

## **St. Michael's School Self Evaluation *Summary Report 2013***

St. Michael's School completed a comprehensive and wide ranging self-evaluation process this year. Research undertaken included a parents' survey and also professional collaboration by focus groups of teachers and of SNAs. An analysis was conducted of pupils' portfolios; Individual education plans; records and planning documents. Multi disciplinary professionals were consulted and objective testing of student attainment was organised.

A full report was made available to the Board of Management. The initial area of focus was Literacy: Oral Language. Findings are summarised as follows:

### Areas of Strength

- Parents report a high level of satisfaction with progress and levels of home –school communication. School emphasis on communication skills and functional maths is in line with parents views.
- Teachers show a strong commitment to literacy and to vocabulary enrichment in particular.
- Planning is comprehensive and of a high standard
- Evidence of pupil attainment is available and pupils' work is monitored.
- There is evidence of progression and of the purposeful development of literacy and numeracy within and between all curriculum areas. Differentiation is evident in content, approaches, and resources.
- The school is fully compliant with the requirements outlined in the National literacy and numeracy strategy at this time.
- The school's e-learning plan has been successfully implemented to date.

## Areas for Development

- The proposed improvement for linkage opportunities outlined in the school's Literacy Strategy Document in relation to literacy and curricular areas is consistent with research indicators and implementation will contribute to ongoing development.
- A review of school policy in relation assessment and recording progression to facilitate the analysis and application of information.
- The next stage in the e-learning plan will include reference to improving the response to literacy development.
- A Baseline of attainment needs to be identified against which improvement can be measured. This may need to be investigated by teachers to clarify and improve the core attainment and progression levels which can be applied. This is an area that will require professional collaboration.
- Pupil Self-Assessment needs to be introduced on a trial basis in order to identify appropriate techniques for each group in the school.
- Vocabulary extension has been identified as a need for pupils. A consistent, systematic and themed approach should be introduced to focus work already being done. The action should include a recommended list of vocabulary; a multi-pronged approach involving SNAs, Therapists and parents where possible.