



ST. MOCHTA'S NATIONAL SCHOOL  
PORTERSTOWN ROAD  
Clonsilla  
Dublin 15

ROLL No. 18778S

# School Self-Evaluation Literacy Report

Evaluation period: *May 2013 to April 2014*

# School Self-Evaluation Report

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St. Mochta's was undertaken during the period May 2013 to June 2014. During the evaluation, teaching and learning in literacy was evaluated.

This is a report on the findings of the evaluation.

### 1.2 School context

- This is a vertical co-educational Catholic, developing multi-cultural primary school.
- There are currently 892 pupils.
- There are 45 teachers including an Administrative Principal and Administrative Deputy Principal.
- There are 8 SNAs.

## 2. The findings

- Standardised test results in reading show that the average scored in the schools 60.6 PR. The average score in Drumcondra Spelling is 67.1 PR. There is a significant group scoring below the 20<sup>th</sup> percentile. There is a significant group scoring above the 80<sup>th</sup> percentile.
- Responses from a survey of parents show that the majority of parents feel their child likes reading (92%). 81% reported that their child enjoys learning spelling. 72% reported that their child likes to write stories. However, 32% of parents reported that they do not get good information from the school about how their child is performing in English and 20% indicated that their child requires regular help with comprehension of reading.
- Responses from pupil questionnaires (3<sup>rd</sup> to 6<sup>th</sup>) show the majority of children like reading (90%) and believe they are good at reading (89%). 95% of children reported that they understand the books they read. 93% find spellings easy to learn, while 82% enjoy writing stories in school.
- Focus groups with teachers identified the following strengths:-
  - Jollyphonics & Sails Programme at infant level.
  - Positive attitudes to Literacy – English planStaff identified discrete oral language and comprehension strategies as areas for development. A lack of resources was also highlighted as a concern.

## 3. Progress made on previously-identified targets improvement targets

- Not applicable for year one as school improvement process not in place yet.

## 4. Summary of school self-evaluation findings

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

- Jolly Phonics
- &Sails.
- Most children have a positive attitude towards literacy.

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

- Discrete Oral Language.
- Comprehension Strategies.
- Sharing information with parents about how their child is performing in English.
- Literacy Resources.

### 4.3 The following legislative and regulatory requirements need to be addressed.

- Attendance and participation strategy.
- Data Protection.
- Parents as partners.
- Public Service Agreement – SNAs.

