

# Broadford & Kilbane N.S.

## School Self-Evaluation Report

### **Introduction:**

*The focus of the Evaluation:* A School Self-Evaluation of teaching and learning in literacy was undertaken during the period term 2 and term 3 of the 2012/2013 school year. During the evaluation, teaching and learning across the whole school was evaluated. The focus of the SSE report centres on Oral Language.

*This is a report on the finding of the evaluation:*

### **School Context:**

- This is a mixed enrolment school
- There are currently 115 pupils enrolled
- There are 6 teachers on staff including a teaching principal, 3 mainstream teachers, a learning support teacher and a special class teacher.
- The school administers Drumcondra standardised tests in Mathematics, English from 1<sup>st</sup> to 6<sup>th</sup> and Irish from 2<sup>nd</sup> to 6<sup>th</sup>.
- Over the past 18 months staff have been involved in training in the following initiatives; Accelerated Reader, Mata sa Rang and Aistear.
- Staff have implemented the P.M. writing programme.
- Pupils take part in Irish Oral Language competitions for Féile na hInse annually and staff from 2<sup>nd</sup> to 6<sup>th</sup> class are involved in preparation for this.

### **The Findings:**

- On shared analysis of classroom tests, teacher observations of oral questioning and copy work we as a staff found that pupils show strength in the area of reading and

comprehension, that genre writing is improving but that oral language is an area that needs immediate attention.

- Our standardised tests indicated that the majority of pupils in each class scored lower in vocabulary than comprehension.
- Following on from staff analysis of our literacy focus group for teachers we found that oral language was an area that needed a more structured whole school approach in English. While we found strengths in the area of oral language in Irish there is room for improvement here as well. Oral language in maths is also an area that warrants improvements. Our staff also felt that the learning environment in each classroom needed attention in order to promote pupil's oral language experiences.
- Following on from staff analysis of pupil and parent questionnaires we found that both pupils and parents felt that children did not enjoy speaking in front of the class and so more opportunities should be given to pupils in this area. It was also noted that pupil's exposure to newspapers and the media in general was lacking as was the use of I.C.T. in writing. It was also felt that our approach should incorporate more collaborative learning and group work.
- Staff discussion and dialogue by means of staff meetings and use of Croke Park hours, specified that for the past number of years the main focus of improvement in literacy has been in the area of Reading and Writing initiatives. Staff felt that assessment has been teacher led and has predominately focused on Reading and Writing.

#### Summary of School Evaluation Findings:

Our school has strengths in the following areas:

- Recent assessment shows that the literacy attainment of the pupils compares favourably with national norms on standardised tests.
- Children are assessed regularly in spelling, writing and reading comprehension and results show that favourable progress is being made in all areas.
- The accelerated reader programme has been implemented from 1<sup>st</sup> to 6<sup>th</sup> class and the Aistear programme is also in the early stages of implementation.
- Children gain a broad range of writing experiences through the P.M. programme.

- Through the P.M. programme children are given the opportunity to write together and share ideas through paired writing.
- Pupils are given regular opportunities to respond to various genres of text, to discuss the main themes and ideas, share opinions and work together to answer higher order questions.

The following areas are prioritised for improvement:

- A. Greater emphasis on the confidence, fluency and expressive capacity of pupils – specific oral language skills to be taught and practised.
- B. Vocabulary development in literacy and other curricular areas.
- C. There is a need for a standardised method of teacher assessment of oral language.

## School Improvement Plan

<b>School Improvement Plan</b>				
<b>Baseline Data:</b>		<ol style="list-style-type: none"> <li>1. Checklists at all class levels</li> <li>2. Staff Focus Group</li> <li>3. Standardised Tests</li> <li>4. Pupils and parents questionnaires</li> </ol>		
<b>Summary of main areas requiring improvements:</b>		<ol style="list-style-type: none"> <li>1. Greater emphasis on the confidence, fluency and expressive capacity of pupils-specific oral language skills to be taught and practised.</li> <li>2. Vocabulary development in literacy and other curricular areas.</li> <li>3. There is a need for a standardised method of teacher assessment of oral language.</li> </ol>		
<b>Improvement Targets</b>	<b>Required Actions</b>	<b>Success Criteria/Measurable Outcomes</b>	<b>Persons Responsible</b>	<b>Timeframe for Actions</b>
<p>To increase each class norm level as per Drumcondra Profiles by one scale score each year for the next 3 years.</p> <p>To develop a cross curricular approach to teaching oral</p>	<p>At least two 30 minute slots of discrete oral language to be timetabled in each, each week.</p> <p>Teacher planning must be structured to incorporate each component of oral language on a monthly basis. A cross curricular approach is recommended here.</p>	<p>Drumcondra English profiles to be carried out on a cross section of each class. (Appendix D, Chapter 3, Drumcondra English profiles)</p> <p>Standardised testing to be carried out in the third term each year.</p> <p>Reissue parent and</p>	<p>A whole school initiative led by Principal, Deputy and Literacy Link teacher; all staff involved.</p>	<p>2013-2014 Term 3</p> <p>2014-2015 Term 1</p> <p>By end of Term 1 2014-2015</p>

<p>language. That average percentile scores in each class in the vocabulary section of the Drumcondra Reading Teast will increase by a percentile of 3 per year.</p>	<p>All classes to have dedicated word walls and banks to reflect vocabulary in use across the curriculum. In the senior classes work bank will take the form of a vocabulary/dictionary copy.  Homework in oral language to be given fortnightly. This homework should from time to time include collaborative work with a partner or group and a cross curricular approach is recommended here also.</p>	<p>pupil questionnaire and compare to old questionnaire.  Teacher observation of pupils improvement in all components of oral language across the curriculum. (Appendix D Drumcondra English profiles)  Hold another staff focus group to assess and review improvement plan.</p>		<p>By end of term 2 2014-2015</p>
<p><b>Monitor and Review</b></p>		<p>This is a working document and will be reviewed termly.</p>		