**Burrane National School,**

**Burrane Upper,**

**Killimer,**

**Co. Clare.**

**Roll Number: 13738E**

**School Self Evaluation Report**

School Self-Evaluation Report Evaluation period: September 2018 to June 2019

Report issue date: End of June 2019

**Introduction**

A school self-evaluation of teaching and learning was undertaken during the period September 2018 to June 2019. During the evaluation, teaching and learning in the following curriculum areas were evaluated.

**Literacy:** English

This is a report on the findings: School Context Burrane N.S. is a rural co-educational, vertical Catholic school with an enrolment of 35 pupils. The school has a teaching principal and a deputy principal. The school administers the MIST to all pupils in Senior Infants. Micra-T and Sigma-T tests are administered to all pupils from 1st class to 6th class. This year (2019) the Drumcondra English Spelling Test and Schonell Reading and Spelling tests were administered to further evaluate pupil attainment in Literacy.

**The Findings:** Standardised Tests: The literacy attainment of our pupils compares favourably with the national norms on standardised tests. Results from the Sigma-T show we are well above average in Maths. Given that pupil attainment is better in Mathematics than in English, the school decided to focus on effecting improvement in literacy for 2019-2022 school years. Analysis of standardised test results in literacy suggests that there is room for improvement in the learning outcomes of pupils in the 25th to 50th percentile particularly in relation to comprehension.

**Teacher reflection:** Teachers utilized the templates in the “School Self-Evaluation Guidelines for Primary Schools” to reflect on their own teaching practice. Particular attention was paid to the range of methodologies we employ when teaching English, time allocation to discrete reading, oral and writing lessons and to the manner in which pupils experience.

**English lessons**. All teachers engage in comprehensive planning and preparation for lessons and they have engaged in a number of informative continuous professional development courses in the teaching of English and the use of ICT. The Teachers visit the local library and the school library is well stocked with a range of reading materials. Teachers’ literacy lessons incorporate a variety of teaching methodologies including talk and discussion and questioning. Teachers report they would like to use more co-operative and collaborative learning in lessons. Increased emphasis could also be placed on the development of pupils’ higher order thinking skills.

**Pupil survey:** All pupils were surveyed regarding their attitudes to reading and their strengths and challenges regarding independent reading. Responses to the questionnaire indicate that pupils are very positively disposed to reading, spelling and writing and that ICT is explored to good effect in lessons. Many pupils indicated that they have difficulty answering questions on stories they have read.

**Parent survey**: Responses to questionnaires issued to parents were very positive. The vast majority of parents feel that their children are doing well in English, enjoy reading, find spelling easy and they listen to their child reading. A few parents indicated that their children do not enjoy writing stories at home and that they do not read to their children.

**Other findings**: Our school has well-motivated conscientious staff who has engaged in a variety of CPD opportunities to enhance their practice in the teaching of literacy and the use of ICT to support pupil learning. An audit of literacy resources indicated that the school is well resourced with a variety of suitable reading materials, however teachers see an urgent need for the use of novels in the senior room and a graded reading programme in the junior room. An examination of classroom learning environments indicates that each teacher has created a print rich environment and that samples of pupils’ writing are displayed. The Board of Management works hard to maintain a physical environment conducive to learning. Our classrooms are bright, well ventilated and kept very clean. Parents are actively involved in their children’s learning and work closely with teachers. Parents are encouraged to become involved in a range of activities to create a positive learning environment in the school e.g. paired reading, gardening, sports, cooking and school tours.

**Summary of School Self-Evaluation findings;**

* Literacy attainment of pupils compares favorably to national norms.
* Well-resourced libraries
* Weekly reading buddies session working very well since introduced in November
* Very positive attitudes towards English among pupils and parents
* Skilled staff who prepare comprehensively for lessons
* Good use of ICT

**Areas prioritized for improvement:**

* Learner Outcomes –Improvement in pupil attainment in comprehension
* More use of novels in senior room
* Learning Experiences- Development of Active Learning Strategies through team teaching.
* Co-operative/Collaborative learning
* Learner environments- supportive of the teaching of comprehension strategies
* Introduce graded readers and team teaching using the literacy lift-off framework for junior room in the next academic year.