



*St. Molaga's Senior N.S.
Bremore
Balbriggan
Co. Dublin*

Website: www.stmolaga.scoilnet.ie

Roll No: 16970A

School Self-Evaluation Report

Evaluation period: *September 2013 to June 2014*

Report issue date: *September 2014*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

School self-evaluation of teaching and learning is part of the ongoing work in *St. Molaga's N.S.* The focus of school self evaluation for 2013/2014 was literacy and numeracy. During the evaluation, teaching and learning in literacy and numeracy was evaluated in all classes. This was identified in part by analysing outcomes for pupils over the last three years. All pupils (where appropriate) are assessed on standardised tests in reading and mathematics. A number of strategies have been introduced over the past two years to address attainments in literacy and mathematics. This is a report on the findings of the evaluation.

1.2 School context

St. Molaga's N.S. is a senior primary school under the patronage of the Catholic Archbishop of Dublin. There are currently 16 mainstream classes from 3rd-6th class. The school has two special classes for Specific Learning Disability pupils.

School enrolment: 447 Pupils (Boys: 240 Girls: 207)

Staff: 24 staff including principal: 16 Mainstream class teachers, 2 Special class teachers (Specific Learning Disability), 5 Learning Support/Resource teachers, 1 Learning Support teacher based in St. Theresa's N.S. shared with St. Molaga's N.S. for 2 days per week. We currently have five Special Needs Assistants (3.99 full time equivalent posts) allocated to eight special needs pupils.

Initiatives:

- Junior & Senior choirs,
- Green School working towards our fifth Green Flag for biodiversity.
- Extensive partnership with local sports clubs providing coaching in Gaelic, Rugby, Soccer, Athletics, Cricket. Swimming classes for 3rd/4th.
- Student Council, Student newsletter
- Sports teams: including boys and girl's Gaelic football teams and Athletics teams coached after school by teaching staff.
- Arts' week takes place before October midterm break providing opportunities for all pupils to engage with visiting authors, storytellers, musicians, composers, weavers, artists.
- Seachtain na Gaeilge
- Rainbows Groups facilitated by staff for to assist children experiencing a significant loss in their lives through a death, separation or divorce in their family.
- School Blog-all classes encouraged to participate on the blog. We are working towards a Digital School of Distinction Award.
- Team teaching in third classes & fourth classes (literacy & numeracy)
- Debating teams have taken part in shared debates with a neighbouring school.

2. The findings

- Parent survey reported that 89% of pupils in mainstream classes enjoyed reading and 92% of pupils were good at reading. 69% of Pupils in the SLD classes enjoyed reading.
- 84.5% of parents support their child's reading by listening to their child read at home.

- However, in third class, 15% of parents did not listen to their child reading regularly.
- Parents report that 77% of pupils like maths in mainstream classes and 31% require help to complete maths homework. Parents report that 75% of pupils like maths in SLD classes and 54% require help to complete homework.
- In October more than 60% of 4th, 5th, 6th class parents reported that they got good information in relation to pupil's progress in English. 39% of third class parents reported that they got good information on children's progress in English.
- We have a good range of resources to support literacy in the school which include Parallel reading books for Third/Fourth classes, Novels at all class levels, Class libraries which are restocked on a rolling schedule at each class level every four years, graded information/non-fiction books. Read at Home books, purchased as part of our Book Rental Scheme for September 2013, were used to encourage all children to read each night.
- We will continue to increase our classroom resources for numeracy so that pupils have access to sufficient concrete materials.
- Active learning/problem solving strategies were focused on at each class level.
- **Professional development:** Teachers engage in SESS/PDST professional development opportunities. All teachers provide opportunities for sharing of knowledge in relation to specific learning difficulties and approaches to literacy difficulties with other members of staff. Professional development 2013/14 included Learning Support and Special Needs, Oral language development and Wilson Phonics Programme (in school CPD facilitated by SESS), Autism Spectrum Disorder, Exceptionally Able Pupils, Anti-Bullying, Mata sa Rang, Green Schools programme and seminars in relation to the National Literacy & Numeracy Initiative and School Self Evaluation.
- Comprehension and understanding of the text read has improved overall but we need to continue working on strategies to improve this skill. Vocabulary extension work will continue at each class level.

3. Progress made on previously-identified improvement targets

Our targets for literacy this year were:

To decrease the number of pupils scoring from 17th -50th percentile

To increase the number of pupils scoring above the 50th percentile

Our targets for numeracy this year were:

Measurements: Pupils will select and use appropriate instruments of measurement and use acquired concepts, skills and processes in problem solving. Their understanding of measurement will have increased and they will recognise and appreciate measures in everyday life.

Problem Solving: Pupils should be enabled to develop problem solving abilities and use acquired concepts, skills and processes in problem solving.

The pupils' scores on standardised tests should have increased in measurement and problem solving while maintaining and increasing in all content and skills areas.

4. Summary of school self-evaluation findings

4.1 Our school has strengths in the following areas:

- Pupils enjoy their learning in literacy and are motivated to learn.
- The overall attainment of the pupils with regard to literacy and numeracy is improving.
- The learning targets set out in the improvement plan in regard to numeracy have been achieved for measures. All classes will continue to develop their problem solving skills.

- Reading tips for parents provided parents with useful guidelines on supporting their children's literacy development.
- Parents were provided with a list of suggestions of how to keep in touch with what their child is doing in school.
- Pupils with learning difficulties in literacy are provided with additional support and are attaining well. Team teaching in fourth class provided a structured planned opportunity for pupils to engage in guided reading and comprehension development.
- Reading comprehension skills are explicitly taught at all class levels using Building Bridges for Understanding.
- Children report liking and enjoying reading.
- Measurement targets and activities were compiled for each class level to guide active learning in this content area.
- A Maths Problem a Week provided the pupils with an added incentive to solve maths problems from January-April 2014.

4.2 The following areas are prioritised for improvement:

Literacy:

- Writing-developing writing in different genres at each class level to ensure progression and continuity
- Differentiation in literacy in each class for exceptionably able pupils and pupils with low attainments
- Oral language development/ presentation and debating skills
- Continuing to focus on vocabulary and comprehension development.
- To increase the overall standard of pupils literacy attainments.

Numeracy:

- Reinforce & revise number/place value through team teaching in third classes (Mata sa rang programme)
- Continue focus on Problem solving & measurement
- Continue focus on learning number facts/tables at all class levels but especially in 3rd/4th classes.
- Differentiation: Focus on providing focused and specific objectives to ensure differentiation for all pupils but especially for exceptionably able pupils and pupils with low attainments in maths.

Gaeilge:

- Chun cur le muinín na ndaltaí sa teanga, beidh tuilleadh béim á chur ar labhairt na Gaeilge le linn an lae, ar aithris agus athrá córáil ag gach rangleibhéal agus ar thréimhse réamhchumarsáide níos cuimsithí a chleachtadh.
- Beidh monatóireacht níos cruinne a dhéanamh ar fhorbairt cheimniúil na scileanna labhartha ó rang go rang.
- Beidh béim ar foclóir na ndaltaí a leathnú go céimniúil ó rang go rang.