



**S.N. Br. Mícheál Ó Cléirigh  
Creevy  
Ballyshannon  
Co. Donegal  
Roll No. 17268N**

## **School Self Evaluation Report**

**Evaluation Period: September 2012 to June 2013**

**Report Issue Date: June 2013**

## **1. Introduction**

### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in S.N. Br. Mícheál Ó Cléirigh was undertaken during the period September 2012 to June 2013. During the evaluation, teaching and learning in literacy was evaluated. Within literacy, oral language was the focus of the evaluation.

This is a report on the findings of the evaluation.

### **1.2 School context**

Scoil Náisiúnta Br. Mícheál Ó Cléirigh is known locally as Creevy National School. We currently have 204 pupils, both boys and girls, from junior infants to sixth class, who come from a wide surrounding rural catchment area. It is a catholic school where the policies, practices and attitudes are inspired by our catholic ethos. Our mission statement:

Creevy National School is a Catholic school under the patronage of the Bishop of Raphoe. It gives due recognition to children of all other religious beliefs and none. At Creevy National School we strive to provide a well-ordered, caring, happy and secure learning environment where the intellectual, spiritual, physical, moral and cultural needs of our pupils are identified and addressed. Excellence in teaching and learning is promoted through the application of our school motto: “Ag fás agus ag foghlaim le chéile”.

The current school includes eight classrooms, two learning support/resource rooms, library, principal’s office, secretary’s office, staff room, multi-purpose sports hall, a school garden and play area. We also have a large open grass area where it is envisaged that a sports pitch will be developed. We provide a wide variety of experiences for our pupils and have a range of modern facilities in a rural school community environment.

Our staff consists of an administrative principal, eight mainstream classroom teachers, one full time and one shared learning support teacher, one part-time resource teacher, one full time special needs assistant, one part-time secretary, and one full time caretaker/cleaner. Our whole school staff provides a positive school climate which is enhanced by our very supportive board of management and parents’ association. Due to the drop in school enrolment over the past number of years, we will lose one mainstream classroom teacher this coming September, and now most classes will be mixed, with larger class sizes.

## **2. The findings**

Using a checklist for the evaluation of literacy, the following were reported by teachers:

- For reading, the literacy attainment of the pupils in the school compares favourably with national norms on standardised tests (Micra-T: results analysed for the past three years).
- For writing, the pupils write fluently and legibly in a variety of genres for a range of audiences and have an appropriate standard of spelling, grammar, syntax and punctuation.
- However, from teacher observation, pupils do not use an expansive vocabulary in communicating ideas and experiences through their writing.
- In accordance with their development and ability, pupils do not listen attentively and with understanding. Pupils do not communicate clearly and confidently orally.
- In accordance with the learning outcomes of the Primary School curriculum, children’s overall attainment in listening and oral language is at a low standard.
- Pupils are coming to school in Junior Infants with poor vocabulary, and speaking and listening skills.

Following this staff discussion, the Drumcondra Oral Language Profiles were administered in June 2013.

Questionnaires were administered to parents, pupils and staff in June 2013. The results showed the following:

- Children find it hard to think of new words when they are speaking, find it hard to think of the right word for something, have difficulty giving and following instructions.
- Parents' expectations of their children's oral language skills are not in line with their children's and teachers' expectations of the children's oral language skills.

As a result of this self-evaluation, the following were decided upon by the staff as areas in need of development:

- Oral Language Development
- Vocabulary Development

To ensure improvement in these areas, the staff have set particular improvement targets as outlined in the School Improvement Plan.

### **3. Progress made on previously-identified improvement targets**

Early intervention in literacy was begun in December 2011 in Junior Infants and continued with Senior Infants in 2012/2013. Ongoing review of this intervention and standardised test results have indicated that this has been successful in improving reading attainment levels in Junior classes.

## **4. Summary of school self-evaluation findings**

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

- Pupils enjoy learning in a positive, safe school environment
- The school and classroom environment supports, encourages and celebrates pupils learning and achievement
- Pupils at risk of underachieving are well supported through differentiation and additional support
- Pupils overall attainment in literacy is improving and remains high in comparison with national norms
- Pupils have access to a variety of relevant resources including ICT
- Pupils engage actively in a range of suitably challenging, relevant and interesting learning opportunities
- Teachers prepare thoroughly for lessons
- Teaching is focused, stimulating and relevant
- Teachers have high and realistic expectations of pupils in relation to their behaviour and their learning
- A range of assessment methods is used effectively to assess progress
- Parents support the teaching and learning taking place in the school

**4.2** The following areas **are prioritised for improvement:**

- To improve in our pupils the process of thinking, understanding, knowledge and skills in order to speak and listen more effectively.
- To set time aside for discrete oral language lessons in all classes
- To enable pupils to communicate clearly and confidently orally
- To enable pupils to use an expansive vocabulary, and become fluent and explicit in communicating ideas and experiences

**4.3** The following legislative and regulatory requirements need to be addressed:

- Parent/Staff Communication Policy