

# St. Enda's N.S.

Kilnadur,  
Dunmanway,  
Co. Cork,

Tel: 023 8855051  
www.stendasns.ie  
Email: info@stendasns.ie

Principal: Ríona Murray  
Deputy Principal: Helen Dineen



## School Self-Evaluation Report

### 1. Introduction

#### 1.1. Focus of the Evaluation:

School self-evaluation of teaching and learning is part of the ongoing work of St Enda's National School, Kilnadur. The focus of school self-evaluation for 2014/2015 is literacy. This was identified, in part, by tracking outcomes for both literacy and numeracy (Standardised test results) over the past three years. All pupils from first to sixth classes are assessed, including most pupils with special education needs.

#### 1.2 School Context:

St. Enda's National School is a rural, mixed primary school under catholic patronage. There are currently 40 pupils (24 boys and 16 girls), two class teachers, a part-time resource teacher and a part-time learning support teacher in the school. Four pupils have low incidence special education needs and are allocated resource hours based on these needs. One SNA caters for the care needs of one of these pupils also. Pupils generally come from working/middle class backgrounds and there is strong parental support for teaching and learning, a factor that is acknowledged as having a positive effect on pupil attainment levels and on pupils' attitudes to learning.

### 2. Findings:

#### 2.1 Learner Outcomes

- Pupil standardised test scores for literacy indicate that STen scores for reading are above national norms. (National Norm = 66% of pupils score over a STen 5)
  - Year 1. 2011 89% pupils scored above STen 5
  - Year 2. 2012 91% pupils scored above STen 5
  - Year 3. 2013 87% pupils scored above STen 5
  - Average of 89% of pupils scored above STen 5 over the 3 year period.
- Pupil standardised test scores for Spelling indicate that STen scores for spelling are above national norms. (National Norm = 66% of pupils score over a STen 5)
  - Year 1. 2011 80% pupils scored above STen 5
  - Year 2. 2012 95% pupils scored above STen 5

- Year 3. 2013 91% pupils scored above STen 5
- Average of 89% of pupils scored above STen 5 over the 3 year period.
- Over the three year period (2011-2013) the number of pupils with a STen of 5 and above in reading has remained very consistently high. The number of pupils with a STen of 4 or below has, therefore, remained very consistently low.
- Over the three year period (2011-2013) the number of pupils with a STen of 5 and above in spelling has increased by 11%. The number of pupils with a STen of 4 or below has, therefore, decreased by 10%.
- All teachers report that attainment trends in reading are at a high level and that reading fluency is at a very high standard.
- All teachers report that attainment trends in listening are at a satisfactory level.
- All teachers report that pupils use their literacy skills competently in their learning of all curriculum areas but are disappointed that the children's spelling ability does not always transfer across curricular areas.
- All teachers reported that they have concerns about the children's communication skills. They feel that the children find it difficult to tell the main parts of a story succinctly and in sequence.
- Profiling of children, using the Drumcondra English profiles for Oral language, showed the children's oral language to be at low levels, returning scores of point 3 and 4 on the class appropriate checklists.
- Profiling of children, using the Drumcondra English profiles for writing, showed the children's written skills to be at low levels, returning scores of point 3 to 5 on the class appropriate checklists.

## **2.2 Learner Experiences:**

- Pupil questionnaires show that 92% of pupils enjoy reading and that 80% of children highly rate their own reading ability. Parent questionnaires showed that 91% of parents felt that their child enjoyed reading.
- 66% of parents felt that their child never struggles with the meaning of words while 8% of children felt that they never struggle with the meaning of words. 88% of children said that they did struggle with the meaning of words while 34% of parents felt that their child does struggle with the meaning of words.
- 24% of children said that they never try out new words in conversation. 16% of parents feel their child never tries out new words. 31% of parents felt that their child often tries out these words while only 12% of children feel that they often try out new words.
- 69% of parents felt that their child can often clearly re-tell a story while 20% of children felt this way, leaving 80% of pupils stating that they cannot often clearly retell a story.
- A large portion of parents and pupils feel that the children enjoy writing.
- 75% of parents of pupils feel that the children are of an average to very good standard at spelling.
- 64% of pupils reported that they enjoy writing.
- Pupil questionnaire results show 76% of pupils assessed themselves as being average or good writers.

- Many children commented that they enjoy the Reading Zone Programme.

### **2.3 Teacher Practices:**

- Teachers reported that pupils read a variety of print text with fluency and accuracy.
- All teachers agreed that spelling and grammar are of a high standard.
- Teachers feel that the Shared Reading programme is very successful in the school.
- Teachers reported that children's lower order questioning skills are at a high level.
- Teachers reported that the children really enjoy their free writing time.
- Teachers agree that Reading Buddies has been very successful in the school.

### **3. Progress made in previously-identified improvement targets:**

N/A as this is the first year of the process

### **4. Summary of school self-evaluation findings:**

#### **4.1 Strengths:**

- Attainment levels in literacy are well above the national norms.
- Pupils display very positive attitudes towards all aspects of literacy.
- Initiatives introduced in the school have been very successful i.e. reading buddies and shared reading.
- Pupils use their literacy skills in their learning of all curriculum areas.
- Pupils are exposed to a wide variety of reading texts.
- Pupils read with a high level of fluency and accuracy.

#### **4.2 Areas for Improvement:**

- Pupils' exposure to different writing genres needs to be explored.
- The teaching of the writing process needs to be further developed throughout the school.
- Pupils' exposure to oral language presentations needs to be increased.
- The oral language of all pupils needs to be improved across the school.