

Lisnagry NS,
School Self Evaluation Report

Introduction

1.1_The focus of the evaluation

A school self evaluation of teaching and learning in Lisnagry NS, was undertaken during the period September 2014 to June 2015. During the evaluation, teaching and learning in the following curricular area was evaluated.

- Literacy

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

- Individual teacher reviews of practice in literacy.
- Whole school staff reflection on teaching and learning
- Pupils work – samples, copies, displays.
- The Learning Support team observations.
- Parental Questionnaires
- Pupil focus groups – Junior infants to sixth class.
- Standardised test scores.(Micra-T) First -Sixth, administered in May annually

This is a report on the findings of the evaluation.

The School Context.

Structure: Vertical Co-educational School

Patron: Bishop Kieran O Reilly, Catholic Bishop of Killaloe

Chairperson: Mr. Brendan Conroy

Principal: Michael Feeney

Staff: 10 class teachers, 3 special needs teachers, an SNA, admin principal

Pupils: 286 pupils

Website: www.lisnagryns.ie

The Findings of the Evaluation

Literacy: The overall response to the teaching and learning of literacy in the school was positive across pupil, teacher and parent surveys . For example the majority of pupils surveyed reported that they enjoy reading, liked being given opportunities to read, and discuss topics aloud and for the most part, they understand what they read. This was also reflected in the parents surveys with the majority confirming that their child enjoys the various elements of the literacy programme.

Teacher's Practice

Preparation for Teaching:

All Teachers' devise and prepare long term and short term plans in the area of literacy to guide teaching and learning. The Whole School Plan for English is in place and is reviewed regularly. Each teacher submits a Cuntas Miosúil (Monthly report) which details content taught and objectives achieved.

Teaching Approaches:

A wide range of teaching methodologies and approaches are implemented appropriate to Oral Language / Reading/ Writing. Teachers attend in-service training when possible to up skill in the area of literacy. Teachers differentiate effectively to cater for the needs and abilities of all pupils.

Management of Pupils:

Class teachers, learning support and resource teachers collaborate effectively in organising and providing structured support for pupils. In class support is provided in all class groupings in the form of team teaching. Class teachers provide a copy of short term planning notes to support teachers to assist in consistent provision of support in literacy. A positive code of behaviour including an Anti Bullying policy is implemented in a fair and consistent way. Teachers have high but realistic expectations of pupils behaviour and learning and they communicate these to them. School assembly/ display of pupils work on the school website/ whole school displays are used effectively to highlight these expectations.

Assessment

A wide range of assessment tools are employed for Assessment for Learning and assessment of Learning. (Checklist, Curriculum Objectives, SALF). Standardised tests are administered in the Month of May and are used as a guide to ascertain the overall performance of pupils and effectiveness of teaching and learning of literacy. The bell curve analysis/ 3 Year comparison is generated and used to inform planning. The MIST reading test is administered to Senior Infants. Some diagnostic testing also takes place.

Learning Experiences

Learning Environment

The school is a safe stimulating environment and classrooms and the building in general is organised, clean and well maintained. Classrooms are appropriately laid out and well resourced and orderly. The school has a print rich environment to enhance learning opportunities in literacy and each classroom prioritises a literacy wall. The school library is well stocked and children attend regularly. The school involves itself in the MS Readathon, School Book Fair and World Book Day to mention but a few events, in an effort to raise the profile of literacy in the school. Other school initiatives/ programmes in place to support literacy include DEAR, Building Bridges of Understanding, Reading Buddies, Pupils work is uploaded on the school website regularly, agreed teaching approaches to Spelling, and Literacy Lift Off.

Pupil's engagement with learning

The overall response of the pupils towards literacy was positive in the focus groups carried out. Parents also reported that the children are actively engaged in the learning. Teachers reported that the children enjoy the English curriculum and actively participate in literacy activities (Library/ Bridges of Understanding/ Literacy Lift Off). The high attainment results as shown in the results of MICRA T tests across the school show that pupils are very engaged in the learning of the strands of the English Curriculum.

Learning to Learn

Teachers highlighted the importance of literacy skill development in pupils as these are the basic tools of reading, comprehension and writing that pupils need to acquire in order to access the whole curriculum.

Parental Involvement

Parents are very supportive of the schools literacy initiatives. In the junior end of the school parents are very positive about Literacy Lift off and Drop Everything and Read. There is also strong support across the whole school community for the school library. There was a positive reaction to the new spelling initiatives introduced in 2014 ie, Jolly Grammar and the new spelling sheets. Some parents indicated that they would like more regular feedback on their children's progress. Parents are encouraged to support their child's reading through listening to reading for homework and paired reading. Parents are encouraged to become involved with book fairs, visits to the library, and literacy programmes like Literacy Lift Off.

Learner Outcomes

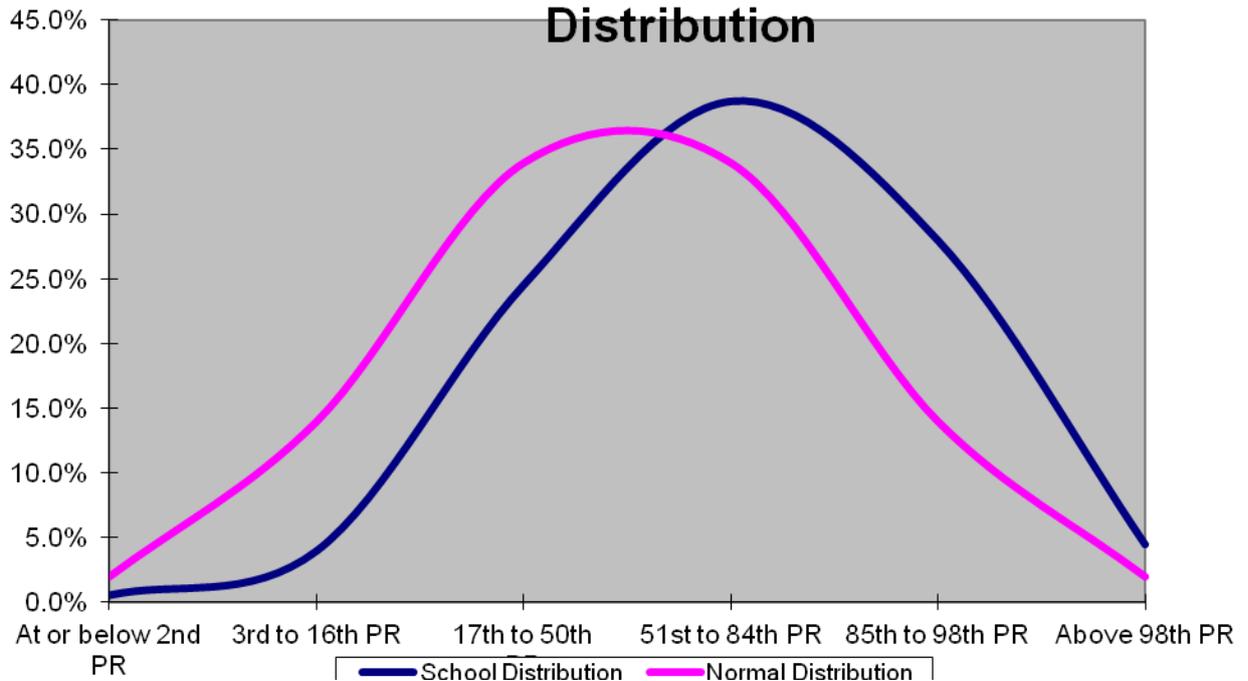
Attainment of curriculum objectives

The attainment of the pupils in terms of knowledge, understanding and skill is for the most part, in line with the objectives as laid out in the English Curriculum. Graphs produced from results in MICRA T Tests show that the attainment levels of pupils in Lisnagry N.S. are above national norms. Pupils reported in the focus groups that they enjoy the strands of the literacy curriculum and have developed positive attitudes towards English. Pupils at risk of underachieving have been identified and are receiving learning support teaching throughout the school. Areas of strength and weakness have been identified using the evidence gathered and these are detailed in Section 3 of this report.

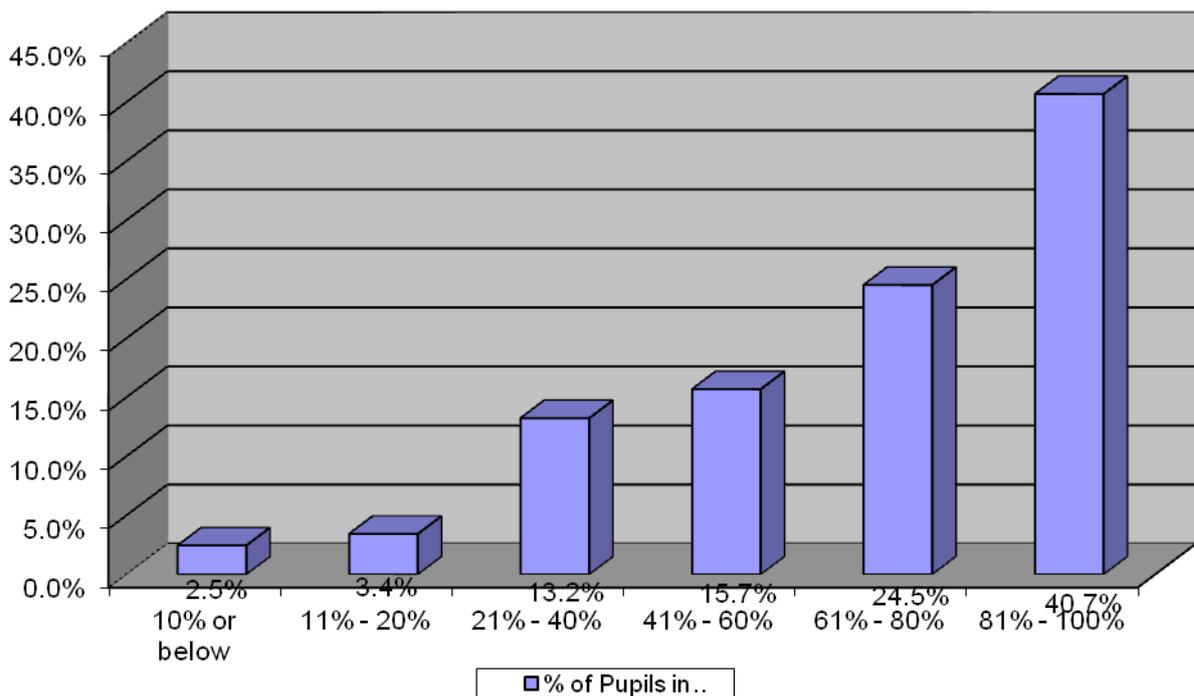
Literacy Attainment: May 2014

Whole School Comparison with National Norms

Test Results Compared with Normal Distribution



% of Pupils in Each Percentile Band



Summary of School Self Evaluation Findings

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

- Pupils, teachers and parents view literacy in a positive way.
- The vast majority of pupils enjoy reading and are confident in their ability to read.
- The attainment results of pupils in Lisnagry NS in standardised tests are above national norms.
- The whole school plan for English was reviewed last year to help inform teaching and learning.
- There is a wide range of appropriate reading material in the school library.
- The structured programmes in place to promote literacy like literacy lift-off and building bridges have been well received by teachers and pupils, particularly in the junior end of the school
- A variety of assessment tools are utilised and standardised and diagnostic tests are administered. Assessment results are used to inform teaching and learning.
- The school website is used to display pupils work.
- In Class support from Learning Support and Resource Teacher is provided to aid teaching and learning in Literacy
- Print rich environment in classrooms and school corridor
- A variety of writing genres are taught(to some extent/no overall school based programme).
- Children engage in Listening/Oral/Writing and Comprehension activities
- New spelling Programme and spelling lists formulated
- Our revised English plan has an agreed and consistent approach to handwriting and the formation of letters.

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

- Further develop whole school approach and teaching strategies to develop "Writing Genres" at each class level. Look at implementing First Steps writing
- To sustain and further develop the whole school approach to comprehension Strategies linking them with writing genres.
- More Group Work –Small Group Literacy Instruction to be introduced from 3rd to 6th.
- Increased variety and genres of reading materials for middle and senior classes.
- Link Oral Language objectives and outcomes with existing school programmes: Building bridges and writing genres.
- That pupils will use appropriate ICT resources to aid the learning in literacy.
- To continue to develop more assessment for learning throughout the School. i.e to further develop SALF folders and encourage pupils to be involved in correction of their own work and peers work.