

# SCOIL THOMÁIS, LAUREL LODGE, CASTLEKNOCK, DUBLIN 15

## SCHOOL SELF EVALUATION REPORT (LITERACY)

### SUMMARY REPORT FOR THE SCHOOL COMMUNITY

#### The Context of Our School

Scoil Thomáis is a vertical co-educational primary school under Catholic patronage enrolling boys and girls from Junior Infants to 6<sup>th</sup> Class. There are 681 pupils attending the school (enrolment Sept 30<sup>th</sup> 2012). There are thirty eight fulltime teachers on staff as follows: Administrative Principal and Administrative Deputy Principal, 24 Class teachers and 12 SEN teachers. There are currently 60 nationalities represented in the pupil profile of the school. EAL pupils are integrated across all class levels. There are also pupils receiving additional allocated resources for SEN under the GAM and LI models of support.

#### The Focus of the Evaluation in Our School

A school self-evaluation of teaching and learning in literacy was undertaken by school staff during the period **January – June 2013**. The evaluation process was led the Principal and Deputy Principal and ISM Literacy Team in consultation with all teaching staff. The school involved staff, parents and pupils in the school evaluation process as per DES guidelines.

#### Gathering Evidence about Literacy in Our School

Teachers completed a survey seeking their feedback on all aspects of literacy teaching and learning and also completed a school devised online survey which focused on literacy priorities identified by the staff. Pupils in selected senior level classes from 3<sup>rd</sup> - 6<sup>th</sup> were consulted and completed a survey to ascertain their views on aspects of literacy. Contemporaneously a focus group of pupils from junior infants to 2<sup>nd</sup> classes were interviewed about their experiences of literacy teaching and learning. Parents from a selected number of classes across the school participated in an online survey as part of the evidence gathering process. The feedback from all partners ie teachers, parents, staff and pupils as well as school based data, test results and observations informed the process.

#### Summary of School Self-evaluation Findings for Literacy in Our School

##### The following strengths were identified in teaching and learning of literacy

- Results in standardised tests for English Reading consistently show that pupils are performing well above the national norms ie more pupils are achieving at the top STen level and less pupils at the lower STen level than the national average.
- Pupils at both junior and senior classes feel very positive about their experience of writing and also enjoy handwriting and generally felt that they are good at it. Pupils also acknowledged the use of ICT as a means of engaging in writing.
- Pupils, particularly the higher achieving pupils, identified reading material as a source of inspiration for their writing.
- Pupils recognized that they were involved in self-assessment and peer assessment as part of their experience of writing.
- Overall parents were pleased with the standard of literacy in the school and a significant proportion of parents reported that their children enjoyed reading and writing and parents also felt informed by the school about their children's progress in these areas.
- Teachers reported that pupils enjoyed writing activities and engaged in a variety of writing genres across the class levels. Teachers encourage and support pupils to engage in self- assessment and peer assessment of their writing. Teachers also report being confident in teaching many of the writing genres.

##### The following areas of literacy are prioritised for improvement

- **Development and consolidation of handwriting skills at each class level**
- **Development of whole school approach to the writing process including the writing genres**
- **Further work on differentiating literacy activities for pupils of varying abilities**

##### The following legislative and regulatory requirements need to be addressed.

- Next Annual Review of Child Protection Policy ( November 2013)
- Implementation of NCCA standardized reports for all classes (June 2013)
- Updating the School Health & Safety Statement to comply with recent legislation ( H& S Audit April/May 2013)
- Update the School Acceptable Use Policy ( tbc 2013/14 school year)

**Based on SSE Report at June 2013**