**SCHOOL SELF-EVALUATION Report: JANUARY 2014 – JUNE 2015**

***INTRODUCTION***

**The focus of the evaluation**

A school self-evaluation of teaching and learning in literacy (with particular focus on fluent reading) was undertaken during the period 01/01/2014 to 30/06/2015.

**This is a report on the findings of the evaluation.**

**School Context**

* St. Brigid’s school is a vertical, all girls primary school
* There are currently 467 pupils.
* There are 21 teachers on staff (including an administrative Principal, 16 class teachers, 2 Learning Support Teacher, 1 EAL Teacher, 1 Computer Teacher and 1 shared Resource teacher)
* The school administers Micra-T/Sigma-T in English and Maths annually from 1st to 6th Class
* The school administers the MIST test annually in Senior Infants

**Findings**

* Throughout all classes pupils have a positive attitude towards reading and enjoy using their reading skills – 43% of pupils(2nd to 6th class) reported that they liked reading ‘a lot’, 24% reported that they liked reading ‘a bit’, 25% reported that they “don’t mind” reading and only 7% reported “not much”.
* Pupils reported that they read a lot outside school including – websites, blogs, social media posts, newspapers, comics, fiction books, non-fiction books, song lyrics and manuals and instructions
* Pupils have a proficiency in fundamental reading skills.
* Teachers report that the observation of punctuation marks needs improvement.
* A survey of parents showed that 98% of their children liked reading. 84% felt the pupils read with expression and 64% thought that children understood/interpreted basic punctuation
* There is not a consistent approach to the teaching of reading fluency although all teachers incorporate elements of same into teaching reading
* An absence of levelled books means teaching reading at the instructional level can be difficult

**Strengths:**

* An analysis of standardised test results in English show that only 1 % of pupils are scoring at or below the 2nd percentile, with 41% of pupils scoring between the 51st and 84th percentile.
* Parent/pupil input through questionnaires/surveys indicate a very positive attitude towards reading
* Staff indicated their satisfaction with pupil’s attainment in reading skills via standardised test results, teacher designed tasks and pupils reports

**Area prioritised for improvement**

* To improve the ability of the children to observe punctuation in reading, leading to better fluency and expression
* School wide focus on the five elements of effective fluency instruction
* All staff to contribute to the development of a whole-school pan to specifically teach reading fluency skills