

*St. Patrick's SNS  
Corduff  
19636D*

# School Self-Evaluation Report for the Community

Evaluation period: **Sept 2014 – June 2015**

Report issue date: *May 2015*

# School Self-Evaluation Report

## The focus of the evaluation

A school self-evaluation of teaching and learning in *St. Patrick's SNS* was undertaken during the period September 2014 to June 2015. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- **Literacy (Reading Fluency in English)**

This is a report on the findings of the evaluation.

## School context

St. Patrick's Senior N.S Corduff is a co-educational school with classes from third to sixth. The majority of the pupils coming into third class have attended St. Patrick's Junior School. We are a DEIS Band 1 school and participate in many programmes and initiatives.

- HSCL
- School Completion
- After School groups organised by Barnardos and School Completion
- Homework clubs for children in third and fourth classes
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Approximately 53% of the children attending the school are from non-native Irish families where the parents do not speak English fluently at home. There are 12 mainstream classes, with large numbers in most classes. We currently have three learning support teachers, two language support teachers (temporary) one special class teacher and one HSCL Coordinator shared between the Junior and senior school.

## Summary of school self-evaluation findings

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

- We have a young, enthusiastic and motivated staff.
- All ability levels are being catered for in reading fluency development through ability grouping for reading groups (which is carried out twice weekly in each of the 3<sup>rd</sup> – 5<sup>th</sup> classes), learning support and differentiation within the classroom setting.
- We have a well-resourced library that children have access to once a week to choose two books to read at their own leisure.
- We have increased time spent on paired reading (either with parents, SNAs or with children from older classes).
- Children have a very positive attitude to reading in the school.
- Majority of parents believe the school is doing enough to help their child with their reading fluency.
- Teachers regularly read to the class at small break and library time exposing the children to many books of different genres.

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

- Providing parents with the skills/tips to help their child to improve their reading fluency by those that require it.
- Increase reading homework and reduce written homework slightly in exchange.

- Maintain focus on teachers reading to their students.
- Maintain Reading Groups
- Continue to provide up to date reading material that the children are interested in.
- Provide children with a variety of reading material – websites, newspapers, comics, magazines etc.
- Teachers to monitor student's reading fluency monthly at the very least.
- Increase time spent on paired reading.
- Teachers to focus on the main areas of reading fluency – Expression and volume, phrasing, smoothness and pace.
- Teachers to use a variety of teaching strategies – Reader's Theatre, Echo Reading, Paired Reading, Choral Reading, Making audio books, Modelling, Work on phrasing, Poetry, Rereading etc.
- Teachers to use a fluency rubric to monitor their reading fluency.

The following legislative and regulatory requirements need to be addressed:

- Data protection policy
- Internet acceptable use policy
- Reviewing code of behaviour policy and child protection policy
- Substance use policy

