**School Self-evaluation Report for Literacy**

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

A school self-evaluation of teaching and learning in literacy in Newtown N.S . Ardee was undertaken during the period 1/05/14 to 30/05/15.

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

* 1. **School context**
* This is rural co-educational primary school
* There are currently 100 pupils
* There are six teachers including a teaching principal, and 3 other mainstream teachers, and learning support teacher based here ( shared with Heronstown for 0.2 of post) and a resource teacher here for 2.95 hours per week
* The school administers EYES to Junior Infants in December/January; and Drumcondra Early Literacy Test to Senior Infants each May, Drumcondra Primary Reading tests in May each year for pupils from 1st to 6th
1. **The Findings**
* All classrooms are organized in a manner that supports learning and have a large range of resources
* The school and its environment supports, encourages and celebrates pupils’ learning and achievement (concrete and visual materials, displays of pupils’ work) for each curriculum area.
* A PC, data projector, interactive whiteboard and slate for teaching purposes are permanently in each classroom
* Teachers prepare long term plans and short-term fortnightly planning is carried out indicating the learning objectives for each lesson taught to aid and guide teaching and learning.
* Pupils’ efforts and achievements are affirmed.
* Generally attendance records are at an acceptable level to aid learning.
* Work is differentiated for pupils where required.
* Analysis of standardised test data in English over the last two years show that we have been maintaining our levels above the national norm above the 50th percentile and below the national norm in those below the 16th percentile
* A wide range of assessment tools are used in the school.
* A positive code of behaviour including an anti-bullying policy is implemented in a fair and consistent way
* Active parental involvement is an important part of school life through parent-teacher meetings, homework, volunteers for activities, Parent Association etc
1. **Progress made on previously identified targets identified in the current SIP**

N/A for year one as SIP not in place yet.

1. **Summary of school self-evaluation findings**
	1. Our school has strengths in the following areas:
* Jolly Phonics working well in the Infant classroom
* All classrooms and learning support room have a well-stocked library, with new books added yearly
* All classrooms and learning support room have a good supply of paired reading or parallel reading books
* Children encouraged to join local libraries
* Authors visit to schools on occasions
* Junior classes involved in paired reading at home with parents nightly
* Teachers are enthusiastic and interested in literacy and attend CPD on this area
* Teachers use a range of methodologies including: active learning including play, guided activity and discovery and teacher modelling
* Lessons are planned to meet the needs of different learning styles and levels of ability
* PAT and SNIP programmes used with support pupils
* Exciting writing/free writing carried out in each class grouping
* Novels covered with all classes from 1st to 6th each year
* World Book Day celebrated yearly
* Book Fair run by school bi-annually with help from Parent Association
* Book Club run in school – 4 or 5 times yearly.
* Standardised Testing and diagnostic testing used to inform teaching and planning.
* Range of Diagnostic test used by learning support teacher
* Plenty of self-assessment carried out by pupils on a daily basis
* Teacher use a wide range of assessment techniques on a daily basis
* ICT resources used in literacy eg stories, e books, lists , encyclopedia research etc.
* Children are generally able to recite, recall and sequence stories orally and in written form
* Children are able to confidently speak and write about a topic of personal interest
* Children write in a variety of genre and have a good grasp of grammar
* Children love to read for pleasure
* Standardised test results in English reading show that 75% of our pupils are above the 51st percentile which is above the national norm of 50%; and 6.7% of our pupils are at or below the 16th percentile while this figure is16% nationally.
* Throughout all classes students display a good grasp of grammar and write in a range of genres. However, their writing and oral language shows a limited use of vocabulary.
* Parents indicated that 95% of our children like to read for pleasure
* Parents indicated that the most frequent strategy used when they come across a word they do not understand is to ask their parent (60%) while only 12% use a dictionary.
* 82% of parents correct their children when they use slang or baby words.
* Teachers observed that children in all classes are able to recite, recall and sequence stories.
* Across all classes students have a positive attitude toward reading with 92% indicating they like to read for pleasure.
* Over 56% of our pupils indicate in their questionnaire that they use slang words both in writing and speaking.
* Over 81% of pupils in their survey say they use the criminal words (said, nice, happy, went, look and walked) in their writing and speaking, while 74% of pupils find themselves using words like “stuff”, “yoke” or “thingy” when speaking because they do not know the correct words. Teacher observation confirmed that the children expressed that they do not have the language they need when expressing themselves and describing items or events
* Teachers Literacy lesson’s catered for different learning styles and incorporate a variety of teaching methodologies. Teachers feel that most students are motivated and confident in their learning. Assessment for learning is used to guide teaching. ICT and team teaching are used in class.
	1. The following areas are prioritised for improvement
* Oral language and vocabulary development
	1. **The following legislative and regulatory requirements need to be addressed.**

(See checklist in School self-evaluation Guidelines)

***Appendix to Primary School Self-Evaluation Report:***

***legislative and regulatory checklist – reporting to the school community***

| **Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department’s website,** [**www.education.ie**](http://www.education.ie)**.** |
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| **Which area of school life is involved, and what are the regulations?** | **Is the school following the regulations fully?** |
| **The school calendar and the school timetable**Circular 11/95 sets down the length of the school year - minimum of 183 daysCircular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1st-6th classes) | Yes \_ NoYes \_ No |
| **Parent/ teacher meetings and staff meetings**Circular 14/04 sets out the arrangements for these meetings | Yes \_ No |
| **Implementation of agreement regarding additional time in school for teachers** Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time | Yes \_ No |
| **Standardisation of school year** Circular 034/2011 gives the dates for school holidays | Yes \_ No |
| **Valid enrolment of pupils**Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school | Yes \_ No |
| **Pupils repeating a year**The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03 | Yes \_ No |
| **Development of school plan**Section 21, Education Act 1998 requires all schools to have a school plan | Yes \_ No |
| **Engagement with SSE process**Circular 39/2012 outlines the school self-evaluation process and what it requires of schools | Yes \_ No |
| **Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement**Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy | Yes \_ No |
| **Exemption from Irish**Circular 12/96 sets out the circumstances in which children are exempt from studying Irish | Yes \_ No |
| **Implementation of child protection procedures** Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed | Yes \_ No |
| **Implementation of complaints procedure as appropriate**Section 28 Education Act 1998 provides for procedures to address complaints about a school. | Yes \_ NoComplaints have been resolved or are being resolvedYes No \_\_ N/A  |
| **Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)**Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision. | Yes \_\_ NoAppeals have been dealt with or are being dealt with\_ \_\_Yes\_\_ No \_\_N/A  |

***Appendix to Primary School Self-Evaluation Report:***

***policy checklist – reporting to the school community***

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| **Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.** |
| **What area of school life does the policy deal with and what is the aim of the policy?** | **Has policy been approved by the board of management?** |
| **Enrolment policy**Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice | Yes \_\_No |
| **Code of behaviour** Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour  | Yes \_\_ No |
| **Anti-bullying policy***Anti-bullying Procedures for Primary and Post-primary Schools*, 2013 sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy | Yes \_\_ No |
| **Attendance and participation strategy**Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life | Yes \_\_ No |
| **Health and safety statement**All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005) | Yes \_\_ No |
| **Data protection** School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988Data Protection (Amendment Act) 2003 | \_\_ Yes No |
| **Internet acceptable use policy**Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See [www.webwise.ie](http://www.webwise.ie) for guidelines | Yes \_\_ No |
| **Special education needs policy**Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available | Yes \_\_ No |
| **Relationships and sexuality education (RSE) policy**Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997) | Yes \_\_ No |
| **Substance use policy**The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies | Yes \_\_ No |
| **Child protection policy**Circular 0065/2011 sets out requirements (see above for details of policy and implementation) | Yes \_\_ No |
| **Parents as partners**Circular 24/91 requests schools to set up a parents’ association, and promotes partnership between home and school | Yes \_\_ No |
| **Deployment of special needs assistants**Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school | \_✓Yes **\_** No |
| **Other** |  |