**School Self-evaluation Report – June 2014**

**(update to report on School Year 2013-14)**

1. **Introduction**
   1. **The focus of the evaluation**

A school self-evaluation of teaching and learning in literacy was undertaken during the period June 2012 to 30/09/12. A WSE was also held in September 2012. Teachers and pupils participated in review of the S/P plan in May/June2014.

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**This is a report on the finding of the evaluation**

* 1. **School context**
* This is rural DEIS co-educational primary school.
* There are currently 103 pupils.
* There are 6 teachers including a teaching principal, a shared resource teacher and a school based learning support/resource teacher
* The school administers Drumcondra English and Sigma T Standardised tests from 1st to 6th classes in May each year.
* The NRIT is administered to 2nd and 5th classes each Autumn – all classes from 1st – 6th in Autumn.
* In early November, all pupils from 1st to 6th complete the Hodder and Staughton group reading test to ascertain reading ages and Micra – T November 2013.

1. **The Findings**

* Standardised test results in English reading show that, on average over the three years surveyed the school’s bell curve shows a peak in the 17th – 50th percentile. However, given that the class sizes are below 10, we cannot use this data to reliably make comparisons beyond this. On comparing the bell curve of the May 2014 English Results to May 2013, our curve is far more regular in 2014 than in 2013. Approx. 5% of pupils have moved on to the 51-84 band which was a problem the previous year. This will be monitored going forward as our bell curve is questionable as class groupings are all between 10 and 16.
* Analysis of standardised test data over the last three years shows that we have been making progress with more children moving from below average to average
* Throughout all classes students display a good grasp of grammar completing exercises and in oral work, write in a range of genres with prompts but however their writing shows a limited use of vocabulary, poor re-reading skills and lack of connection between grammar, vocabulary and spellings covered to raise the writing standard.
* Children in all classes are able to recite, recall and sequence stories, questions, conversations etc.
* Responses from a survey of parents show that en masse parents are positive or very positive about their child’s performance in reading.
* Across all classes students have a positive attitude toward reading and writing. Students stated that they prefer to work independently as when they work in groups they sometimes feel: they are not listened to, their role is unclear and their input is not valued.
* Teachers’ Literacy lessons catered for different learning styles and incorporated a variety of teaching methodologies. Teachers feel that many students are motivated and confident in their learning.
* Assessment for learning is used to guide teaching – all pupils have completed a writing questionnaire. Teachers will complete one in early September.
* ICT and co-operative learning are methodologies that teachers would like to employ more in their literacy lessons.

1. **Progress made on previously identified targets identified in the current SIP/DEIS Plan**

* Some 5% movement to 51st – 84th percentile as planned
* Findings from our previous 3Year DEIS plan indicate the following:

Many pupils start to lose ground in reading tests as they progress through primary school as there is not always a home emphasis on reading for pleasure. Strategy of “Read at Home” well received and in place since November 2012.

1. **Summary of school self-evaluation findings**
   1. Our school has strengths in the following areas:

Attainment of curriculum objectives:

* Very few pupils fall at or below the low or very low bands in their standardised tests for reading
* Children are generally able to recite, recall and sequence stories orally
* Children are able to confidently speak about a topic of personal interest
* Children write in a variety of genres

Engagement in learning:

* Pupils reported that most of them like to write and read at home;
* Teachers report that children are confident regardless of their ability level

Teaching Approaches:

* Teachers use a range of methodologies including: active learning including play, guided activity and discovery and teacher modelling
* Lessons are planned and differentiated to meet the needs of different learning styles and abilities
  1. The following areas are prioritised for improvement
* Writing across a variety of genres as a whole school initiative – this will begin in Sept 2012 and continue for a minimum of 1-3 years and may extend into a programme of free writing in year 3. September 2014 – year 3 – we will carry on with structured writing focus with some free writing to be used in station work and as an early finisher’s activity.
* Reading at Home to extend vocabulary and language flow and include parents in the pupils reading comprehension – especially at senior level, extended to 1st & 2nd in Sept 2013. This strategy will carry on every year.
* Oral Language will be contextualized for use across all subject areas and not just English/Irish. This school year Geography/History/language for writing focus will be addressed.
* In the final term of 2012-2013 teachers will review Numeracy and using evidence prioritise areas for work from Sept 2013 onwards. Term 1 (Mid Sept) 2014 – a parents questionnaire re Maths will be sent out to all families. Teachers have completed their review on Maths areas (topics pupils need extra imput with, using, a) observation, b) class based assessments/work samples using c) questioning of pupils re topics they find easy and challenging, d) analysis of standardized tests. When a clear focus has emerged – (Oct 14) teachers will set out a strategy to work on this area. For Sept-Oct, all teachers will blitz tables and monitor maths language, competence – especially in the step-up classes (1st, 3rd, 5th).
* Station Teaching for all classes started in September 2013 and continued to May 2014.
* In September 2014 it was decided that Station Teaching across all classes was too ambitious. Station work will focus on junior classes with extra in class work for 3rd -4th classes with Resource Teaching.
  1. **The following legislative and regulatory requirements need to be addressed.**
* The enrolment policy needs to be updated in line with current legislation for inclusion. (WSE). New standardized enrolment procedures pending.
* BOM /PA will agree on Complaints Procedure in line with CPSMA agreed guidelines. (WSE)