

Bishop Harty National School

Ballinree

Nenagh

Co. Tipperary

15560W

School Self-Evaluation Report

Literacy

Evaluation period: *September 2012 to May 2013*

***(edited to add results from May 2022 to be reviewed in
September 2023)***

Report issue date: *20th May 2013*

1. Introduction:

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Bishop Harty N.S.* was undertaken during the period *September 2012 to May 2013 (Edited to add extra details in September 2022)*

During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- *ENGLISH- focusing specifically on the strand unit of Writing.*

This is a report on the findings of the evaluation.

1.2 School context

- This is a Catholic co-educational primary school situated in the countryside.
- There are currently 85 pupils on the roll.
- There are four mainstream teachers, including a teaching principal. There are also two SETs.

2. The findings:

- Standardised test results in English reading from May 2012 show that:
 - 2.9% of pupils scored a Sten of 1-3. Therefore, there were only 2 pupils who scored well below average. The national norm percentage for this category is 16%.
 - 5.9% scored a Sten of 4. Only 4 pupils scored in the low average category. The national norm percentage for this category is 16%.
 - 19.1% scored a Sten of 5.
 - 25% scored a STen of 6. 23 out of 68 pupils scored in the average category (STen 5-6). The school percentage total for STens 5-6 is 44% while the nation norm is 34%.

- 8.8% scored a Sten of 7. 6 pupils scored in the high average category. The national norm is 16%.
- 32.4 % scored a Sten of 8-9.
- 5.9% scored a Sten of 10. A total of 26 pupils out of 68 scored a Sten that was well above average. The school total for STens 8-10 was 38% while the national norm is 16%.
- **Standardised tests in English Reading from May 2022 show that:**
 - **0% of pupils scored a STen of 1-3**
 - **10% of pupils scored a STen of 4**
 - **10% of pupils a STen of 5**
 - **31% of pupils scored a STen of 6**
 - **24% scored a STen of 7**
 - **16% of pupils scored a STen of 8**
 - **2% of pupils scored a STen of 9**
 - **6% of pupils scored a STen of 10.**

This means that 90% of our pupils scored in the average or above category all the way to extremely high.

- From work samples it can be seen that children' levels of ability differ greatly. Throughout all classes students display a good grasp of grammar, write regularly with the majority having neat legible handwriting. However, they their writing often shows a limited use of vocabulary and needs more oral and written preliminary work to ensure the writing has a logical flow. Consistent modeling of a variety of genres- Narrative, Recount, Reports, Procedures, Explanations and Discussions is needed. It was discovered that all genres are not being explored fully at present as there is a tendency to focus on recount and narrative. Clear frameworks must be given to the children so they fully understand the purpose and layout of each genre. This will enable them to compose their own work in each genre.

- Children in all classes are able to recite, recall and sequence stories. However, children often do not have the cognitive or oral language skills to respond critically to stories, pictures, questions, debating, conversations etc. In regard to oral language skills, there is a very wide range of abilities at each class level. Poor oral language reflects on children's writing and can really delay development in this area.

- Children' questionnaires demonstrated that children feel they do not always have the words they need to describe something. Some also felt they were not given an opportunity to give their opinions at home or in school on a regular basis. The majority indicated that they liked reading but some felt there wasn't a good enough selection of books in the library.

- The teachers completed a checklist on a review of writing in the English plan. This was a valuable learning experience for us. From this we discovered that:
 - Drafting, editing, redrafting need attention
 - The school does provide plenty of opportunity for the children to write for a variety of audiences and for real purposes.
 - Their writing is regularly displayed.
 - Good habits in handwriting are encouraged at an early age.
 - There is an agreed whole school focus on handwriting.
 - We need to create symbols to use for editing at whole-school level so there is consistency as pupils progress through the school.
 - While the Infants teacher allows for approximate spelling- other teachers also need to be more flexible in this area.
 - Genres of writing need more attention and a plan at whole school level must be implemented.
 - The introduction of a free writing copy for ALL class levels.
 - More attention should be paid to poetry by all teachers- writing of poetry as well as discussion on poetry.

- More focus on commonly misspelled words.
- Self assessment to be implemented across the board.
- Emphasis on grammar in all classes.

3. Progress made on previously identified improvement targets:

2012

2022

2.9% of pupils scored a Sten of 1-3. Therefore, there were only 2 pupils who scored well below average.	0% of pupils scored a STen of 1-3
5.9% scored a Sten of 4. Only 4 pupils scored in the low average category.	10% of pupils scored a STen of 4
19.1% scored a Sten of 5	10% of pupils a STen of 5
25% scored a STen of 6.	31% of pupils scored a STen of 6
8.8% scored a Sten of 7	24% scored a STen of 7
32.4 % scored a Sten of 8-9.	18% of pupils scored a STen of between 8 and 9
5.9% scored a Sten of 10	6% of pupils scored a STen of 10

In May 2012 27.9% of pupils scored a STen of 5 or lower whereas in May 2022 20% of pupils scored a STen of 5 or lower.

As a result, in 2012 72.1% of pupils scored a STen of 6 or higher whereas 79% scored a Sten of 6 or higher in 2022.

This shows an increase of 6.9% in the average, above average, high and extremely high categories. It is notable that there were no children in the school who scored between a STen of 1-3 in May 2022 which is hugely positive and shows that our scores are moving in the right direction.

4. Summary of school self-evaluation findings:

4.1 Our school has strengths in the following areas:

- Children's results in Standardised tests for English reading are above the national norms for the most part.
- Children report liking and enjoying reading and writing and feel that they are good at it. Many children report reading for pleasure at home
- Children are generally able to recite, recall and sequence stories orally and in written form
- Children are able to confidently speak and write about a topic of personal interest
- Children write in a small variety of genres, have a good grasp of grammar and neat handwriting
- Teachers report that they use a variety of teaching approaches including talk and discussion and teacher questioning

4.2 The following areas are prioritised for improvement:

- Drafting, editing, redrafting need attention
- We need to create symbols to use for editing at whole-school level so there is consistency as pupils progress through the school.
- While the Infants teacher allows for approximate spelling- other teachers also need to be more flexible in this area.
- Genres of writing need more attention and a plan at whole school level must be implemented.
- The introduction of a free writing copy for ALL class levels.
- More attention should be paid to poetry by all teachers- writing of poetry as well as discussion on poetry.

- More focus on commonly misspelled words.
- Self assessment to be implemented across the board.
- Emphasis on grammar in all classes.

4.3 The following legislative and regulatory requirements need to be addressed: (See checklist in School self-evaluation Guidelines)