

***Scoil San Treasa,
The Rise, Mount Merrion, Co. Dublin.***

Roll No: 18647D

***School self-evaluation summary report for school
community – LITERACY***

Evaluation period: *September 2013 to June 2014*

Summary School Self-Evaluation Report

1. Introduction

Scoil San Treasa is a mixed National School in the Parish of Mount Merrion under the patronage of the Archdiocese of Dublin. The Catholic ethos of the school is inclusive and all children are equally welcome. The school's mission statement promotes the all-round development of the child, fosters a shared vision of excellence and espouses a partnership approach in its achievement. There is a high level of engagement with curricular, co-curricular and extra-curricular activities in the school, and this positivity is reflected in attendance, behaviour, attitudes to learning and overall levels of attainment.

- This is a vertical, co-educational primary school, with two classes at each level.
- There are currently approximately 450 pupils.
- There are 24 teachers including an administrative principal. A small number of Resource Teaching/General Allocation hours are shared with nearby schools. Seven SNAs are currently based in the school.

1.1 The focus of the evaluation

In line with DES requirements, and with the Literacy and Numeracy Strategy, 'Literacy and Numeracy for Learning and Life', a School self-evaluation of teaching and learning in Scoil San Treasa was undertaken during the period September 2013-June 2014. During the evaluation, teaching and learning in the following curriculum area were evaluated: Literacy.

This report summarises the strengths that were identified and the areas that have been selected for heightened focus on maintenance of high standards, further development and growth.

2. Summary of school self-evaluation findings

Information was gathered from a variety of sources. These include: teacher observation (such as consultation via staff meetings, In-School Management (ISM) Meetings and incidental observations), an Action Research project focused on the teaching of Comprehension Strategies in Senior Classes, discussion generated around professional development sessions provided by staff members on Comprehension Strategies, standardised tests, teacher-designed tasks and tests, routine and incidental tests and associated analysis, parental input (including questionnaire and occasional feedback), pupil input (including questionnaire), and previous Whole-School Evaluation (WSE) report.

Scoil San Treasa has high standards in Literacy. This is reflected in standardised test results, in the level of satisfaction expressed by parents, teachers, and Inspectorate and also by the level of engagement of children as evidenced by their response to pupil questionnaire and as observed by teachers in their work with children.

2.1 We found that our school has particular strengths in the following areas:

Strengths
Positive attitude to learning and to Literacy
High level of engagement with literacy in traditional and electronic media
High levels of attainment in standardised tests
Well-stocked library and literacy-related resources
Children are exposed to a supportive learning environment

We know these are our strengths because they are reflected in the findings of the various information-gathering mechanisms that we employed, as detailed early in point (2) above.

2.2 While the school community is justifiably proud of our significant strengths in the area of numeracy, in line with DES Literacy/Numeracy priorities at national level, we have decided to prioritise the following areas for maintenance of high standards and further development. These priorities reflect the patterns that emerged in our multi-faceted data collection and observation (as referenced above) and they are deemed to be appropriate bearing in mind the resources - human, physical, financial and otherwise – to which we have access and the circumstances within which we operate.

Areas prioritised for maintenance of high standards, of which we are justifiably proud, and for further growth and development

- *Overall maintenance of high standards*
- *Extend further the proportion of children who report themselves as liking reading and those who read for leisure.*
- *Continue to enhance the children's performance in the area of literacy, by building on positive attitude to Literacy – specifically with regard to comprehension. Pupils will be enabled to competently and confidently develop knowledge and understanding of how to use and apply higher order comprehension skills at all class levels. The 'Building Bridges of Understanding' Programme will be used in all classes.*
- *Extend further the variety of reading material and genres to which the pupils are exposed. (Print and Digital)*
- *To enable the pupils in Junior Infants to Rang 2 to use the comprehension strategies of Prediction, Visualisation and Making Connections.*
- *To enable the pupils in Rang 3 to Rang 6 to use the comprehension strategies Questioning, Inference, Determining Importance and Synthesis.*
- *To develop a common and consistent methodology in the teaching of comprehension strategies throughout the school – using 'Building Bridges of Understanding' & Prim-Ed Comprehension Resources.*
- *Emphasis on the integration of comprehension strategies across all curricular areas.*
- *Extend and continue in class support (team-teaching / station teaching basis) in comprehension to all classes, for intermittent modules throughout the school year. This resource will be weighted in favour of the infant classes and to a lesser extent the first classes and subsequent classes (on the basis of early prevention of difficulties and early intervention).*
- *Much emphasis on reading fluency in the infant classes through the parallel readers initiative (Early intervention and Prevention).*
- *Enhanced communication with parents regarding literacy – e.g. website tips, newsletter, meetings, guest speakers etc.*
- *Enhancing the overall Literacy environment in school on an ongoing basis – to include comprehension displays.*