

PLEAN SCOILE
CASTLETOWN PRIMARY SCHOOL
Castletown Primary School
Elderfield, Castletown
Portlaoise, Co. Laois.

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School Self-Evaluation Report

September 2013- June 2014

September 2014- June 2015

September 2015 - June 2016

September 2018 - June 2019

August 2019 - June 2020

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Castletown Primary School was undertaken during the period March 2013 to June 2015 and from March 2018 we are re-engaging with the school self-evaluation process. During the evaluation, teaching and learning in the area of literacy was evaluated. We are currently analysing successes and failures thus far. This is a report on the findings of these evaluations. We are now on year 2 of our re-engagement with our literacy evaluation.

1.2 School context

Castletown Primary School is a mixed Catholic Primary School. We are committed to providing a comprehensive education to all our pupils taking into account their individual needs, abilities, interests and social backgrounds. We strive to create a warm and positive atmosphere conducive to learning and to helping children reach their full potential while raising their self-esteem and confidence. We promote an atmosphere of respect for self and others and of accepting responsibility for ones own actions. 43% of our children come from one-parent families depending on social welfare payments. There are currently 119 children on roll. Last year in May 2018 we had a workshop with Anne O'Leary Senior NEPS Psychiatrist and Carol Slattery on strategies to help children with literacy difficulties.

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7.1 How we set about gathering information

- Micra –T results from May 2012 and 2013 were examined. Last year (May 2018) we took a close look at Micra –T results. This current year we examined the Micra –t results of second, fourth and sixth class following our assessments in early June.
- The results of the Junior Infant Belfield Profile Assessments on a sample number of children were examined.
- Drumcondra Test of Early Literacy – Screening and M.I.S.T. were administered to Senior Infants.
- Drumcondra Primary Reading Test – Revised was administered from First to Sixth Class in January 2019.
- Drumcondra Primary Spelling Test – Revised was administered from First Class to Sixth Class in January 2019.
- The pupils from First to Sixth Class were surveyed when deciding on previous subjects to work on and they will be surveyed again in May 2019 regarding our third subject.
- The parents of all pupils in the school were surveyed when deciding on previous subjects to work on and they will be surveyed again in May 2019 regarding our third subject.
- The teaching staff of the school were surveyed.
- The pupils in Junior and Senior Infants were examined and observed forming the 26 letters of the alphabet. Junior Infants (small letters); Senior Infants (small and capital letters) 2013
- The pupils from first to sixth class wrote on the same topic “My Summer Holidays” and the teachers examined the paragraph under the following headings – Content; Sentence structure; Full stops; Capital Letters. We would like to state that it was very difficult to devise a means of assessing content. However, we interchanged the written material with other class teachers in the school to evaluate the category we felt the work was needed in.2013 – 2015.

2. The findings 2012 - 2013

- 61% of pupils scored on or above the 50th percentile in Micra-T from second class to sixth class in May 2012 or 2013.
- We have an extensive resource bank.
- 84% of parents feel their child’s vocabulary has improved this year.
- 37% of parents say that the children do not write for pleasure at home.
- 90% of pupils stated that they like writing.
- 60% of the pupils do not visit the library regularly.
- 69% of Senior Infant pupils had the formation of 20 or more capital letters.
- 70% of the pupils in Junior and Senior Infants had the formation of 20 or more small letters.
- 69% of the pupils from First to Sixth Class have the correct usage of capital letters.
- 75% of the pupils from First to Sixth Class have the correct usage of full stops.
- 42% of the pupils from First to Sixth Class have good sentence structure.

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- 31% of the pupils from First to Sixth Class have appropriate, age related content.
- Two pupils out of eighteen in Senior Infants who were administered M.I.S.T. showed up to be struggling.
- 89% of the pupils in Senior Infants received an overall percentile above 87% in DTEL-S.
- 47% of the pupils in First Class received above the 50th percentile in the Drumcondra Primary Reading Test - Revised.

May 2018

- 37% of pupils scored on or above the 50th percentile in Micra-T from second class to sixth class.
- Six pupils out of fourteen in Senior Infants who were administered M.I.S.T. showed up to be struggling.
- 86% of the pupils in Senior Infants received an overall percentile on or above 87% in DTEL-S.
- Junior Infant Belfield Profile Assessments
- 61% (55/90) pupils are below the 50th percentile on Drumcondra Primary Spelling Test.

May 2019

- Results of Micra-t Assessment administered to Second, Fourth and Sixth Class provided the following feedback 53% of pupils (33/62) scored on or above the 50th percentile based on class based results.
- 2 pupils out of 12 in Senior Infants who were administered M.I.S.T. showed up to be struggling.
- 58% of the pupils (7 / 12) in Senior Infants received an overall percentile on or above 80% in DTEL-S. The remaining 42% scored on or above the 50th percentile.
- Junior Infant Belfield Profile Assessments
- 62% (58/93) pupils are below the 50th percentile on Drumcondra Primary Spelling Test.

3. Summary of school self-evaluation findings

3.1 Our school has strengths in the following areas:

- 91% of the pupils like to speak in front of their class.
- 96% of the children stated that they like reading.
- 84% of the children stated that they like spelling tests.
- 90% of the pupils stated that they enjoy writing.
- 84% of parents stated that they think that their child's vocabulary has improved this year.
- 81% of parents feel that their child likes spellings / phonics.
- Every child in the school is willing to read or perform in the Church on all occasions big and small.
- 100% of school staff dedicated to working towards improvement in all areas of literacy.
- We engage in buddy reading; shared reading and reading groups.
- Blackwell spelling is organised from third to sixth class.
- Jolly Phonics has been introduced in the Junior Infant programme and has now reached third class.

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May 2018 / 2019

- Every child in the school is willing to read or perform in the School / Church on all occasions big and small.
- 100% of school staff dedicated to working towards improvement in all areas of literacy.
- We engage in buddy reading; shared reading and reading groups.
- Jolly Phonics has been introduced in the Junior Infant programme and has now reached sixth class.
- Staff continuously engaging in CPD.
- School management is willing to supply / apply for support and spend money on resources necessary to enhance progress in literacy.

3.2The following areas are **prioritised for improvement:**

- Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class.
- Using assessment in literacy to improve and direct our teaching and learning.
- Penmanship from Junior Infants to Sixth Class. (Ready, Steady Write Scheme A - C throughout the school)
- Writing genres
- More feedback to parents from class teachers on literacy.
- Sharing expertise.

May 2018

- Spelling is our main area of concern and needs to be prioritised in September 2018.
- Language development - increasing the children's vocabulary.
- We have applied for assistance from PDST for support in implementing the new language curriculum.
- Penmanship from Junior Infants to Sixth Class. (Ag Ceangail Liom A, B, C – Junior Infants - Fourth Class; Ready to Write Scheme Fifth and Sixth Class) with the introduction of cursive writing from Junior Infants in September 2018.

May 2019

- As can be seen above spelling is still a major area of concern for our school. We will continue with Spellings Made Fun Scheme for the majority of pupils. We will administer Blackwell Spelling Test in early September 2019 and from the results the pupils whose Spelling Age is 12 months or more below their chronological age will focus on the Blackwell Spelling Programme. (Individual programme)
- Language development - increasing the children's vocabulary will be continued in 2019 – 2020 with the help of the Starlight Oral Language Programme throughout the school.
- We are continuing to work on penmanship with the introduction of a programme that will be in use from Junior Infants to Sixth Class from September 2019. (Ready, Steady, Write)

Progress made on previously identified targets identified in the current S.I.P.

During the school year 2013-2014 the whole school teaching staff had attended workshops on 'The Writing Genre' with P.D.S.T. facilitator Ms. Caoimhe McLoughlin.

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School Improvement Plan 2013 - 2014

2014 - 2015

2015 - 2016

2018 -2019

2019 - 2020

Literacy

<p>Baseline Data</p>	<p>May 2018</p> <ul style="list-style-type: none"> • 37% of pupils scored on or above the 50th percentile in Micra-T from second class to sixth class. • Six pupils out of fourteen in Senior Infants who were administered M.I.S.T. showed up to be struggling. • 86% of the pupils in Senior Infants received an overall percentile on or above 87% in DTEL-S. • Junior Infant Belfield Profile Assessments • 61% (55/90) pupils are below the 50th percentile on Drumcondra Primary Spelling Test.
<p>Areas requiring improvement as identified in SSE</p>	<ul style="list-style-type: none"> • Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class. • Using assessment in literacy to improve and direct our teaching and learning. • Writing genres • Develop a love for reading among our pupils. • More feedback to parents from class teachers on literacy. • Sharing expertise. • Continue to study and if possible invite Ms. Caoimhe McLoughlin, P.D.S.T. to enlighten us further on her presentation on Loving Literacy. <p>May 2018</p> <ul style="list-style-type: none"> • Spelling is our main area of concern and needs to be prioritised in September 2018. • Language development - increasing the

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	<p>children's vocabulary.</p> <ul style="list-style-type: none"> • We have applied for assistance from PDST for support in implementing the new language curriculum. • Penmanship from Junior Infants to Sixth Class. (Ag Ceangail Liom A, B, C – Junior Infants - Fourth Class; Ready to Write Scheme Fifth and Sixth Class) with the introduction of cursive writing from Junior Infants in September 2018. <p>May 2019</p> <ul style="list-style-type: none"> • As can be seen above spelling is still a major area of concern for our school. We will continue with Spellings Made Fun Scheme for the majority of pupils. We will administer Blackwell Spelling Test in early September 2019 and from the results the pupils whose Spelling Age is 12 months or more below their chronological age will focus on the Blackwell Spelling Programme. (Individual programme) • Language development - increasing the children's vocabulary will be continued in 2019 – 2020 with the help of the Starlight Oral Language Programme throughout the school. • We are continuing to work on penmanship with the introduction of a programme that will be in use from Junior Infants to Sixth Class from September 2019. (Ready, Steady, Write)
<p>Improvement targets: September 2018 – 2019</p>	<ul style="list-style-type: none"> • That the pupils gain more confidence in their spelling ability. • 51% or less pupils are below the 50th percentile on Drumcondra Primary Spelling Test by December 2018. 41% or less pupils are below the 50th percentile on Drumcondra Spelling Test by June 2019. * <i>Not achieved as our baseline is</i>

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	<p><i>even higher this year. (62% below the 50th percentile)</i></p> <ul style="list-style-type: none"> • To increase the children's vocabulary. • 47% of pupils scored on or above the 50th percentile in Micra-T from second class to sixth class by June 2019. * <i>achieved (53% on or above 50th percentile)</i> • That all children from Junior Infants to Fourth Class will be able to form the alphabet in cursive writing. * <i>Forming them but not using them in everyday writing.</i>
<p>Required actions (related to teaching and learning that will help achieve the targets) Following review in May 2018 Year 1</p> <p>Following review in May 2019 Year 2</p>	<p>16. Year 1 Student Self Assessment – W.A.L.T. and W.I.L.F. also Traffic Lights from Junior Infants to Second Class and Smiley Faces from Third to Sixth Class. Year 2 continue</p> <p>17. Year 1 Teachers from Junior Infants to Fourth Class will follow Ag Ceangail Liom in order to see if the pupil's penmanship will show a noticeable improvement. Fifth and Sixth Class will use Ready to Write. Year 2 Ready, Steady, Write Junior Infants to Sixth Class</p> <p>18. Year 1 As reading enjoyment was an area which we as a school staff felt needed attention in our second year of S.I.P. Class teachers from First to Sixth Class will timetable a slot for D.E.A.R. as often as is feasible in a week. Year 2 continue</p> <p>19. Year 1 Teachers will use the Oral Language Development Scheme (Starlight) from Junior Infants to Second Class. From Third to Sixth Class will work on the same scheme Word Wise by C.J. Fallon. Year 2 Oral Language Development Scheme (Starlight) from Junior Infants to Sixth Class.</p> <p>20. Year 2 All classes will visit the library this year.</p> <p>21. Year 1 From Third to Sixth Class</p>

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	<p>Teachers will insist on all pupils using their dictionary daily as part of English Reading lesson. Year 2 continue</p> <p>22. Year 1 First Class to Sixth Class will develop and extend dictionary skills. Year 2 continue</p> <p>23. Year 1 The Fun with Spelling Programme will be followed from First to Sixth Class. Year 2 continue and introduce pre test. Blackwell Spelling Programme for pupils at least one year behind chronological age. No formal spelling test replaced by pre test and dictation.</p> <p>24. Year 1 Junior and Senior Infants will receive intensive work on phonological awareness with Class teacher and S.E.T. Year 2 continue</p> <p>25. Year 2 Class teacher will choose three pupils whose <u>free writing</u> will be monitored throughout the year. Photocopy of work to be kept by class teacher in Checklist Folder.</p>
Persons responsible	All teaching staff working as a team.
Timeframe for action	Beginning September 2019 and to continue until June 2020. Staff will monitor our targets regularly at Croke Park hours.
Success criteria/measurable outcomes	<p>Targets outlined will be met.</p> <p>Pupil and parent perceptions will be more positive.</p> <p>Children's willingness to read and complete book reviews.</p> <p>Share their reading with peers.</p> <p>Paired reading.</p> <p>Teacher observation.</p> <p>Teaching and learning of writing skills will improve in free writing. Class teacher will choose three pupils whose <u>free writing</u> will be monitored throughout the year.</p> <p>The pupils' accuracy in spelling will be perceptible in their free writing and dictation. Drumcondra Spelling Test to be administered in January 2020 to monitor progress.</p> <p>Allocate 10 minutes at the end of each</p>

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	Croke Park hours to reflect on targets set and what development we may need.
Review date	June 2020 (ongoing throughout the year)

Principal: *Maicé Kennedy Phelan*
Date: *18th June 2019*

Chairperson Board of Management: *William J. Henry*
Date: *13th June 2019*