

Scoil Chomhgháin Naofa

School Self Evaluation Report

Introduction

A school self-evaluation of teaching and learning in Scoil Chomhghain Naofa, Killeshin was carried out from January – June 2013. During the evaluation teaching and learning in Literacy were evaluated.

The following sources of evidence were used to compile the findings of this report:

- SCOT review of strengths and concerns in Literacy
- Individual teacher reviews of practice in Literacy.
- English school plan
- Pupils work – samples, copies, displays.
- The Learning Support team observations, checklists and sample Drumcondra Writing Profiles from target children.
- Parental Questionnaire
- Pupil Questionnaires and focus groups – Second to sixth class.

This is a report on the findings of the evaluation.

The School Context.

Patron: Bishop Denis Nulty, Catholic Bishop of Kildare & Leighlin

Chairperson: Rev. John Dunphy

Principal: Conor Denieffe

Staff: 12 class teachers, 3 Learning support teachers and two SNA's,

Pupils: 326 pupils, from Junior Infants to Sixth Class

School Logo: Our school logo depicts the Romanesque doorway in Killeshin.

Website: Currently being updated

School Growth: Our school community has grown from 139 pupils in 1992 to 326 in 2013.

Awards: We have 4 Green Flag Awards.

Science Excellence Awards

Credit Union and St. Abban's Quiz winners at local and chapter level

Cumann na mBunscoil Boys & Girls football winners

St. Abban's Athletic Club Inter Schools Cross Country and Track & Field Schools Winners

Initiatives: Instrumental Music in the school. Irish Dancing, French and Art Classes outside school hours.

The Findings of the Evaluation

Literacy

Preparation for Teaching:

Short and long term plans are prepared by teachers who 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:

A wide variety of teaching methodologies are used by teachers. These are appropriate to the development of oral language, reading, writing and digital media literacy. 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. Teachers felt that a policy and programme for exceptionally able children would be of great benefit to them.

Management of Pupils:

Collaboration between class teachers and Learning Support/Resource teachers takes place on a regular basis. 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. A screening test (MIST) is used in Senior Infants to identify children at risk of reading failure. 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. NRIT tests are undertaken with second and fifth class each year.

Learning Environment:

The print rich environment is evident around the school. 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. We are lucky to have an excellent School Library (Fr. John Fingleton Library) which was opened in 2013, and each class visits the school library at least once a week.

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. In the pupil questionnaire over 93% of pupils report that they enjoy a variety of activities in English lessons – reading, writing, readers, poetry and comprehension.

Parental Involvement:

Responses collated from a survey of parents show that the great majority of parents agree or strongly agree that they get good information from the school about how their child is doing at English (96%).

Parents feel that their children like reading (95 %) and are doing well at reading (90%).

Parents listen to their children reading aloud (85%) and feel that their children enjoy

learning spellings (71%) and writing stories (74%).

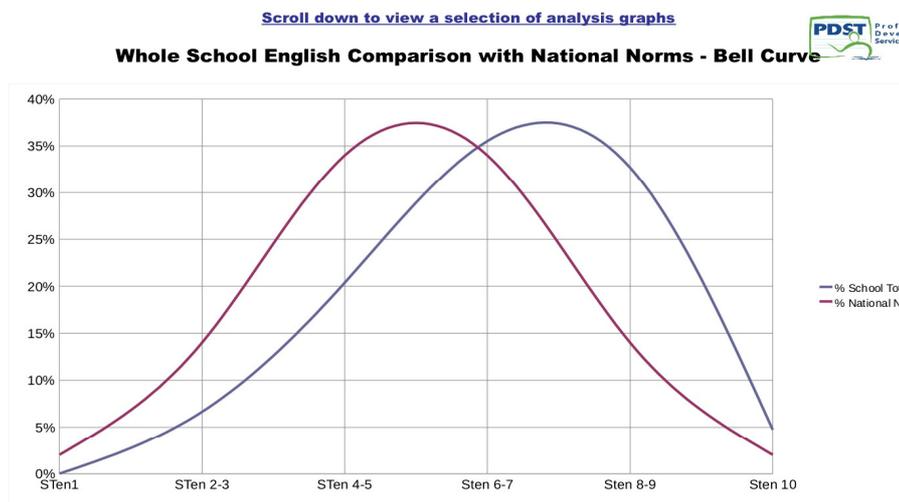
We have a good attendance rate at parent-teacher meetings (97%).

We have very strong school attendance throughout the school year. Parents are encouraged to support their child's reading through listening to reading for homework and paired reading.

Attainment in Literacy:

The Standardised Drumcondra English Test results for May 2013 are as follows:

% of pupils with a Sten of 1-3	5.8 %	(Normal distribution 16%)
% of pupils with a Sten of 4	7.7%	(Normal Distribution 16%)
% of pupils with a Sten of 5-6	36.1%	(Normal distribution 34%)
% of pupils with a Sten of 7	18.4%	(Normal Distribution 16%)
% of pupils with a Sten of 8-10	32%	(Normal Distribution 16%)



Summary of School Self Evaluation Findings

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

Children have a love of Reading and Writing indicated by 92% of children in survey.

Drumcondra Reading Test results are above National Averages.

Individual Needs of Pupils are incorporated into lessons.

Graded School Library, with an extensive range, visited weekly by children.

A wide range of Approaches and Methodologies are used by teachers in the teaching of Literacy

Parents have a very positive view of Literacy, as indicated by 95% in survey.

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

Writing: A whole school approach to the teaching and progression of writing skills and different genres needs to be developed.

A standardised whole school approach to correction of written work and the use of editing approach and symbols for writing to be agreed and introduced.

Develop free writing from Senior Infants to 6th class inclusive.

The use of an objective standardised assessment of writing by tracker children at all levels to be introduced. Drumcondra Writing Profile scores for these children to increase by at least one indicator each year.

Encourage input from home into consolidating children's writing skills fostered in school.

Developing an increased grammatical and spelling accuracy at each class level.

Target class (Senior Infants) for priority Literacy support.

Develop an increased grammatical and spelling accuracy in writing by agreeing the main features of grammar/punctuation to be taught at each class level

Support exceptionally able students through differentiation, accelerated reading, quizzes, ICT and independent research projects

The following Legislative and regulatory requirements need to be reviewed:

1. Review Anti Bullying policy in line with “*Anti-Bullying Procedures for Primary and Post Primary Schools September 2013*”.
2. Review of Health & Safety Statement.
3. Attendance & Participation Strategy

The following Policies need to be reviewed over the next 3 years:

1. Fire Drill
 2. Critical Incident Policy
 3. In School Management Policy
- Create Policy on Gifted and Talented Pupils