



Parteen National School

Parteen

Co. Clare

www.parteenschool.ie

parteenoffice@gmail.com

(061) 340457

Principal: Gerard Ruane

Deputy Principal: Mairéad Guckian

Our Literacy Self-Evaluation Report and Improvement Plan

October 2018 - June 2020

Due to the Covid-19 School Closure, the plan is being extended to October 2021

1. Introduction

This document records the outcomes of our last improvement plan, 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 Outcomes of our last improvement plan from September 2012 – June 2015

Aim was for all pupils to have the experience of and improved confidence in using comprehension strategies as per the Building Bridges Programme. A whole school plan for comprehension strategies for each class level was created. CPD for staff was organised. Resources were purchased. Resources were added

to the shared network for each class. Teachers have been explicitly teaching each comprehension strategy to each class as per the school plan.

Aim was to increase overall reading comprehension standards among all pupils from an overall percentile of 73% to 75% by 2016 and to 77% by 2017. Actual increase in 2018: 77% (INTO moratorium was in place in 2017). It is important to note that Literacy Lift-Off for S1-2nd was introduced in February 2015 using the PM books. Graded Reading for 3rd- 6th was in September 2017 using the Big Cat books. A second graded reading scheme for J1-2nd was started in September 2017 for use by class teachers outside of Literacy Lift-Off

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2018 to October 2018*. We evaluated the following aspect(s) of teaching and learning:

Graded Reading

We reviewed teacher questionnaires, Drumcondra test results and NRIT V Drumcondra Test scores.

2. Findings

2.1 This is effective / very effective practice in our school

Graded Reading in general is found to be very effective by teachers. Children get to read at their level and are progressed from there. Drumcondra results are increasing in the last five years. Children are enjoying the practice (6th class adjustment this year based on last years' experience of books not being enjoyable – significant change is using only novels and teacher designed comprehension workbooks). It is well organised. Teachers report parents are largely supportive based on comments in reading logs and feedback at P/T Meetings. Very good resources in the school. Support time well used. Support teachers work closely with class teachers.

2.2. This is how we know

Teacher Survey: 19/21 questionnaires returned. 18/19 Indicated positive impact of graded reading on pupil outcomes and experiences and comments noted above are a summary of feedback.

Significant increase in vocabulary and comprehension scores from 2014-2018:

Current Teacher Noted	2014 Vocab	2018 Vocab	2014 Comprehension	2018 Comprehension	2014 Total	2018 Total
1 st	65	90	62	87	64	89
1 st	69	73	65	75	68	73
2 nd	65	82	74	86	70	84
3 rd	76	84	66	79	71	79
3 rd	61	77	50	63	55	68
4 th	67	86	65	81	66	82
4 th	73	82	68	77	70	79
5 th	66	68	61	70	64	70
5 th	61	79	67	82	65	81
6 th	68	73	77	77	73	75

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

19/19 teacher surveys made recommendations. Teacher survey shows need for planning time, better pre assessment and post-assessment, more activities/resources to develop comprehension and vocabulary and more focus on quality of comprehension and vocabulary development at stations as opposed to moving through levels. More books are needed so this needs to be reviewed. Reading homework needs review. Whole school systems need to be created for managing graded reading outside of Literacy-Lift-Off. Planning grid needs to be developed for 3rd-6th. Therefore we need to review the practices within Literacy-Lift Off including activities at each station to ensure comprehension and for homework.

All students are not reaching their potential in reading. An analysis of NRIT V Drumcondra test results shows the following:

Class	Number of children that are not reaching their reading potential based on NRIT Comparison with Total Drumcondra Score. Only gap of 6 percentile points or more are recorded
6 th	26/66 (40%)
5 th	16/42 (38%)
4 th	18/55 (32%)
3 rd	2/33 (6%)
Total 3 rd -6 th	62/196 (31%)

Notes:

69% of children are reaching their reading potential based in NRIT V Drumcondra Total Reading Scores.

NEPS Have confirmed that NRIT is a good measure to use and is close to their own assessments.

Only gaps of 6 percentile points or more are noted to allow for discrepancies.

The current 3rd class are the class that have being doing the Literacy Lift-Off and graded reading for the longest period since senior infants.

3. Our improvement plan

On the next page we have set out our School Improvement Plan.

Targets	Actions	Persons Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
<p>Teaching and Learning Increase the number of children reaching their potential based on NRIT V Drumcondra Total Reading Scores from 69% to 75% in June 2019 and 80% by 2019.</p>	<p>This will be achieved through reviewing graded reading collaboratively as outlined below.</p>	<p>Mairéad & Ger to lead. All staff responsible for implementation.</p>	<p>Drumcondra Results V NRIT Teacher questionnaire.</p>	<p>Year 1 At the end of the 2017/18 school year 69% of pupils were achieving their potential. In June 2019 68% of pupils were achieving their potential, this very slight drop could be as a result of the new Drumcondra test in Reading.</p> <p>Year 2 Testing not completed due to closure. Will review in June 2021</p>	
<p>Teachers Collaborative Practice Develop a planning grid for graded reading in 3rd-6th.</p>	<p>Allocate Croke Park Time to the development of a planning grid for 3rd-6th Graded Reading.</p>		<p>Plans will be revised.</p>	<p>3rd-6th Class template to be completed in Year 2. Ger and Mairéad now specifically allocated one support teacher to coordinate Graded Reading in 3rd-6th and they create a planning grid in consultation with the class teachers.</p>	

<p>Create planning sessions for increased teacher collaboration to allow for class teacher and support teacher to plan, discuss and review graded reading.</p>	<p>Allocate specific planning time to ensure the class teacher and support teacher have adequate time to plan, discuss and review the graded reading. Allocate Croke Park time to reviewing the resources and assessments needed and share existing resources. Allocate Croke Park Time to review practice at each station</p>		<p>Teachers will have time to collaborate.</p>	<p>Year 1 Time was given for teacher collaboration and planning: Nov 2018- 2 hrs, Mar. Apr. May '19 1 hour each month.</p> <p>Year 2 Planning time Year 2: Nov. 2hrs, Feb. 1hr, March 1hr.</p>	
<p>Create a system for continuity for graded reading groups as they move from class to class.</p>	<p>Allocate Croke Park time to the development of a planning grid for graded reading in SI-2nd (outside of Lift-Off) and to ensure that the final results each year are noted on the Continuum of Support Class Profile.</p>		<p>System to ensure continuity in graded reading will be in place.</p>	<p>Year 1 At the Junior end of the school, planning for LLO takes place on Fri. With the new structure in place for the Senior end more time is now available for planning before and after the in class team teaching.</p> <p>Each child is tracked from Senior infants up to Fifth class. Files are in Ms Guckian's room.</p>	

<p>Get new pre assessments and post assessments.</p> <p>Share all resources to develop comprehension on the shared network.</p> <p>Review what new resources are necessary – both comprehension activities and books.</p> <p>Review activities at each station and for homework to ensure comprehension and vocabulary development as opposed to moving towards levels at a fast pace.</p>			<p>Teachers will have good assessment data.</p> <p>Enjoyable, suitable books will be in place.</p> <p>Stations and homework will develop comprehension, vocabulary development and be enjoyable.</p>	<p>The pre and post tests used in the Junior end are: Burt word reading, running record and a 10 min writing test. In the Senior end all pupils do Hodder and Burt word reading as well as looking at the Drumcondra scores from the previous year.</p> <p>All resources necessary for Comprehension strategies are on the shared network.</p> <p>New resources are purchased when necessary, In Sept. 2018 new novels were bought for 6th class and second class for reading after LLO.</p> <p>Year 2 Following facilitated discussions with PDST, YARK will be used in 3rd-6th</p>	
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Ratified by the Board of Management on 19/10/2020

Seamus Gallagher
Chairperson