



*St. Vincent de Paul Infant School,
Griffith Ave,
Dublin 9.
Roll No: 16754 R*

School Self-Evaluation Report

**Evaluation period: May 2013 – April 2016,
Feb 2018-June 2018
Literacy**

**Report issue date: June 2013
(Reviewed 2014,2015,2016,2018)**

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St Vincent de Paul Infant School was undertaken in May 2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Literacy (English in English medium schools)

This is a report on the findings of the evaluation.

1.2 School context

We are a co-educational primary infant school under the patronage of the Catholic Archbishop of Dublin catering for boys and girls between the ages of 4 years to 8 years. Enrolment numbers in 2013 were 360, which increased to 409 in 2018 . Our pupils are highly motivated with very interested parents whose involvement is appreciated.

2. The findings

Indicate the quality of practice in relation to the aspects of teaching and learning evaluated with reference to the sub-themes below where relevant.

- Literacy
- Attainment of curriculum objectives - good
- Learning environment - positive
- Pupils' engagement in learning – very satisfactory
- Learning to learn - ongoing
- Preparation for teaching – very satisfactory (refer WSE 2011)
- Teaching approaches - varied
- Management of pupils – successful
- Assessment – ongoing & variety

3. Summary of school self-evaluation findings

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

3.1 Strengths Junior and Senior Infants:

Most pupils

- can hold pencils/writing tools with the correct grip
- use the phonetic skills taught to write words
- can copy words from board/label correctly
- use the left → right orientation
- can write their own name
- enjoy a writing activity

3.2 Strengths First Class:

In addition to (having benefited from) the strengths above,
Most pupils

- can independently write a message/story with the correct use of capital letter
- can perform writing tasks with a uniformity of letter size and height on lined/ruled pages.

3.3 Strengths Junior and Senior Infants & First Classes

- All classes benefit from parents who are, mostly supportive and interested
- All classes hear a rich variety of stories, rhymes and songs and engage in oral work to develop language skills

4. Acquisition of Targets and Required Actions

4.1 The Strengths listed in Section 3 were identified by the gathering of evidence through;

- Whole Staff Discussion.
- Focus Group Discussion.

4.2 Required Actions

Class Teachers will incorporate the targets below listed in section 5 in to curricular planning in the area of literacy. In relation to targets to be engaged with by students, teachers will differentiate where appropriate and engage in an assorted variety of assessment methods to ascertain attainment of targets. Attainment of other non-assessable targets will be ascertained by staff focus groups and collaboration.

5. The following areas are prioritised for improvement:

5.1 Targets for Junior Infants:

By the end of Junior Infants the majority of children will be enabled to:

- Differentiate between letters and sounds, words and sentences
- Identify the component words in a sentence (i.e. how many words do you hear?)
- Write their own name with correct use of upper and lower case letters
- Write a caption (independently) for an art piece
- Draw and write about their own likes/dislikes

5.2 Building on this, by the end of Senior Infants the targets are that the majority of children will be enabled to:

- Draw a picture and write 3 sentences (minimum) about it
- Draw and write about their feelings
- Use conventional and approximate spellings
- Write on lines with appropriate space between letters and words and will form letters correctly

- Engage in dictation exercises successfully

5.3 Following on from this, the **targets for First Class** are that by the end of First Class, the majority of children will be enabled to:

- Broaden their descriptive vocabulary and vary their sentence structure
- Have their writing valued, praised, displayed and shared with others
- Realise that first attempts at writing are not necessarily the finished product and learn to undertake further drafts to improve writing
- Listen to music and write about it and also express feelings in writing
- Spell correctly a range of familiar, important and regularly occurring words, using a variety of sources as aids to spelling
- Write a piece in the following genres:
 - Story
 - Invitation
 - Thank you letter
 - Book review
 - Procedural/ "how to"

6. Progress made on above listed targets in Section 5 (Final Review June 2018)

Annual assessments by class teachers note improvements annually, reaching scores of on average 88% effective engagement with skills listed in section 4.2 in June 2018.

OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in SSE on June 2013	Refer SSE (Section 3) Report issue date June 2013
Summary of main areas requiring improvement as identified in SSE on June 2013:	Refer SSE (Section 5) Report issue date June 2013
Improvement targets (related to pupils' achievement)	Refer SSE (Section 5) Report issue date June 2013
Required actions (related to teaching and learning that will help to achieve the targets)	Refer SSE (Section 4.2) Report issue date June 2013
Persons responsible	Teaching staff
Timeframe for action	Sept 13 – April 2016, Feb 2018- June 2018
Success criteria / measurable outcomes	Observation/Checklist Repeat writing exercise
Review dates	2014,2015,2016,2018

