

St. Brendan's PS
Moorpark St.
Birr, Co.Offaly
12370C

School Self-Evaluation Report

Evaluation period: Term 3 2012/2013 Term 1 2013/ 2014

Report issue date: 13-09-13

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *St. Brendan's PS* was undertaken during the period *June 2013 to September 2013*. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Literacy

1.2 School context

St. Brendans PS is an all-boys primary school in the town of Birr, Co.Offaly. There are currently over 220 pupils on the register with 14 teachers working in the school. Unfortunately in recent years because of the economic climate in this country we have lost our RTT AND EAL teachers and this has impacted on the whole school body. The school is allocated DEIS disadvantaged status by the Dept. of Education. Being a DEIS school there are economic and cultural factors within our local community that affect the work the school does. We are conscious at all times of problems which may exist at home and that we try to make the school a happy and welcoming place where all of our pupils feel they belong. A lot of our pupils are educationally disadvantaged because of home situations where families do not want to/ are not able to help with education. Parental involvement in Education can be very limited in some cases. Literacy, numeracy and attendance are central focuses at St. Brendan's PS and through this emphasis we aim to help provide our pupils with the best possible start in life they can receive. We follow a Catholic Ethos at the school in which inclusiveness lies at the heart of our school in welcoming pupils from a variety of countries. These boys bring to our school a huge amount of vibrancy and diversity which we embrace. It does however impact on the learning which occurs at the school as many of these boys come to school with little or no English. We are fortunate to have the support of access to many new teaching initiatives at the school along with the fantastic support of HSCL teacher and a very supportive parent body and local community.

2. The findings

On completion of standardised testing (MICRA T AND SIGMA T : May 2013), whole school training in the SSE process (June 2013) and following staff discussion during Croke Park hours , the following were decided upon by the staff as areas in need of development:

- ☐ **Oral Language Development throughout the whole school**

To ensure improvement in this area, the staff have set particular improvement targets as outlined in the School Improvement Plan. (Literacy 2013)

3. Progress made on previously-identified improvement targets

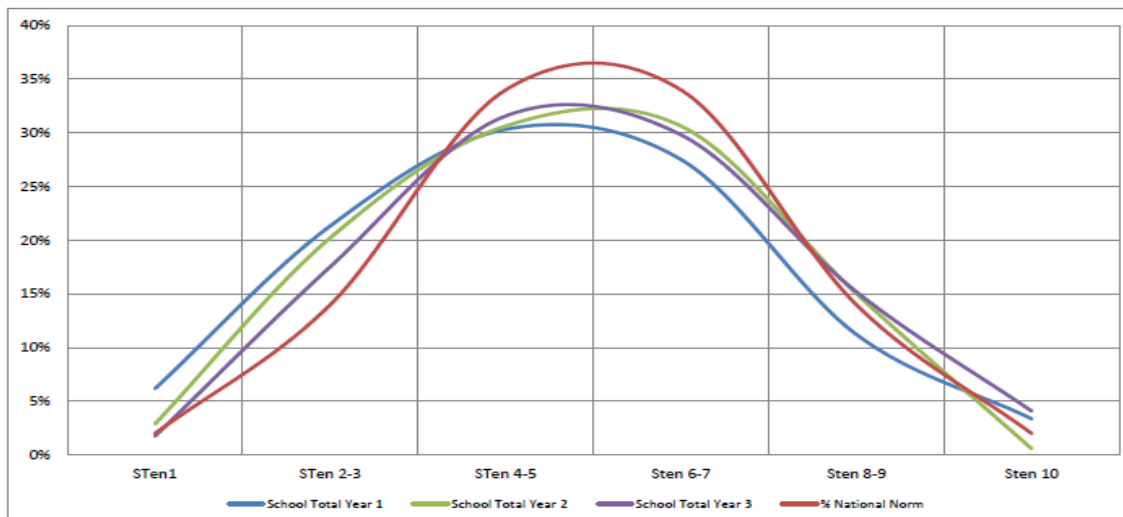
The school has engaged in long term planning and target setting with relation to Literacy and Numeracy for a number of years through its development of DEIS plans. These were also developed in the areas of attendance and Parental/Community involvement. The school has been monitoring progression towards targets set in Literacy (Bell Curve) and numeracy(Bar Chart) and whole school improvement of standards in both areas is evident. As outlined in the data below, the school is improving its standardised test results each year which is something the staff and school are pleased with. The concern now, is that with loss of teaching staff from EAL (1) / Traveller teachers (2), that the improvements made can be sustained in the short term and then improved again.

Key: Year 1 2010-2011, Year 2 2011-2012, Year 3 2012-2013

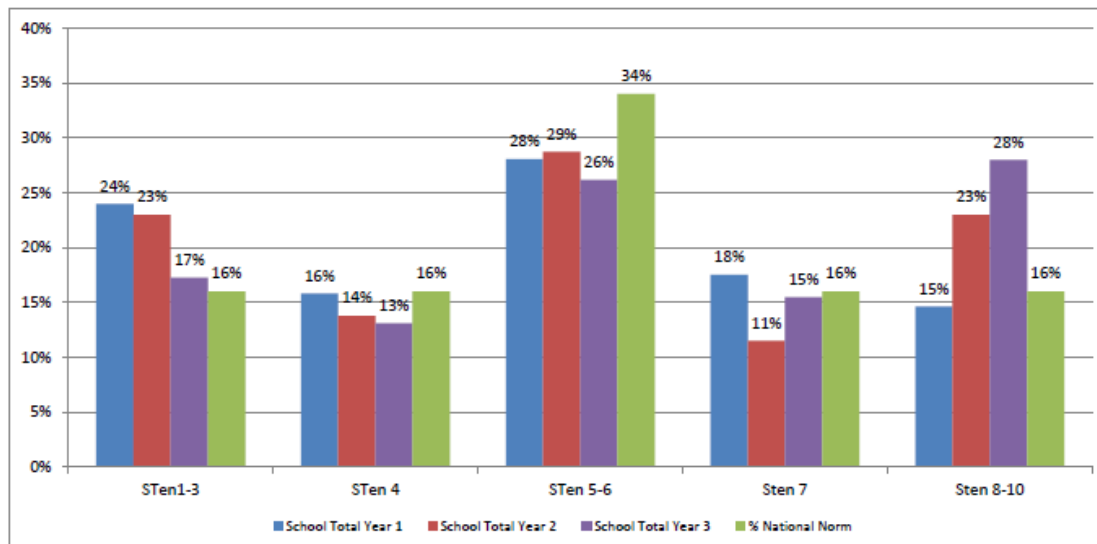
[Scroll down to view a selection of analysis graphs](#)



Whole School English Comparison with National Norms - Bell Curve



Whole School Mathematics Comparison with National Norms - Bar Graph



4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas with regard to LITERACY (Teaching and Learning)

- Reading Initiatives to encourage reading – buddy reading, DEAR, Boys into books reading project, shared reading , Literacy lift-off, Reading recovery, First Steps reading strategies adopted and class visits to library.
- New English Curriculum Plan in place and reviewed in recent WSE
- Good Resources available with complete multiple sets of PM+ readers/ Wolf hill press/ Dyslexia friendly books
- Variety of Assessment tools used and revised assessment policy in place
- Print rich environment
- Jolly phonics programme in junior classes
- Good variety of reading texts used

- Good variety of reading material available in Junior Classes (Story sacks)
- Diagnostic and standardised tests administered
- First Steps writing is well established and is successfully implemented throughout the school
- Senior Classes participate in the write –a –book project on a yearly basis
- A variety of writing genres are taught
- Results of assessments are used to inform teacher planning
- Enjoyment of literacy is promoted through the Visiting Book fair, author in school and visiting storytellers and writing workshops.
- Children are exposed to theatre and visiting drama groups on a regular basis and are supportive of local theatre events.
- Parent involvement is encouraged through school literacy programmes such as The Big Read.
- ICT is used throughout the school to promote and develop literacy and use is made of computer room as resource

4.2 The following areas are prioritised for improvement:

- Literacy – A whole-school approach to oral language development in English will be implemented.
- Literacy – Pupils performing above the national average need to be further challenged.
- Literacy- Standardised test scores could be improved by further development of vocabulary.

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

(Specify the aspects that need to be addressed)

- The area of Data Protection needs to be addressed in terms of school policy.
- The schools Critical Incident policy needs to be reviewed and updated.