

St. Pius X Boys School

School Self-Evaluation Report - Literacy

The Focus of the Evaluation:

A school self-evaluation of teaching and learning in St. Pius X Boys' School was undertaken during the school year 2013/14. In the course of the evaluation, teaching and learning in the area of literacy was evaluated, including focused reflection on reading and writing. This report presents the results of this evaluation.

Power Hour (introduced in October 2013 as a result of WSE recommendations):

Power Hour is a literacy based hour which is currently being used to teach literacy in 1st and 2nd classes. It gives the pupils lots of opportunities to read books at their own level of competency. This is done through station teaching. We use 5/6 stations - 2 reading stations, 2/1 comprehension station(s), 1 writing station and 1 station which deals with word work i.e. spellings, phonics, grammar etc.

Summary of School Self-Evaluation Findings:

Our School Strengths in Relation to Teaching and Learning in Literacy:

- Overall, pupils have a very positive attitude towards reading and writing in St. Pius X Boys School. They found spellings easy to learn and enjoyed reading and writing stories.
- Reading attainment is in line with national norms as evidenced by analysis of the Standardised Test results, and in most cases, our pupils' scores exceed the national averages.
- Three of the writing genres are taught well across the school, i.e. narrative, report and procedural writing.
- Pupils' word identification skills are very good - pupils reported using strategies such as re-reading, sounding out words and reading on.
- The majority of parents indicated that their child liked reading, was doing well at reading and enjoyed writing stories. Overall, parents felt there was good communication between home and school in relation to their child's progress in English.

School Improvement Plan:

- A revised whole school approach to teaching writing. Pupils will be enabled to write confidently in a broader range of genres (i.e. narrative, report, recount, procedure, persuasive and evaluative).
- Children will be enabled to use associated language features of the genres appropriate to their class level.