

Presentation Senior School

School Self Evaluation

Literacy



2013

School Self Evaluation Report

A school self-evaluation of teaching and learning in Presentation Senior School was undertaken during the period September 2012 – June 2013. During the evaluation the quality of teaching and learning in relation to literacy throughout the school was evaluated. This document presents a report on the findings of the evaluation. It also includes the school improvement plan for literacy in the 2013-2014 school year.

School Context

The following context factors were identified which affect the work of the school:

1. 10% of the student population are members of the travelling community. The school no longer receives any additional human resources to support members of the travelling community.
2. 40% of the student population are children of parents born outside Ireland. The school no longer receives any additional human resources to support students whose first language is not English.
3. Attendance figures are affected very significantly by no.1 and no. 2 above. The school avails of supports provided by the School Completion Programme.

Findings

Theme 1 – Learner Outcomes

Attainment of Curriculum Objectives

The overall attainment of the pupils with regard to literacy is improving in accordance with the learning outcomes of the Primary School Curriculum. Pupils at risk of underachieving are attaining well and make good progress. The pupils' knowledge, skills and understanding in literacy are developing in a progressive way as they move from class level to class level. Pupils enjoy literacy lessons and are motivated to learn.

Theme 2 – Pupils' Learning Experiences

Learning Environment

A safe, stimulating learning environment is provided for the pupils in this school. Classrooms and other sections of the building are organised, clean, and well maintained. Classrooms are appropriately laid out, well-resourced and orderly. All pupils have access to appropriate learning settings and learning environments provide for the needs of the pupils. The school is decorated with displays and centres of interest that celebrate pupils' work and support their learning. Due attention is given to pupil safety during lessons and break times. During lessons, the pupils have access to high quality resources (including ICT) to support their learning and to enable them to be active learners. Teachers are aware of and follow the National Child Protection Guidelines.

Pupils Engagement in Learning

Pupils at all class levels are enabled to engage actively in their learning and the level of pupil interest and participation is high. They are given purposeful and frequent opportunities to engage in independent learning and collaborative learning. Pupils are suitably challenged in the activities organised for them in the classrooms and other learning settings in the school. They are given as much additional support as possible. Most pupils achieve the expected learning outcomes of lessons.

Learning to Learn

Pupils are helped to reflect on their work and are purposefully involved in monitoring their own progress in learning. The teachers focus effectively on developing the pupils' abilities to communicate, work with others, engage in research, investigate/enquire, experiment, analyse and problem-solve. The pupils are guided systematically in developing the necessary skills to plan, study, organise homework, revise, summarise, present their work to others and answer questions on their work. The pupils are provided with frequent, well-guided access to ICT and are enabled to use it to present and illustrate their work, access, assess and retrieve information, organise and produce information, express ideas, and to develop, support and extend their learning.

Theme 3 – Teachers' Practice

Preparation for Teaching

Teachers are thoroughly prepared in terms of practical and written planning for the delivery of the curriculum through the lessons they teach. Expected learning outcomes are clear, curriculum-based and are differentiated as necessary to cater for the learning needs and abilities of all pupils in the classroom. There are specific expected learning outcomes for the development of literacy and numeracy skills across the curriculum. All teachers prepare short-term and long-term plans and use their written plans to guide teaching and learning. 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. Necessary and relevant resources, materials and equipment are identified in advance of lessons and are available for pupils and teachers during the lessons. Teachers plan effectively for how they are going to assess the pupils' learning, taking due account of curriculum guidelines, the NCCA guidelines and Literacy and Numeracy for Learning and Life - The National Strategy to Improve Literacy and Numeracy.

Teaching Approaches

Teaching is focused, stimulating and relevant to the pupils' learning needs. Literacy lessons are guided by expected learning outcomes that are linked with the curriculum and shared with the pupils. Expected learning outcomes are achieved during lessons by most pupils. There is systematic development and application of knowledge and skills, including ICT, in literacy. Attention is also given within literacy to the development of positive dispositions and attitudes towards learning. Approaches recommended by the curriculum are skilfully applied to teaching and learning in literacy lessons. These approaches include teacher and pupil questioning, active learning including guided activity and discovery, co-operative/collaborative learning, talk and discussion, environment-based learning and a focus on higher-order thinking and problem solving. A broad range of activities is

provided to enhance the holistic development of the pupil. Clear lower and higher order questions are posed during lessons and these stimulate responses from pupils. Assessment for learning is a key feature of classroom practice. Assessment outcomes are recorded and used to inform subsequent lessons and the school improvement plan.

Very good use is made of relevant and necessary resources (including ICT) to support pupils in their learning of literacy and the development of the specific skills associated with it. The needs and abilities of all pupils are catered for in the course of lessons through effective differentiation of provision.

Management of Pupils

The management of pupils during learning and routine activities is effective. A positive code of behaviour including is implemented in a fair and consistent way. Teacher-pupil, pupil-pupil and pupil-teacher interactions are respectful. The teachers have high but realistic expectations of the pupils in relation to their behaviour and learning and they communicate these to them. There is order and structure to the way activities are organised. Appropriate opportunities for active, independent and collaborative learning are provided. The pupil voice is strong in the school. Pupils' contributions and questions are welcomed in the classroom. Their views and opinions are listened to in accordance with their age and maturity and taken into account in the organisation of classroom activities and in the devising of relevant policies. The school is inclusive and treats all pupils equitably and fairly. There is respect for all pupils regardless of their background. Differences across the equality grounds are understood, acknowledged and valued by all staff. Equal learning opportunities are provided for boys and girls. Pupils with special education needs and pupils from minority groups are treated in an inclusive and equitable way.

Assessment

The quality of assessment is effective in terms of planning, the implementation of assessment approaches and the use and reporting of assessment information. The school has a written policy on assessment and reporting on pupils' progress that takes due account of Department and NCCA publications. A range of assessment approaches including assessment for learning (AfL) and assessment of learning (AoL) is used to evaluate pupils' understanding, progress and achievement of expected learning outcomes in each curriculum area. Pupils are involved in assessing their learning. Pupils' work, including non-written work and homework, is regularly monitored and corrected. Pupils are provided with constructive oral and written feedback on their learning and amend their learning in the light of feedback provided. Standardised tests are administered and their results are communicated to parents in accordance with Department guidelines.

Progress Made on Previously Identified Targets

Targets were not set for the 2012 - 2013 school year. A number of initiatives were established to improve literacy including the following:

1. Accelerated Reading
2. Reading Eggs
3. Lexia Reading Programme
4. Newell Literacy Programme

5. Information meetings for parents/guardians

Initiatives in the 2012 – 2013 school year to improve school attendance, which has a direct impact on student achievement in literacy, included:

1. Breakfast Club
2. Cookery Classes
3. Principal to meet with parents/guardians of poor attenders
4. School Completion Programme Family Support Worker to meet with parents of poor attenders.
5. Student management system to monitor school attendance
6. Revised school attendance policy published on the school website

Summary of School Self-Evaluation Findings

A summary of the responses to an online survey administered to parents/guardians is attached.

Areas Prioritised for Improvement

1. Assessment of all 3rd class pupils to determine their needs
 - a. Drumcondra Primary Reading
 - b. Group Primary Reading Test
 - c. Drumcondra Spelling Test
 - d. STAR test
 - e. PHAB test
2. Accelerated Reading Programme for all 3rds
3. Increased use of the school library
4. Literacy Hour for 3rd classes using Station Teaching and in-class support with an emphasis on:
 - a. reading at appropriate level
 - b. phonics
 - c. oral language
 - d. reading fluency
 - e. comprehension
5. Reading Eggs in all classes
6. Reading Record for all pupils
7. Resources necessary to implement Literacy Hour
 - a. Graded supplementary reading scheme
8. In-class support in all classes
9. Building Bridges of Understanding programme to teach comprehension skills -3rd and 5th class - 8 comprehension strategies taught over 2 years
10. PM Writing Scheme in all classes - all genres covered between 3rd and 6th class

11. Use of Lexia Reading programme for:
 - a. Emergent readers
 - b. Exceptionally able students
12. Improve digital literacy – use of new laptops in all classes at least once per week –
ICT club after-schools activity

Legislative and Regulatory Areas to be Addressed

- Assessment Policy (review)
- Data Protection Policy
- Special Educational Needs (Review)
- Anti-Bullying (Review)

School Improvement Plan for Literacy

2013 - 2014

Action	Person(s) Responsible	Timeframe
<p>Assessment of all 3rd class pupils to determine their needs</p> <ul style="list-style-type: none"> • Drumcondra Primary Reading • Group Primary Reading Test • Drumcondra Spelling Test • STAR test • PHAB test 	<p>Co-ordinated by Catherine Denieffe (Literacy co-ordinator) and Elaine Burke (LSRT)</p>	<p>Tests b, c, d and e to be administered in September.</p> <p>Drumcondra Reading tests to be administered in May 2014.</p>
<p>Accelerated Reading Programme for all 3rds</p>	<p>Set-up co-ordinated by Elaine Burke.</p> <p>Ongoing implementation – Claire Dorr and Mary Jo McDonnell (3rd Class teachers)</p>	<p>September 2013</p> <p>September 2013 - June 2014</p>
<p>Literacy Hour (In-class support) for 3rds using Station Teaching and in-class support with an emphasis on:</p> <ul style="list-style-type: none"> • reading at appropriate level • phonics • oral language • reading fluency • comprehension 	<p>Co-ordinated by Catherine Denieffe and Elaine Burke.</p> <p>All teaching staff and some special needs assistants will be involved in the delivery of the literacy hour supports.</p>	<p>September 2013</p> <p>September 2013 – June 2014</p>
<p>Reading Eggs in all classes</p>	<p>Catherine Denieffe is responsible for setting up the subscription for all children.</p> <p>All staff are responsible for promoting the programme.</p>	<p>September 2013 – June 2014</p>
<p>Lexia Reading Programme</p>	<p>Elaine Burke will use the Lexia reading programme with those children in the third classes with the lowest levels of literacy.</p>	<p>September 2013 – 2014</p>

	Elaine will set up usernames and passwords for the Lexia Reading Programme for exceptionally able students who will be encouraged to use it on computers at home.	October 2013
Reading Record for all pupils	All teachers are required to ensure that the children in their class are maintaining accurate reading records. Templates for same will be provided for students by class teachers.	September 2013 – June 2014
Purchase resources to implement literacy hour (in-class support)	Catherine Denieffe and Elaine Burke	September 2013
Building Bridges of Understanding programme to teach comprehension skills -3 rd and 5 th class - 8 comprehension strategies taught over 2 years	Catherine Denieffe Clare Coleman Claire Dorr Mary Jo McDonnell	October 2013 – June 2014
PM Writing Scheme in all classes - all genres covered between 3 rd and 6 th class	Catherine Denieffe will source and purchase the programme in September 2013 All teachers will use the scheme with their classes.	September 2013 September 2013 – June 2014
Improve digital literacy – use of new laptops in all classes at least once per week – ICT club after-schools activity	All teachers will provide opportunities for children in their class to use the school's set of laptops at least once per week. Michael Tunney will offer ICT classes as an after-school activity.	September 2013 – June 2014 September 2013 – June 2014
Increased use of the school library	Catherine Denieffe and Ruth Lynch (SNA) will organise school library so that it is accessible and useful for all staff and students All teachers will provide opportunities for the children in their class to access and use the school library regularly.	September 2013 September 2013 – June 2014

Revise school plan for English to include initiatives listed in this plan	Catherine Denieffe who is leading the curriculum planning group for English	April 2014
Communication with Parents/Guardians	All class teachers will meet with the parents/guardians of children in their class to inform them of the supports being provided by the school. M. Tunney will make this document available to all parents/guardians on the school website.	September 2013 October 2013

Improvement targets

1. The percentage of children achieving above the 50th percentile in the Drumcondra Reading Test will be increased from 41.5% to 45%.
2. The reading age of all children in the 3rd classes will be increased by at least 18 months.

Success Criteria

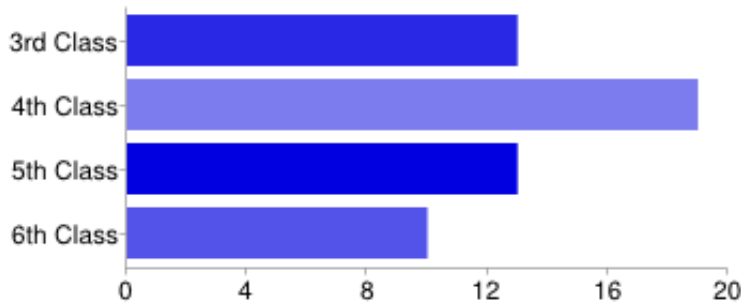
1. Improved standardised test results in May 2014.
2. Improved feedback from students, parents/guardians and teachers in relation to learning and teaching in the area of literacy.

52 responses

[View all responses](#) [Publish analytics](#)

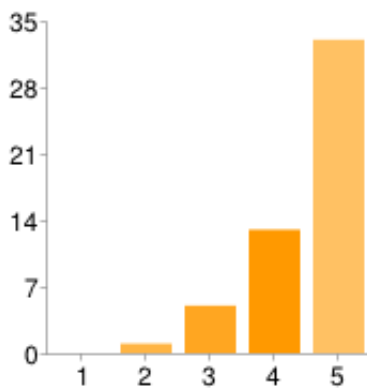
Summary

My child is in:



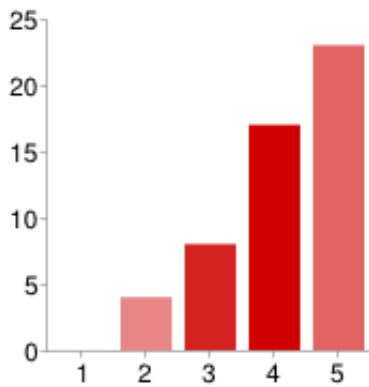
3rd Class	13	24%
4th Class	19	35%
5th Class	13	24%
6th Class	10	18%

My child is doing well at reading.



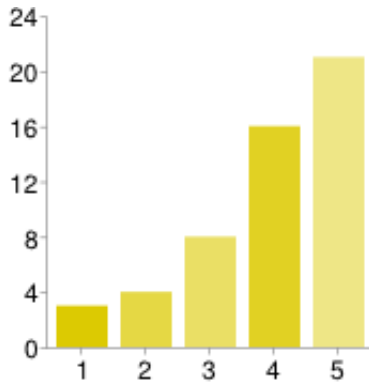
1	0	0%
2	1	2%
3	5	10%
4	13	25%
5	33	63%

My child enjoys learning spellings.



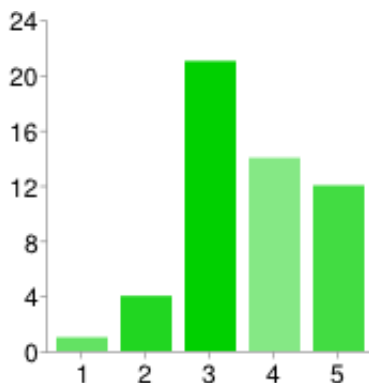
1	0	0%
2	4	8%
3	8	15%
4	17	33%
5	23	44%

I often listen to my child reading aloud.



1	3	6%
2	4	8%
3	8	15%
4	16	31%
5	21	40%

I get good information from the school about how my child is doing in English.



1	1	2%
2	4	8%
3	21	40%
4	14	27%
5	12	23%

Is there any way the school could help you to help your child with English (spoken English, reading, writing or spellings)?

no more detailed reports about progress being sent home. More stories to be made up as part of homework. NO By giving me more information about her progress Maybe advise parents of topics being discussed in class, so that they can also be discussed at home, thereby giving the child confidence to speak in class about it. MY KIDS ARE VERY SHY. ANY ACTIVITY THAT ENCOURAGES THE KIDS TO SPEAK TO A GROUP, LIKE ORGANIZING DEBATES WHERE EVERY CHILD HAS TO PARTICIPATE WILL GO A LONG WAY TO HELP. A LOTS OF MY KIDS FRIENDS INCLUDING MY OWN HAVE A LOT 'LOCKED' UP IN THEM. THEY NEED THE OPPORTUNITY AND A LITTLE 'PUSH' TO

GET IT OUT. Maybe to encourage the children with learning their spelling the school could introduce Spelling Bee. Also maybe every so often the children could be asked to write a short essay on a certain subject and the teacher could then let the children stand up and read out their stories to the class. this would help them with their spoken English, reading and writing. Also get the children to create their own comic books. Give parents a guide on the level children should be at for their age. Speed, accuracy in spelling, reading etc..Parents would be better equipped to know where child needs more help. Lists of recommended books would be great. I know that creating We are Writers may have taken a lot of time, but it was a really great way for children to explore their feeling and thoughts and for them to explore their creative imagination. I particularly would love to see more of this or instead of a Work of Art - A Library of Stories. A display of pride of all children. I'm happy with her progress and she is doing very well at reading and writing. No, but that's because we, as parents, are quiet active in making sure that they do their homework and that they can read and understand their work. We also make sure that they have books (either from the library, charity shops or as presents) to read, especially at bed time! writing I'm very happy, the way the teachers are teaching my daughter in school. Regular update from the teacher in order to recognise the weakness and to act accordingly, Promoting Study but the book fairs are very good at my child getting involved in reading.

My child likes to write stories.



Is there any way the school can improve its approach to homework in the area of literacy?

No, we're happy with it as it is. more emphasis. my child does not seem to think that reading is an important part of her homework. no I would like to know more about my daughters progress throughout the year Give children a choice in homework assignments - this way they take ownership of it and will encourage them to put in greater effort. Divide into small groups , Pick topics of interest to children , ask them to read up on them and present it to their group- this may help promote reading, memory, etc and develop child's confidence in reading out loud in front of peers. NO PART OF THEIR HOME WORK SHOULD INVOLVE WRITE-UPS. A TOPIC MAYBE EVERY WEEK WHERE THEY WILL GET INFORMATION AND PUT DOWN THEIR OWN IDEAS. more literacy based homework eg book assignments.. No Less emphasis on Workbook homework. Maybe more

emphasis on copy work, especially for spellings. More reading homework needed also. More home work for same More books for reading at home and the children should able to write about the stuff they learned about in the week or what ever topic they want to write about. I'm happy with my daughters homework at home. Group Study Clubs Teach the children how to do book reports. Then every week give the children a book to read and at the end of the week get the child to do out a report on the book.

Any other comments or suggestions?

NO Teachers should stop the idea of children correcting their home work or class work. I mean marking their work. No,thanks. wonderful motivation for my two children. They both love reading. I would like the older one to be taught structure of writing essays. Pleased overall, thanks. A homework club open to all pupils would be a help. Try to increase english resources- if at all possible. I would like to see more feedback/communication from teachers - maybe written reports sent out to parents twice yearly. I feel one meeting for 5 -10 minutes is not sufficient - particularly if child is experiencing difficulty that parent is not aware of. Thank you no sorry

Number of daily responses

