

Burrane N.S.

SSE Report & SIP 11.11.25

Introduction:

The focus of the Evaluation: A School Self-Evaluation of teaching and learning in literacy and wellbeing was undertaken during term 1 of the 2025/2026 school year. During the evaluation, teaching and learning across the whole school was evaluated. We evaluated our progress using teacher professional dialogue, teaching observation and surveys as our source of evidence under the following four areas from the wellbeing Policy Statement and Framework for Practice for wellbeing promotion:

- culture and environment
- curriculum (teaching and learning)
- policy and planning
- relationships and partnerships

From our findings: The focus of this SSE report centres on Oral Language and reading for pleasure.

School Context:

- This is a mixed enrolment school.
- There are currently 19 pupils enrolled. 7 of our 19 pupils are newcomer pupils and 2 are receiving EAL support.
- There are 3 teachers on staff including a teaching principal, 1 mainstream teacher, 1 special education teacher and a visiting EAL teacher. We have 5 hours of EAL support.
- The school administers standardised tests in Mathematics, English from 1st to 6th and Irish from 2nd to 6th.
- The School administers the Drumcondra Test of Early Literacy and the Drumcondra Test of Early Numeracy in Senior Infants. We also administer the M.I.S.T.
- Staff have implemented station teaching in the Junior Room using levelled readers.
- Staff planning in literacy is guided by the New Primary Language Curriculum and incorporates reading comprehension strategies.
- Pupils take part in Irish Oral Language competitions for Féile na hInse annually and staff from 1st to 6th class are involved in preparation for this.

The Findings:

- Moving forward to 25/26 school year – It's clear that wellbeing is embedded across the school – Bí Cineálta questionnaires very positive – all children feeling safe, parent feedback very positive.
- On shared analysis of classroom tests, teacher observations of oral questioning and incidental inspection by our Department Inspector we as a staff found that pupils have improved considerable in Orla language over the past two years. 83% of child now felt more confident in speaking in front of an audience. We are looking at continuing work on Oral Language to further embed based on change in staff for this school year with more of a focus on Structure and sequencing of Oral presentation we will also place further attention extending Oral Language across languages and focusing on transfer of skills from English to Irish and working on Maths talk as part of the primary Maths curriculum.
- Staff have noted from observation that children are not reading for pleasure as much over the past two years.

These are our following strengths

Wellbeing

- In general, the pupils' knowledge about wellbeing are at a good standard in accordance with SPHE Curriculums and as observed by teachers in class, however there is room for improvement in this area.
- During term 1 of the 22/23 school year the pupils engaged in an in-class webinar series called Feeling Good In Body And Mind to give children the opportunity to reflect on their well-being and resilience, as well as providing them with some practical ideas to enhance their own well-being and mental health for the year ahead. We also carried out a number of pupil surveys.
- The core values within our Code of Behaviour are explicitly taught through SPHE lessons
- Pupils engage in weekly PE, Music and drama lessons
- Positive thoughts posters around school and well-being area in staffroom and school corridor
- Engage in Daily well- being activities coordinated by the Coiste.
- Power Hour session on Fridays to promote resilience, self-esteem and comprehension through playful learning experiences.
- Engage in weekly Music Generation classes to promote music and confidence in the school

Literacy

- Children are assessed regularly in spelling, writing and reading comprehension and results show that favourable progress is being made in all areas.
- The accelerated reader programme has been implemented from 1st to 6th class.
- Playful learning experiences using cross curricular themes are also being implemented in the Junior Room for oral language development.
- Station teaching is implemented in the junior room for numeracy and literacy
- The senior room studies novels throughout the year
- Children gain a broad range of writing experiences through cross curricular links
- Through station teaching children are given the opportunity to write together and individually based on monthly genre.
- Pupils are given regular opportunities to respond to various genres of text, to discuss the main themes and ideas, share opinions and work together to answer higher order questions.
- Pupils are given regular opportunities to engage with the different genres of text based on monthly genres.

School Improvement Plan		
Baseline Data:	<ol style="list-style-type: none"> 1. Let's stand assessment Rubric from 1st -6th 2. Staff Focus Group 3. Standardised Tests 4. Pupils questionnaires 5. AR reports on word count and time spent enganing with reading for pleasure. 	
Literacy	<p style="text-align: center;">Summary of main areas requiring improvements</p> <ol style="list-style-type: none"> 1. Vocabulary development in literacy and across the curriculum and with a particular emphasis on Gaeilge and Maths talk to develop on the structure and sequence of oral presentations while developing the nconfidence, competence, fluency and expressive capacity of pupils 2. Greater emphasis on reading for pleasure among pupils from 1st -6th in the school. 	
Overview:	<ul style="list-style-type: none"> • Moving forward to 25/26 school year – Wellbeing is embedded across the school – Bí Cineálta questionnaires very positive – all children feeling safe, parent feedback very positive. • Looking at continuing work on Oral Language to further embed based on change in staff for this school year. • Extending Oral Language across languages and focusing on transfer of skills from English to Irish. Working on Maths talk as part of the primary Maths curriculum. • Focusing on attitudes to reading. 	
Targets:	<ul style="list-style-type: none"> • To further embed our oral Language work by providing opportunities for all children to speak in class and at assembly with explicit teaching of sequencing and structure with progress evidenced through pre- and post-rubrics. • To increase pupil engagement with reading for pleasure among 1st to 6th class pupils, as shown through growth in words read and increased time spent reading, measured using Accelerated Reader data alongside teacher observations and pupil feedback from the beginning and end of the year. 	
Wellbeing Framework and Statement for Practice	<p>Key Area: Curriculum and Teaching</p> <p>Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. - Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success.</p>	
Actions:	<p>Target 1:</p> <ul style="list-style-type: none"> • Pre- test children using the assessment rubric or sheet from Let's Stand. • Displays of focus prompts and vocabulary in each classroom. • Children prepare and present on topics thematically and cross-curriculum e.g. Irish poem, SESE project. • Link with Gaeilge Caint is Comhrá each morning. • Féile nah Inse each year, Christmas concerts etc. • Children present at assembly e.g. telling stories, poems, presentations. • Link with parents through Social Media – sharing activities and presentations. • Maths Talk – Power Hou. Explicit focus on Maths vocabulary. <p>Target 2:</p> <ul style="list-style-type: none"> • STAR reading Tests termly & Word count rewards at assembly • Give time throughout the week in each classroom for children to engage in discrete reading time. • Children will complete comprehension quizzes as they complete books. • Kind Mind Plan – link with reading where children noted they could switch off through reading. • Good supply of books in the school and teacher sources books from the library also. • Teacher modelling of reading books in the classroom to the children. • World Book Day celebrated • Power Hour – discuss book that they have read. 	<p>Time</p> <p>June 25/26</p> <p>June 25/26</p>

Monitoring <ul style="list-style-type: none"> • Teacher Observation • Teacher Discussion at meetings • Pupil discussions and feedback • Pupil and Parent Feedback
Evaluation
Success Criteria <ul style="list-style-type: none"> • Children will show increased confidence in speaking and making presentations and increased ability to structure presentations. • Children will increase time spent reading for pleasure and show increased enjoyment of same.

These actions have been in place since Sept 2022 and will continue in our school

<ul style="list-style-type: none"> • Pupils understanding of Well-Being 	<ul style="list-style-type: none"> • Recap on Body and Mind Seminar • Kind Mind Plan
<ul style="list-style-type: none"> • Pupils voice 	<ul style="list-style-type: none"> • Coiste for Gaelbhratach • Roles and responsibilities to be given to pupils in both rooms
<ul style="list-style-type: none"> • Involve Parents in SPHE lessons 	<ul style="list-style-type: none"> • Parents can discuss the wellbeing activities we carry out in school with their children when the pupils are completing their SPHE programme. (Class Teachers will send home school links sheet home)
<ul style="list-style-type: none"> • Teaching of core values through weekly SPHE through Mindful Matters. 	<ul style="list-style-type: none"> • SET team to aid in Weekly SPHE Lessons where required • Power Hour sessions to develop resilience and coping strategies • Positive posters in school • Kind Catchers • Achievement Tree & Special mentions
<ul style="list-style-type: none"> • Develop teachers skills in promoting training in well-being and reading initiatives. 	<ul style="list-style-type: none"> • OIDE support • Training courses