



HFSS
Self-Evaluation Report
and
School Improvement Plan

Self-Evaluation Report

2023-2025

1. Introduction

This document records the findings of our evaluation of teaching and learning focused on the area of Literacy and our current improvement plan, including targets and the actions we will implement to meet these targets.

1.1 Outcomes of our last improvement plan from 2021 to 2023

School Self Evaluation was used to support the introduction and implementation of the Wellbeing Policy Statement & Framework for Practice where the focus was on the setting up and embedding of wellbeing initiatives in Holy Family Senior School. Through the process the staff identified aspects of Wellbeing as areas of focus, please see our School Improvement plan for more details.

1.2 The Focus of this Evaluation

We undertook self-evaluation of teaching and learning in Holy Family Senior School from April 2023 to June 2024. We evaluated the following aspect(s) of teaching and learning

- Main focus on Literacy: Reading - Guided Reading

1.3 School Context

Holy Family Senior School is a co-educational primary school in an urban setting. Currently we have 677 pupils in single stream classes with 28 mainstream teachers and two special classes and 13 ½ SEN teachers. SEN teaching is organised with a mixture of in-class support and withdrawal from class. We have 12 full-time SNA's.

2. Findings

We collected information from parents, pupils & teachers to gather evidence for this report. We created surveys, teacher focus groups, analysed attendance & test results.

2.1 This is effective / very effective practice in our school

The main strengths of the school in teaching and learning are:

Teacher's Practice

❖ Preparation for Teaching

- All teachers' devise and prepare long term and short-term plans in the area of literacy to guide teaching and learning. Teachers use agreed upon planning templates and these templates have been updated to include planning using the Primary Language Curriculum.
- Each teacher submits a Cuntas Miosúil which details content taught and objectives achieved.
- Staff engage in CPD and in-service training.
- A willingness among staff to adopt new strategies in the teaching of Literacy.
- The Board of Management has invested in literacy considerably.

❖ Teaching Approaches

- A variety of teaching methodologies and approaches are utilised in the teaching of literacy.
- The class teachers and SET engage in collaborative and reflective practice in organising and providing structured support for pupils.
- Team teaching, In class support and withdrawal are provided to aid teaching and learning in Literacy.
- Teachers differentiate to cater for the needs and abilities of all students.

❖ Assessment

- A wide range of assessment tools are used for Assessment of Learning and Assessment for Learning.
- Standardised tests administered in the month of May are used as a guide to inform teaching and learning of literacy. Standardised test results in the school are just above national average.
- Diagnostic testing takes place where needed.

Learning Experiences

❖ Learning Environment

- Classroom atmosphere is positive.
- Teachers affirm and value pupil contributions.
- Teachers strive to make the classrooms and school environment 'Print-Rich'.
- The school has a well-resourced library of both fiction and non-fiction books
- The school takes part in the Eason's Spelling Bee, Concern Debating League, School Book Fair and Setanta Book Club to raise the profile of literacy in the school.
- The school is involved with the following programmes and initiatives to support literacy; Building Bridges of Understanding, The Reading Boxes (Yellow, Blue, Red & Green), PM Writing (linked with writing genres), Novel Study, Station Teaching and agreed teaching approaches to Spelling. LifeBoat, Read Write Inc., 5th & 6th class use I.T. websites Read Theory.org and Epic Books to promote reading and comprehension.

❖ Pupil's Engagement with Learning

- Students have a positive attitude towards learning which is celebrated and rewarded.
- Children enjoy the Primary Languages Curriculum and actively engage in literacy activities.
- The majority of pupils enjoy reading and are confident in their ability to read.

❖ Communicating with Parents

- Parents are encouraged to support their child's reading through listening to reading for homework.
- Parents attend meetings in the first term.

- Report cards are sent home at the end of the year that are in line with the standard report cards as outlined by the N.C.C.A

2.2. This is how we know

(We know this because we consulted with pupils, parents and teachers, and examined test results and activities in the school)

- Individual teacher reviews of practice in literacy
- Staff focus group reflection on teaching and learning
- Pupil Questionnaire on attitudes to reading and strategies used
- Pupils work - samples, copies and displays
- Parental questionnaires on their experience of pupil reading at home
- Analysis of Standardised tests (Micra-T), 2021-2023
- Analysing of benchmarking results 2023

Include some results from questionnaires and focus groups.

Student Questionnaire

- 92% of students enjoyed reading a lot (59%)/a little (33%).
- 87% of students are confident in their reading abilities.
- 78% of students enjoy the books in the class and school library,
- 80% of the students use the Building Bridges comprehension strategies when reading.

Teacher Focus Group

- Staff affirm their happiness with the literacy initiatives & projects used in the HFSS.
- All staff engage in team teaching and collectively agree to its benefits.
- Staff agree that overall staff have a positive attitude towards learning and there is a positive atmosphere in classrooms.

Parent/Guardian Questionnaire

- Response to a survey indicated that pupils are positively disposed towards reading with 78% of pupils reporting that they enjoy reading for pleasure.
- 84% are happy with the progress of their child's reading in the Holy Family Senior School

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

- Implement guided reading as an instructional approach to the teaching of reading that allows for differentiated teaching to occur in small-groups. This will begin with third class initially for the coming year and extending to fourth class in the next school year.
- Make further decisions about PM testing, before and after testing.
- Continue to build upon and classify the wide range of supplementary readers in our school, using recommended guidelines.
- Cultivate a love for reading by establishing a partnership with the local library and strengthen community ties.
- Keep parents informed via the school website the N.C.C.A. parental information and tips about literacy development for their child's class level.
- Keep parents informed of further information about Guided Reading.
- Introduce a Literacy link on the school website to support parents.

We have decided to prioritise these areas because

To Improve the Pupils' quality of reading

Teacher Focus Group

Teachers feel children would benefit from differentiated reading books according to individual levels so that all pupils are challenged and experience success as readers.

Teachers agreed it would be great to link in with the community more and utilise the local library as a resource.

To Improve the Pupils' self-motivation to read for pleasure

22% of parents say their child does not like to read for pleasure.

36% of parents agree that their child reads independently on a daily basis, however, only 39% say that their child reads independently every few days and 25% say less often than that.

To Further develop and consolidate literacy at home

88% of parents would like to know more about how we teach reading in school.

85% would like further information on how to support their child's reading at home

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** (monitor & evaluate).

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**

SCHOOL IMPROVEMENT PLAN

April 2023 to June 2025

	Targets	Actions	Person/Groups Responsible	Monitor & Evaluate	Progress & Adjustments	Targets Achieved
1	<p>To improve the Pupils' Quality of Reading</p> <p>a. Increase by 100% the number of third and fourth class pupils that read more than a set class reader</p> <p>b. A minimum of 75% of pupils in third and fourth class will be successful in moving from instructional reading to independent reading of a book level in the guided reading term.</p> <p>c. 80% of a set of targeted pupils from third and fourth class will improve their number of errors after completing the Guided Reading.</p>	<p>a. Move away from the class reader and introduce guided reading to all third classes in 2023 and fourth classes in 2024, an individualised and differentiated reading at a rate of 1 book per week using graded readers depending on the ability level.</p> <p>b. & c. Children will be measured in their reading level before engaging in the guided reading programme for 6 weeks and repeated at the end of the intervention to measure success.</p>	All mainstream third & fourth class teachers and all SET working in third and fourth classes.	<ul style="list-style-type: none"> Keep records of the level and number of books each child/reading group completes. <p>Compare results of the children's reading level pre and post guided reading.</p>		
2	<p>To improve the pupils' self-motivation to read for pleasure.</p> <p>a. A minimum of 95% of all pupils in third and fourth class will express that they like to read a lot/ a little.</p> <p>b. 100% participation in visiting the local library and facilitating an interactive book reading through exposure to diverse literacy resources and community engagement.</p>	<p>a. Enhance the reading experience for third & fourth class students through procuring a variety of supplementary reading materials with a focus on engaging novels tailored to their age group.</p> <p>b. Each third class will visit the library within the 2023 and 2024 school year to promote reading for pleasure. In the next school year this will be extended to fourth class.</p>	<p>a. Deputy Principal will facilitate the purchase of novels</p> <p>b. All third and fourth class teachers.</p>	Compare pupils' attitude to reading from a questionnaire before and after actions.		
3	<p>To further develop and consolidate literacy at home.</p> <p>Support parents in how best they can help improve their child's literacy.</p>	Literacy link to be set up on the school website. This link will provide information for parents including information about Guided Reading, tips about literacy development and links to websites.	IT Coordinator and Literacy Coordinator	<ul style="list-style-type: none"> Feedback from families. 		

