

# **Scoil Mocheallog**

## **School Self-evaluation Report: January to June 2013**

### **1 Introduction.**

#### **1.1 The focus of the evaluation.**

A school self-evaluation of teaching and learning in literacy was conducted during this period.

**This is a report of the findings of the evaluation.**

#### **1.2 School Context.**

- This is a rural vertical co-educational primary school.
- There are currently 288 pupils.
- There are eleven class teachers including four resource and two general allocation teachers.
- The school administers the Micra Test from first to sixth class and the M.I.S.T. test to Senior Infants at the end of May each year.

### **2 The Findings**

- Standardised test results in English show that the children are performing at or above the national norm.
- Responses from a survey of parents show that the nine out of ten parents agrees or strongly agree that their child likes and is good at reading and writing. 95% of parents feel that they receive good information from the school about how their child is doing in English.
- Across the classes children have a positive attitude towards reading and writing. 84% of students like reading while 5 out of every 8 feel they are

good readers. 69% of pupils surveyed stated that the reading material in their respective classes were of good standard. Three out of every four found spellings easy to learn.

- Teacher survey shows that pupils display positive attitudes to listening and speaking, have a genuine interest in reading and are motivated to use their writing skills. They listen attentively in class and a variety of texts, including print and digital media are used to improve comprehension strategies.
- Short and long-term plans are prepared by all teachers. Most would indicate the teaching approaches, resources and activities that would facilitate the achievement of the expected learning outcomes for the development of literacy skills across all curriculum area.
- Written work including homework is monitored. Copies and workbooks are checked with appropriate frequency.
- Interactive white boards are used by all teaching staff on a daily basis and are proving to be very effective.
- A variety of teaching methodologies are employed to suit the content of the literacy lessons and differentiation is used to cater for the varying learning needs and abilities of pupils in the class room.
- Some teachers have expressed the view a structured whole school writing scheme should be examined as different handwriting programmes are currently in use.
- Drafts and re-drafting of pupils material is viewed as a positive approach to improving written content.
- Teachers feel that expanded use to ICT readers, newspapers, novels and supplementary graded reading material for each class level would be beneficial in improving reading outcomes for the children.
- The development of oral language needs further attention and a more structured approach across all classes is required.  
Debating, media work and collaborative learning are viewed as positive approaches to oral development.
- High as well as low achievers need to be challenged.

**3. Progress made on previously identified targets identified in the current SIP. N/A for year one as SIP not in place yet**

#### **4. Summary of school self-evaluation findings.**

##### **4.1 Our school has strengths in the following areas:**

- Children report liking and enjoying reading and writing and feel that they are good at it.
- They have a good command of grammar and write with confidence in a variety of genres.
- Their Micra results are at or above the national norm.
- Parental survey confirms that parents have a very positive attitude towards literacy and their children's abilities.
- They also confirm that they are more than happy with the information which they receive from the school in relation to their children's progress in literacy.
- Teachers for their part confirm that written work including homework is monitored.
- Lessons are planned to cater for the needs of all the children.  
(Differentiation)

##### **4.2 The following areas are prioritised for improvement:**

- a. Planning a High Frequency Sight Vocabulary programme which directly assesses student performance and develops accuracy and fluency in the acquisition of vocabulary.
- b. A structured whole school writing scheme should be initiated as different handwriting programmes are currently in use.
- c. The development of oral language needs further attention and a more structured approach across all classes is required.
- d. Teachers feel that expanded use of I.C.T. readers, newspapers, novels and supplementary graded reading material for each class level would be beneficial in improving reading outcomes for all children.

Signed: Signed :

**Rev. W. Fitzmaurice.**

Date 13/01/2014