SCOIL MHUIRE
BALLINCOLLIG
17755B

School self-evaluation summary report for school community

Subject of Self-evaluation: Literacy
Evaluation period**:** *2014*

Report issue date: Jan 2015

Summary School Self-Evaluation Report

1. Introduction
Our school is a vertical girls' primary school with 408 pupils on roll. There are 21 teachers in the school (including 15 class teachers, 5 Support teachers and an administrative principal). Our attendance levels are very good. For more information on how we intend to improve our pupils' learning, please see our School Improvement Plan which is available on the website with this report.

1.1 The focus of the evaluation
We undertook a school self-evaluation of teaching and learning during 2014 as part of the national School Self Evaluation process. We evaluated Literacy. We chose this because we felt that our pupils could improve their learning outcomes in this area.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings
We collected information from parents, pupils and teachers in preparing this report. We looked at how well our pupils were doing in Literacy (analysis of test data). Questionnaires were completed by parents and pupils. Several 'Croke Park/Haddington Road hours' were given to SCOT (Strengths, Concerns, Opportunities, Threats) analyses by staff in the area of Literacy.

2.1 Using the above evaluative tools, we found that our school has **strengths** in the following areas of Literacy:

Strengths
Pupils perform above the national norm in standardized Literacy tests (MICRA T); There are several literacy initiatives already in place in the school and these are working very well (e.g. Paired Reading; Station Teaching in Literacy; 'Building Bridges' comprehension programme); The school has very good literacy resources e.g. a well stocked central school library and classroom libraries; Parents are very supportive of their children's literacy development and of school initiatives in literacy.

2.2 We have decided to prioritise the following **areas for development:**

Areas for development
Oral Language Development; Oral Language Assessment.

We have decided to prioritise these areas because:
- (i)   Although Questionnaires show that parents are happy with their children's Oral Language development and the pupils themselves feel competent and confident in Oral Language, teachers believe the pupils can reach a higher standard.
- (ii)   There is no systematic whole school assessment in Oral Language currently in use in the school.