



*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 2014 to June 2015*
Report issue date: *October 2015*

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 S.N.S.* The focus of school self evaluation for 2014/15 was literacy and numeracy. We also commenced work on review of our school policy in relation to teaching and learning in Gaeilge due to recommendations following the Whole School Evaluation in September 2015.

During the school self 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 four 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: 448Pupils (Boys: 254 Girls: 194)

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 1day per week. One Resource teacher based in Balcadden N.S. for 2 days per week and one Resource teacher, based in Balrothery N.S. for 7.4hours per wee. We currently have five Special Needs Assistants (2 full time posts & 3 part-time posts) allocated to eight special needs pupils.

Initiatives:

<ul style="list-style-type: none">• 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.• Student Council, Student newsletter• Sports teams: including boys and girl's Gaelic football teams and Athletics teams coached after school by teaching staff. A sixth class are training to participate in the Dublin City Marathon-running a marathon over 6 weeks and completing the first mile of the marathon on the 26th October.• Arts' Week takes place before October midterm break providing opportunities for all pupils to engage with visiting authors, storytellers, musicians, composers, weavers, artists.	<ul style="list-style-type: none">• Seachtain na Gaeilge: Thug an fhéile deis go gach uile dhuine sult a bhaint as an nGaeilge. Bhí ceol agus damhsa ar siúl sa halla, thainig scealaí isteach do na ranganna shínsearacha agus bhí ceolchoirm againn freisin.• 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 received our Digital School of Distinction Award in 2015• Team teaching in third classes, fourth & fifth classes (literacy & numeracy)• Debating teams have taken part in shared debates with a neighbouring school.
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2. The findings

Learner Outcomes

- Literacy scores are continuing to increase. Average score has increased from 46.6PR in 2012 to 54.9PR in 2015
- Maths Scores continuing to increase. Average score has increased from 51.8PR in 2012 to 63PR average score in 2015.

Pupils Learning Experiences

Learning environment: Evidence from the WSE confirms that “The school is very well resourced with materials to support teaching and learning. Teachers use these resources very successfully within classrooms to create good quality learning experiences for the pupils. While the majority of classrooms are located in prefabricated accommodation, the school is successfully maintained as a clean, safe and stimulating learning environment for pupils.”

Pupils’ Engagement in Learning:

WSE reports that “Pupils demonstrate an interest and enthusiasm for learning and an affirming, productive learning environment has been created within the school.”

Teachers Practice:

The quality of teaching across the subjects evaluated in the WSE ranges between good and very good with some examples of exemplary practice in all subjects.

Differentiation activities for less-able and more-able pupils should be outlined in teachers’ planning following the clear identification of appropriate learning objectives and outcomes.

Moltar scileanna labhartha na ndaltaí sa Ghaeilge a fhorbairt a thuilleadh. Ní mór plean céimnithe do labhairt na Gaeilge a dhearadh agus a chur i bhfeidhm ar bhonn uile-scoile.
Pupils’ speaking skills in Irish should be developed further. A progressive incremental plan for oral Irish should be devised and implemented at whole-school level.

Professional development 2014/15:

SESS: Dyslexia-Indicators & Interventions,

In School Professional development: Supporting pupils with Severe Emotional and Behavioural Difficulties, Supporting ASD Pupils (inclusion, social needs, sensory needs), Approaches and methodologies for Supporting Pupils with Specific Learning Disability (Dyslexia)

STEMS: Understanding Dual Diagnosis of ASD & a Moderate Intellectual Disability

Drumcondra Education Centre: Mata sa Rang

Irish Hospice Foundation: Bereavement Education

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.

Gaeilge:

Tá plean céimnithe do labhairt na Gaeilge curtha i bhfeidhm ar bhonn uile-scoile. Tá níos mó béim ar labhairt na gaeilge le linn an lae.

4. Summary of school self-evaluation findings

4.1 Our school has **strengths in the following areas:**

- Pupils enjoy their learning in literacy and numeracy 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. All classes will continue to develop their problem solving skills.
- Pupils with learning difficulties in literacy are provided with additional support and are attaining well, in accordance with their ability. 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 in September and October.

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 exceptionally able pupils and pupils with low attainments
- Continuing to focus on vocabulary and comprehension development.
- To increase the overall standard of pupils literacy attainments.
- To focus on the development of phonological awareness and phonics as an integral part of each literacy lesson

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 exceptionally 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 córuil ag gach rangleibhéal agus ar thréimhse réamhchumarsáide níos cuimsithí a chleachtadh.**