**School Self-Evaluation Report**

**Evaluation period: January - September 2015**

**Report issue date: June 2015**

**School Self-Evaluation Report**

**1. Introduction**

**1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in Tobar an Léinn Primary School was undertaken during the period January 2015 to September 2015.

We undertook to focus on one area during the school year using the SSE tools (Inspectorate Guidelines for School Self-Evaluation). During the evaluation, teaching and learning in the area of literacy was our target, with a particular focus on Station teach. This is a report on the findings of the evaluation and on the programme undertaken as a result of this work.

**1.2 School context**

Tobar an Leinn is a rural co-educational primary school with 99 pupils enrolled. We have 5 teachers including a teaching principal and a shared learning support teacher.

We have a structured approach to assessment and early intervention, beginning with Junior Infants. Children in Senior

Infants are assessed using the Middle Infant Screening Test (MIST) in May each year; in addition they are assessed

during the year on their progress with letter names, sounds, blending, reading and dictation. We administer Micra T

English Standardised tests to children in 1st to 6th classes, each year in May.

**2. The findings**

The Standardised test results in English Reading show that on average most pupils are performing at or slightly above the national norm.

Analysis of standardised test data over the last 3 years shows a significant improvement across the percentile bands.

MIST results for school years 2011-2012 and 2013-2014 show that pupils have achieved a high level of phonological awareness by the end of Senior Infants.

There is a tradition of team teaching in Tobar an Leinn where the Learning Support teacher and mainstream teachers engage in team teaching in the school.

**Progress made on previously identified targets identified in the current SIP**

This builds on a previous self-evaluation report from January 2012 to May 2013 and a School Improvement plan that began in September 2013.

 Tobar an Léinn has always had a culture of self-evaluation and review and its previous report focused on improving children’s reading skills by motivating pupils to read more regularly with diverse texts.

98% of pupils in 3rd to 6th class surveyed enjoyed reading.

26% of pupils felt that their classrooms were adequately resourced with books

61% of pupils felt there wasn’t sufficent

**Summary of school self-evaluation findings**

Our school has strengths in the following ways

Only 2.7% of the children fall below 16th percentile in Micra T for the school year 2014-2015.

66.3% of the school are above the 50th percentile in Micra T for the school year 2014-2015.

Children are highly engaged and enjoy reading.

Teachers work collaboratively in planning and delivering the curriculum.

Standardised test results in English were showing clear evidence of the impact of highly structured teaching of First Steps

comprehension strategies. Scores will well within national norms.

Oral language development is a key area for our pupils. In each class, children have a wide variety of language experiences

and many of our pupils speak more than one language. It is important for the school to focus on teaching and learning in this

area and to ensure that the children are receptive to new vocabulary and can transfer it across the curriculum.

Teaching approaches and Assessment: We have a highly structured, whole-school approach to the implementation of First

Steps for reading and writing and it is clear that these strategies have impacted positively on the comprehension scores

recorded in English Standardised tests. Scores are well within national norms. However, having reviewed previous years

standardised tests, it became evident that there were still differences between the results obtained in comprehension and

those obtained in vocabulary.

3. Progress made on previously-identified improvement targets

4. Summary of school self-evaluation findings: Literacy

4.1 Our school has strengths in the following areas:

we plan for the structured teaching and learning of comprehension strategies

phonics/ newell programme: structured, differentiated approach to early learning of sounds, letters, blending etc.

self evaluation strength- children centered

children's enthusiasm for learning

team teaching

mutual respect among children and staff members

friendly working environment with a positive personal school community

strong links between home and school

a vast array of resources available across the curriculum

4.2 The following areas are prioritised for improvement:

oral language development: need for a more targeted, structured approach to match the specific needs and strengths

of our pupils.

enriching vocabulary- both informal and formal

ability to communicate effectively in real life situations as well as within the classroom

raising awareness and understanding of the importance of vocabulary development

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

**School Self Evaluation 2015/2016**

**Contents:**

* **School Self Evaluation Report**
* **School improvement Plan 2015/2016**
* **School Self Evaluation Report –Literacy Intervention Plan**
* **Micra T Level 1 Class Record –1st class 2015**
* **Micra T level 1 Class Record – 2nd Class 2016**
* **Benchmarking Results/levels (PM Readers)**
* **End of Summary Reports ( for Board of Management and Parents/Guardians)**
* **Teachers Evaluation/Experience**
* **Comparative Study of Results**

**Decisions taken/ Judgements made ( to inform Improvement Plan 2015/2016 )**

**Decisions taken/judgements made (September 2015)**

* **Staff have decided to continue with the targets for Literacy as set out in our School Improvement Plan (2014-2015)**
* **The School Improvement Plan forms part of our strategy for Literacy and Numeracy in our school**
* **Some adjustments to the plan are outlined below**

**Improvement Plan 2015/2016**

* **Reading Support Initiative: First Class (1st/2nd term) Senior Infants (3rd term) This involves station teaching with four teachers with the children of 1st class .The children will have the use of parallel (PM Readers). The sessions will involve four stations with a writing table ,new read table, familiar read table and a word building table.**
* **Use of 2,400 parallel readers (PM Readers)**
* **Continued use of maths resources/concrete materials**
* **Oral maths as a formal part of maths lesson**
* **Groups/group work with differentiation**
* **Problem Solving challenges (differenciated)**
* **Use of problem solving strategy R.U.D.E.S.**
* **Shared Reading –Senior Infants/Fourth Class**
* **1st/2nd/3rd/4th –Writing Genres**

 **Taking the six main genres**

**(Recount, Report, Explanatory, Procedural (Instructural) ,Persuasive and Narrative) classes 1st,2nd,3rd,and 4th will study and experience these genres with particular emphasis on the following-**

**Term1: Recounting/Reporting**

**Term2: Explanatory/Procedural (Instructional)**

**Term3: Collaborate project using the selected writing genres to produce a booklet based on origins of local names in the Raheen area**

* **5th/6th Class- Writing Genres**

**Taking the six main genres 5th and 6th class will study and experience these genres with particular emphasis on the following-**

**Term1: Recounting’Reporting**

**Term2: Explanatory/Procedural (Instructional)**

**Term3: Persuasive/Narrative**

**5th and 6th Class- Involved in debating competitions. Motions debated include: “Global Warming is not my problem”, “Ipads should replace all school books”, “Social network sites do more good than bad**

**School Improvement Plan 2015/2016**

**Strengths**

* W.S.E report 2009

 **“**Reading skills are developed systematically throughout the school. Emergent reading skills are nurtured through the use of large-format books and through the development of word identification strategies in the infant classes. Most pupils in the junior classes read fluently and articulately and library books are used effectively to broaden the range of reading material at this level. Paired reading, independent reading and silent reading are also used effectively to encourage pupils to develop an enjoyment of reading.”

* In Tobar an Léinn there is an extremely positive disposition to reading.
* The results of our standardised tests are higher than the national average.
* Effective use is made of the class novels, school readers and digital media to support literacy learning.
* There is a tradition of team teaching with one or more teachers teaching in a mainstream classroom.

**Areas for improvement**

* Increase percentile scores by 5 percentile points over the period of 1st two terms, focusing on the present 1st and 2nd class.
* Increase the Pm+ reading levels of the children in 1st and 2nd class by 5 levels.
* Providing an opportunity to develop higher order thinking skills (oral and reading) in the last school term for the present Senior Infant Class.
* The areas for improvement and the measures required to bring about these improvements are outlined in our Literacy and Numeracy strategy**.**

**Actions:**

* Station Teaching- An intensive teaching approach involving the Mainstream Class Teacher, the Learning Support Teacher, the Resource Teacher and School SNA.
* An explicit focus on reading skills, oral work, written work and comprehension in First and Second Class for terms 1&2 and for one term in Senior Infant class.
* Effective use of active learning, talk and discussion.
* The children will have the use of parallel readers (PM+ readers).
* The sessions will involve 5 stations with a new read table, familiar read table, writing table, a word building table and an independent station.
* There will be Two sessions per week Tuesday 11:15AM -12:15PM AND THURSDAY 11:15am -12:15pm

**Benchmarking (1)**

**First and Second Class, PM+ Benchmarking kit.**

**Sept 2015-** Initial Benchmarking carried out by class Teacher/S.E.T team listed below

**December 2015-** Subsequent Benchmarking carried out by class teacher/SET team

**March 2016:** Final Benchmarking carried out by class teacher/SET team

**Benchmarking (2) Senior infants. PM+ Benchmarking kit**

**March 2016:** Initial Benchmarking carried out by class teacher and S.E.T team- listed below.

**June 2016:** Subsequent Benchmarking carried out by class teacher and S.E.T team.

**N.B. – These actions are all carried out on Senior Infants Class**

**Fundraising**

Fundraising is being carried out by the Parent’s Association to purchase the necessary readers required.

£10,000 spent on PM+ Parallel Readers, Benchmarking kit and book covering.

**Responsibility:** Class teacher in 1st and 2nd : Marie Moore

 Resource Teacher: Póilín Ní Leathlaobhair

 Resource Teacher: Aisling Daly

 Special Needs Assistant : Margaret Campion

The above- named staff will work with the pupils from First and Second Class in groupings determined by their level of reading ability (evidence gained from Micra T results and PM+ Benchmarking results will help inform these groupings).

**This reading support initiative for First and Second Class takes place in terms 1 and 2 of the school year 2015/2016**

**Timeframe:**

The timeframe to achieve the target of an increase of 5 percentile points will be the end of third term in the school year 2015/2016.

The class teacher and the S.E.T team will monitor and evaluate progress over these two terms. This target is specifically directed at 1st Class.

The last term of the school year (2015/2016) will provide an opportunity to develop higher order thinking skills (oral and reading) for the children in Senior Infants.

Class teacher and S.E.T team will monitor and evaluate progress at the end of the last term (2015/2016 school year).

Class teacher S.E.T team will benchmark children at start and again at end of last term. (ie May and June 2015/2016)

**Success Criteria:**

The targeted increase in percentile rankings by 5 percentile points will be determined at the end of the second term (Easter 2016).

Additionally the targeted increase in Pm+ levels by 5 will also determine the success criteria.

**Review Date:** This School Improvement Plan- ie English Readimng Support Initiative- will be revised at the end of the school year 2015/2016.