Milford National School -School Improvement Plan

Summary of School Self-Evaluation Findings:
Summary of Main Strengths as identified in School Self-Evaluation 2012/2013;

Milford school has **strengths** in the following areas:
(These findings are based on the results of staff discussion and reflection, checklists, parent and pupil surveys, and standardised testing)

Attitudes to Learning : Children's attitude to reading is very positive in general. 94% of parents feel their children like reading and 92% of parents feel their child is doing well at reading. 94% of children also feel they are good at reading. 73% of parents agree that children enjoy spellings and 91% of children think that spellings are easy to learn. 67% of parents agree that their child likes to write stories while pupils decided that writing stories was the favourite activity in English lessons, followed by reading. 85% of children read for leisure/pleasure. 83% of parents feel their child likes Maths while 69% of pupils report that they like Maths. What pupils like best in Maths lessons are Maths games and puzzles and solving problems.

Attainment of Curriculum Objectives: The overall attainment in Literacy and Numeracy in the school is high. Consistently the pupils in the school score very favourably in relation to national norms. A significant percentage of our pupils score above the national average in Literacy and Numeracy.

Quality of practice: The quality of teaching in the school is good. Teachers are committed and dedicated and share their skills and energies very generously inside and outside of school.

Learning Environment: A safe stimulating learning environment is provided for the pupils of the school, which is very well-resourced for all curricular areas. The BoM has also invested in new resources for implementing the Literacy and Numeracy strategies.

Pupils' Engagement in Learning: Pupils at all class levels are enabled to engage actively in their learning and the level of participation and interest is high.

Preparation for teaching: Teachers are well prepared in terms of practical and written planning for the delivery of the curriculum through the lessons they teach

Teaching Approaches: All efforts are made to ensure that teaching is focused, stimulating and relevant to the pupils' learning needs.

Management of pupils: The management of pupils during learning and routine activities is effective. Teacher-pupil, pupil-pupil and pupil –teacher interactions are very positive and respectful. The school is inclusive and treats all pupils equitably and fairly.

Teacher Assessment: The quality of assessment is effective in terms of planning, the implementation of assessment approaches and the use and reporting of assessment information. Teachers use diagnostic testing and standardised tests to inform planning. The school has always engaged in self-evaluation to self-assess practices and implement improvements where necessary.

School Personnel: Parents comment that the teachers are very approachable and parent feedback indicates that they are impressed with the level of encouragement and involvement on the part of the teachers.

Making Learning Fun: There are great and innovative ideas (Readolympics, Maths games and puzzles etc) to make learning fun

Summary of the Main Areas of Focus for Improvement with Regard to Literacy:

In 2011 the school engaged in robust self-evaluation of our Literacy strategies. As a result some areas were identified for prioritised focus. The specific areas of:

- Infant Reading Skills: it was decided to implement change in phonics teaching strategies in Infant classes- introduction of Synthetic Phonics as opposed to dual approach of Analytic Phonics and Look and Say methods. This new method was introduced to Junior Infants 2011. The programme continued to be implemented into Senior Infants and introduced to the new Juniors in 2012. Results have surpassed expectations in Year 1 and 2.
- Cohesive approach to Teaching Comprehension Strategies in all classes: Review of existing practices implemented since 2010 in teaching strategies for 12 genres of comprehension. The "Building the Bridges of Understanding" programme was introduced throughout the school in January 2012.
- Increased focus on Handwriting formation: All classes now use Sassoon font. Infants are learning pre-cursive style and classes 2nd to 6th have "Let's Join In" software installed for the IWB.
- Creative Writing: Implementation of a multi-genre outcome-defined writing programme in 2011/2012. This provides the framework and strategies for 7 writing genres and encourages the systematic building of writing skills from Infants to 6th classes. All classes are engaging with the various writing genres,- Recount, Narrative, Procedure, Report, Persuasive, Poetry and Correspondence

Actions: Key areas to focus on 2013/2014: We intend to continue as per our Literacy Strategy plan but will place particular emphasis on

- Whole school approach to Grammar (Elements of grammar will be taught as per Jolly Grammar programme)
- Graded tests for each class level will be produced for mid-year and end of year testing.
- A set of all class end of year tests to monitor progression between levels will be compiled as a way of internal school standardisation.
- Pupils will be aware of learning outcomes for each writing genre
- The area of Digital Literacy has been piloted by a number of teachers this year. It is envisages that Digital Literacy will be an area of expansion in 2013/ 2014 as more classes become involved.
- Vocabulary development remains an area which needs focus on analysis of tests and assessments. Senior classes will specifically focus on Greek/ Latin roots of words and also the Comprehension strategy "Understanding Words" to aid vocabulary acquisition
- DEAR (Drop Everything And Read) time will be implemented from September throughout the school with Autumn and Spring reading challenges.
- Whole School Approach to literacy will continue next year.
- Oral language focus in Junior classes through Aistear programme

SMART Targets:

- 90% of Junior Infants will achieve in excess of SS100 in Jolly Phonics tests May 2014
- 85% of Senior Infants will achieve above SS100 in JP SI standardised test
- Increased performance in MIST (3-phoneme word lists) from 2011 to 2014
- DPRT: 1st class testing 2014: aim for decrease in 0-15% band to <1% and increase in 85th to 100% band to 55%.
- DPRT testing: 3rd to 6th: overall 5% comprehension and vocabulary improvement
- Handwriting: 4th to 6th: using scoring of rubric 95% will achieve standard of excellence May 2014
- 90%of classes will achieve outcomes in writing as outlined in Plean Scoile.
- 85% will achieve 85+ score in recount checklist based on WALT and WILF instruction.
- Improved grammar and punctuation in all classes to staff-designed rubric

	Phonological awareness	Comprehension	Writing	Grammar	Vocabulary	Handwriting
Year 1 2011/2012	Re focus on the teaching of synthetic phonics in Junior and Senior Infants. (Jolly Phonics) Investment in teaching materials. Tricky Words to be on display throughout the school. Class reader to be deferred until after Easter. Team teaching in Infant classes. LSRT support. Junior Infant assessment of reading June 12 to identify children for further support in advance of Senior infants. Home school tuition programme to be provided. Induction in phonological awareness training given at New Infant Intake meeting in May 2012	Whole school approach to **developing comprehension strategies** through use of Prim Ed series "Developing Comprehension strategies" Teachers to volunteer to do Inservice Summer 12 in "Building Bridges of Understanding" Programme	Junior infants taught writing simultaneously with phonological element. Use of A4 whiteboards in Junior and Senior infants for letter, word and dictation writing. Focus on genres of **Narrative** **Procedural** Central Sharing of resources	Assessment of current practice in grammar teaching to plan for systematic approach to the teaching of grammar throughout the school.	Development of vocabulary through increased focus on dictionary and ICT Vocabulary websites eg www.vocabulary.com	Investment in handwriting software to provide for good modelling, professionally produced charts on display in each room 2nd-6th "Handwriting today" programme introduced throughout the school Sassoon booklet for infants. Letter formation as per Jolly Phonic programme Entry into EBS handwriting competition to highlight skill.

- Review of classroom resources May 2012
- Introduction of a whole school framework for literacy to promote sharing of ideas/ resources and to plan for LSRT support (See note September 2012)
- Revision of Whole School English Plan to incorporate changes Yr1 /Yr2

	Phonological awareness	Comprehension	Writing	Grammar	Vocabulary	Handwriting
Year 2 2012/2013	Include all Yr 1 Strategies Promotion and support of **Senior Infant Phonological** awareness training. Monitoring and promotion of children through Jolly readers, developing fluency and blending. Development of a **Team approach to supporting weaker readers .** (Development of LSRT Senior Infant support plan for identified children) Assessment of Junior Infants for LSRT **Assessment of Senior Infants** to monitor progress and assess effectiveness of interventions. Promotion of word study Prefix/suffix/ roots 3rd -6th	Include all Yr 1 Strategies Introduction and resourcing of **"Building Bridges of Understanding"** Programme Trained class teachers to give inservice on a monthly basis to class groupings -*Think Aloud* --*Prediction* -*Visualisation* -*Declunking* -*Questioning* -*Clarifying* -*Monitoring Comp*	Promotion of **Senior Infant Writing** as per JollyPhonic/Jolly Grammar programme -*Modelling* *Scaffolding* -*Free Writing* Children encouraged and guided in earlier competency in writing using spelling conventions, capital letters and full stops. **Whole school approach to genre writing**. (central resources on Aladdin) -*Recount* -*Narrative* -*Procedural* -*Poetry* -*Correspondance* -*Report* -*Persuasive* ***Milford Writing Wall*** (publication on noticeboard and digitally through website) Author Visits/ Writing Workshops for classes 3rd-6th -Development of agreed stages in development of writing for each class level -Development of rubrics to assess writing at each class level	Introduction of **Jolly Grammar 1 in Senior Infants** Informal focus on grammar teaching as per Jolly Grammar 1, 2, 3 throughout the school Colour coding of grammar elements. Introduction of Grammar Glance cards, 3rd-6th	Focus on Vocabulary development in conjunction with "Building Bridges of Understanding Programme" ntroduction of ***vocabulary copies 2nd-6th*** to promote vocabulary development, comprehension and consolidation of grammar ***Interesting Words Wall*** in all classes 1st-6th	Include all Yr 1 Strategies Introduction of Handwriting rubric as assessment tool

- Review of classroom resources for literacy May 2013

	Phonological awareness	Comprehension	Writing	Grammar	Vocabulary	Handwriting
Year 3 **2013/14**	Include Yr1 and Yr2 strategies Promotion and support of **First Class** Phonological awareness training. Revision/ Consolidation of Yrs1/2 Alternative vowel sounds consolidation(focus) Promotion of children in Jolly readers/ independent novels	Include Yr1 and Yr2 strategies -Synthesis -TSI Mentoring by "Building Bridges of Understanding team"	Include Yr1 and Yr2 strategies Promotion student assessment through awareness of criteria for each genre.	Include Yr1 and Yr2 strategies **Jolly Grammar 2 to be introduced to First Class** **Jolly Grammar 3 to be introduced to 2nd/3rd class**	Include Yr1 and Yr2 strategies	Include Yr1 and Yr2 strategies Monitor and assess progress

- Review of classroom resources for literacy May 2014
- Comparative analysis of skill levels in reading, comprehension and writing of First Class children taught solely using intensive synthetic phonics approach since starting school to First class 2012.
- Review of 3 yr progress in Literacy in the areas chosen for intervention.
- Analysis of performance in DPRT and teacher designed tests
- Plan for ongoing development in Literacy teaching Milford NS
- Ongoing training and support in Literacy for Staff.

2012/ 2013	September	October	November	December	January	February	March	April	May	June
Strand-	Developing Receptiveness to Language	Developing Competence and Confidence	Developing Cognitive abilities through language	Developing Cognitive abilities through	Emotional and imaginative development	Developing Receptiveness to Language	Developing Competence and Confidence	Developing Cognitive abilities through language	Emotional and imaginative development	**Revision**
Units: Building Bridges of Understanding	*Think Alouds *Prediction	*Prediction Declunking	*Visualisation	*Visualisation Clarifying	*Making Connections	*Making Connections	*Questioning	Questioning	*Revision	*Revision
Comprehension Strategy	Understanding Words Predicting	Predicting	Finding Information	Identifying the main Idea	Sequencing	Inferring	Concluding	Finding Similarities and Differences	Summarising Fact or Opinion	
Writing Genre	Recount	Narrative	Narrative	Procedural	Review	Poetry	Correspondence	Report	Persuasive	Revision
Reading genre- Each class to decide according to plan										
Other	Author Visit Cora Harrison	Handwriting Assessment	Writing Workshop: Róisín Meaney	Assessment	EBS Handwriting	Spring Poetry ReadOlympics	Spring Poetry ReadOlympics	Author Visit: Judi Curtin/ Helena Close	Standardised Testing	Handwriting Assessment

2013/ 2014	September	October	November	December	January	February	March	April	May	June
Strand	Developing Receptiveness to Language	Developing Competence and Confidence	Developing Cognitive abilities through Language	Developing Cognitive abilities through Language	Emotional and Imaginative Development	Developing Receptiveness to Language	Developing Competence and Confidence	Developing Cognitive abilities through Language	Emotional and Imaginative Development	Revision
Units: Building Bridges of Understanding	Questioning: *Think Alouds Prediction	*Prediction Declunking	Visualisation	Visualisation Clarifying	*Making Connections	*Making Connections	Monitoring Comprehension	Monitoring Comprehension	Revision	
Comprehension Strategy	Understanding Words Predicting	Predicting	Finding Information	Identifying the main idea	Sequencing	Inferring	Concluding	Finding Similarities and differences	Summarising Fact or opinion	
Writing Genre	Recount	Narrative	Narrative	Procedural	Review	Poetry	Correspondence	Report	Persuasive	Revision
Reading Genre	Class specific headings to be Planned									
Grammar	Class specific headings to be planned									
Phonological Awareness/Vocab Dev	Phonemes inf-3rd Root words: 4th to 6th									
Other	Author Visit: Sarah Moore Fitzgerald	Handwriting Assessment Book Fair 9th Oct	General Assessment	Writing Workshop	EBS Handwriting	Springboard to Literacy exposé	Springboard to Literacy exposé	Author Visit	Standardised testing	Hand Writing Assessment

Summary of the Main Areas of Focus for Improvement with Regard to Numeracy:
In 2012/2013 the school engaged in robust self-evaluation of our Numeracy strategies. Data was generated on the basis of both qualitative and quantitative enquiry. Evidence of pupils performance in, and perception of Maths is based on standardised test results and pupil questionnaires. As a result some areas were identified for prioritised focus. The specific areas of:

- Problem-Solving: This area was identified as a priority for improvement as having the lowest average score in SAT Maths tests.
- Practical Application of Maths: A need was identified to increase opportunities for pupils to engage with Maths in the school environment.
- Focus on methodologies in teaching of Maths. Internal staff review prioritised.
- Assessment Strategies: more emphasis needed on formative assessment as opposed to summative assessment
- Enjoyment of Maths- teachers to increase even more efforts to make Maths fun
- Devise ways of providing information on Maths methodologies and the Maths programme for parents:
- Focus on Mathematical terms and language throughout the school- more consistency across the school needed.

Actions: Key Areas to Focus On:

- Problem-Solving: strategies for improving children's problem-solving skills: introduction of "Problem Friday", 10 minute mental Maths daily session, RUDE (Read Underline Draw Estimate) method for problem-solving approach, investment in Brainsnacks programme for 5th and 6th classes. Examine digital programmes- Mangahigh, Khan academy, Mathletics. Investigate problem-solving workshops.
- Practical Application: Increasing opportunities for pupils to engage in Maths in the school environment: Areas for prioritisation are Maths trails, Maths games, puzzles, ICT –related activities for increased maths engagement and enjoyment
- Implementation of PDST teaching strategies for Topic teaching. This is to begin in school year 2013/2014. The first topic will be Fractions. Topics will be integrated with "Problem Friday". Fractions Manual put forward by the PDST and approved by the Department of Education which incorporates new strategies and resources to enhance the teaching of Fractions. Problems will be focused on the topic learnt.
- Increase station and team teaching (using LS/RT team and volunteers) for more individual child-centred discovery and exploration methods
- More emphasis on Mathematical games, particularly utilising the IWB in the classroom. Our aim is to make Maths FUN. e.g. soduku, Maths website games
- Create methodology videos for parents on school web-site
- Put tips for parents on school web-site to support parents with regard to content, methodologies and language of Maths
- School glossary of Mathematical language to be compiled
- Invest in class set of ipads for more individually-focused games and problems

SMART Targets: 2013-2016:

- Increase the overall average score in SAT Maths scores (Sigma-T) by 5 percentile points by 2016
- Increase the average score in problem-solving in SAT Maths by 6 percentile points by 2016
- Ensure that 80% of each class will achieve target norms in computation tests (ongoing)
- Increase to 80% the number of children who say they enjoy Maths and apply Maths to areas outside of maths class
- Increase to 80% the number of parents who feel they get good information from the school regarding Maths methodologies

NUMERACY FRAMEWORK : 2013- 2016 MILFORD N.S.

Priority	Improvement Target Related to pupil achievement	Required Actions	Success criteria/measurable outcomes	Persons responsible	Timescale for review analysis
1.	**Increase average score in problem-solving by 6 percentile points by May 2016**	-adoption of specific problem-solving methodology for school RUDE (Read, Understand, Draw, Estimate) -problem Friday -weekly class puzzle on web-site -purchase of Brainsnax for 5th and 6th classes, trial-run Mathletics - increase access to digital Maths games/ apps/ ipads -cpd for staff in problem-solving(INTO) -introduction of SCRATCH programming 3rd to 6th	-analysis of standardised tests -review of children's weekly/ termly/ end-of year tests -teacher observation of children's engagement in Maths	Class teachers Numeracy co-ordinator Numeracy committee Principal	May 2014, 2015, 2016 May 2014, 2015, 2016 May 2014, 2015, 2016
2.	**Increase overall average on SAT Maths scores by 5 percentile points by 2016**	-PDST manual – focus on methodologies in topic teaching- to be reviewed May 2014 -increased paired/collaborative learning -increase team/station teaching using SEN team	-analysis of standardised tests looking at the topics of focus -teacher observation and feed-back	Class teachers SEN team Numeracy committee	May 2014
3.	**That 80% of each class will achieve target norms in computation test**	-10 minutes mental Maths each day -tables strategies as in Plean Scoile -Continue tables test each Friday -use of ICT to sharpen tables skills -refresh teaching/operations methodologies annually for staff and post operations info on school web-site for parents	-analysis of computation tests -evidence of information document on school web-site	Class teachers Numeracy committee	-May 2014, 2015, 2016

4.	**Increase to 80% the number of parents who say they get good information from the school regarding Maths**	-make information vimeos for school web-site demonstrating teaching methods for various topics -tips on helping children with Maths to be posted on school web-site on parent section	-information vimeos on school web-site -tips for parents on school web-site -parent survey	AG/DM Principal	May 2014 March 2014 April 2016
5.	**Increase to 80% the number of children who say they enjoy Maths and apply Maths skills to areas outside Maths lesson**	-Maths trails/treasure hunts for each class level in summer term -ICT using games on IWB -integrate with other subjects-athletics/PE-distances/ area/ drama/etc	-pupil survey	-numeracy committee	April 2016

Legislative and Regulatory Framework:
All school policies and procedures are in compliance with the Legislative and Regulatory framework as laid out by the DES. Policies and procedures regarding the legislative and regulatory policies such as Enrolment, Code of Behaviour, Anti-Bullying, Child Protection, Health and Safety Statement, Attendance, Data Protection, Special Educational Needs, RSE are in place. All policies may be accessed from the school web-site: www.milfordns.ie
(Anti-Bullying Policy will require updating by Easter 2014 in compliance with new procedures issued by DES recently)