



CARYSFORT NATIONAL SCHOOL

*Knockenrahan
Arklow,
Co Wicklow*

Roll Number: 14045B

SCHOOL *SELF-EVALUATION* *REPORT*

Evaluation Period: October 2012 – January 2013

Report Issue Date: May 2013

1. INTRODUCTION

1.1. The Focus of the Evaluation

A school self-evaluation of teaching and learning in Carysfort National School was undertaken during the period from October 2012 – January 2013. Teaching and learning in English Literacy was evaluated.

This is a report on the findings of the evaluation.

1.2. School Context

- This is a co-educational primary school.
- There are currently 209 pupils.
- There are 12 teachers (8 class teachers, 1 admin principal, 1 learning support, 2 resource)
- The school administers standardised tests in English (Micra T) and Maths (Sigma T) from 1st to 6th each year.
- In September 2012 we appointed an 8th mainstream teacher and our enrolment jumped from 182 to 211. Several pupils were enrolled in classes up along the school.

2. THE FINDINGS

2.1. Micra T 2013

- 20% of pupils are performing in the well above average range.
- 72% of pupils are performing in the average range (of those 11% are in low average).
- 8% of pupils are performing in the well below average range.

2.2. Drumcondra Spelling Results 2013

1ST, 3RD & 5TH CLASSES

- 9% of pupils are performing in the well above average range.
- 82% of pupils are performing in the average range (16% low average range).
- 9% of pupils are performing in the well below average range.

2.3. Drumcondra English Profile

All tracker children reached an average score of 7 on the Drumcondra English profile for oral language and an average score of 6.3 for writing, indicating very good oral language and writing skills.

2.4. Children's self-evaluation showed:

- 80% of pupils liked reading and spelling, but only 69% thought they were good readers.
- 74% of pupils thought they had good books in their classrooms.
- 31% said they looked at newspapers.
- 30% used a computer to write stories.
- Majority of pupils (2nd-6th) had a positive attitude and enjoyed English classes, with many commenting on their enjoyment of oral language classes.
- Minority commented on finding creative writing/summaries/spellings/comprehension difficult.

2.5. Parents' self-evaluation showed:

- 92% said their child likes reading.
- 71% said their child enjoyed learning spellings.
- Only 59% felt their child liked writing stories.
- 89% of parents felt their child was doing well at reading.
- 73% are happy with the information coming from the school regarding English.
- Majority of parents happy with homework.
- Many parents suggested that parent/teacher meetings were too early before Halloween and would like meeting after Christmas.

2.6. Teacher Self-Evaluation showed:

Strengths:

- Literacy lessons incorporate a variety of teaching methodologies including co-operative and collaborative learning and teachers would like to develop this further.
- Jolly Phonics has been very successful, particularly with students experiencing learning difficulties.
- Pupils' engagement in learning has improved with oral language games.
- Pupils have a positive attitude to learning and literacy and parental support is very good.
- Team teaching as an early intervention in infants.

Areas for improvement:

- Assessment at the end of Junior Infants was an area that was identified as needing clarification, ie sounds/colours/letters/numbers.
- Differentiation for pupils in the well above average range.
- Creative writing and the range of writing genres to be developed (see PDST booklet).
- Fluency and legibility in handwriting (lack of continuity in handwriting scheme).
- ICT 3rd to 6th and E-Learning Plan.
- Spelling results (discrepancy between Micra T and Drumcondra spelling results in the "well above average" range, 20% vs 9%).

3. PROGRESS MADE ON PREVIOUSLY IDENTIFIED IMPROVEMENT TARGETS

3.1. School Improvement Plan

A School Improvement Plan to address literacy and initiatives had already been introduced:

During 2011/2012:

- Jolly Phonics, Infants – 1st Class
- Loop Games (oral language), 1st – 6th classes.
- Reading buddies (6 weeks), 2nd & 6th.
- Comprehension (Building Bridges), 3rd Class.
- Comprehension Box, 3rd – 6th, to challenge more able pupils.

During 2012/2013:

- Team Teaching (3 SEN teachers) in Junior and Senior Infants.
- Team Teaching in 6th, collaborative reading.

4. SUMMARY OF SCHOOL SELF-EVALUATION FINDINGS

4.1. Our school has strengths in the following areas:

- Standardised scores for literacy; spelling; oral language; writing are all above the national norms.
- Pupils and parents have a positive attitude to literacy with good parental support.
- Teachers report that they use a variety of teaching methodologies.
- The majority of pupils enjoy English classes, especially oral language, classes with 80% enjoying reading and spelling.
- 73% of parents agreed that they are well informed regarding their child's progress.
- Children are able to speak confidently, write in a variety of genres, have a good grasp of grammar and neat handwriting.
- Team teaching is having a positive impact on the classes where it is in place.
- Differentiation – teachers are making a variety of strategies available to cater for the exceptionally able child and the child with learning difficulties.
- Our School Improvement Plan, implemented since 2011, has already shown improvements with 20% of our pupils now performing in the well above average range on our Micra T tests 2013 (up 2%).

4.2. The following areas are prioritised for improvement:

- Spellings
- Collaborative & co-operative work
- Differentiation

SCHOOL IMPROVEMENT PLAN (May2013) – LITERACY

Baseline

Attainment of curriculum objectives – Drumcondra spelling results - 91% in the average and above range, with 9% in the well above average range.

Pupils' engagement in learning – Collaborative and co-operative work. Majority of teachers report that pupils are given an opportunity to work in pairs or in small groups at least once a week.

Teaching approaches – Differentiation. Majority of teachers feel that children with learning difficulties are working at an appropriate ability level in most subjects. However most teachers felt that an increasing number of children in the well above average range are not always being challenged.

Summary of main areas requiring improvements.	<p>Attainment of curriculum objectives – Spelling. All pupils will gain further proficiency in spelling skills.</p> <p>Pupils' engagement in learning – Collaborative and co-operative work. Children will be provided with further opportunities to engage in cooperative and collaborative learning in a meaningful and enjoyable way that will ultimately impact on their spelling.</p> <p>Teaching approaches – Differentiation. Teachers will provide more differentiation at each class level, for pupils who are performing in the well above average range.</p>			
Improvement Targets	Required Actions	Success Criteria/Measurable Outcomes	Persons Responsible	Timeframe for Action
<p>To increase the Drumcondra Spelling scores at all levels over the next 3 years. To increase the scores in the well above average range by 2% per year over the next 3 years.</p>	<p>Continue Jolly Phonics from Junior Infants to First Class, and extend to Second Class.</p> <p>Daily dictation using a list of commonly misspelled words from Third to Sixth.</p> <p>Differentiation – using spelling games, spelling of the week, interactive spelling games.</p>	<p>Increase in spelling scores and improved accuracy in creative writing.</p>	<p>Principal to arrange, all teachers to engage.</p>	<p>September 2013-June 2014</p>
Monitor and Review	<p>Targets –</p> <ul style="list-style-type: none"> • Monitor at staff meeting in Term 1 and Term 2. • Review at End of Term staff meeting. 			