

**Mol an Óige agus Tíocfaidh Sí.**



**St. Brigid's NS, Clonégál**

**Clonégál**

**Enniscorthy**

**Co. Wexford.**

**17514C.**

## **School Self-Evaluation Report.**

**Evaluation Period: April 2012 –May 2013.**

**Report issue date: May 2013.**

# School Self-Evaluation Report

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St. Brigid's NS, Clonegal was undertaken during the period April 2012 – March 2013. During the evaluation, teaching and learning in the area of Literacy – English – was evaluated with special emphasis on pupil's attainment in the area of spellings. The area of Assessment, as it applies to English, was also evaluated. This is a report on the findings of the evaluation.

### 1.2 School context

- St. Brigid's NS, Clonegal is a mixed, rural school under the Patronage of the Diocese of Kildare and Leighlin.
- There are currently 115 pupils on roll.
- There are 5 mainstream class teachers, 1 ASD class teacher, 1 LS teacher, based in the school but in another school 1 day per week and a shared RT. There are also 3 SNAs on the staff. The Principal is a Teaching Principal.
- Standardised Tests in English and Maths are administered to all pupils from 1<sup>st</sup> – 6<sup>th</sup> class annually.

## 2. The findings

### English

- Pupils are performing above the National norm in English Reading.

| Drumcondra English Test 2012 | Above 80 <sup>th</sup> Percentile | Between 60 <sup>th</sup> and 80 <sup>th</sup> Percentile | Below 10 <sup>th</sup> Percentile | Below 20 <sup>th</sup> Percentile |
|------------------------------|-----------------------------------|--|-----------------------------------|-----------------------------------|
| Clonegal NS                  | 40.8%                             | 15.8%  | 0%                                | 3.9%                              |

- Parents were asked which aspect of the English Curriculum their child/children preferred. Children were asked the same questions. Responses are given below.

|                  | Reading | Writing | Spelling | Oral Language |
|------------------|---------|---------|----------|---------------|
| Parents Replied  | 53.2%   | 28.57%  | 3.89%    | 14.28%        |
| Children Replied | 52.7%   | 21.8%   | 6.4%     | 19.1%         |

- Parents were asked which aspect of the English Curriculum posed most problems for their child/children. Children were asked the same questions. Responses are given below.

|                  | Reading | Writing | Spelling | Oral Language |
|------------------|---------|---------|----------|---------------|
| Parents Replied  | 15.5%   | 39.4%   | 32.4%    | 12.7%         |
| Children Replied | 13.9%   | 34.2%   | 25%      | 26.9%         |

Children were asked if they liked reading/spellings and how they felt they were doing at these aspects of the English curriculum. Responses below.

| Children's Responses. | Reading | Spelling |
|-----------------------|---------|----------|
| Like                  | 89.4%   | 73.8%    |
| Good/Very Good        | 95.2%   | 94.2%    |

- 89% of Parents said they felt Spellings were really necessary.

Parents and children were asked if they were aware of the Look, Cover, Write and Check method of learning Spellings. Responses are below.

|                                   |       |
|-----------------------------------|-------|
| Parents who are aware of method.  | 91%   |
| Children who are aware of method. | 97.8% |

- 74% of parents felt they got adequate advice on spelling from the teachers. Nevertheless 67% of them would like more guidance in this area.
- All teachers prepare Long and Short Term Schemes of work in advance and a report on work covered at the end of each month.

### Assessment

- Pupils were asked about their views on correcting work. The views of pupils from the Junior end of the school are below. Infants – 2<sup>nd</sup> class.

|  |     |
|--|-----|
| Pupils think it is more important to present careful neat work than to be finished first | 94% |
| Pupils dislike it when a peer corrects work  | 92% |
| Pupils like to use WILF to self-correct work   | 73% |
| Pupils like to decide with teacher which colour of smiley face their work deserves       | 85% |

The views of the pupils at the Senior end of the school are below.

|  |       |
|--|-------|
| Pupils prefer teacher to correct the work with them individually.                | 51%   |
| Pupils prefer if copy is corrected before being handed back.                     | 49%   |
| Pupils always like a peer to correct spellings, tables & maths                   | 20.7% |
| Pupils sometimes like a peer to correct spellings, tables & maths                | 52.3% |
| Pupils never like a peer to correct spellings, tables & maths                    | 27%   |
| Pupils found it helpful when teacher shared learning objectives with them - WALT | 90%   |
| Pupils use What I'm Looking For – WILF – to self-correct                         | 78%   |

- All teachers consider assessment of pupil's work to be useful to discover what they have learned and to plan future work.
- All teachers felt children learn from mistakes when the work is corrected in the presence of the child. No one felt pupils learned from mistakes when the copies are handed back

already corrected. However due to time constraints and large multiple classes with large numbers it is often not possible to correct the work in the child's presence.

- All mainstream class teachers sometimes use WILF to encourage self assessment and believe it leads to higher quality work. However the use of rubrics and other methods of self assessment are never used or only used occasionally.
- All teachers reported that children regularly use check lists etc to self-correct when the methods are new and therefore it is important to have a variety of methods in use in each classroom.
- All teachers felt it is necessary to review our Assessment Policy and develop a variety of methods of Assessment. They also felt it is necessary to devise a workable method of recording assessment.

### 3. Progress made on previously-identified improvement targets

- Since 2008 there has been a continuous improvement in the outcome of Standardised Tests in reading.

| Drumcondra English Test | Above 80 <sup>th</sup> Percentile | Between 60 <sup>th</sup> and 80 <sup>th</sup> Percentile | Below 10 <sup>th</sup> Percentile | Below 20 <sup>th</sup> Percentile |
|-------------------------|-----------------------------------|--|-----------------------------------|-----------------------------------|
| 2012                    | 40.8%                             | 15.8%  | 0%                                | 3.9%                              |
| 2007                    | 33%                               | 9.3%   | 9.3%                              | 20%                               |

- New Reading material for class libraries is being provided – one class group per year. Currently we are up to 3<sup>rd</sup> and 4<sup>th</sup> class and the remaining group will be targeted next year.
- A shared reading/ Independent reading programme is operated for all class groups.
- Comprehension strategies are taught explicitly to each class group using the Building Bridges Programme.
- Reading Zone and The Comprehension Box for comprehension and reading has been purchased for each class group.
- Writing Genres are covered in a two year cycle and are taught explicitly to all classes.
- Our whole school plan includes a definite programme of work in Phonics and Grammar for each class.

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

#### 4.1 Our school has strengths in the following areas:

- Overall, pupils have a very high level of attainment in English as indicated by the results of Standardised Test results and they have been improving steadily over a number of years.

|                              |                                   |                                   |                                   |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 2012 Drumcondra English Test | Above 80 <sup>th</sup> percentile | Below 20 <sup>th</sup> percentile | Below 10 <sup>th</sup> Percentile |
|                              | 40.8%                             | 3.9%                              | 0%                                |

|                               |  |                                |  |
|-------------------------------|--|--------------------------------|--|
| Children like English Reading | Children feel they are good/very good at reading | Children like English Spelling | Children feel they are good/very good at spelling. |
| 89.4%                         | 95.2%  | 73.8%                          | 94.2%  |
|                               |  |                                |  |

- The majority of parents – 74% - felt the school provided adequate advice on helping their children with spelling
- All teachers recognise the value of assessment and wish to introduce a variety of methods of self assessment and recording of assessment.

#### **4.2 The following areas are prioritised for improvement:**

- The teaching of spellings explicitly in each class.
- The use of dictation as a means of assessing spellings.
- Regular sharing of learning objectives with the children – WALT.
- The use of a greater variety of methods of self assessment in each classroom.
- The recording of assessment throughout the year.