

Scoil Náisiúnta Cill Daingin
Kildangan, Monasterevin, Co. Kildare
18675 I

School Self-Evaluation Report

Evaluation Period: December 2012-May2013

Report Date: 27th May 2013

Introduction

A school self-evaluation of teaching and learning took place in Kildangan NS from December 2012-June 2013. After a period of analysis and consultation of both Literacy and Numeracy, it was agreed to focus on Literacy for Year 1, in accordance with Circular 56/2011. This document is a summary of our findings.

School Context

Kildangan National School is a rural, developing school. There are currently 237 pupils in the school, 8 classroom teachers, 2 learning support teachers, 1 full-time resource teacher, along with an administrative Principal.

Following the publication of the National Literacy and Numeracy Strategy in August 2011, the school began a process of improving the teaching, learning and assessment of literacy and numeracy. Staff collaborated and formulated a 3-year Improvement Plan for Literacy and a 3-Year Improvement Plan for Numeracy, starting in January 2012.

The School Self-Evaluation process is envisaged to compliment the work already done by the staff in school improvement planning.

The Findings

Data was gathered using both quantitative and qualitative inquiries.

These were:

- Whole staff discussions using the School Self-Evaluation Guidelines.
- Analysis of standardised test results
- Analysis of Learning Support Provision

Summary of school self-evaluation findings

1. Literacy

Strengths identified during the process include:

- Oral language development improving from Infants-2nd class
- Rhyme & Poetry

- Debating
- Positive attitudes towards free and creative writing
- School improvement plan is being implemented, this is evident with regard to comprehension strategies

2. Numeracy

Strengths identified during the process include:

- Pupils are attaining curricular objectives
- Progression is evident
- Positive attitudes of pupils
- Generally pupils are motivated
- Attainment trends
- Children who are under-achieving (Sten 4 in Standardised Testing) are receiving school support
- Numeracy improvement plan already in place and initiatives working (Ready/Set/Go, Maths Recovery, Timetabling of problem-solving group work etc)

The following areas are prioritised for improvement:

1. Curricular Subject - Literacy will be the focus of improvement for Year 1
2. Learner outcomes – teachers will focus on the whole-school approach to the teaching and learning of spellings and writing process skills
3. Pupils Learning Environment – focus will be on Assessment For Learning strategies, ICT skills and personal organisation skills.
4. Teachers Practice – focus on the planning and implementing of AFL strategies, ICT skills and introducing aspects of the Aistear framework at junior level.

Progress made to date on improvement targets:

Following the discussions which focused on reflecting and discussing the quality learning framework, as it is structured in the School Self-Evaluation Guidelines, teaching staff considered how best to begin the process of gathering data and evidence.

The decision was made to focus on the whole-school approach to spellings and ICT skills.

Spellings:

- Administer a standardised spelling test in 1st/3rd/5th class to ascertain a baseline.
- Administer a dictation test to these classes
- Gather information from teachers regarding their observations of pupils' spelling strategies

ICT Skills:

- Design a specific ICT group task using the NCCA ICT Framework and pick a random group to students to participate in the task.

- Analyse the results of the task to ascertain the strengths and weaknesses of the pupils in terms of their ICT knowledge and skills.

Standardised testing of spellings took place in March-April 2013. The results were calculated and analysed by teachers. Dictation tests were also administered and teachers recorded their observations.

Following the research, the Principal and Deputy Principal set about formulating a new Whole-School Plan for Spellings & Phonics. The plan was presented and discussed by all teaching staff in May 2013 and ratified by the Board of Management on the 27th May 2013. The Whole School Plan for Spellings and Phonics (Infants-6th Class) will be implemented in September 2013.

Work will continue on the others areas prioritised in the new school year 2013/14