

St. Brigid's G.N.S Palmerstown

Our Self-Evaluation Report and Improvement Plan

1. Introduction

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

The focus of the evaluation is to reflect on our teaching of literacy across the school and identify specific areas where we can make improvements to provide enhanced learning experiences for our pupils and achieve better outcomes.

School Content:

- St. Brigid's G.N.S is an all-girls vertical primary school, based in Palmerstown, Dublin 20.
- In the school year 2024-2025 we have approximately 333 pupils, one administrative principal, 21 teachers, 7 SNA's, one secretary and one caretaker
- We have 14 mainstream classes and one special class for children with autism which is called 'The Orchard'

This cycle of self-evaluation commenced in September 2024.

2. Findings

2.1 Teacher Focus Group (Nov 24)

- Staff acknowledged and celebrated the very good practice that is already in situ, evidenced by the Department of Education Inspector report.
- Staff voiced the need to explore a greater variety of text types with pupils, particularly ones that encompass digital components.
- Staff were supportive of the need to focus more specifically on assessment for learning strategies, namely self and peer assessment.
- Staff were keen to support different models of support that could be utilised to support children in flexible groupings to access the curriculum in an inclusive manner.
- Staff acknowledge that significant work is underway as part of the school's DLP (Digital Learning Policy) to further embed the use of digital technologies into teaching and learning practices to bring about better outcomes for our pupils.

2.2 Parents Survey Results (March 25)

- 85.7% stated that they were happy with the way literacy was taught in the school
- 80.4% stated that the school provides ample support to children that experience difficulties with literacy.
- 93.9% agree that the school provides a wide range of reading material to the children.
- 91.8% believe that the literacy content being taught in school is engaging and appropriate for their child's age and ability.
- 67.3% believe that the school provides clear and constructive feedback to children on their literacy progress.
- 40.8% stated that their children review their work and are able suggest ways that it can be improved.
- 71.4% agree that the current level of parent-teacher communication regarding literacy is effective.
- Parents suggested that activities such as buddy reading, team teaching and increased communication with home would enhance learning outcomes for their children in literacy.

2.3 Pupil Survey Results (Feb 25)

- 82.5% report that they enjoy reading.
- 75% report that they read at least once a week.
- 60% report that the reading materials available in school are interesting and engaging.
- 92.3% report feeling supported by their teacher during literacy lessons.
- 74.4% report that they review their work before handing it up for correction.
- 52.6% report that they offer feedback to their peers about their work and suggest ways that it can be improved upon.
- 76.9% report that teacher conferencing and written comments were their preferred methods of feedback.
- All pupils expressed their desire for increased choice in the variety of text types available for them to read.

2.4 Department of Education Subject Evaluation (June 24)

The following recommendations were offered to our school:

- To enhance pupils' critical literacy skills, teachers should extend the range of text types and learning experiences to enable pupils to actively analyse, interpret and respond to texts of increasing complexity.
- To ensure that pupils know what to improve and how to improve their work, teachers should extend their assessment practices to include the provision of formative feedback and regular opportunities for self- and peer assessment.
- Teachers should further develop pupils' digital literacy skills to enable them to create content, discover and share new information, and learn and collaborate with their peers using digital technologies

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

Year 1: Embracing Digital Literacy

In response to the growing importance of digital competence, year 1 of our SSE plan focuses on embedding digital literacy into the school curriculum. As a result, the school is utilising EPIC!, a digital reading platform, to broaden students' access to diverse reading materials. With content ranging from fiction and biographies to recipes, history, and audiobooks, EPIC! supports reading for pleasure and learning. Texts are aligned with each student's reading level, ensuring a personalised learning experience that strengthens comprehension and fosters a lifelong love of reading. Teachers are able to monitor each learner's progress and assign reading material accordingly.

Year 2: Promoting Self and Peer Assessment

Building on the digital literacy foundation established in Year 1, Year 2 prioritises the development of pupil agency through self and peer assessment practices. By engaging in these reflective activities, students become more aware of their own learning process, enhancing both their critical thinking and confidence. A suite of self-assessment worksheets, adapted from SALF will be rolled out across all class levels. Moreover, teachers will engage in other self/peer assessment classroom strategies to further promote assessment for learning. These strategies not only support literacy development but also encourage students to take greater ownership of their progress, recognise their achievements, and identify areas for growth.

Year 3: Adopting a Collaborative Approach to Teaching and Learning

In year 3, the focus shifts to inclusive education through the adoption of a collaborative teaching model. By fostering partnerships between classroom teachers and members of the special education team, we aim to provide differentiated instruction and flexible groupings that cater to all learning styles and abilities. Co-teaching enables tailored support, more targeted programmes of support, and greater opportunities for individualised attention, creating a classroom environment where every student can thrive. In essence, it is envisaged that all classes will benefit from at least one block of co-teaching where a combination of teacher observation and pre-intervention assessment data will determine the lesson focus and delivery style. Thereafter, teachers will work collaboratively to devise a plan to target the diverse needs of all children in the class.

This phased approach ensures a comprehensive enhancement of literacy, assessment, and inclusive practices over time. Each year's focus will be monitored, evaluated, and refined through ongoing staff collaboration, pupil feedback, and data analysis, ensuring that the SSE plan is both responsive and impactful.

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 [September 2024] to [June 2027]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Year 1: Digital Literacy</p> <ol style="list-style-type: none"> 1. Using EPIC, all classes will engage with a greater variety of text types with a particular focus on developing children’s critical digital literacy skills e.g. comics, recipes, audio books 2. Aligning with the school’s DLP, pupils will use digital technologies to access and engage with curriculum knowledge, skills and attitudes in a constructivist manner. 	<ul style="list-style-type: none"> ❖ Pupils will create digital content at least once per term ❖ Juniors – 2nd Class suggestions: Infants: mouse work, finding letters. The teacher writes a sentence on the whiteboard and the children have to retype the sentence using a word document. ❖ 3rd to 6th Class: Use the GSuite apps such as Google Slides and Google Docs to present learning on the teacher's chosen subject area while developing their skills in accessing and managing their individual Google classroom account. ❖ Classes will engage with EPIC! - this might involve whole class reading and classes visiting the IT room to read independently on assigned tasks. ❖ Pupils will engage with a suite of text types, namely audiobooks, fiction, 	<ul style="list-style-type: none"> ❖ All teachers ❖ SNAs 	<ul style="list-style-type: none"> ❖ Pupils will have greater competence to engage with literacy material, outside of the commercial programmes used in the classroom information. ❖ Pupils will show understanding of the material read and will be able to discuss the content with confidence and accuracy. ❖ Pupil’s comprehension scores will improve, evidenced by their reading logs from EPIC! ❖ Pupils are observed as competent, critical consumers, users and makers of digital content. 	<ul style="list-style-type: none"> ● Staff survey indicates that 90% of teaching staff are using EPIC! on a regular basis (June 25) ● The range of text types offered to our pupils has expanded and pupils now have an opportunity to interact with and create digital media content. ● All classes use google classroom to access digital content and complete teacher designed tasks ● Continued engage with the school Digital Learning Plan will continue in 25/26 	

	<p>non-fiction, biographies, recipes, and information texts.</p> <ul style="list-style-type: none"> ❖ Comprehension quizzes will be completed by pupils on EPIC and teachers will monitor the class data generated to inform their planning. 				
<p>Year 2: Self and Peer Assessment</p> <ol style="list-style-type: none"> 1. At the end of each month, all pupils will complete a SALF sheet and reflect on their work with both their teacher and parent. 2. As part of their daily classroom practice, teachers will utilise self and peer assessment strategies, namely 2 stars and a wish, WILT/WALT, thumbs up/down, and traffic lights as assessment for learning tools to promote learner agency. 	<ul style="list-style-type: none"> ❖ After monthly assembly, pupils will complete a SALF worksheet and reflect on their work. This exercise will be signed by both parents and class teacher and stored in the class teacher's assessment folder. ❖ WALT/WILT learning intentions will be discussed with classes and displayed during lessons. ❖ All teachers will utilise self and peer assessment strategies (2 stars and a wish/ thumbs up/down/ traffic lights) as tools to promote assessment for learning. ❖ Pupils will be taught the SAM strategy to facilitate peer assessment - <i>'Say something positive, Ask a question, Make a suggestion'</i>. ❖ SSE Staff Consultation: Staff will meet termly to discuss 	<ul style="list-style-type: none"> ❖ All teachers ❖ SNA's 	<ul style="list-style-type: none"> ❖ Pupils are able to reflect on their work on identify areas warranting improvement ❖ Pupils can discuss their work and the work of others and suggest ways that it can be improved. ❖ Parents feel more informed of their child's progress and are better positioned to support them at home. ❖ Teachers use the data gathered through assessment to inform their own planning and curriculum delivery. ❖ Pupils are empowered to feel a sense of ownership over their learning, recognise their achievements, identify areas for growth and report sentiments of the same during 		

	<p>progress in SEE and make necessary amendments</p> <ul style="list-style-type: none"> ❖ Pupils will use their maths journals to record their learning in maths and track their progress over time. 		<p>teacher pupil conferencing.</p>		
<p>Year 3: Co-teaching</p> <p>1. All mainstream classes will benefit from at least one block of co-teaching in the school year, co-planned and delivered by both the class teacher and a member of the special education team in the area of literacy and/or numeracy.</p> <p>2. At least 95% of students participating in co-teaching interventions will demonstrate measurable improvement between their pre and post-intervention</p>	<ul style="list-style-type: none"> ❖ Pre and post programme of support testing ❖ Target/focus area identified by class teacher, in collaboration with SET ❖ Teacher CPD: Oide to support staff to embed co-teaching models as a teaching model to inclusively support all pupils. ❖ Collaboration and planning time to be assigned through Croke park hours and shared planning. 	<ul style="list-style-type: none"> ❖ Mr Killeen ❖ All teachers ❖ SNAs 	<ul style="list-style-type: none"> ❖ Pupils are receiving small group instruction in their mainstream classroom on content congruent to their level. ❖ Post intervention data will show that children have made learning gains after a block of co-teaching. ❖ All learners will feel empowered to access the curriculum at their level within a mainstream class environment. ❖ Teachers feel supported to meet the diverse range of needs in their mainstream class. ❖ Teachers share their professional knowledge and ideas with each other and pool their resources. 		

assessments in the targeted area.					
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Appendix A

SALF

Infants



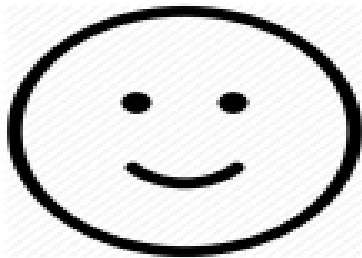
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Junior Infants

Subject/Lesson

Month



I enjoyed it,
I am good at it



It was ok,
It was a bit hard



It was too hard,
it wasn't fun

Name

Parent's/Guardian's Signature

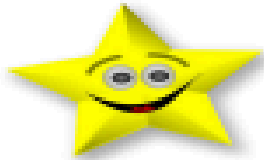
Teacher's Signature



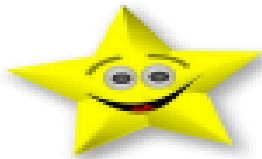
1st & 2nd Class 3 Stars & A Wish

My Self Assessment by: _____

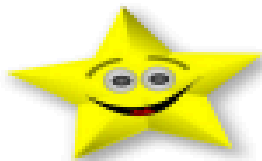
This Month: _____



I enjoyed learning about:



My best piece of work was:



I got better at:



I would like to get better at:

Student's Signature

Parent's/Guardian's Signature

Teacher's Signature



3rd & 4th Class

Month

This month I am pleased with my work on:

Reason 1:

Reason 2:

I learned how to:

Next month, I will aim to improve:

Student's Signature

Parent's/Guardian's Signature

Teacher's Signature

5th /6th



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5th & 6th Class My month at School

Month

Student Name

Student Signature

This month I am especially pleased with my work on: _____

Because _____

Something I could have done better was: _____

Because _____

Something we did this month that I would like more practice at: _____

Because _____

Next month I will try to: _____

PARENT/GUARDIAN: What advice would you give your daughter for next month:

Parent/Guardian Signature

Teacher Signature