

School Self Evaluation Report Scoil Mhuire Abbeyside.

1. Introduction

1.1 The Focus of the Evaluation

A school self-evaluation of teaching and learning in literacy was undertaken during the period 8/01/2013 and 22/03/2013 and this is a report on the finding of the evaluation

1.2 School Context

- This is a vertical co-educational primary school
- There are currently 475 pupils in the school
- There are 23 teachers including an Administrative Principal

2. The Findings

- Standardised test results in English reading show that on average most pupils are performing at the national norm and that there is a relatively small group (5%) scoring below the average band and a large (25%) group scoring above the 70th percentile.
- Analysis of the standardised tests data for current sixth class between 2008 and 2012 demonstrates that there has been a reduction from 5.8% to 4% of pupils operating in the lowest percentile area. Tracking scores among this group of 56 for movement from 2008; 2010 & 2012 – 48% stayed the same, 25% went down and 27% went up.
- There was a tracking of twenty target pupils (who would normally score in the average band) to investigate movements in their scores on the standardised tests and this indicated their movements to be small or non-existent over the last three years. There was an indication that for many pupils their scores for vocabulary were lower than scores for comprehension.
- Responses from a survey of parents of Second & Fourth class pupils shows that parents either agree or strongly agree that their child likes reading and is good at reading. The majority of parents agree (57%) or strongly agree (36%) that they are happy with the homework their child gets in English and the responses when parents were asked if they were happy with the information they

get from the school regarding their child's progress in English were as follows – Strongly agree (18%) Agree (54%) disagree (21%) and strongly disagree (1%)

- Children's responses to their survey indicates that the vast majority like reading (93%) but a half disagree that there are good books to read in their classroom. While 70% of pupils believe that they are good readers, one third of pupils surveyed do not like writing stories. Most pupils (86%) like the novels that they do in class, however half of the boys surveyed do not like to read aloud in class.
- The survey of teaching staff revealed that there are a wide variety of teaching methodologies being used in classrooms including talk and discussion, higher order thinking, differentiation and pair work. Staff agreed (24%) or strongly agreed (76%) that they have high expectations for their pupils and displays frequently include the work done by pupils. Active learning approaches were used rarely by 35% of respondents but pupils and staff commonly used ICT as a teaching/ learning resource. Staff highlighted the development of word attack skills (70%) and reading fluency (62%) as a significant strength in the school's approach. Teachers indicate that pupils are either sometimes or regularly involved in pair work (75%) or small groups (90%) and three quarters of respondents agree that pupils regularly receive feedback on their work.

3. Summary of School Evaluation Findings

3.1 Our school has strengths in the following areas

- Children's results in Standardised Tests for English reading show an improvement year on year for most pupils in the last five years.
- Children report liking and enjoying reading and the majority feel that they are good at it. Most children report that the novels chosen for each class are enjoyable.
- Teachers report that they use a variety of teaching methodologies including talk and discussion and varied questioning.

3.2 The following areas are prioritised for improvement

- More widespread use of Active learning strategies.
- Writing for a variety of audiences and in a variety of Genres.
- Improved emphasis on vocabulary development
- Emphasis on whole school approach which builds on literacy work from year to year