



School Self Evaluation and School Improvement Plan **2021-2022**

1. Introduction

School context

St Patrick's B.N.S was established in 1894. It is a vibrant, welcoming and supportive environment, located in the heart of Drumcondra on the DCU St Patrick's Campus, in the parish of Corpus Christi.

It is a vertical school, housed in two buildings. It is a twenty eight teacher urban school, with two special classes. There are currently 474 pupils on the roll. St Patrick's B.N.S is committed to the process of school self evaluation.

St Patrick's BNS has previously engaged in the SSE process and the areas of Literacy and Numeracy have been addressed previously through School Improvement Plans.

2. The focus of our last evaluation

A school self-evaluation of teaching and learning in St Patrick's BNS was undertaken during the period September to January 2018/19. During the evaluation, teaching and learning in the school was evaluated. Through that process, the staff identified aspects of Literacy and the Primary language Curriculum as areas of focus. Our School Improvement Plan from January 2019 was subsequently interrupted due to the school closures during the Covid Pandemic .

We evaluated the following aspects:

- Implementation of the New Primary Language Curriculum
- Development of Teaching Genre in English Literacy
- Development of Genre in Oral Gaeilge.

3. Findings of our last Evaluation

In relation to the Primary Language Curriculum our school has strengths in the following areas:

- Teaching staff are aware of the content and structure of the new Primary Language Curriculum in Oral Language/Teanga o Bheal, Reading/Leitheoireacht and Writing/ Scribhneoireacht
- Oral language forms an integral part of the literacy lesson and feeds into reading and writing genres by use of cross curricular topics and integration
- Teachers can identify where students of the class as a whole are on the progression steps at the beginning of each term.
- Assessment is embedded in practice
- Differentiation is embedded in practice.
- Aistear Scheme in place to support Oral Language in the infant classes
- The school follows a schedule of genre by month and by class, with linkage of oral language to reading and writing genres.
- Attainment levels are very good for pupils in English literacy
- Attainment levels in English Literacy are analysed and evaluated.
- Children with additional needs in Literacy are provided with support in a number of ways and settings.
- The school provides a varied and appropriate range of resources at different class levels
- There is a committed, positively minded staff in the school.
- CPD has been undertaken in aspects of Literacy and in the New Primary Language curriculum.

- The school has access to expertise, advice and best practice from DCU and the PDST

This is how we know:

- Standardised Testing Results
- Short -term planning documents were updated and amended to reflect strong emphasis on language Teaching in the classroom reflecting the Primary Language Curriculum (PLC)
- The English School Plan was updated and amended to reflect strong emphasis on language Teaching in the classroom reflecting the Primary Language Curriculum (PLC). The Gaeilge Plan continues to be under review.
- Evidence of assessment in Cuntas Miosuil and assessment folders, with reference to progression milestones
- Differentiation noted in short term plans, by reference to content and Progression Milestones
- Established Genre Schedule by class level and month
- Support Teaching Planning and timetabling
- Teacher Observation/ reflection and Feedback
- Diagnostic and screening Results and standardised tests
- CPD has been undertaken, through PDST support, in aspects of Literacy and in the Primary Language Curriculum. Support material available on the PDST and NCSE websites and on the school's Drive.
- Pupil Engagement
- ISM Discussion
- Staff Discussion

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

The Gaeilge Plan will continue to be developed to reflect the Primary Language Curriculum.

A whole school approach to Reading lessons will continue to be an area of focus.

The following areas are prioritised for improvement in 2021/2022:

- Keep everyone enthusiastic and engaged in age-appropriate reading lessons, during a challenging year of the pandemic
- Teacher reflection of reading lessons
- At class level to identify one aspect of reading to trial or develop and to have shared reflection (at class level, and as a staff.)

Aspects of reading include: Language development, comprehension, reading fluency, phonological awareness, attitude and motivation.)

Methodologies to support the development of the above can include guided reading, reading stations, silent and purposeful rereading, shared reading, echo reading, reading time

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, any adjustments made, and when
- Achievement of targets (original and modified), and when



School Improvement Plan 2021-2022

School Self Evaluation (S.S.E) Co-ordinator: Natasha Bassett

Targets

- Teacher reflection of reading lessons
- At class level, teachers focus on one aspect to develop over two months.

Actions

Reflection in Cuntas Miosuil to focus on reading lessons and teacher's individual practice (From Feb 2022)

Who is responsible

Class teachers
Special Education Teachers
S.S.E Co-ordinator
Principal and Deputy Principal

At class level, teachers identify one aspect of a reading lesson to focus on and develop. (Choose from: Language development, comprehension, reading fluency, phonological awareness, attitude and motivation.)

<https://www.pdst.ie/sites/default/files/Reading%20Booklet%20-%20to%20circulate.pdf>

Whole staff
SSE Co-ordinator
Literacy Postholder
Principal and Deputy Principal

Share reflective feedback with staff at June staff meeting

Whole staff
SSE Co-ordinator

	Principal and Deputy Principal
<p>Monitoring</p> <p>Strategies and approaches</p> <p>Methodologies can include guided reading, reading stations, silent and purposeful rereading, shared reading, echo reading, reading time)</p> <p>Guidance from the NCCA will assist and inform teachers' reflective practice: https://ncca.ie/en/primary/preparation/</p> <p>Some of the time from a half-day webinar in the Primary Language Curriculum will be used to capture the reflections and practices ongoing in reading.</p>	<p>Who is responsible</p> <p>Whole staff SSE Co-ordinator Literacy Postholder Principal and Deputy Principal</p>
<p>Evaluation</p> <p>Criteria for success</p> <p>Teachers will share successful elements of a reading lesson, and a framework for a whole school approach</p>	<p>Evaluation tools</p> <p>Cuntas miosuil Teacher feedback at staff meeting</p>
<p>Necessary adjustments throughout implementation process</p>	<p>Initially, this SSE target identified by staff was the development of whole school Guided Reading. The subsequent questionnaire to reflect on</p>

	<p>our current practice gleaned that the staff needed much more time to reflect on current practice.</p> <p>Subsequently, we decided as a staff to reflect on reading lessons and current practice, as our target.</p>
Targets achieved	Date
1.Monthly Reflection on reading	
2. Develop one aspect of a reading lesson, at class level, and reflect and share feedback with staff.	

