



MOYDERWELL MERCY PRIMARY / SCOIL MHUIRE.
MOYDERWELL, TRALEE, CO. KERRY
ROLL NO. 13530D

School Self-Evaluation Report

Evaluation period: *September 2014 to June 2015*



REPORT DATE: JUNE 2015

1. Introduction

1.1. The Focus of the Evaluation

A school self-evaluation of teaching and learning in Moyderwell Mercy Primary School has been in our school since June 2012. During the period September 2014-June 2015, teaching and learning in the following curriculum areas have been evaluated:

- Literacy
- Maths

This is a report on the findings of the evaluation.

1.2 School Context

Moyderwell Mercy Primary School offers a friendly, welcoming atmosphere where children feel happy and secure in a family-like environment. A highly motivated and dedicated staff, work diligently as a team to nurture the children and foster willingness to learn. The school has a fully refurbished Sports Hall, complete with toilets shower-facilities and a sports-court floor to cater for many different sports. Our smaller assembly hall, incorporating a performance stage, is home to our Breakfast and After-School Clubs.

Conveniently located in Tralee Town Centre, the school is within easy reach of many of the town's resources, including the Public Library, Tralee Town Park, Sport's Complex, and Aqua Dome.

Moyderwell Mercy Primary School is a large co-educational school, catering for 369 children from Junior Infants to Sixth Class in the year 2014-2015. 253 are of Irish nationality. The remaining children (116) are British Nationality (5), European (other than Ireland and Britain (68), USA/Canada (3), South America (2), Asia (17), Africa (12), Australasia/Oceania (8). Currently we have 25 teachers, including an Administrative Principal, 7 Learning Support/Resource Teaching Posts, a teacher for the Speech and Language Disorder Class and a HSLC Teacher (Home School Community Liaison Teacher). There is a team of 7 Special Needs Assistants, a part-time Play-Therapist and Violin Teacher. Little House Montessori is on the school site.

The school participates in the Department's *Delivering Equality of Opportunity in Schools* programme (DEIS). We have been categorized as a DEIS Band 2 school since 2007.) We also participate in the *School Completion Programme* (SCP).

2. The Findings of the Evaluation

2.1 The following **sources of evidence** were used to compile the findings of this report:

- Pupil questionnaires (1st to 6th Classes) 'Student Attitudes to Literacy and Numeracy' May 2013 ...218 On-Line Responses.
- Parental questionnaires (Whole School) 'Literacy/Numeracy/ Homework Involvement' October 2013 140 responses
- Whole Staff Questionnaire "Staff Attitudes to School Leadership" Autumn 2011 12 On-Line Responses
- Teacher Focus group meetings
- Whole Staff meetings
- Teacher Class-grouping meetings
- Results of Standardised Testing – Sigma-T and Dromcondra Reading Comprehension.
- Analysis of Teacher Planning and Report on work achieved. (Plan & Progress).
- Evidence of concrete resources in classrooms to support targets for improvement.
- SSE Principal and Deputy Principal PDST Training 18th September 2015
- SSE Numeracy PDST Training Shape and Space , Deputy Principal 2013-2014
- SSE Numeracy PDST Training Principal and Maths Co-Ordinator 2014-2015
- Mr Ger Quirke, Cigire, provided SSE support to Principal and Deputy Principal on 18/02/13
- Ms Mary Culhane , Cigire, provided SSE support to whole staff on 30/9/2013

2.2. Preparation for Teaching:

Teachers prepare short and long term plans and use their plans to guide teaching and learning. Learning outcomes (curriculum objectives) teaching approaches/methodologies, activities and resources and differentiation, are identified in the plans. Yearly whole-school targets for school improvement, based on School Self-Evaluation, are addressed in the plan. Individual Education Plans, where needed, are prepared using a team approach. Teachers plan for how they are going to assess the pupils learning. This is especially vital for Literacy Lift-Off and Reading Recovery Programmes.

2.3 Teaching Approaches:

Teachers employ a wide variety of teaching methodologies appropriate to the development of oral language, reading and writing. Very good use is made of resources including ICT to support pupils in their learning. Teachers differentiate the lessons effectively to cater for the needs and abilities of all pupils. Pupils are taught in whole class, group and individual settings. Teaching supports are provided on a withdrawal basis (either individually or in groups) and on in-class basis. In-class supports are provided in whole-class settings and in station teaching settings, such as Literacy Lift-Off.

2.4 Management of Pupils:

A positive Code of Behaviour including an Anti-Bullying Policy is implemented in a fair and consistent way. This is an inclusive school which respects all pupils regardless of background or gender. The 'Incredible Years Behaviour Management Programme' is implemented throughout the school. This is a three-way programme incorporating teacher approaches to positive discipline, parent support and DINA school for individuals in need of a more individualized approach.

Teachers have very high expectations of pupils' behaviour and learning and they communicate these to the pupils and to parents.

Collaboration between class teachers and Learning Support teachers takes place on a regular basis and team teaching/in-class support is being used to support the development of Literacy and Numeracy. A variety of organisational groupings and settings are used in classrooms to support Literacy, in particular.

2.5 Assessment of Literacy.

Teachers employ a large selection of assessment tools to assess learning in Literacy – observations, checklists, curriculum objectives, questioning, self-assessment, tests and standardised tests. The Dromcondra Literacy Standardised Test is administered to all classes from Senior Infants to Sixth Class in May each year and results are reported to parents in the end of year summer report. NRIT (Non Reading Intelligence Test) is undertaken with individuals and whole classes, as a tool to check for discrepancies in attainment. In September of First Class, the Dromcondra Diagnostic Test is administered to all children who fall below a cut-off attainment point, and Learning Support begins. The YARC (Yorkshire Attainment in Reading and Comprehension) is administered to children where there is a discrepancy between the Standard Score Attainment in the Dromcondra Standardized Test and the NRIT, particularly in 3rd, 4th 5th classes. A screening test for Dyslexia is administered and/or the WIATT Reading and Comprehension Test pre-referral to NEPS (National Educational Psychology Service). For children who seem to have Language Processing Difficulties, the Speech and Language Diagnostic Test for 4-8year olds (Junior Infants to Second Class is administered and further help/guidance is sought from the Speech and Language Therapy Department of the H.S.E. The English Language Proficiency Test PSAK (Primary School Assessment Kit) is used with EAL pupils (pupils with English as an additional Language).

2.6 Assessment of Maths

Class Teacher assess the child's mathematical attainment through informal observation in the classroom, the child's engagement in class-discussions, the child's ability to work independently, quality of homework, (formative assessment), end of unit, term year tests. This individual profile is build up alongside the results of the Sigma-T from First to Sixth. The teachers are provided with a print-out tracking the individual's performance yearly. Whole-School Targets for Improvement are set from analysing the whole-school strength/weakness in each maths strand.

Children in Senior Infants are administered the Dromcondra Early Numeracy Test in May. In September of First Class, the Dromcondra Diagnostic Test is administered to all children who fall below a cut-off attainment point, and Maths Recovery begins.

2.7 Learning Environment:

The print rich environment is evident around the school. The school provides opportunities for pupils to write for real purposes and audiences and the First Steps Writing Programme is actively taught throughout the school. The Reading culture in the school is well cultivated and maintained by a variety of reading activities/initiatives throughout the year e.g. Children and Parents Enjoying Reading (CAPER), Literacy Lift-Off, DEAR (Drop All and Read), Word Walls. First Steps Reading and Comprehension strategies are widely used in all classes. Classrooms have well stocked libraries and classes visit the public library regularly. Teachers are aware of the Public Library Class Novels Loan System, and this was used in 2014-2015.

Likewise, each classroom displays concrete material, visual resources applicable to whole-school targets set. (Problem Solving, Shape/Space, Tables). The corridors also display mathematical posters and a regular mathematical problem to be solved.

2.8 Pupil's Engagement with Learning:

Pupils at all class levels are actively engaged in their learning and the level of pupil interest and participation is high. Pupils report that their least favourite Literacy Activity is engagement Spelling and Teacher Directed Writing Tasks, but their favourite Literacy Activity was Reading Silently and Creative Writing. 83% of 218 respondents reported they liked reading. Pupils also reported that their least favourite Maths Activity was Whole Class Teacher Directed Teaching, but their favourite was Mental Maths Activities and Tables Games/Activities. (Pupil Questionnaire, May 2013).

2.9 Parental Involvement:

Parents are supportive of school Literacy initiatives. Parents are encouraged to support their child's reading through listening to reading for homework and paired reading. (C.A.P.E.R.). Parents indicated a strong involvement in reading to their children at

home. 95% of the 140 respondents of Parents/Guardians indicated that they listen to their child reading at home three to four times per week. 94% reported they check their child's homework and sign the journal each evening. (Parental Questionnaire November 2013).

3. Attainment

- The Standardised Sigma-T Test results for June 2015 are as follows:

% of pupils at or below 2 nd percentile (Extremely Low)	4%	Normal distribution 2%	Slightly more than Normal Distribution
% of pupils between the 3 rd to 16 th percentile (Well below Average)	13.9%	Normal distribution 14%	Same as Normal Distribution
% of pupils between the 17 th to 50 th percentile (Average)	24.1%	Normal distribution 34%	Less than Normal Distribution
% of pupils between the 51 st and 84 th percentile (Above Average)	32.8%	Normal distribution 34%	Ahead of Normal Distribution
% of pupils between the 85 th and 98 th percentile (Well Above Average)	19.7%	Normal distribution 14%	Ahead of Normal Distribution
% of pupils above the 98 th percentile (Above Average)	5.5%	Normal distribution 2%	Ahead of Normal Distribution

- The Standardised Dromcondra Test results for June 2015 are as follows:

% of pupils at or below 2 nd percentile (Extremely Low)	2.2%	Normal distribution 2%	Same as Normal Distribution
% of pupils between the 3 rd to 16 th percentile (Well below Average)	24.4%	Normal distribution 14%	Higher than Normal Distribution
% of pupils between the 17 th to 50 th percentile (Average)	32.7%	Normal distribution 34%	Slightly lower than Normal Distribution
% of pupils between the 51 st and 84 th percentile (Above Average)	24.7%	Normal distribution 14%	Much Higher than Normal Distribution
% of pupils between the 85 th and 98 th percentile (Well Above Average)	14.5%	Normal distribution 14%	Same as Normal Distribution
% of pupils above the 98 th percentile (Above Average)	1.5%	Normal distribution 2%	Same as normal distribution.

5. Progress made on Previously-Identified Improvement Targets

Results of Sigma-T Standardized Assessment First to Sixth Class continue to show improvement in many areas. Results for 2015 show a definite movement of pupils into the higher % bands. The target of decreasing the number of pupils in the 17-50% and increasing the next band 51-84% has been met. The national average for pupils in the 85%+band is 14% . In 2014 , our % was 20%. 2015 has seen it increase to 24.7% , an indication that continued targeted work on Problem Solving has been beneficial. Our SSE focus areas of Shape & Space and Problem Solving both show positive increases in June '15 testing .Shape & Space +3.4% Word Problems +.75%.

- Results in the Drumcondra Standardized Assessment First to Sixth Class show an increase in the % of children scoring a 5 or 6 Standard Score out of Ten has increased e.g. Sten 5 (+1.18% between 2014 and 2015 Results), Sten 6 (+1.14 % between 2014 and 2015 Results).The Reading and Understanding Comprehension Passages remain stronger than the Understanding of Vocabulary out of Context. This is an indication to us that further Oral Development Work and Vocabulary Building must continue in structured, explicit lessons, while continuing with the great work in Instructional Reading and Comprehension Strategies. For the first time, two individuals from Fourth Class, in each of four Bands, have been targeted for tracking. This provides us with information on their personal attainment for the previous two years and for a further two years. The whole school spelling strategy (Look, Say, Cover, Write, Check) and testing through dictated spelling has continued to have a positive impact on Spelling Attainment. Penmanship has been a focus for Improvement in the last year. An updated Handwriting Policy was put together by Mrs Murphy in February 2015, and each class has the penmanship style on display in their classroom.

• Table of Whole School Average Attainment: (National Average is 50%)

Year	Assessment	Total Reading	Vocabulary	Comprehension	Spelling
2013	Drumcondra	47.4%	46.1%	49.7%	46.3%
2014	Drumcondra	46.2%	45.3%	48.3%	48.4%
2015	Drumcondra	44.2%	43.6%	45.8%	47.7%

6. The following areas are prioritised for Improvement:

Oral Language Skills:

Teachers' feedback indicates concerns regarding the Oral Language Skills of their pupils.

We will continue to improve the Oral Language skills of our pupils. We aim to see improvements in pupils' confidence, oral fluency and in both receptive and expressive oral language skills.

- We will provide explicit Oral Language Experiences ...use of Structured Programme ('Aistear' for Infants; Wonderland Oral Language; Folens Speaking/Listening, First Steps Speaking and Listening)
- Pupils will experience opportunities in class and in other school settings to practice Oral Language Skills
- Word Wall Building evident in each classroom
- We will draw up an assessment checklist for Oral Language

Reading:

We will improve pupils' reading fluency and comprehension skills. We will seek to improve pupils' confidence in reading and we will promote a culture wherein pupils will develop a love of reading.

- Word Wall Building evident in each classroom
- Use of Thesaurus for developing synonyms.
- At least two blocks of Language Lift-Off/Literacy Lift-Off from Infants to First Class.
- Monitored daily in-school and home reading, recording what each pupil has read throughout the year. (Develop through the Senior Classes).
- Continue to explicitly teach First Steps Comprehension Strategies (Martin Gleeson's 'Building Bridges to Comprehension', all teachers using 'The Gradual Release of Responsibility')
- SRA Laboratory/Prim Ed Comprehension Graded Cards
- Cloze Procedure tasks
- Continue the Spelling Strategy (Look, Say, Cover, Write, Check) and testing through dictated tests
- Pupils to experience reading material in a variety of presentation styles.

Writing:

We will teach pupils to be fluent in their writing, in terms of grammar, spelling, sequence and story/content structure.

- We will continue to teach First Steps Writing strategies and link the Comprehension Strategy taught to First Steps Writing Genre specified for each class
- Participate in the whole school approach to handwriting reviewed in Feb 2015
- Display pupils' writing in class and on corridors
- Broaden the Print-Rich environment
- Specify the drafting/editing process for all Senior Classes

- Write freely and regularly in the Free Writing Copies... poems, longer stories, plays, react in writing to art, drama, film, music, TV,
- Develop 'Note-taking' skills in the Senior Classes

Maths:

- Regular practice of tables 6,7,8,9, in senior classes
- Continue focus on Regrouping in Subtraction (careless mistakes evident in this area)
- Continue focus on Shape & Space
- Continue focus on Problem Solving Strategies
- Continue Maths Recovery for a limited identified number of children from 1st to 2nd class
- Colour coded Maths Language posters for the 4 maths operations from Junior Infants - 6th Classes
- In-class team teaching in 3rd and 5th classes, as identified from June 2015 testing

'Gaeilge Labhartha' became an additional target for continued improvement in 2014/2015. Frásaí na Seachtaine were put on the Gaeilge Labhartha Notice Board in the Staff-Room for Teachers to use with their classes. The reports from the Infant Teachers using 'Bua na Cainte' in 2014/2015 is very positive for Gaeilge Labhartha. Therefore, beidh Rang 1 agus 2 ag baint usáid as 'Bua na Cainte' sa bhliain seo chugainn.

Signed: _____ Príomhoide

Signed: _____ Chairperson B.O.M.

June 2015