

St. Joseph's National School



School Self Evaluation Literacy Report

Evaluation period: January-May 2014

Report issue date: *June 2014*

Introduction

A school self-evaluation of teaching and learning in St. Joseph's N.S. was undertaken during the period January 2014 to April 2014. During the evaluation, teaching and learning in the following curriculum areas were evaluated: Literacy: Parents were also asked their opinions on literacy and were asked to identify areas where they felt the school were performing well and areas for improvement.

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

- Individual teacher reviews of practice in Literacy.
- The Learning Support team observations.
- Parental Questionnaires
- Pupil Questionnaires – second to sixth class.
- Micra T test results
- WSE Report 2013

This is a report on the findings of the evaluation.

The School Context

- St. Joseph's National School (Mulhussey) serves the people of the Catholic parish of Kilcloon. It is a parish-based school.
- It is a Catholic school that has been established with the Minister of Education and Science having as its Patron the Most Reverend Michael Smith, the Bishop of Meath.

- There are three mainstream class teachers in St Joseph's National School (Mulhussey), including the Principal, one learning support teacher (shared with another school – 3/5) for pupils with special needs and one resource teacher (shared with another school – 2/5).
- There are 74 pupils from Junior Infants to Sixth Class

Findings

Standardised tests

- 0% pupils below the 2nd percentile in comparison 2% of the normal distribution.
- 6.8% of the pupils are between the 3rd and 16th percentile in comparison to 14% of the normal distribution.
- 34.1% of the pupils are between 51st and 84th percentile in comparison to 24% of the normal distribution.
- 6.8% of the pupils are above the 98th percentile in comparison to 2% of the normal distribution.
- 47.7% of pupils are between the 17th and 50th percentile in comparison the 34% of the normal distribution.
- 4.5% of the pupils are between the 85th and 98th percentile in comparison to 14% of the normal distribution.

Parental Questionnaires (Junior Infants to 6th class)

- 99% of parents know how to help their child progress in literacy.
- 88% of parents across the school agree their child likes reading.
- 82% of parents listen to their children reading aloud.
- 77% of parents across the school agree that their child likes to learn spellings.
- 73% of parents bring their children to the library.
- 69% of agree their child likes to write stories.

Parental Involvement

- The majority of parents returned the Parental Survey. Some parents reported that they would like more story writing, more e- learning resources, a recommended reading list for parents, the use of i-pads and more feedback.
- Some parents recommended that reading books should be clean and up to date and would like to help their child read a variety of genres.

Pupil Questionnaires (2nd to 6th class)

- 92% of pupils feel they are good at English.
- 85% of pupils believe they are good readers.
- 87% of pupils find spellings easy.
- 80% of pupils believe they are good at writing stories.
- 82% can do English homework without any help.
- 65% of pupils feel they are good at retelling stories.
- 57% of pupils indicate there are good books to read in their classrooms.
- 61% of pupils report that they use computers to write stories.
- 0% of pupils report using newspapers in school.

WSE report

- Results from the parental questionnaire indicate that 91.3% of parents report that the school is helping their child/ren to progress with reading.
- Results from the pupil questionnaires from 3rd to 6th classes indicate that 74.2% feel they are doing well in reading.
- Standards in English reading are good for a significant number of pupils. Pupils are encouraged read for pleasure and for information. Pupils display very good oral competencies in English.
- The school should make further investment in the acquisition of up to date library books and additional graded reading materials.

Preparation for Teaching

Teachers prepare short and long term plans and use their plans to guide teaching and learning.

Teaching Approaches

Teachers employ a wide variety of teaching methodologies appropriate to the development of oral language, reading and writing. Teachers differentiate the lessons effectively to cater for the needs and abilities of all pupils. Each class uses a variety of organisational styles – pair work, group work, individual work and whole class work.

Management of Pupils

Collaboration between class teachers and learning Support teachers takes place on a regular basis and team teaching/in class support is being used to support the development of Literacy.

Assessment

Teachers employ a selection of assessment tools to assess learning in Literacy – observations, checklists, curriculum objectives, questioning, self-assessment, tests and standardised tests.

The Micra T English standardised test is administered to all classes from first to sixth in May each year and results are reported to parents in the end of year report. NRIT tests are undertaken with second and Fourth Class each year.

Learning Environment

There is an agreed approach to the teaching of handwriting. The reading culture in the school is well cultivated and maintained by a variety of reading activities throughout the year such as D.E.A.R, SRA reading laboratory from 1st to 6th, Peer tutoring from 4th to 6th classes and a book swap club from 4th to 6th classes.

Pupil's engagement with learning

Pupils report that they enjoy a variety of activities in English lessons – reading, writing stories, SRA, poetry and debates.

Learning Outcomes

The pupils' knowledge, skills and understanding in phonics is not developed in a progressive way as the pupils move from class level to class level in the area of phonics. A review of the whole school English policy revealed there was no phonics scheme in place from 4th to 6th.

While the pupils use their knowledge and skills in reading competently and confidently, teachers have observed that fluency needs to be developed.

Progress made on previously identified improvement targets

N/A

Summary of School Self Evaluation Findings

Our school has strengths in the following areas:

- Pupils enjoy their learning of the curriculum area and are motivated to learn.
- Pupils' overall attainment in literacy is improving and remains high and performance in literacy compares favourably with national norms.
- Written plans clearly indicate the expected learning outcomes of lessons and the teaching approaches, resources and activities that will facilitate the achievement of the learning outcomes.
- Teachers prepare thoroughly for lessons; expected learning outcomes including literacy development, are clearly stated; and appropriate resources are in place.
- Parental feedback is very positive in relation to how their children are progressing in literacy.

The following areas are prioritised for improvement:

- The pupils' knowledge, skills and understanding in phonics is not developed in a progressive way as the pupils move from class level to class level.
- Reading fluency and comprehension are areas for priority form the five components of reading that need to be developed.
- The school should make further investment in the acquisition of up to date library books and additional graded reading materials.
- Encourage reading at home across all class levels.

The following legislative and regulatory requirements need to be addressed.

Data Protection

Relationships and sexuality education (RSE) policy

***Appendix to School Self-Evaluation Report:
legislative and regulatory checklist***

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1 st -6 th classes)	Circular 11/95	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	<p>Schools</p> <p>Circular P24/02</p> <p>Staffing Schedule for current school year</p>		
Retention of pupils	<p>Rule 64 Rules for National Schools</p> <p>Circular 11/01</p> <p>Circular 32/03</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	<p>Circular 07/03</p> <p>Circular 053/2011</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	<p>Circular 0065/2011</p> <p>Please ensure the following in relation to child protection</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	<div><div><div>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</div><div>_____</div></div><div><div>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed</div><div>_____</div></div><div><div>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</div><div>_____</div></div><div><div>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed</div><div>_____</div></div></div>		
Implementation of complaints procedure as appropriate	<div>Complaints Procedures, Section 28 Education Act</div> <div>Primary Boards of Management Information Manual November 2007</div> <div>Please consider the following in relation to complaints</div>	<div><input type="checkbox"/> Yes <input type="checkbox"/> No</div>	

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	<div><div>▪ Number of formal parental complaints received</div><div>▪ Number of formal complaints processed</div><div>▪ Number of formal complaints not fully processed by the end of this school year</div></div>	<div></div> <div></div> <div></div>		
Refusal to enrol	<div>Section 29 Education Act 1998</div> <div>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</div> <div><div>Number of section 29 cases taken against the school</div><div>Number of cases processed at informal stage</div><div>Number of cases heard</div><div>Number of appeals upheld</div><div>Number of appeals dismissed</div></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	N/A	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
Suspension of students	Section 29 Education Act 1998			
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school			<input type="checkbox"/>
	Number of cases processed at informal stage			
	Number of cases heard			<input type="checkbox"/>
	Number of appeals upheld			<input type="checkbox"/>
	Number of appeals dismissed	<input type="checkbox"/>		
		<input type="checkbox"/>		
		<input type="checkbox"/>		
Expulsion of students	Section 29 Education Act 1998			

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school	<input type="checkbox"/>		
	Number of cases processed at informal stage	<input type="checkbox"/>		
	Number of cases heard	<input type="checkbox"/>		
	Number of appeals upheld	<input type="checkbox"/>		
	Number of appeals dismissed	<input type="checkbox"/>		

Policy	Source	Has policy been approved by the	If no, indicate
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		board of management?	aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ¹ including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special education needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) ⁴ 2004 Disability Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education	Relationships and Sexuality Education: Policy	<input type="checkbox"/> Yes <input type="checkbox"/> No	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform with the provisions stipulated.

³ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.

(RSE) policy	Guidelines (1997)		
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other			