



Clocha Rince NS

Moyvalley

Co. Kildare

18093J

School Self-Evaluation Report

Evaluation period: Nov 2011 - June 2013

Report issue date: 12th September 2013

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Clocha Rince NS was undertaken during the period September 2012 to June 2013. During the evaluation, teaching and learning in the following curriculum areas were evaluated:

- Literacy

This is a report on the findings of the evaluation

1.2 School context

Clocha Rince NS is a national school under the patronage of the Catholic Bishop of Kildare and Leighlin. It is a mainstream vertical mixed school with an ASD unit (two classes). 'We aim to provide quality-learning experiences that are engaging and enriching and stimulating through a broad, balanced and relevant curriculum. The Principal and teachers continue to make the school a centre of excellence in which high professional standards are maintained'. (Clocha Rince NS Mission Statement)

2. Evaluation methods and tools

- WSE report 2006
- Incidental inspection recommendations 2011
- Micra-T results (First to Sixth Class)
- Drumcondra Profiles for oral language (Junior and Senior Infants)
- Literacy teacher survey
- Literacy pupil survey
- Literacy teacher focus group oral language review

3. The findings

Theme 1 <u>Learner Outcomes</u>	Theme 3 <u>Teachers' practice</u>	Theme 3 <u>Teachers' practice</u>
Sub-theme 1.1 <u>Attainment of curriculum objectives</u>	Sub theme 3.2 <u>Teaching approaches</u>	Sub theme 3.4 <u>Assessment</u>
Quality statement on the attainment of curriculum objectives The overall attainment of the pupils with regard to literacy is at a high standard in accordance with standardised testing in reading and oral language. Pupils at risk of underachieving are identified and receive additional support. Pupils generally use their	Quality statement on teaching approaches Improvements have been made in ensuring lessons are guided by expected learning outcomes that are curriculum linked. Lessons are well structured and a variety of methodologies are used. However, there is no structured system of monitoring progression in pupils' learning in the	Quality statement on assessment The school has a written policy on assessment and standardised tests are administered at specific points of the primary cycle in accordance with Department guidelines. Pupils' work including non-written work and homework is regularly monitored and corrected. Teachers' check pupils understanding during and at the

