

St. Michael's NS
Corcaghan,
Stranooden,
Monaghan
Roll No: 16129R



SCHOOL SELF-EVALUATION REPORT - LITERACY

Evaluation Period: Sept 2014 - January 2015

REPORT ISSUE DATE: February 2015

1. INTRODUCTION

1.1 The Focus of the Evaluation

A school self-evaluation of teaching and learning in St. Michael's NS was undertaken during the period September 2014 – January 2015. During the evaluation teaching and learning in Literacy was evaluated. Our most recent MICRA-T results and a recent *Stareway To Spelling* assessment were used as evidence for our findings. Parents and pupils from 2nd – 6th were given a questionnaire to complete about their attitudes toward teaching and learning in the school.

This is a report on the findings of the evaluation.

1.2 School Context

St. Michael's NS is a mixed school under the patronage of the Bishop of Clogher, Liam Mc Daid. The school currently has three mainstream classes: Junior Infants, Senior Infants and First Class in the Junior Room, Second, Third and Fourth classes in the Middle Room and Fifth and Sixth Class are in the Senior Room. The principal teaches 5th & 6th Class. There is a shared Resource Teacher and Learning support Teacher (in a job sharing capacity). There are two SNAs supporting two children on the Autism Spectrum. The current enrolment is 66. All children have English as their first language. There are no travellers currently enrolled.

In the school year 2014/2015 a Learning Support teacher is being trained in Reading Recovery and the other is being trained in Maths Recovery. The school aims that these teachers will support individual children and groups as required in term 3 of this year 2014/ 2015.

Since September 2014 the school has engaged in self-evaluation in Literacy. This area was chosen as Numeracy had been evaluated in the school year 2012/2013 under the stewardship of the previous principal. It was decided by the staff that aspects of Literacy could be improved upon in the school.

2. THE FINDINGS – LITERACY

2.1 Pupils' Attainment

Our strengths regarding pupils' attainment in Literacy are:

- The school is performing well above national norms with regard to reading
- The majority of pupils, including those with Special Educational Needs have made progress from last year
- The majority of pupils display positive attitudes to reading and writing (see pupil questionnaires) and enjoy at home as well as school

- Many pupils write legibly and fluently in a variety of genres and for a range of audiences
- Pupils use their listening, oral, reading and writing skills for learning and communication, in class, school assembly and the school talent show and are enthusiastic about performing for an audience.

Areas requiring improvement with regard to pupil attainment are:

- While pupils write fluently and legibly, staff found that simple spelling errors was an issue from 1st class upwards, and that the same errors were recurring through the years
- The school should increase opportunities for oral language development in a range of different contexts and audiences.
- In writing it was noted that children were making punctuation errors in capital letters, commas, question marks and quotation marks. Evidence for this was taken from a *Stareway To Spelling* assessment administered in September 2014 to 2nd class – 6th inclusive. See Appendices.
- A whole school approach to the teaching of handwriting is required.

2.2 Teaching

Our strengths with regard to teaching of literacy are:

- We are lucky to have an experienced, dedicated, motivated staff who are committed to providing the best education that they can for all pupils of Scoil Mhichil
- The school is a colourful, print rich environment
- Differentiation for literacy is planned for and incorporated into daily teaching
- Lessons are presented on Interactive Whiteboards in every classroom
- Achievement in literacy (reading) is celebrated monthly at assemblies
- ICT is used as a literacy learning aid at present (laptops/ programming)
- One teacher is training in *Reading Recovery* at present.
- There is excellent, regular collaboration between support teachers and class teachers in delivering both in-class and withdrawal models of support for targeted children
- There is a yearly book fair that is well supported by parents and enjoyed by pupils
- Pupils' work is displayed throughout the school
- Pupils' work is entered regularly into local and national competitions

Areas requiring improvement with regard to the teaching of literacy are:

- A whole school approach to assessment for certain aspects of literacy is needed, including AFL and AOL strategies
- Children would benefit from increased access to a wider range of digital print, especially in the junior/ middle rooms where laptops aren't as accessible for younger children
- Increased implementation of in-class supports for literacy like team/ station teaching, especially in the Junior/ Middle Classes
- Whole school discussion around spelling strategies is needed

2.3 Learning

Our strengths with regard to pupil's learning of literacy are:

- Pupils like reading – the vast majority of respondents to the 2nd-6th class questionnaires stated that they liked reading.
- Pupils read a variety of texts, both digital and print, fluently.
- There is clear progression of learning from room to room.
- We enjoy considerable support from parents as we work in partnership with them in educating their child(ren).
- The school performs far ahead of national norms for literacy (see attached analysis of MICRA-T results).
- Pupils write in a variety of genres
- The majority of pupils are engaged and motivated to do well in literacy

Areas requiring improvement in literacy are:

- A common approach to the teaching of grammar and punctuation is required in each room, especially with regard to correct use of :
 - Capital letters
 - Speech marks
 - Question marks
 - Commas
- Increase the use of Assessment **for/ of** learning strategies such as peer & self assessment, rather than merely relying on teacher assessments.
- Increase the opportunities where children can access ICT to support learning in literacy.
- Promote writing across a wider range of genres in the middle/senior classes and disseminate this work, perhaps start a pupil newsletter with contributions from 1st – 6th class pupils.
- Allow for more opportunities for pupils to prepare, edit and present their own written work, for example:
 - Create a “pupil zone” on the school website where children can upload written work for a virtual audience.
 - At school assemblies.
 - Inter-class debates (2nd class up)

- Displays in classrooms

3. SUMMARY OF SCHOOL SELF-EVALUATION FINDINGS

Our school has strengths in the following areas of literacy:

1. The vast majority of pupils are reading at a level at or above their chronological age.
2. The teaching of early reading is working well and must be continued
3. Pupils are enthusiastic and motivated learners.
4. Pupils are given opportunities to express themselves across a variety of genres, oral and written, digital and print.

THE FOLLOWING AREAS ARE PRIORITISED FOR IMPROVEMENT

Pupil Attainment

- In writing it was noted that children were making punctuation errors in spelling, capital letters, commas, question marks and quotation marks. Evidence for this was taken from a *Stareway To Spelling* assessment administered in September 2014 to 2nd class – 6th inclusive.

Teaching and Learning

- Increase the opportunities where children can access ICT to support learning in literacy.
- A common approach to the teaching of spelling is required in each room.
- More opportunities to write e.g.
 - co-constructions
 - peer tutoring model in Junior Classes