



*Emo National School*  
*Roll Number: 13643Q*

# School Self-Evaluation Report

**Evaluation period:** 1<sup>st</sup> September 2012 to 31<sup>st</sup> of March 2013

**Report issue date:** *June 2014*

## **School Self-Evaluation Report for Literacy – September/October 2013**

### **1. Introduction**

#### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning was undertaken during the period 1/09/12 to 31/03/13. After a period of analysis and consultation, literacy was selected as the curricular area to be focussed on in Year 1, in accordance with Literacy and Numeracy for Learning and Life (Circular 56/2011). The staff wished to investigate ways pupil achievement in English could be improved.

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

#### **1.2**

##### **School context**

Emo National School is a rural co-educational Catholic school. In Emo NS we strive to enable children to reach their potential. We recognise the role of teachers, ancillary staff, parents, and clergy as partners in this process, all aiming to achieve what is best for each individual child/pupil. This is a vertical co-educational primary school. There are currently 217 pupils.

There are thirteen teachers (8 classroom teachers, 1 LS, 1 shared LS and 2 resource teachers) including an Administrative Principal. There are also 4 full-time Special Needs Assistants. Pupil attendance in the year 2011/2012 was 96%. School attendance this year up to the 21<sup>st</sup> February was 96%.

The school participates in the following programmes; Green Schools, National Children's Choir; I.N.T.O. Handwriting Competition; Various Art Competitions; Cumann na mBunscol Competitions; Community Games; Heritage in Schools Scheme.

We have many worthwhile initiatives ongoing in our school which add to the children's enjoyment of learning in this school; shared reading with parents; shared reading with peers; peer reading; shared Maths games with parents, Athletics, parent information evenings with invited speakers.

## 2. The Findings

### Literacy Findings

Standardised test results in English reading show that on average most pupils are performing at or above the national norm. The number of pupils within the range of sten 1-3 has improved from 6% to 1% over the last three years. Also the number of pupils scoring a sten 8-10 has increased by 10% in three years. **Appendix 2 – three year micra-t results 2011-2013.**

Analysis of standardised test data over the last three years shows that we have been making steady progress with the children in each of the sten ranges.

A detailed review of literacy in the school was carried out in October/ November 2012. **See Appendix 3- Literacy review per class** and **Appendix 4 - Collated review** . Also teacher reflections were completed by staff in the period March 2013. See **Appendix 5 - Teacher reflections.**

### Attainment of curriculum objectives

- Teachers are happy that the curriculum objectives are being attained by the majority of pupils. In as far as possible teachers try to re-cap on the objectives to check that children have achieved them. They affirmed that their lessons are well structured, linked to the curriculum and that the objectives are mostly shared with the pupils. During the development of our School Improvement Plan in 2011/2012 we identified the need for a more comprehensive plan for oral language in the school and also the need for attention to handwriting and grammar. The final part of this plan will be in place in 2013/14 school year.

### Learning Environment

- Generally, classrooms are very well resourced. Teachers are happy that they have their resources and materials organised and readily available in advance of each lesson that is taught. ICT is used as a tool by teachers and/or pupils to support learning.

### Pupil's Engagement in Learning

All pupils participate in lessons. Teachers are happy that pupils are interested in the lesson content and that the pupils work purposefully during lessons. For the most part teachers are happy that pupils are properly challenged in their learning.

### Teaching Approaches

- Teachers are happy that a range of teaching approaches are used in their classrooms. Teachers are happy that their questioning is clear

and includes lower and higher order questions. The varying needs and abilities of pupils are catered for through the use of differentiation. However, teachers identified a need to have a more comprehensive approach to the teaching of comprehension strategies.

### **Preparation for Teaching**

Teachers long-term plans are linked to their fortnightly schemes which they submit electronically in advance. Teachers have clearly noted in their plans how they differentiate for specific pupils with learning difficulties. However some teachers observed that they needed to differentiate more for the higher achievers and identified a need for some continuous professional development in this area.

### **Management of Pupils**

Teachers are happy that pupil's efforts are affirmed and that they have high and realistic expectations of the pupils. Teacher pupil and pupil-pupil interactions are very positive.

### **Assessment**

Even though teachers were happy with the standardised tests results in the school using the Micra-T test we did decide on further analysis to broaden the range of testing. We discovered via our School Improvement Plan that we needed more detailed evidence on children's attainment in vocabulary and comprehension. Therefore, we administered the Drumcondra reading test in October 2012 and will continue with same annually. Having looked at the assessment tools currently in use in each class we agreed that they were in need of attention. We decided to choose and agree on six oral, six reading and six writing indicators for future assessment of pupil's learning. These indicators will be chosen from the Drumcondra English profiles and will be in place as part of our assessment of children's learning for the 2013/2014 school year.

### **Parent Responses**

We completed a literacy questionnaire with parents and these are our main findings.

- 96% of parents( 155 /164) that responded to our literacy questionnaire either agree or strongly agree that their child enjoys reading .
- 95% of parents (161/170) that responded to our literacy questionnaire either agree or strongly agree their "child is doing well at reading ".
- 65% of parents ( 113/ 175)that responded to our literacy questionnaire either agree or strongly agree that their child is confident speaking on their own in class

- 81% of parents ( 131/161)that responded to our literacy questionnaire either agree or strongly agree that they get good information from the school about how their child is doing in English .
- Arising from the questionnaire and having collated the data the staff analysed some of the parents' suggestions as to how the school might further help them to help their children with literacy. It was agreed that the following suggestions were very worthwhile.
  1. More information on how the children learn their words and sounds.
  2. There was very positive feedback on shared reading and staff will continue with this initiative.
  3. Supplementary reading lists will be circulated to parents.
  4. More feedback on how their child is doing with regard to literacy. We discuss literacy with parents of children who might be in need of support. However, these questionnaires highlighted the importance of feedback for all children.
  5. Link in with local libraries.
  6. Continue with readathons.

**For the full findings and parent responses please see Appendix 6 attached**

#### Pupil Responses

In our school self-evaluation questionnaire for pupils re literacy the following table illustrates some of the very positive feedback that we received .It's clear to see that children enjoy reading ,do read at home and in school and have access to good reading material .

#### Overall

**A**

	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>1. I enjoy reading</b>	<b>118</b>	<b>5</b>	<b>40</b>
<b>2. I read books at home</b>	<b>95</b>	<b>3</b>	<b>55</b>
<b>3. There are good books to read in my classroom.</b>	<b>95</b>	<b>13</b>	<b>45</b>
<b>4. I get books to read in the public library</b>	<b>30</b>	<b>60</b>	<b>71</b>
<b>5. I mostly purchase books</b>	<b>61</b>	<b>34</b>	<b>55</b>

Results from this survey also indicate that 83% of children in the school either rate their own reading ability as very good or excellent. The teachers were also pleased to see that the children read a broad range of genres. **See Appendix 7 for full results of these pupil questionnaires.**

### **3. Progress made on previously identified targets identified in the current SIP**

- 3.1 We decreased the number of pupils scoring in the lower percentile ranges. (See findings above and appendix 2 )
- 3.2 The oral language plan for the school is now in place with the exception of 1<sup>st</sup> and 2<sup>nd</sup> classes .It will be introduced to these classes in the school year 2013/2014
- 3.3 We have a comprehensive assessment policy in place for English.
- 3.4 We have introduced numerous initiatives to improve the standard of language and vocabulary. We will complete standardised testing in summer 2013 to assess the progress of this initiative.
- 3.5 Teachers report that the attention paid to handwriting is making a positive impact.

### **4. Summary of school self-evaluation findings**

4.1 Our school has strengths in the following areas:

- Children's results in Standardised tests for English reading show an improvement year on year over the last three years. See Appendix 1.
- Attainment in Micra –T tests in 2013 may be summarised as follows :

% of pupils with a sten of 1-3	3.0%	(Normal distribution 16.0%)
% of pupils with a sten of 4	15%	(Normal Distribution 16%)
% of pupils with a sten of 5-6	31.0%	(Normal distribution 34.0%)
% of pupils with a sten of 7	22.0%	(Normal distribution 16.0%)
% of pupils with a sten of 8-10	29.0%	(Normal distribution 16.0%)

- Children report liking and enjoying reading and writing and feel that they are good at it. 83% of children in the school either rate their own reading ability as very good or excellent. 98% of children report that they read for pleasure at home.
- Children write in a variety of genres and have neat handwriting.
- Parents are very happy with how their children are progressing at reading. Parents reported that their children like to read and 69% reported they like writing. This was also reflected in the pupil focus group.
- 70% of parents agreed or strongly agreed that they are well informed by the school as to their child's progress and 70% agreed or strongly agreed that they felt able to support their child's literacy learning in the home.

- Our school has a variety of reading initiatives underway which have been successful; paired reading ,DEAR, readathon , shared reading .
- Our new plan for English has been implemented and will be operational in all classes by 2013/2014 school year.
- There's a variety of assessment tools used.
- Diagnostic and standardised tests are administered.
- There's a good variety of reading material available in all class libraries.
- Draft, edit and re-drafting are at the heart of the writing process.

4.2 The following areas are prioritised for improvement

### **Reading**

1. We will agree with the help of professional development a plan for the introduction and teaching of comprehension strategies.  
**This will be our main focus for 2013/14 school year as part of our SSE. See attached detailed plan.**
2. We will also develop pupil's reading fluency and comprehension by improving the variety of reading material available. We will add to our supplementary reading scheme books and continue to introduce a broader variety of genres especially non-fiction.
3. In response to our parents' questionnaire and suggestions therein we will host a seminar with parents to familiarise them with the teaching methods associated with the jolly phonics scheme.

### **Oral Language**

Develop pupil's confidence and fluency in oral language;

- Our new oral language plan will be operational in all classes in 2013/2014 .
- Oral language indicators from the Drumcondra profiles will be used for assessment in 2013/2014 in all classes.
- We will offer an opportunity for pupil's to develop oral language skills for a wider audience via assemblies and other occasions.
- We will pilot oral language homework with all classes in 2013/2014 .

## **Writing**

### **PDST Whole school training and implementation support in writing**

- We will continue with the writing wall introduced in 2012/2013 school year.
- Teachers will continue with more frequent free writing in their English planning.
- Implement the agreed whole school plan for editing writing.
- We will seek some CPD during the school year 2014/2015 on the writing process .



## **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 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 11/95	School year  ✓Yes No  School day  ✓ Yes No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	✓Yes No	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011	✓Yes No	
Standardisation of school year	Circular 0034/2011	✓Yes 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 Schools Circular P24/02 Staffing arrangements for the 2013/14 school year Circular 13/2013	✓Yes No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	✓Yes No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	✓Yes No	
Development of school plan	Section 21, Education Act 1998	✓ Yes No	
Engagement with SSE process	Circular 39/2012	✓Yes No	
Appointments to posts of responsibility	Circular 16/73, Circular 07/03, Circular 053/2011	✓Yes No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11, Circular 0066/2011, Circular 0018/2012	✓Yes No	
Exemption from Irish	Circular 12/96	✓Yes 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										
Implementation of child protection procedures	<p>Circular 0065/2011</p> <p>Please record the following in relation to child protection</p> <table border="1" data-bbox="384 495 879 981"> <tr> <td data-bbox="384 495 879 600">▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</td> <td data-bbox="879 495 1007 600">__2__</td> </tr> <tr> <td data-bbox="384 600 879 734">▪ 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</td> <td data-bbox="879 600 1007 734">__2__</td> </tr> <tr> <td data-bbox="384 734 879 840">▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made</td> <td data-bbox="879 734 1007 840">__0__</td> </tr> <tr> <td data-bbox="384 840 879 981">▪ 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</td> <td data-bbox="879 840 1007 981">__0__</td> </tr> </table>	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	__2__	▪ 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	__2__	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	__0__	▪ 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	__0__	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
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▪ 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	__0__												
Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p>Please record the following in relation to complaints</p> <table border="1" data-bbox="384 1167 879 1420"> <tr> <td data-bbox="384 1167 879 1234">▪ Number of formal parental complaints received</td> <td data-bbox="879 1167 1007 1234">0</td> </tr> <tr> <td data-bbox="384 1234 879 1301">▪ Number of formal complaints processed</td> <td data-bbox="879 1234 1007 1301">0</td> </tr> <tr> <td data-bbox="384 1301 879 1420">▪ Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="879 1301 1007 1420">0</td> </tr> </table>	▪ Number of formal parental complaints received	0	▪ Number of formal complaints processed	0	▪ Number of formal complaints not fully processed by the end of this school year	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
▪ Number of formal parental complaints received	0												
▪ Number of formal complaints processed	0												
▪ Number of formal complaints not fully processed by the end of this school year	0												
Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="384 1576 730 1908"> <tr> <td data-bbox="384 1576 730 1644">Number of section 29 cases taken against the school</td> <td data-bbox="730 1576 1007 1644">1</td> </tr> <tr> <td data-bbox="384 1644 730 1711">Number of cases processed at informal stage</td> <td data-bbox="730 1644 1007 1711">1</td> </tr> <tr> <td data-bbox="384 1711 730 1778">Number of cases heard</td> <td data-bbox="730 1711 1007 1778">1</td> </tr> <tr> <td data-bbox="384 1778 730 1845">Number of appeals upheld</td> <td data-bbox="730 1778 1007 1845">0</td> </tr> <tr> <td data-bbox="384 1845 730 1908">Number of appeals dismissed</td> <td data-bbox="730 1845 1007 1908">1</td> </tr> </table>	Number of section 29 cases taken against the school	1	Number of cases processed at informal stage	1	Number of cases heard	1	Number of appeals upheld	0	Number of appeals dismissed	1		
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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 record 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	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please record 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	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	N/A		

## **Appendix to School Self-Evaluation Report: Policy checklist**

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	✓Yes    No	
Code of behaviour <sup>1</sup> including anti-bullying policy	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	✓Yes    No	
Attendance and participation strategy <sup>2</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	✓Yes    No	
Health and safety statement	Section 20 Health and Safety Act 2005	✓Yes    No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	✓Yes    No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at <a href="http://www.webwise.ie">www.webwise.ie</a>	✓Yes    No	
Special educational needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005	✓Yes    No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	✓Yes    No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	✓Yes    No	
Child protection policy	Circular 0065/2011	✓Yes    No	
Parents as partners	Circular 24/91	✓Yes    No	
Public service agreement – special needs assistants	Circular 71/11	✓Yes    No	
Other			

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

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

<sup>3</sup> 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."

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