

**SCHOOL IMPROVEMENT PLAN – LITERACY (TEACHING PRINCIPAL)**

<p>Summary of main strengths as identified in last SSE:</p>	<p>Our school has strengths in the following areas:</p> <ul style="list-style-type: none"> <li>• Children’s results in Standardised tests for English reading show that most are performing at, or above, the national norm.</li> <li>• Good phonics scheme in place in the school.</li> <li>• Children have a good grasp of spelling and are beginning to improve their handwriting in the senior room.</li> <li>• Children scored well on the Oral Language Checklist.</li> <li>• 87.5% of parents stated that their children like to read. This was also reflected in the pupil questionnaire.</li> <li>• 83% of parents said that they are well informed by the school as to their child’s progress.</li> </ul>			
<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<ul style="list-style-type: none"> <li>• Teachers to create plan for the teaching of 6 writing genres.</li> <li>• Improve use of sentence openers, connectives, vocab and punctuation through “Ros Wilson – Big Writing” programme.</li> <li>• Assessment of writing.</li> </ul>			
<p><b>Improvement targets</b></p>	<p><b>Required Actions (for Sept '14)</b></p>	<p><b>Success Criteria / Measurable Outcomes</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Timeframe for Actions</b></p>
<p>All children 1<sup>st</sup>- 6<sup>th</sup> to progress at least 2 sub levels on the “Ros Wilson”, “Big Writing” scale by May 2015 (using assessment of writing completed in May 2013 as base line score).</p>	<p>Implement Ros Wilson “VCOP” Method of teaching writing skills</p>	<p>“Big Writing” assessment to be completed by teachers in May 2014 on specific piece of children’s writing.</p>	<p>Class teachers and learning support team.</p>	<p>Between Sept '14 and May '15</p>
<p>Children learn how to write in three different writing genres per year.</p>	<p>Teachers introduce whole school plan for the teaching of 3 writing genres per year.</p>	<p>That children can independently produce a piece of writing on a specific genre which will be assessed using “Big Writing” criteria.</p>	<p>Class teachers and learning support team.</p>	<p>Between Sept '14 and May'15</p>
<p><b>MONITOR AND REVIEW</b></p>	<p><b>Target 1:</b> To be reviewed at end of each school term.                      <b>Target 2:</b> To be reviewed at end of each school term.</p>			

## **School Self-Evaluation Report**

### **1. Introduction**

#### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in literacy was undertaken during the period (Nov/2012) to (May/2013). During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Engagement in Learning
- Teaching Approaches
- Assessment

This is a report on the findings of the evaluation.

#### **1.2 School context**

- This is a vertical co-educational primary school.
- There are currently 24 pupils.
- There are 2 teachers, including a teaching principal

### **2. The findings**

- Standardised test results in English reading show that the vast majority of pupils are performing at or above the national norm, with over 50% performing at a high average level and just 10% at a low average level. No children fall below low average.
- Throughout all classes, students display a good grasp of spellings and phonics with a successful Phonics Scheme (Newell) in place. The senior room (3<sup>rd</sup>-6<sup>th</sup>) are currently working hard on a handwriting policy which was introduced last year.
- All children performed well on the Oral Language Checklist.
- Responses from a survey of parents show that the majority of parents agree, or strongly agree, that their child likes and is good at reading and writing.
- Teachers revealed that across all class levels, writing is the main area of concern, with no structured plan in place for the teaching of various writing genres. They stated that most children are not varying their use of punctuation and vocabulary in their writing.
- Teachers also revealed that they would benefit from introducing some form of assessment in writing.

### 3. Progress made on previously-identified targets identified in the current SIP

- (N/A for year one as SIP not in place yet)

### 4. Summary of school self-evaluation findings

#### 4.1 Our school has **strengths** in the following areas:

- Children's results in Standardised tests for English reading show that most are performing at, or above, the national norm.
- There is a good phonics scheme in place in the school
- Children have a good grasp of spelling and are beginning to improve their handwriting in the senior room.
- Children scored well on the Oral Language Checklist.
- 87.5% of parents stated that their children like to read. This was also reflected in the pupil questionnaire.
- 83% of parents said that they are well informed by the school as to their child's progress.

#### 4.2 The following areas **are prioritised for improvement**:

- Teachers to create plan for the teaching of 6 writing genres.
- Improve use of sentence openers, connectives, vocab and punctuation through "Ros Wilson – Big Writing" programme.
- Assessment of writing.

#### 4.3 The following legislative and regulatory requirements need to be addressed:

- (See checklists in School Self Evaluation Guidelines)