



Cornamaddy N.S.
Athlone
Roll No. 17903N

School Self-Evaluation Report

Evaluation period: *Feb 2013 to September 2013*

Report issue date: *October 2013*

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Cornamaddy N.S. was undertaken during the period February 2013 to September 2013. During the evaluation, the following area was evaluated:

Literacy: Oral Language (Sub Theme: “Pupils are enabled to engage actively in a range of suitably challenging relevant and interesting learning opportunities”)

This is a report on the findings of the evaluation.

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

Analysis of Standardised Tests in English (May 2013)

Analysis of School population based on School Census September 2013

Teacher Questionnaires on Oral Language

Pupil Questionnaires on Oral language

1.2 School context

Cornamaddy N.S. is a coeducational primary school. There are 17 teachers (11 mainstream, 5 Resource Teachers and 1 Admin. Principal) and 275 pupils in the school. Our school is located near Blackberry Lane Halting Site. Also close by is Athlone Accommodation Centre for Asylum Seekers (Lissywoolen) ó A significant number of children from the Travelling Community and Non National community attend our school. We have a number of literacy programmes/initiatives operating in the school including - Reading Recovery and Literacy Liftoff and Comprehension & Writing Genres (4th/5th).

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2. The findings

- Context: High number of EAL and Traveller pupils - Language issues in school
- A good supply of Oral Language Resources is available in the school.
- Interactive Whiteboards are a valuable and effective tool - available to all classroom teachers.
- Our schools scores from Standardised tests are positive (May 2013)
- Discreet Oral Language is carried out by all teachers - This needs more structure.
- There is a need for more Parental involvement in Oral Language Homework
- There is a good variety of methodologies/settings in Oral Language Teaching - These ideas need to be shared so all teachers benefit.
- Pupil Questionnaires showed more reluctance among the girls to speak out in class.

3. Progress made on previously identified improvement targets

N/A - No SIP prior to this report.

4. Summary of school self-evaluation findings

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

- Positive scores in Standardised Test results in Literacy (May 2013)
- Reading Recovery, Literacy Liftoff, Comprehension and Writing Genres Programmes in place
- Good Variety of Resources (including ICT) for Oral Language
- Discreet Oral Language lessons are timetabled on a weekly basis in most classrooms.
- Good variety of Methodologies/settings is used in Oral language lessons.
- Oral language is integrated in to other subject areas e.g. SESE, Art, Maths & Religion

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

- Structured Programme for entire school - Beginning Sept 2014 -Infants-4th
- Discreet Oral language lessons to be timetabled at least 2/3 times a week
- Oral Language programme to link with writing programme
- Oral Language to be integrated in to other subject areas - Teacher Guidelines
- Parental involvement in Oral Language Lessons/Homework

4.3 The following **legislative and regulatory requirements** need to be addressed (This School Year 2013-14)

- *Annual Child Protection Review – September/October 2013*
- *Anti Bullying Policy Easter 2014 (New Guidelines and Template from DES)*
- *Enrolment Policy Review 2014(School Policy, CPSMA Parent/Guardian Guidance)*