

Scoil Phádraig Clane

School Self Evaluation Report

Introduction

A school self evaluation of teaching and learning in Scoil Phádraig, Clane was undertaken during the period September 2012 to June 2013. During the evaluation teaching and learning in the following curricular area were evaluated.

- Literacy

We decided to concentrate on literacy first and to follow up with numeracy next year.

This is a report on the findings of the evaluation.

The School Context.

- This is a vertical all boys primary school
- There are currently 470 pupils enrolled
- There are 22 teachers including an Administrative Principal.

The Findings of the Evaluation

Preparation for Teaching:

Teachers prepare short and long term plans and use their plans to guide teaching and learning. Learning outcomes and teaching approaches, activities and resources are identified in the plans. Curriculum objectives and the school plan are used to devise long and short term plans by teachers. Teachers plan for how they are going to assess the pupils learning.

Teaching Approaches:

Teachers employ a wide variety of teaching methodologies appropriate to the development of oral language, reading, writing and digital media literacy. Very good use is made of resources including ICT to support pupils in their learning. Teachers differentiate the lessons effectively to cater for the needs and abilities of all pupils.

Management of Pupils:

Collaboration between class teachers and learning support teachers takes place on a regular basis and team teaching/in class support and withdrawal of pupils are being used to support the development of literacy. A variety of organisational groupings and settings are used in classrooms to support literacy. A positive code of behaviour including an anti-bullying policy is implemented in a fair and consistent way. This is an inclusive school which respects all pupils regardless of background or gender. Teachers have high but realistic expectations of pupils behaviour and learning and they communicate these to them.

Assessment:

Teachers employ a large selection of assessment tools to assess learning in literacy – observations, checklists, curriculum objectives, questioning, self-assessment, tests and standardised tests. The Young Group Test is administered to Senior Infants. The Drumcondra English standardised test is administered to all classes from first to sixth in May each year and results are reported to parents in the end of year report. The Blackwell Spelling Test is administered to all classes from second to sixth. NRIT tests are undertaken with first and fourth class each year.

Learning Environment:

The print rich environment is evident around the school. The school provides opportunities for pupils to write for real purposes and audiences. The school is decorated with displays of pupils work. There is an agreed approach to the teaching of handwriting. The reading culture in the school is well cultivated and maintained by a variety of reading activities/initiatives throughout the year.

Pupil's engagement with learning:

Pupils at all class level are actively engaged in their learning and the level of pupil interest and participation is high. Pupils report that they enjoy a variety of activities in English lessons – reading, writing stories, poetry and comprehension. Teachers report that some pupils have poor conversational skills, lacking vocabulary or correct language and giving only one word answers.

Parental Involvement:

Parents are very supportive of school literacy initiatives. The Literacy Plan is available to parents. Parents are encouraged to support their child's reading through listening to reading for homework and paired reading. Parents are encouraged to become involved with book fairs, visits to the library and paired reading initiatives.

Attainment in Literacy:

The Standardised Micra-T English Test results for May 2012 are as follows:

% of pupils at or below 2 nd percentile	0.3% (Normal distribution 2.0%)
% of pupils between the 3 rd and 16 th percentile	7.9% (Normal Distribution 14%)
% of pupils between the 17 th and 50 th percentile	28% (Normal distribution 34%)
% of pupils between the 51 st and 84 th percentile	33.2% (Normal Distribution 34%)
% of pupils between the 85 th and 98 th percentile	28.7% (Normal Distribution 14%)
% of pupils above the 98 th percentile	1.8% (Normal Distribution 2%)

Summary of School Self Evaluation Findings

Our school has strengths in the following areas with regard to Literacy:

- Reading Initiatives to encourage reading – Paired reading, Readathon, shared reading , Bookworm Club,
- New English Curriculum Plan being researched and planned for 2014/2015 school year.
- Commercial products used with reference to Curriculum Objectives
- Good Resources available
- Variety of Assessment tools used
- Print rich environment – lots of sight vocabulary
- Jolly Phonics up to third class
- Good variety of reading texts used
- Children engage in Listening comprehension activities
- Good variety of reading material available in all classes
- Diagnostic and standardised tests administered
- The process of writing is fostered and children write for real purposes
- Draft, edit redrafting are at the heart of the writing process
- A variety of writing genres are taught
- Good handwriting is fostered from Junior Infants
- There is an agreed source of varied content for spellings and a variety of methods used.
- Results of assessments are used to inform teacher planning

The following Areas are prioritized for improvement with regard to Literacy:

- **Oral Language Skills**
Improvement in Oral Language confidence and fluency and a development in the expressive capacity of pupils.
 - i) Specific Oral Language skills are to be taught and practiced.
 - ii) Offer opportunities for pupils to develop oral language skills at each class level.
 - iii) Visits by poets/storytellers to the school.
 - iv) Discrete oral language lessons in higher classes.

- v) Debating in senior classes.
- vi) Higher order comprehension in senior classes.
- vii) Develop confidence in oral language to promote competent self-expression.
- Reading
 1. Develop the pupils appreciation, reading fluency and pleasure through the use of a wider diversity of reading material.
 - a. Continue and expand paired reading, Bookworm, group work.
 - b. Increased variety and genres of reading materials for middle & senior classes
 - c. Reinforce phonics and word attack skills in senior classes
 2. Develop a range of reading comprehension strategies.

Teachers will explicitly teach and model comprehension strategies as part of Literacy.
 3. Support exceptionally able students through differentiation, accelerated reading, quizzes, ICT and independent research projects
- Writing
 - a. Introduction of First Steps .
 - b. More Free Writing.
 - c. Cover a variety of subjects and genres.
 - d. Encourage more expressive language.

Examine ways we can support Parents in terms of phonics, handwriting, oral language development, reading and the development of comprehension.