

School Improvement Plan Summary 2013

Literacy

Ratoath Senior National School, Ratoath, Co. Meath

<ul style="list-style-type: none">• Baseline data	<ul style="list-style-type: none">• Attainment of curriculum objectives: The results of the Standardised Tests indicate that our pupils are performing above the national average. Our pupils perform above the national average across all strand units.• Pupils' engagement in learning: Our pupils' questionnaire revealed that the majority of pupils in 5th class enjoy reading and have a very positive attitude to reading. The majority of pupils in 5th class reported feeling that they were good at mathematics.• Teaching approaches: A SCOT analysis by staff revealed school strengths in the school environment, ICT, classroom teachers, learning support and resource teachers and parental support with regard to differentiation.• Attainment of curriculum objectives: The majority of parents of children in 5th class believe their children like reading and they understand their child's strengths and their difficulties. Partnership with parents is essential in achieving curriculum objectives.
<ul style="list-style-type: none">• Summary of main areas requiring improvements	<ul style="list-style-type: none">• Attainment of curriculum objectives: Improve the overall profile of the school with regard to Standardised Test percentile bands, so that more pupils perform in the higher bands. This can be evaluated by comparing cohorts of pupils to their previous year's performance, taking into account the level of the test taken.• Attainment of curriculum objectives: Emphasis will be placed on developing 'prediction' which is a key comprehension strategy.• Attainment of curriculum objectives: Examine ways in which the school can support parents in terms of phonics, handwriting, oral language development, reading and the development of comprehension. Include a list of recommended books for pupils to read.• Pupils' engagement in learning: The children will be able to adapt this strategy to suit their own needs. We want to improve our children's ability to understand what they read.• Teaching approaches: The teaching of this strategy will need to be introduced by explicit teacher modelling using

	<p>high quality children’s fiction and non-fiction texts and supported by comprehension process motions and anchor charts to consolidate children’s understanding of each individual strategy.</p> <ul style="list-style-type: none"> • Teaching approaches: The children’s understanding of the strategies will need to be consolidated through the gradual withdrawal of teacher input, as they endeavour to apply the strategies through collaborative exploration of text in mixed ability groups. • Teaching approaches: Reading materials suitable to the needs of different classes will be provided to support this initiative. 			
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<ul style="list-style-type: none"> • Develop pupils’ appreciation, reading fluency and pleasure through the use of a wider diversity of reading material. 	<ul style="list-style-type: none"> • Structured comprehension programme for all classes 	<ul style="list-style-type: none"> • Increased variety/genres of reading material 	<ul style="list-style-type: none"> • Pupils, teachers, principal, parents, Parents Association 	<ul style="list-style-type: none"> • 2014
<ul style="list-style-type: none"> • Develop pupils’ appreciation, reading fluency and pleasure through the use of a wider diversity of reading material. 	<ul style="list-style-type: none"> • Continue and expand shared reading, DEAR and paired reading at home. 	<ul style="list-style-type: none"> • Greater reading fluency and comprehension 	<ul style="list-style-type: none"> • Pupils, teachers, principal, parents, Parents Association 	<ul style="list-style-type: none"> • 2014
<ul style="list-style-type: none"> • Develop ‘prediction’ as a comprehension strategy. 	<ul style="list-style-type: none"> • Teachers will explicitly teach and model comprehension strategies as part of Literacy 	<ul style="list-style-type: none"> • Improvement in pupils’ comprehension 	<ul style="list-style-type: none"> • Teachers, • principal 	<ul style="list-style-type: none"> • 2014

		skills		
<ul style="list-style-type: none"> • Support exceptionally able students 	<ul style="list-style-type: none"> • Teachers will support more able students through differentiation, accelerated reading, quizzes, ICT, and independent projects 	<ul style="list-style-type: none"> • Improvement in the support for exceptionally able children through a variety of strategies 	<ul style="list-style-type: none"> • Teachers, principal 	<ul style="list-style-type: none"> • 2014
<ul style="list-style-type: none"> • Supporting Parents 	<ul style="list-style-type: none"> • Examine ways in which we can support parents in terms of reading and the development of comprehension skills. Include a list of recommended books for pupils to read. 	<ul style="list-style-type: none"> • Improved support for parents with literacy and homework. 	<ul style="list-style-type: none"> • Parents, teachers 	<ul style="list-style-type: none"> • 2014
<ul style="list-style-type: none"> • Supporting Teachers 	<ul style="list-style-type: none"> • Up-skilling staff through dissemination of strategies and skills at staff meetings 	<ul style="list-style-type: none"> • Extension of teachers' teaching methodologies 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • 2014
<p>Monitor and Review</p>	<p>Target 1: Analysis of Standardised Test results in May of each year. Target 2: Feedback during staff meetings based on observation derived data. Target 3: SCOT analyses carried out by staff. Target 4: Collation and analysis of data collected from parent questionnaires. Target 5: Collation and analysis of data collected from pupil questionnaires.</p>			