



Self-Evaluation Report and Improvement Plan

Literacy 2019/20, 2020/21 and 2021/22



C.B.S Primary School, Nenagh.

1. Introduction

This document records the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2019 to June 2020 and as a result of COVID-19 again in 2020/21 and 2021/22*. As part of the SSE process in 2021/22 we addressed the challenges that arose in our school as a result of the pandemic. We evaluated the following aspect(s) of teaching and learning:

Subject: Literacy – to improve teaching and learning in the strand of Reading and to instil an enjoyment of Reading in our pupils

Domain	Standard	Questions – look at survey for examples – key things we are trying to improve	Methods to Gather Evidence
Learner Outcomes	<ul style="list-style-type: none">pupils enjoy their learning, are motivated to learn, and expect to achieve as learners	<ul style="list-style-type: none">How to develop and make Reading enjoyable for our pupilsHow to encourage pupils to read at their own level so that achievement is visibleHow to improve Reading fluency	<ul style="list-style-type: none">Staff discussionStaff QuestionnairePupil questionnaireParents Questionnaire
Learner Experiences	<ul style="list-style-type: none">Pupils engage purposefully in meaningful learning activitiesPupils experience opportunities to develop skills and attitudes necessary for lifelong learning	<ul style="list-style-type: none">How to provide meaningful reading opportunities for pupilsHave we reading material suitable to the ability of the child and does it appeal to the interest level of the child?	<ul style="list-style-type: none">Anecdotal observationsTeacher & student feedbackAudit of books within the school
Teachers individual practice	<ul style="list-style-type: none">Teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skillsSelects and uses planning,	<ul style="list-style-type: none">Planning of reading interventions to allow for meaningful reading in the classroomProvision of a variety of reading	<ul style="list-style-type: none">Staff feedback from whole school discussionSharing of expertise

	preparation and assessment practices that progress pupils learning	materials in the school	
Teachers' collective / collaborative practice	Teachers: <ul style="list-style-type: none"> • value and engage in professional development and professional collaboration • contribute to building whole-staff capacity by sharing their expertise 	<ul style="list-style-type: none"> • Provision of CPD for teachers in the area of Literacy • Feedback from CPD shared with whole school • Teacher observation of modelled lessons to benefit from expertise of others 	<ul style="list-style-type: none"> • Staff feedback

2021/22 – Challenges as a result of COVID19

Domain	Standard	Challenges notes	Methods to Gather Evidence
Learner Outcomes	<ul style="list-style-type: none"> • pupils enjoy their learning, are motivated to learn, and expect to achieve as learners 	<ul style="list-style-type: none"> • Increased anxiety levels coming to school • Loss of learning due to COVID • Difficulty in social situations for several pupils as a result of isolation during COVID 	<ul style="list-style-type: none"> • Staff discussion • Observations • Parent conversations

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning – Literacy (Reading) specific. Strengths are taken from staff feedback and parent and pupil questionnaires

Learner Outcomes

- Pupils enjoy Reading and feel there are plenty of books to choose from within our classrooms
 - 91.7% of pupils enjoy reading
 - 72.2% felt there were good books available in the classroom but we could do with some more modern titles
- Pupils can determine what skills are needed to become good readers
 - 58.3% know the skills needed
- The majority of pupils feel they are good readers
 - 69.4%
- 91% of parents either strongly agree or agree that their child is making good progress in English
- 88% of parents feel their son enjoys reading
- Teachers feel more reading needs to happen outside of school, and for pupils where English is not their first language, English needs to be spoken at home.

Learner Experiences

- Pupils are provided with a variety of reading activities within our school
 - Silent Reading
 - Read Aloud

- DEAR time
- Paired reading
- Power Hour
- More whole school Reading initiatives are encouraged

Teachers Individual Practice

- Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) courses and further study relevant to pupils' learning.
- Teachers offer a variety of reading activities to all pupils to improve reading standards in our school
- Teachers through their own enthusiasm for and enjoyment of Reading, motivate pupils to engage in and enjoy their learning.

Teachers' collective/collaborative practice

- Teachers recognise and affirm continuing professional development (CPD) and collaboration as intrinsic to their work.
- Teachers collectively agree and implement whole-school approaches to teaching and learning to improve pupils' experiences and outcomes
- Teachers recognise the value of building whole staff capacity and are willing to share their expertise with other teachers in the school.

Effective practice in our school to meet the challenges of COVID19

- Wellbeing Committee - We formed a Wellbeing Committee made up of teachers and pupils who came up with ideas to make school more enjoyable after COVID19. This was for the benefit of pupils and staff.
- Additional COVID teaching – we had a dedicated teacher to teach pupils who we felt were disadvantaged due to COVID19
- Nurture Groups/Social Groups – pupils who were disadvantaged due to COVID19, as well as children with complex needs were prioritised for Nurture and Social Groups
- Active School – we continued our Active School theme and provided a healthy, active learning environment for our children
- Amber Flag – continuing with our Wellbeing theme we secured the Amber Flag for our school

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- MICRA-T Analysis 2013-2021 – see attached
- Staff questionnaire, discussion and Mentimeter feedback – see attached
- Pupil questionnaire – see attached
- Parent questionnaire – see attached
- **COVID19 Challenges** – teacher observations, student feedback, parental conversations. Teacher assessment also formed part of our data gathering to indicate loss of learning – see Micra and Sigma results.

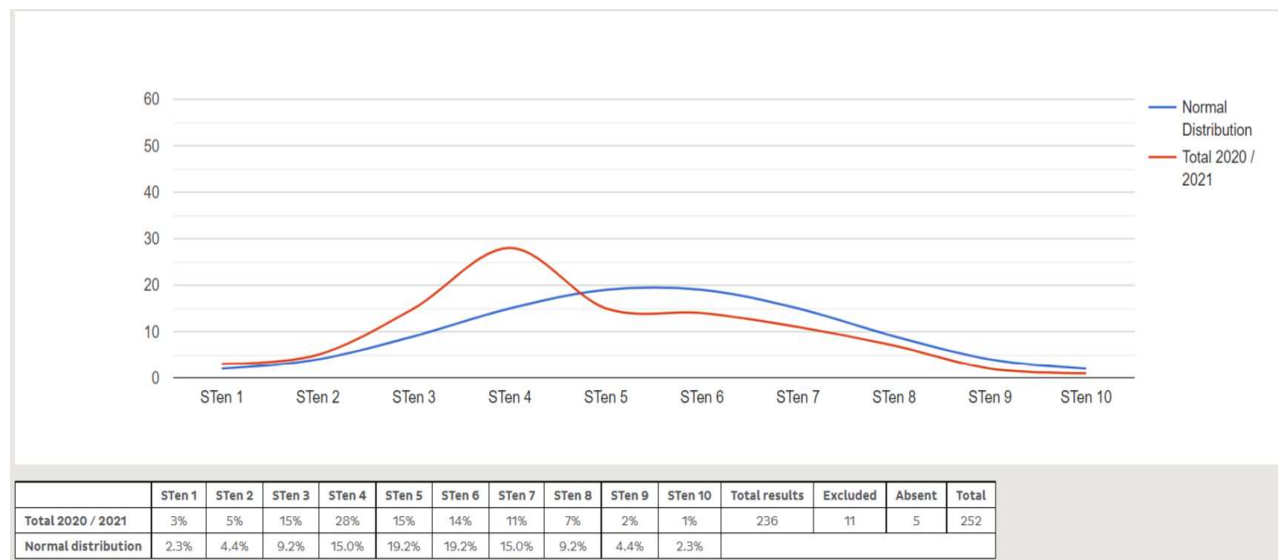
2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

We will improve our practice in the teaching of Reading by focusing on the following:

- Teachers will regularly read aloud to students to allow pupils enjoy various genres and to also differentiate for those who would not be able to engage independently.
- DEAR time will take place 3 times a week
- Buddy Reading will happen on a regular basis within the school – older and younger classes paired together
- Team Teaching in all classes with a focus on Literacy

- Provide graded readers for 2nd and SEN children initially and phase up through the school
- 2021/22: based on our MICRA T's from 2020/21 we have a larger than average number of pupils on Sten 3 and 4 – this is an area for improvement – more team teaching to focus on those who do not qualify for School Support



Outside of the above elements all classes will regularly visit our local library.

What we will do to meet the challenges of COVID19

- Wellbeing Committee – Continue to provide wellbeing activities for our children and staff on a regular basis – Wellbeing Week, Yoga, Meditation, Disco etc..
- Teaching & Learning – prioritise those most in need using the School Continuum of Support
- Nurture Groups/Social Groups – provide a consistent Nurture programme to prioritised pupils
- Active School – renewal of our Active Flag
- SPHE – focus on children's feelings and emotions as part of SPHE and reassure them that despite the challenges of COVID19, things will return to normal.
- In general terms provide a safe, welcoming, caring environment where children feel safe and happy coming to school.

3. Our improvement plan

On the next page we have recorded:

The **targets** for improvement we have set

The **actions** we will implement to achieve these

Who is responsible for implementing, monitoring and reviewing our improvement plan

How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

The **progress** made, and **adjustments** made, and **when**

Achievement of targets (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from [2019] to [2022]

Targets	Actions	Persons / groups responsible	Monitoring and evaluation	Progress and adjustments	Targets achieved
Teachers to avail of CPD/upskill in the area of Reading strategies/Team Teaching for Literacy	<ul style="list-style-type: none"> Sustained support PDST 2020-21 and 2021/22 	<ul style="list-style-type: none"> PDST Teachers 	<ul style="list-style-type: none"> Pre and post feedback given by teachers at PDST sessions 	<ul style="list-style-type: none"> Sustained support started 2019-21 – interrupted due to COVID 	<ul style="list-style-type: none"> Initial ideas for team teaching in Literacy explored
Team Teaching to commence in all classes in an attempt to give extra support for those not entitled to support	<ul style="list-style-type: none"> Timetable of in-class support to be completed 	<ul style="list-style-type: none"> SEN teachers and Class teachers Principal & Deputy Principal 	<ul style="list-style-type: none"> Teacher feedback Time for SET and class teachers to plan and reflect 	<ul style="list-style-type: none"> To begin 2021-22 	<ul style="list-style-type: none"> Element of team teaching initiated in the majority of classes
Teachers to engage with Building Bridges programme and provide a range of Comprehension strategies to all pupils as per our 2 year plan	<ul style="list-style-type: none"> Adopt comprehension plan as per school plan – 3 genres per year over 2 years 	<ul style="list-style-type: none"> Class teachers 	<ul style="list-style-type: none"> Review plan after each year 	<ul style="list-style-type: none"> To begin again on 2021.22 after COVID restrictions in 2020.21 	<ul style="list-style-type: none"> 2021/22 – 3 genres per year re-introduced after COVID
DEAR time to happen in all classrooms 3 times a week	<ul style="list-style-type: none"> Teachers to set aside time for DEAR in class timetables 	<ul style="list-style-type: none"> Class teachers 	<ul style="list-style-type: none"> Ensure there are enough books in all classes 	<ul style="list-style-type: none"> Started 2020.21 and to continue 2021.22 	<ul style="list-style-type: none"> DEAR time now a part of regular school day and children enjoy the time
Read Aloud to happen on a weekly basis within all classrooms	<ul style="list-style-type: none"> Teachers to set aside time for Read Aloud in class timetables 	<ul style="list-style-type: none"> Class teachers 	<ul style="list-style-type: none"> Feedback from pupils/teachers as to effectiveness 	<ul style="list-style-type: none"> Started 2020.21 and to continue 2021.22 	<ul style="list-style-type: none"> Read aloud is now a regular classroom activity
Purchase high interest books for classes and graded readers	<ul style="list-style-type: none"> ISLM to purchase Graded Readers to cater for 2nd class and SET children – gradually phase up the school 	<ul style="list-style-type: none"> Principal & Deputy Principal 	<ul style="list-style-type: none"> Track readers being used and see if boys are making progress at the various levels – Reading Records to be kept 	<ul style="list-style-type: none"> Begin 2021.22 	<ul style="list-style-type: none"> Graded readers bought June 2021 and records being kept of progress
Pupils from 2 nd to 6 th to improve their Micra-T standardised test scores to become in line with normal distribution rates especially in the 3 to 4 Sten group	<ul style="list-style-type: none"> Track standardised test results over a 3 year period to see if any improvement is being made 	<ul style="list-style-type: none"> Management 	<ul style="list-style-type: none"> Track standardised test results over a 3 year period to see if any improvement is being made 	<ul style="list-style-type: none"> To begin from 2020.21 	<ul style="list-style-type: none"> 2021/22 school was broadly in line with the normal distribution for Sten scores (Class) – see attached

Challenges of COVID19					
Prioritise pupils for Nurture Groups	SET and Class teachers draw up a list of those needing support.	SET and Class Teachers	Monitor children's reaction to Nurture group and note progress/findings	2021/22 school year	Nurture group established and teacher noted that reaction was very positive and that pupils loved partaking. Children were more open to learning as result.
Additional English and Maths teaching	SET and Class teachers draw up a list of those needing support in English and Maths due to COVID disruption	SET and Class Teachers	Assess children's progress in both areas	2021/22 school year	17 students provided with additional support and progress noted.
Provide Wellbeing activities for all students	Wellbeing Committee setup Activities decided on	Wellbeing committee	Evaluate children's reactions to various events i.e. Yoga, Disco, Wellbeing Day Achieve Amber Flag for Wellbeing	2021/22	Feedback from students and staff was very positive and children loved the uniqueness of the activities provided. Pride in Amber Flag
Continue our Active School theme	Active Committee and Active Schools Co-ordinator set out activities for all students to engage in	Active Committee and Active Schools Co-ordinator	Ensuring that all children were provided with opportunities for activity	2021/22	Noticeable improvement in the mood of students when regular exercise was provided



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

From 2019-2021, we have looked at teaching and learning in our school in the area of Literacy (Reading) to find out what we are doing well. As a result of COVID-19 progress was restricted.

We also looked at the challenges faced as a result of the COVID19 Pandemic.

This is what we discovered:

- Pupils enjoy Reading and feel they are making good progress in their reading
- Parents feel their children are well supported in terms of Reading with the vast majority also feeling that their child is making good progress in the area of Reading
- There are a variety of Reading activities provided for children within the school
- Staff regularly engage in CPD and share their expertise with colleagues
- We have a large range of books available within the school but graded readers for all levels and high interest 'modern' books need to be purchased.

Post Covid Challenges:

- Children had increased anxiety levels coming back to school.
- There was a loss in learning during the pandemic.
- Some pupils found socialising difficult after COVID-19

This is what we did to find out what we were doing well, and what we could do better:

- Teacher Feedback on Mentimeter and Discussion – October 2019
- Parental Questionnaire – February 2020
- Pupil Questionnaire – March 2020 – due to the 1st COVID lockdown only certain classes had completed the survey
- MICRA T Analysis 2013-2019 (Sept 2020). Results from 2020.21 also included thereafter due to COVID disruptions

Post Covid

- Discussions with students, parents and staff to gather feedback on the needs of our pupils. Based on these discussions we will provide Wellbeing activities, Nurture Groups and increased teaching in the areas of Numeracy and Literacy where possible.

This is what we are now going to work on

- DEAR time 3 times a week in all classes
- Read Aloud once a week in all classes
- Teaching of Genres and Comprehension strategies as per 2 year plan
- Focus on Team Teaching to improve Literacy levels for those on a STEN score of 3 to 4 – these levels are higher than the norm
- Purchase graded readers for 2nd class and SET children and phase up through the school
- Teachers to engage in CPD for Reading strategies

Post Covid

- Focus on Wellbeing for all by providing regular wellbeing opportunities in our school
- Literacy and Numeracy for selected pupils
- Providing a happy, safe and caring learning environment for all.
- Providing Nurture Groups for selected pupils
- Continue to provide and Active Schools programme

This is what you can do to help:

- Encourage your child to read every night, books of interest as well as reading for homework
- Question your child on the content of his reading
- Encourage your child to develop their reading skills further by becoming a member of the local library
- Speak English at home to develop your son's proficiency of the language

Post Covid

- Talk to your child about their feelings and worries
- Engage in school activities that are sent home
- Encourage your child to attend school on a daily basis and return to normality

