

School Self-Evaluation Report

Scoil Naomh Cualán, Borrisoleigh

The Focus of the Evaluation

A school self-evaluation of teaching and learning in Literacy was undertaken during the school year 2014-2015. Initially the staff conducted a SCOT analysis based on the key elements of reading, writing and oral language outlined in the Components of Effective Literacy Instruction and Micra-T results from June 2014. As a result of this discussion, the staff decided that reading fluency would be the main focus of their school self-evaluation. To elicit evidence on reading fluency across the school, the staff evaluated children's fluency levels using the One Minute Fluency Probe and Fluency Rubrics. Questionnaires were conducted in first to sixth classes and both a parent questionnaire and teacher questionnaire were also administered.

School Context

This is a vertical co-educational primary school. There are currently seven mainstream classes, two resource teachers, one full-time learning support teacher, one shared learning support teacher and one S.N.A. There is an enrolment of 145 pupils.

The Findings

Initial Staff Findings

- We have highly motivated teachers who work enthusiastically on a team and on an individual basis to develop pupils' literacy skills
- The Jolly Phonics programme is working very well in the junior school
- Literacy Lift OFF is in place in the school and has resulted in significant gains in reading for pupils
- There are several literacy initiatives already in place in the school, including a variety of reading strategies, shared reading, D.E.A.R etc.
- Resources from the two schools have been pooled and shared as a result of the amalgamation
- Single stream classes allow more grouping opportunities in class for literacy
- Teachers highlighted reading fluency as needing further examination ie. phrasing, expression, pace, etc. Some children are very indistinct when reading. Others read at a fast pace without paying attention to punctuation etc.
- There is no formal assessment of fluency in the school

- The dual campus makes it quite difficult to implement certain programmes like Reading Buddies

Teacher Questionnaires

Based on the Teacher Questionnaires

- Student progress in fluency is monitored daily(12.5%), weekly(50%), monthly(12.5%), termly(25%)
- Fluency is taught- whole class(25%), small groups(50%), strugglers only(25%)
- Fluency is assessed- never(12.5%), sometimes(87.5%)
- 25% of teachers are not aware of the fluency level their class should be at, 62.5% of teachers are somewhat aware and 12.5% are very aware

Pupil Questionnaires

Based on the Pupil Questionnaires carried out from 1st to 6th class

- 30.2% like reading a lot, 25% like reading a bit, 28.1% don't mind reading, 8.3% not much, 8.3% don't like reading at all
- 27.1% of children like reading aloud to someone, 29.2% don't mind reading aloud to someone and 43.7% of children don't like reading aloud to someone
- 34.4% of children believe they read quickly, 53.1% believe they read at an average pace and 12.5% believe they read slowly
- 70.8% of children feel they understand what they read better when they read to themselves, while 19.8% feel they understand what they read better when they read aloud
- Social media is the most popular type of reading undertaken by the pupils who completed the questionnaire

Fluency Reading Probe Results

Based on the One Minute Reading Fluency Probe carried out from 1st to 6th class

- 44% of children have a fluency level below average
- 56% of children have a fluency level of average or above

Fluency Rubrics Results

Based on the Fluency Rubrics carried out from 1st to 6th class

- 21% of children have a fluency level below average
- 79% of children have a fluency level of average or above

Parent Questionnaires

Based on the parent questionnaires administered to all parents

- 36.8% of parents strongly agree that their child likes reading, 56.1% agree that their child likes reading, 6.1% of parents disagree that their child likes reading, 0.9% strongly disagree that their child likes reading
- 10.8% of parents do not listen to their child reading aloud, 1.8% of parents do not know if they listen to their child reading aloud and 87.4% of parents often listen to their child reading aloud
- 10.9% of parents feel that their child finds reading difficult, 89.1% of parents do not feel that that child finds reading difficult

Summary of School Self-Evaluation Findings

Our school strengths in relation to reading fluency:

- We have highly motivated teachers who work enthusiastically on a team and on an individual basis to develop pupils' literacy skills
- The Jolly Phonics programme is working very well in the junior school
- Literacy Lift OFF is in place in the school and has resulted in significant gains in reading for pupils in the junior school
- Resources from the two schools have been pooled and shared as a result of the amalgamation
- Single stream classes allow more grouping opportunities in class for literacy
- Most classes are already using reading comprehension strategies in their classroom
- Teachers encourage their children to read and have implemented D.E.A.R./ Shared reading etc.
- Reading attainment is in line with national norms as evidenced by analysis of the standardised test results
- 87.4% of parents often listen to their children reading aloud

Areas prioritised for improvement

The areas prioritised for improvement pertain mainly to reading fluency as this was the key focus of our literacy evaluation.

- Pupil enjoyment of and attitude towards reading both in school and at home
- A whole-school approach to the teaching of fluency- Building Bridges programme
- A whole school approach to assessment of fluency- fluency rubrics/ one minute fluency reading probes etc. needs to be agreed
- A reading initiative between the junior and senior school needs to be set up
- A library book audit needs to be carried out in each classroom to ensure there is age appropriate material available for the children