

# Scoil Chríost Rí

Drumnacurra  
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County Kerry

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## **School Evaluation Report (1)**

### **Introduction**

A school self-evaluation of teaching and learning in Scoil Chríost Rí was undertaken during the period September 2012 to June 2013. During the evaluation, teaching and learning in the the following curriculum areas were evaluated.

- Literacy: English

This is a report on the findings:

### **School Context**

Scoil Chríost Rí is a rural co-educational, vertical Catholic school in Co. Kerry with an enrolment of 33 pupils. The school has a teaching Principal and a deputy Principal. The schools GAM hours (10) are covered by a shared Learning Support teacher. Our resource hours (4.25) are covered by a shared resource teacher. The school administers the MIST in Senior Infants, Micra and Sigma tests in 1<sup>st</sup> and 6<sup>th</sup>. This year the Drumcondra English spelling / u8reading was administered to further evaluate our Literacy.

### **The Findings:**

**Standardised Tests:** The literacy attainment of our pupils compare favourably with the national norms on standardised tests. Results from our Drumcondra Reading tests indicate that our pupils are performing well in comprehension. Results from the Sigma T show we are well above average in Maths. This would indicate a good level of attainment of curriculum in these subjects. Given that pupil attainment is better in Mathematics than in English, the school decided to focus on effecting improvement in literacy for 2013-2014 school year. Analysis of standardised test results in literacy suggest that there is room for improvement in the learning outcomes of pupils in the 25<sup>th</sup> to 50<sup>th</sup> percentile particularly in relation to comprehension.

**Teacher reflection:** Teachers reflected on their own teaching practice paying particular attention to the range of methodologies they employ when teaching English, time allocation to discrete reading, oral and writing lessons and to the manner in which pupils experience English lessons. All teachers engage in comprehensive planning and preparation for lessons and they have engaged in a number of informative continuous professional development courses in English. Visits to the local library are organised and the school library is well stocked with a range of reading materials. Teachers' literacy lessons incorporate a variety of teaching methodologies including talk- discussion and questioning. Teachers report they would like to use more co-operative and collaborative learning in lessons. Increased emphasis could also be placed on the development of pupils' higher order thinking skills. a

**Pupil survey:** All pupils were surveyed regarding their attitudes to reading and their strengths and challenges they have regarding independent reading. Responses indicate that pupils are very positively disposed to reading, spelling and writing. ICT is explored to good effect in lessons. Many pupils indicated that they have difficulty answering questions on stories they have read. Newspapers need to be explored more regularly in lessons.

**Parent survey:** Responses to questionnaires issued to parents were very positive. The vast majority of parents feel that their children are doing well in English, enjoy reading, find spelling easy and

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they listen to their child reading. A few parents indicated that their children do not enjoy writing stories at home and that they do not read to their children.

**Other findings:** Our school has a well motivated conscientious staff supported by a wide range of curricular resources to provide a print rich environment. The Board of Management works hard to maintain a physical environment conducive to Learning. Our classrooms are bright, well ventilated and kept very clean. Parents are actively involved in their children's learning and work closely with teachers. Parents are encouraged to become involved in a range of activities to create a positive learning environment in the school e.g. paired reading, gardening, sports, cooking and school tours.

*Summary of School Self-Evaluation findings;*

- Literacy attainment of pupils compares favourably to national norms.
- Well resourced libraries
- Very positive attitudes towards English among pupils and parents
- Skilled staff who prepare comprehensively for lessons
- Good use of ICT

*Areas prioritised for improvement:*

- Learner Outcomes –Improvement in pupil attainment in comprehension
- Learning Experiences- Development of Active Learning Strategies – Co-operative/Collaborative learning
- Learner environments- supportive of the teaching of comprehension strategies