

Rochestown Educate Together National School

School Self-Evaluation

Oral Language for September 2014 to June 2017

1. Introduction

1.1. Focus of the Evaluation:

School self-evaluation of teaching and learning is part of the ongoing work of Rochestown Educate Together National School (ETNS). The focus of school self-evaluation for 2014/15 is oral language. This was identified through staff meetings and discussion with our school inspector, Mr. Pat Delea. All pupils are assessed, including all pupils with special education needs.

1.2 School Context:

Rochestown ETNS is an urban, mixed primary school under the patronage of Educate Together. We opened in 2013 and currently have one class of Junior and Senior Infants respectively. There are currently 35 pupils (18 boys and 17 girls), two class teachers (including a teaching principal), one shared resource and one shared learning support teacher. One pupil has low incidence special education needs and is allocated resource hours based on these needs. One SNA caters for the needs of those pupils with defined care needs. 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:

Learner Outcomes:

- The teachers report that the oral language is a priority area as our school is an Infant school at present.
- The teachers note that the pupils are able to articulate their needs.
- The children have varying levels of oral language regarding expressing wants and speaking to differing audiences.
- The teachers note that Aistear is the most effective strategy to model oral language and provide the children with opportunities to develop their oral language.
- Parents/guardians report high levels of satisfaction with their children's oral language development. There is some concern about the children's ability to speak in different context to different audiences (e.g. ordering food). Please see the results of the parental survey (Appendix 2).

Learner Experiences:

- Pupils report loving the range of activities at Aistear.
- Factors reported by pupils as being helpful to becoming good speakers include listening to their teachers and playing at Aistear.
- Factors reported by pupils as hindering their oral language include not knowing the words regarding a particular topic.

- The teachers report that pupils can listen attentively and with understanding. However, listening is an area that pupils in the Infant classes would benefit from being explicitly taught.

Teacher Practices:

- All teachers report that pupils are participants in a rich language environment.
- All teachers report that pupils are provided with regular opportunities to practice oral language skills throughout the day, during special projects (Backpack Bear), and through play-based learning.
- Teachers would benefit from the development of a specific oral language plan in the Infant classes.
- Teachers would benefit from the use of an oral language checklist in all classes.

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:

- Pupils display very positive attitudes towards oral language.
- Pupils are provided with a variety of opportunities to develop their oral language skills.
- Pupils enjoy the oral language learning experiences provided at Aistear.

4.2 Areas for Improvement:

- An oral language plan for the Infant classes would provide a clear framework for teachers and parents.
- Teachers would benefit from the use of oral language checklists in all classes.
- Pupils would benefit from explicit lessons on how to be a good listener.
- Pupils would benefit from practising oral language skills in different contexts and for different audiences.

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

- The school is compliant with all areas of the checklist.

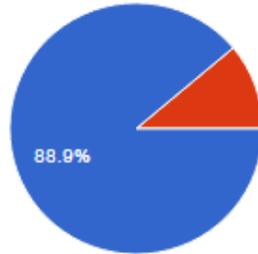
Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, www.education.ie.

Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p>Exemption from Irish</p> <p>Circular 12/96 sets out the circumstances in which children are exempt from studying Irish</p>	<p>Yes</p>
<p>Implementation of child protection procedures</p> <p>Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed</p>	<p>Yes</p>
<p>Implementation of complaints procedure as appropriate</p> <p>Section 28 Education Act 1998 provides for procedures to address complaints about a school.</p>	<p>Yes</p> <p>Complaints have been resolved or are being resolved</p> <p>N/A</p>
<p>Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)</p> <p>Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.</p>	<p>Yes</p> <p>N/A</p>

Appendix 2: Results of Parent Survey

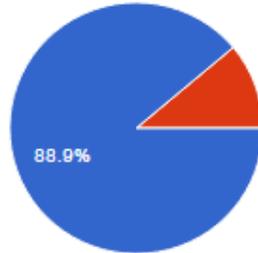
Summary

Can your child follow instructions?



Yes	16	88.9%
Yes, but s/he could be better	2	11.1%
No	0	0%

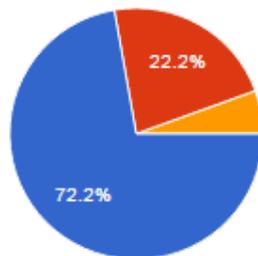
Can your child start a conversation and keep the conversation going?



Yes	16	88.9%
Yes but s/he could be better	2	11.1%
No	0	0%

Can your child speak appropriately depending on the situation?

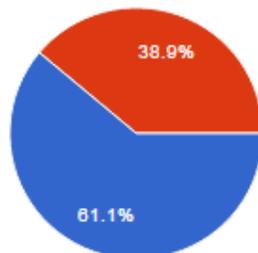
1. In conversation with the principal of the school or some other person your child sees as a figure of authority



Yes	13	72.2%
Yes, but s/he could be better	4	22.2%
No	1	5.6%

Can your child speak appropriately depending on the situation?

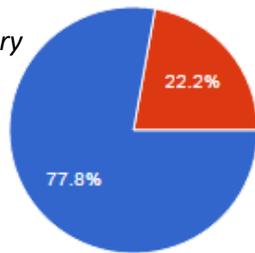
2. Ordering food in a restaurant



Yes	11	61.1%
Yes, but s/he could be better	7	38.9%
No	0	0%

Can your child speak appropriately depending on the situation?

3. *In a doctor's surgery*



Yes	14	77.8%
Yes, but s/he could be better	4	22.2%
No	0	0%

Can your child speak appropriately depending on the situation?

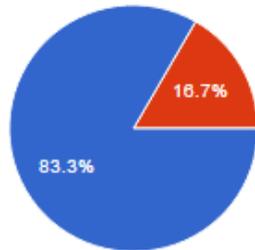
4. *Speaking with friends*



Yes	17	100%
Yes, but s/he could be better	0	0%
No	0	0%

Can your child speak appropriately depending on the situation?

5. *Talking to a shopkeeper*



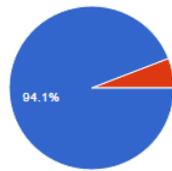
Yes	15	83.3%
Yes, but s/he could be better	3	16.7%
No	0	0%

Does your child use new words and phrases that they have learned at school when they are at home?



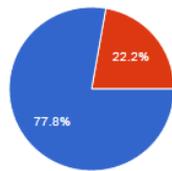
Yes	18	100%
Yes, but s/he could be better	0	0%
No	0	0%

Does your child ask you the meanings of new words



Response	Count	Percentage
Yes	16	94.1%
Yes, but s/he could be better	1	5.9%
No	0	0%

Does your child read books for enjoyment when they are at home?



Response	Count	Percentage
Yes	14	77.8%
Yes, but s/he could be better	4	22.2%
No	0	0%

Are there any comments about your child's oral language that you would like to add?

- Most of the issues are in relation to shyness and speaking up as opposed to not having the oral language ability.
- I think his oral language skills are very good but socially he feels shy and awkward so this holds him back more than his oral language ability.
- Probably more a behavioural aspect but my child has problems waiting his turn to speak. He tends to interrupt people mid conversation.
- My child is very keen to share new vocab, she loves to follow up school learning at home so we often research topics spoken about from school. We love reading. I am very grateful that we offer the kids a wonderful choice to read from. Reading is something we always encourage.
- My child's oral language knowledge is very good, but her use does not always match her ability because of shyness and anxiety e.g. with new people or in unfamiliar settings.