**School Self-Evaluation**

**Literacy for September 2013 to June 2016**

**1. Introduction**

1.1 Focus and the Evaluation:

School self - evaluation of teaching and learning is part of the ongoing work of Derrylamogue N.S. The focus of school self-evaluation for 2013/2014 is literacy. this was indentified, in part, by tracking outcomes of both literacy and numeracy. (Standardised tests results) over the past three years.

**Rationale:**

All pupils from first to sixth classes are accessed, including all pupils with special education needs. a number of strategies have been introduced over recent years to address the gap between attainment levels in literacy and numeracy.

**1.2 School Context:**

Derrylamogue N.S. is a rural, mixed primary school under catholic patronage. there are currently 115 pupils (59 boys and 56 girls), four class teachers, including a teaching principal, one part-time resource and one learning support teacher. Three pupils have low incidence special education needs and are allocated resource hours based on those needs. One SNA is assigned to the school. There is strong parental support for teaching and learning, a factor that is acknowledged as having a positive effect on pupil attainment levels and on pupils' attitudes to learning.

2. **Findings:**

**Learner Outcomes:**

* Pupil standardised test scores for literacy indicate that Sten scores for reading are above national norms.
* The majority of teachers report that attainment trends in reading are at a high level and that children are enthusiastic about reading.
* Pupil questionnaires show that the majority of pupils enjoy writing and that pupils enjoy free writing.
* All teachers report that pupils lack expression when reading and children are often unaware of punctuation.
* All teachers report that questioning is too literal, with a tendency to address the more vocal pupils.
* Teachers reported that there was concern regarding the amount of pupils with dyslexic tendencies.
* Teachers report a lack of consistency of comprehension strategies being taught in the school.

**Learner Experiences:**

* Pupil questionnaire results show that 66% of pupils assessed themselves as liking to read and 77% of pupils like to read at home.
* Pupils report liking a range of writing genres with 70% favouring narrative.
* Pupils reported the types of books which were most popular were Mysteries, Peoples lives (Factual), Nature, Fiction, (Princesses), Jovial (Roald Dahl)
* Factors reported by pupils as hindering their reading include story too long, story line boring, books without pictures, print too small.
* All teachers report the majority of pupils listen attentively and with understanding and pupils display positive attitudes towards listening and speaking.

**Teacher Practices:**

* All teachers report that pupils read a variety of books with fluency.
* All teachers report that digital media is an area to which pupils are not adequately exposed.
* The majority of teachers report that pupils need to be taught specific comprehension skills.
* All teachers agreed that fluency, expression and punctuation need to be addressed.

**4.1 Strengths**

* Micra-T Results and Drumcondra Reading Tests indicate that our pupils are performing above the national average across all strands.
* Pupils display very positive attitudes towards all aspects of Reading at home and in school.
* Pupils use their literacy skills competently in their learning of all curriculum areas.
* Pupils are exposed to a wide aspect of reading texts and classrooms are print-rich environments.
* Differentiation in class for readers of varying ability.
* Learning support Teacher has good collaboration with classroom teachers.
* Reading buddy system works well.
* Use of ICT in classroom: Reading for Literacy Programme.

**4.2 Areas for Improvement**

* Improve the teaching of comprehension strategies focusing on higher order thinking during class lessons.
* Library to be sorted into interest and ability levels.
* Teaching of expression and punctuation when reading.
* Need for greater use of digital medial

**4.3 The following legislative and regulatory requirements need to be addressed:**

* The anti-bullying policy for the school needs to be undated following the publication of the DES Anti Bullying Procedures and Circular 045/2013. See appended checklist