

**John the Baptist CS**  
**School Self-Evaluation Report**  
**Literacy**  
**91502N**

**Evaluation period: *Sept 2012/May 2013***

**Report issue date: 30/5/2013**



## **1. Introduction**

### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in John The Baptist Community School (JTBCS) was undertaken in *September 2012*. During the evaluation of teaching and learning accessing Literacy in first year was the area of priority.

Literacy : As part of the National Literacy and Numeracy Strategy JTBCS acknowledges the importance of integrating Literacy and Numeracy into the curriculum in the self-evaluating school process.

The aim of our Literacy Programme is to promote the on-going development of a community of learners within the school and enhance the capacity of each teacher in leading learning and ultimately encouraging literacy proficiency.

### **1.2 School context**

(JTBCS) is in existence since 1997 with the amalgamation of Presentation Convent, De La Salle and the Vocational Schools. JTBCS is a co-educational school with 960 students on roll. A Board of Management which is representative of all the school partners governs the school. JTBCS has four resource teachers and one learning support teacher. Subject teachers liaise with the Literacy Team. Members of the Literacy Team attend Parent Council meetings, recognizing that parents have a pivotal role to play in improving the literacy standards of their children.

As part of the Literacy and Numeracy Strategy, JTBCS acknowledges the importance of integrating Literacy in the school self evaluating process and planning. The initial step was to collect base line data on which subsequent planning and actions for the Literacy programme would be developed. Three areas for the collection of the data were identified; Exam Results, Student Survey and Teaching Practice Reflection.

## **2.Learner Outcomes**

### **2.1 Exam Results**

- The Entrance Test results (Woodcock & Johnson 111) were analysed by the Resource Department. It was noted that 2% were in the percentile band >0 to2 in the spelling section of the examination. 1% were in the percentile band > 0 to 2 in the comprehension section of the exam. (Note Table 2)
- Junior Cert results indicate that JTBCS are above the National Average in the attainment of Grades A's and B's in English but slightly below the National Average in Grade C. This applies to both Higher and Ordinary Levels.

**Table 1- Summary of First Years 2012/13 attitudes to Literacy**

*Total number of Responses September..... 176*

*Total number of Responses May..... 164*

**a**

<b>Attitude</b>	<b>September 11</b>	<b>May 12</b>
Do you like reading	72% Yes	64% Yes
Students that did not know that their teachers thought they were good at reading	80%	64%
Students said they did not know they were good at reading.	34%	26%
Students who would like to improve their reading	73%	55%
Students that read outside school	72%	53%
Students that said they were good at reading	59%	57%

**Table 2- Summary of Entrance Tests 2012**

**RESULTS OF WOODCOCK and JOHNSON :**

	<b>Spelling</b>	<b>Reading fluency</b>	<b>Comprehension</b>
>98 to 100	1%	1%	1%
>84 to 98	18%	13%	13%
>50 to 84.	42%	48%	37%
>16 to 50.	29%	31%	39%
> 2 to 16.	18%	7%	9%
>0 to 2	2%	0%	1%

**2.2 Learning Experiences**

- From the survey carried out on students’ attitudes to Literacy it was found that 73% of our first years indicated that they would like to improve their reading. (Note table 1).
- 80% of the students said that did not know that their teachers thought they were good at reading. (Note table 1).
- 73% of our First Years indicated that they would like to improve their reading. (Note table 1).
- From the survey carried out students indicated that 72% read outside school (Note table 1).

**2.3 Teachers’ Practice**

- At a staff meeting, the whole staff used the overview of good practice on page 25 of the SSE Guidelines to reach a consensus on strengths, areas for improvement and priorities for action. All teachers scanned through the evaluation criteria in the SSE guidelines.

- Input provided by the Literacy Team to the staff on The Literacy and Numeracy National Strategy
- Subject departments met to discuss Literacy improvement in their respective subject areas and gather data with regard to Literacy attainment.

### **3. Progress made on previously- identified improvement targets**

N/A

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

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

- There is a whole school approach which is written into school policy and agreed at a staff meeting.
- Subject areas have developed a collaborative approach which will ensure a bank of keywords, strategies and solutions to problems.
- Department Heads of each subject ensure that Literacy is addressed in their subject plans and classrooms. This will facilitate sharing of good practice and allow for implementation of same.
- Teachers have resources available to them to ensure that they can deliver a keyword strategy effectively.
- At staff meetings there is input on international research on the effectiveness of keywords in order to bridge the learning gap.
- Teachers see the benefit of keywords in students accessing the curriculum.
- 64% of students indicate that they like reading.
- 57% of students said that they were good at reading
- 53% of students are reading outside school with the intention of increasing this by the end of the year.
- Students like to learn using visual content.
- Group learning and peer learning appealed to a large cohort of students.
- Wordwalls are a feature in all classrooms.
- Teachers incorporate keyword displays into their classrooms and teaching practices.
- School environment is print rich.

### **4.2 The following areas are prioritized for improvement:**

- Teachers to focus on the development of Literacy with a particular emphasis on encouraging the love of reading and improving spelling.
- Integration of keywords to be used where appropriately across subject departments.
- Teachers to reflect on their practice in relation to the integration of keywords in all subject areas guided and supported by the Literacy Team.
- Students to experience a broader range of learning methodologies appropriate to each of the subject areas.
- A number of subject areas will be identified where students will receive feedback on their learning using the Think- Pair – Share.
- To develop the Key skills of Creativity and Communication.

### **4.3 The following legislative and regulatory requirements need to be addressed:**

## School Self-Evaluation Report: legislative and regulatory checklist

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?		If no, indicate aspects to be developed
Valid enrolment of students	M51/93	Yes <input checked="" type="checkbox"/>	No	
Time in school -Length of school year (minimum of 167 days for all year groups) -Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	Yes <input checked="" type="checkbox"/>	No	
		Yes <input checked="" type="checkbox"/>	No	
Standardisation of school year	Circular 034/2011	Yes <input checked="" type="checkbox"/>	No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	Yes <input checked="" type="checkbox"/>	No	
Implementation of national literacy strategy	Circular 25/12	Yes <input checked="" type="checkbox"/>	No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	Yes <input checked="" type="checkbox"/>	No	
Development of school plan	Section 21 Education Act 1998	Yes <input checked="" type="checkbox"/>	No	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998	Yes <input checked="" type="checkbox"/>	No	
Whole-school guidance plan	(section 9(c))	Yes	No <input checked="" type="checkbox"/>	Overall Guidance plan being developed
Delivery of CSPE to all junior cycle classes	Section 21 Education Act 1998	Yes <input checked="" type="checkbox"/>	No	
Exemption from the study of Irish	Circular M12/01 Circular M13/05	Yes <input checked="" type="checkbox"/>	No	
Implementation of revised in-school management structures	Circular M10/94	Yes <input checked="" type="checkbox"/>	No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular M29/02, Circular 21/98, Circular	Yes <input checked="" type="checkbox"/>	No	
Parents as partners in education	30/97, Circular 29/97	Yes <input checked="" type="checkbox"/>	No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?		If no, indicate aspects to be developed
		Yes <input checked="" type="checkbox"/>	No	
Implementation of Child protection procedures	Circular 65/11	Yes <input checked="" type="checkbox"/>	No	
Implementation of complaints procedures as appropriate	Section 28 Education Act 1998	Yes <input checked="" type="checkbox"/>	No	
Appeals in the cases of refusal to enrol, suspension and expulsion of students	Section 29 Education Act 1998	Yes <input checked="" type="checkbox"/>	No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?		If no, indicate aspects to be developed
		Yes <input checked="" type="checkbox"/>	No	
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	Yes <input checked="" type="checkbox"/>	No	
Code of behaviour, including anti-bullying policy <sup>11</sup>	Circular M33/91 NEWB guidelines Section 23, Education Welfare Act 2000 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011	Yes <input checked="" type="checkbox"/>	No	
Attendance and participation strategy <sup>12</sup>	Circular M51/93 Section 22, Education Welfare Act 2000	Yes <input checked="" type="checkbox"/>	No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	Yes	No <input checked="" type="checkbox"/>	Being updated currently
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes <input checked="" type="checkbox"/>	No	

<b>Special education needs policy<sup>13,14</sup></b>	<b>Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) (2004) Disability Act (2005)</b>	Yes <input checked="" type="checkbox"/>	No	
<b>Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy</b>	<b>Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95</b>	Yes <input checked="" type="checkbox"/>	No	
<b>Substance use policy</b>	<b>Department of Education and Skills Directive; guidelines issued to schools in 2002</b>	Yes <input checked="" type="checkbox"/>	No	
<b>Internet acceptable use policy</b>	<b>Department of Education and Skills Directive</b>	Yes <input checked="" type="checkbox"/>	No	
<b>Child Protection Policy</b>	<b>Circular 0065/2011</b>	Yes <input checked="" type="checkbox"/>	No	