and class noticeboards on oral language with anchor charts, vocabulary, themes based on spoken text types to be set up and maintained.</p>	<p>All teachers</p>	
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<b>Monitoring/Success Criteria</b>	
<p>Monitor at staff meetings over next three years. Review at the end of year staff meeting. Use of assessment tools including checklists, rubrics, formal and informal observation to monitor development of OL Targets shared with pupils in order that ongoing monitoring can be done informally by teachers Pupil questionnaires will be analysed to gauge how pupils' views and opinions have changed over the three years.</p>	

<b>Review Date</b>	
At the end of each year, a short questionnaire for	

<p>teacher feedback will be developed and completed by teachers. Our targets/actions will be reviewed/monitored on an on-going basis e.g. at staff meetings, Croke Park hours or as necessary.</p>	
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## **Scoil Mhuire an Chroí gan Smál**

### **School Self-Evaluation Report**

#### **1. Introduction**

##### **1.1. Focus of the Evaluation:**

School self-evaluation of teaching and learning is part of the ongoing work of Scoil Mhuire an Chroí gan Smál. A school self-evaluation of teaching and learning in Literacy was undertaken during the school year 2018/2019. Initially the staff conducted a SCOT analysis (Strengths; Concerns; Opportunities; Threats) based on the key elements of reading, writing and oral language outlined in the *Components of Effective Literacy Instruction* and the Micra-T results from June 2018. As a result of this discussion, the staff decided that oral language would be the main focus of their school self-evaluation. This was identified, in part, by tracking outcomes for both literacy and numeracy (Standardised test results) over the past three years. All pupils from first to sixth classes are assessed, including all pupils with special education needs. To elicit evidence on oral language proficiency across the school, the staff evaluated children's oral language ability using the *Prompts for Examining Oral Language* and completed the *Teacher Reflection on the Teaching of Oral Language*. Questionnaires were conducted in first to sixth classes and a parent questionnaire was also administered.

##### **1.2 School Context:**

Scoil Mhuire an Chroí gan Smál is a rural, mixed primary school under Catholic patronage . There are currently 17 pupils (boys and girls), two class teachers, including a teaching principal, class teacher and two shared special education teachers. Overall, there is strong parental support for teaching and learning, a factor that is acknowledged as having a positive effect on pupil attainment levels and on pupils' attitudes to learning.

#### **2. Findings:**

Using a checklist for the evaluation of literacy, the following were reported by teachers:

- Standardised test results in English reading show that on average most pupils are performing at or above the national norm.
- Overall teachers feel that concentration and listening skills and the expressive language skills of verbal and written communication, need further development. Pupils do not communicate clearly and confidently orally.
- For reading, the literacy attainment of the pupils in the school compares favourably with national norms on standardised tests (Micra-T: results analysed for the past three years).
- For writing, the pupils write fluently and legibly in a variety of genres for a range of audiences and have an appropriate standard of spelling, grammar, syntax and punctuation.
- However, from teacher observation, pupils do not use an expansive vocabulary in communicating ideas and experiences through their writing.

Following this staff discussion, a Teacher Reflection on the teaching of Oral Language was completed by the teachers. The results showed the following:

- Teachers reported they were very happy with the general school and classroom learning environments with access to appropriate learning settings available to all pupils.
- Some of the spoken text types are not taught explicitly in class.
- Discrete oral language lessons are not always timetabled.
- Assessment of oral language development needs to be addressed

- Children are not given opportunities to self-assess their oral language skills
- The content of discrete oral language lessons does not always include vocabulary development, speaking and listening skills, auditory memory skills and spoken text types.

Questionnaires were administered to parents and pupils. The results showed the following:

- Children find it hard to think of new words when they are speaking, find it hard to think of the right word for something, have difficulty giving and following instructions.
- Overall, nearly all pupils appear to be confident expressing themselves in English in various situations. 80% of pupils were confident talking to the class about a personal experience, answering and asking questions in school, talking to friends at lunchtime and asking for help in a shop.
- All pupils consider themselves 'good' or 'very good' at giving instructions to someone, while 80% of pupils consider themselves 'good' or 'very good' at summarizing. Pupils also felt confident talking to the class about a book they had read: 70% of pupils reported that they felt 'very confident,' 32% felt 'okay' and 8% of pupils do not feel confident.
- 72% of pupils consider themselves 'good' or 'very good' at giving directions to somebody while 70% of pupils consider themselves 'good' or 'very good' at using a wide vocabulary when speaking to others.
- When presenting their project to the class, 56% of pupils feel 'very confident', 37% feel 'okay' and 7% do not feel confident. Likewise, when taking part in a class discussion or debate, 53% of pupils feel 'very confident', 39% feel 'okay' and 7% do not feel confident.

### **3. Progress made in previously-identified improvement targets:**

N/A as this is the first year of the process

### **4. Summary of school self-evaluation findings:**

#### **4.1 Strengths:**

- Pupils enjoy learning in a positive, safe school environment.
- The school and classroom environment supports, encourages and celebrates pupils learning and achievement.
- Pupils at risk of underachieving are well supported through differentiation and additional support.
- Pupils overall attainment in literacy is improving and remains high in comparison with national norms.
- Pupils have access to a variety of relevant resources including ICT.
- Pupils engage actively in a range of suitably challenging, relevant and interesting learning opportunities.
- Teachers prepare thoroughly for lessons.
- Teaching is focused, stimulating and relevant.
- Teachers have high and realistic expectations of pupils in relation to their behaviour and their learning.
- Parents support the teaching and learning taking place in the school.
- Lessons are planned to meet the needs of different learning styles with emphasis placed on children's individual learning needs, huge emphasis placed on differentiation

## **4.2 Areas for Improvement:**

- A whole-school approach to teaching and assessing oral language is essential. As pupils need to be able to communicate orally in a variety of contexts, oral language needs to be explicitly taught at each class level. Initially, a particular focus needs to be placed on conversations/extending conversations, giving instructions/directions and argument/debate.
- A focus on oral presentation skills is also required, including, tone and expression, making eye-contact and question and answer skills.
- Preparation for oral interaction/presentations needs to be a key focus in each classroom.
- A focus on vocabulary enrichment is essential to enable pupils use topic specific vocabulary and to communicate using a rich and varied descriptive vocabulary.
- Assessment of oral language needs to be agreed and self-assessment criterial/checklists devised.