**School Self Evaluation Report**

**Introduction:**

**The Focus of the evaluation**

A school self-evaluation of teaching and learning in St. Oliver Plunkett’s NS Navan Co. Meath was undertaken during the period Sept/2012 to June/2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated, Literacy and Mathematics. Parents were also asked their opinions on a whole host of other organisational aspects of the school and were asked to identify areas where they felt the school was performing well and areas for improvement. The following sources of evidence were used to compile the findings of this report:

* Individual teacher reviews of practice in literacy and numeracy.
* Staff rating of school plans.
* Pupil’s work samples, copies displays.
* Special Ed., support team observations.
* Parental questionnaires
* Pupil questionnaires 1st to 6th class.
* School strategic planning framework.

 This is a report on the findings of the evaluation:

**School Context**

**Patron:** Bishop Michael Smith

**Principal**: Fergal Kelly

**Chairperson**: Anne Barden

**Awards**: Two Green Flag awards, One Yellow Flag award, numerous Cumann na mBunscol gaelic football titles, rounders and basketball titles and awards.

**Initiatives**: Literacy hour, Maths4fun, Science4fun, Recorder/Music groups, School Choir, Parent’s Choir, Health Promotion, Friendship Week, Seachtain na Gaeilge, Intercultural week, National Grandparents Week.

St. Oliver Plunkett Plunkett Primary School is a large urban DEIS band 2, co-educational school. We have 488 pupils enrolled. We have ­­­17 mainstream teachers, 5 learning support/ EAL teachers, 2 resource teachers and 5 Special needs assistants. We have a behavioural unit. It is staffed by one teacher and 1 special needs assistant. It caters for pupils with emotional and behavioural needs.

**The Findings**

Learner outcomes

* The overall attainment of the pupils with regard to literacy is remaining at a high standard in accordance with the learning outcomes of the primary school curriculum.
* The learning targets set out in the DEIS plan for literacy have been achieved.

Learners’ experience

* Classroom learning environments provide for the needs of all pupils.
* The school and classroom environments supports, encourages and celebrates pupil learning and achievement for literacy.
* The pupils are enabled, when appropriate, to engage actively in their learning including working purposefully, being interested and participating. There is also a balance between teacher input and pupils input and pupil are encouraged to reflect on their learning.
* Pupils achieve the expected leaning outcomes of literacy lessons.
* The pupils are enabled in literacy to communicate, work with others, engage in research, investigate, experiment, analyse and problem-solve.

Teachers Practice

* Long and short term plans are prepared and available, teachers also provide monthly progress records of pupils learning in literacy.
* Necessary and relevant resources, materials and equipment are identified and sourced in advance of lessons.
* Teachers use a variety of approaches and methodologies across all classes in the school.
* The varying needs and abilities of pupils are catered for in the course of lessons through the use of differentiation.
* There is respect for all pupils regardless of their background, ability and aptitude. Pupils with special educational needs are treated in an inclusive and equitable manner.
* A positive code of behaviour including an anti-bullying policy is implemented in a fair and consistent way.
* The school has a written policy on assessing and reporting on pupil’s progress taking into account the NCCA guidelines.
* The gathering of information on pupils learning is timely and happens at regular intervals.

Assessment:

Teachers employ a large selection of assessment tools to assess learning in Literacy – observations, checklists, curriculum objectives, questioning, self-assessment, tests and standardised tests. A screening test (MIST) is used in Senior Infants to screen for reading difficulties. The Micra T English standardised test is administered to all classes from first to sixth in May each year and results are reported to parents in the end of year report. NRIT tests are undertaken with second and fifth class each year in October. First classes do Micra T at the start of the year so we can assess their competency after the infant programme.

Attainment in Literacy:

The standardised Micra T English test results for May 2013 aare as follows:

% of pupils of pupils at or below 2nd percentile 0.8% Normal 2.0)

% of pupils between 3rd and 16th percentile 11.4% Normal 14%

% of pupils between 17th and 50th percentile 35.9% Normal 34%

% of pupils between 51st and 84th percentile 37.5% Normal 34%

% of pupils between 85th and 98th percentile 13.6% Normal 14%

% of pupils between Above 98 percentile 0.8% Normal 2%

12.2% of pupils below 16 percentile normal 16.0%

14.4% of pupils above 85th percentile normal 16.0%

**Graph**

**Progress made on previously identified improvement targets**

* There has been a reduction in the number of children performing at or below the 16th percentile from 16.8% in 2010 to 12.2% in 2013.
* There has been an increase in the number of children performing at or above the 85th percentile from 10.4% in 2010 to 14.4% in 2013.

**Summary of the school Self-evaluation findings:**

 **Our school has strengths in the following areas:**

* Team teaching/shared reading/peer tutoring initiatives in progress
* Well stocked school library. Library visits
* Good links with the county library.
* Visits to the county library regularly.
* Collaborative approach to the planning and teaching of literacy amongst teachers.
* Jolly Phonics provides good foundation for phonics programme.
* Station teaching piloting (power hour) in 1st class , senior infants and 2nd class.
* Teachers trained in reading recovery.
* Reading Recovery for at risk children in senior infants/first.
* Paired reading from 1st to 6th classes.
* The children take home a library book per week across all classes.
* Buddy reading in 4th and 1st classes.
* Support from special education team in school.
* A variety of writing genres are taught throughout the school.
* Children given opportunities to write and display poetry.
* Good cursive handwriting fostered.
* There is an agreed source of content for spellings and a variety of methods used.
* The process of writing is fostered and children write for real purpose.
* Draft, edit, redrafting are at the heart of the writing process.
* First Steps for writing strategies used throughout the school.
* A variety of different teaching approaches used to cater for different learning styles.
* Results of assessments are used to inform teacher planning.
* Print rich environment
* Child friendly environment.
* SRA reading kit in coordination with special Ed team in 2nd-6th classes.
* 1st Steps strategies used..
* World book day.
* Storyteller in residence visiting the school and county library.
* HSCL teacher co-ordinating events for pupils and parents.
* Write a poem competition.
* Displaying of children’s work in class and hallways.
* High levels of parental involvement in school and at home.
* Drama production at the end of 6th class in the town hall.
* Fortnightly Assembly for the reading of poetry and song.
* Basic English Language classes for the EAL parents.

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

* Reading comprehension/ Speaking and listening strategies incorporated into power hour.
* Improvement in speaking and listening confidence and fluency and further development in the expressive capacity of pupils.
* Further development of speaking and listening programme.
* Further modelling of speaking and listening classes.
* Developing the pupils appreciation of reading fluency and reading for pleasure through the use of a wider diversity of reading material.

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

Review of data protection policy.

Review of Anti Bullying Policy

Review of enrolment policy.

**The following curricular plans and policies need to be reviewed over the next three years.**

Gaeilge 2014

Visual Arts 2014

Maths Language Policy 2013

Create policy on gifted and talented pupils 2014

Fire Drill 2013

In school management policy 2013

Attendance policy and strategies 2013

Physical Intervention policy 2013

New fortnightly/Planning monthly report 2013