

# School Self Evaluation

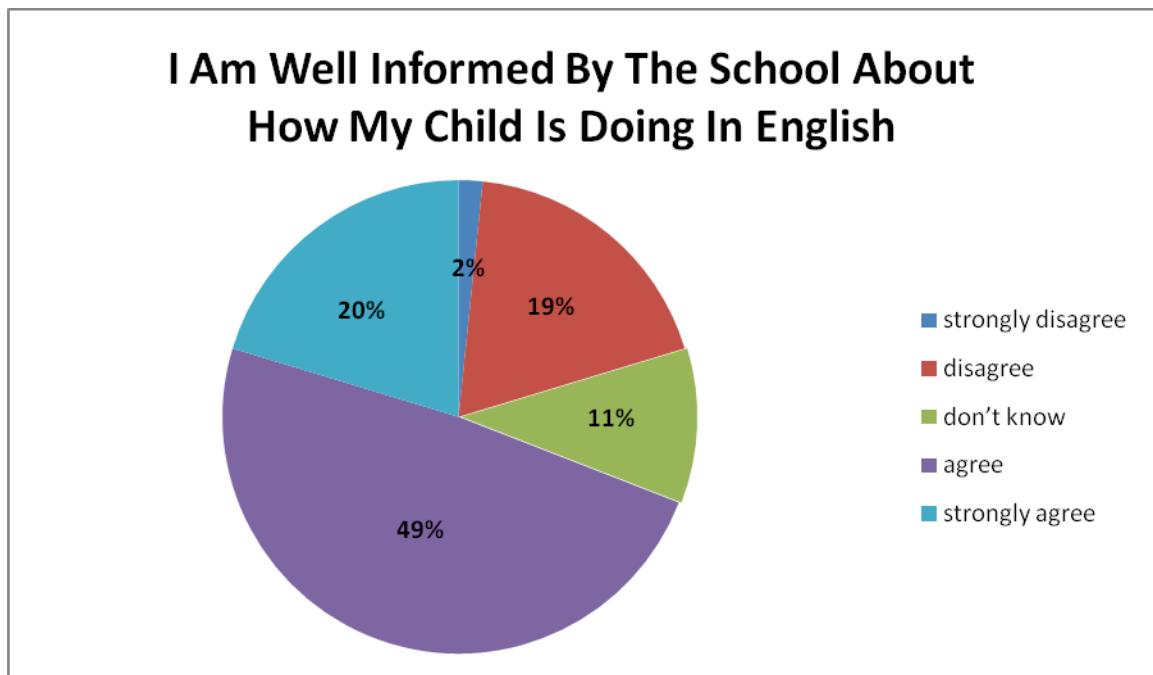
## Results of Parental Questionnaires

During May 2013, as part of the process of school self-evaluation, we asked both parents and pupils to complete a survey. We received a 92% response from our parent body to the questionnaires.

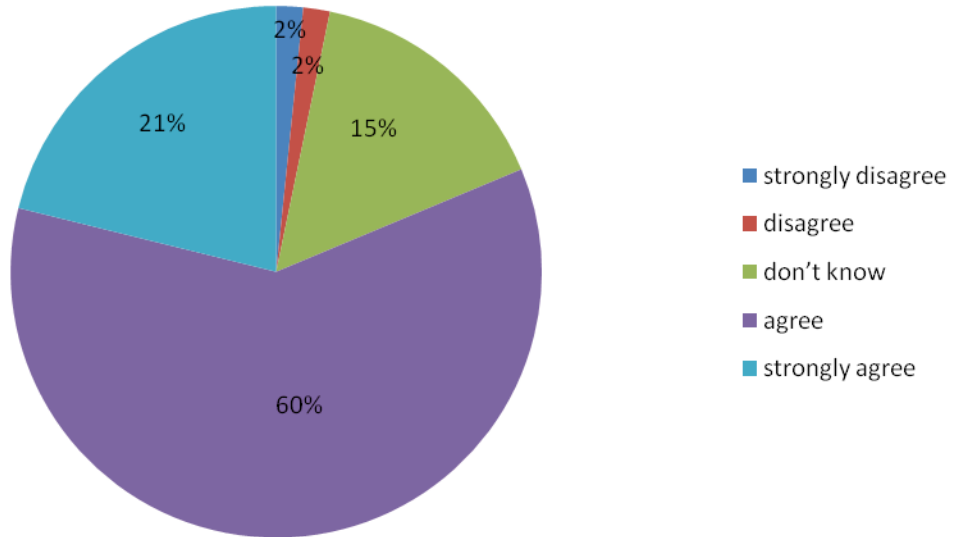
We thank you all very sincerely for taking the time to complete the questionnaire. We would like to share with you now the overall feedback in terms of responses to the individual questions. Many of the comments and issues raised in the completed questionnaires were very insightful and constructive. This exercise has been very useful to help us engage in the process of school self-evaluation in a meaningful way, as we continue to strive for improvement in our school.

## Literacy in the school

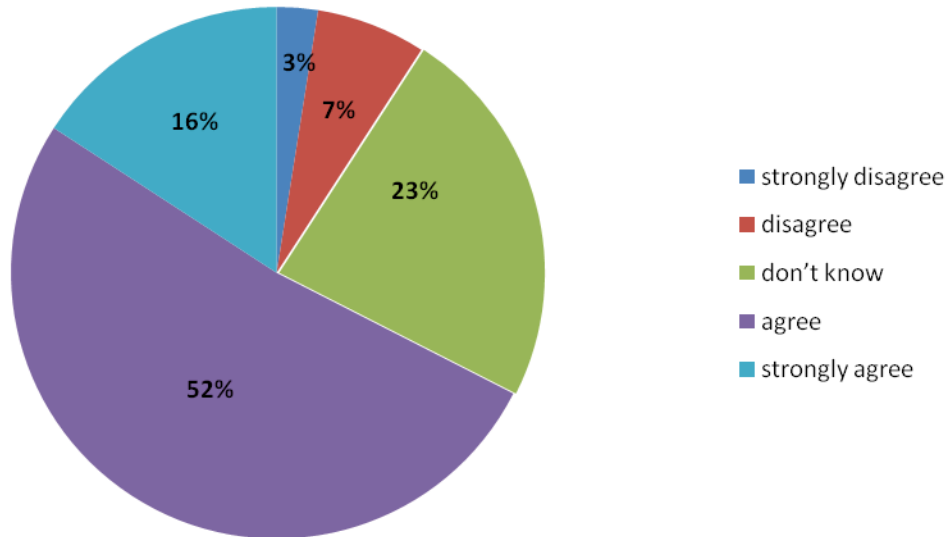
As part of the National Literacy and Numeracy Strategy which was published by the Minister for Education and Skills, we are focusing on the area of literacy in the school at the moment. The following are the responses received to the individual questions in this part of the questionnaire:



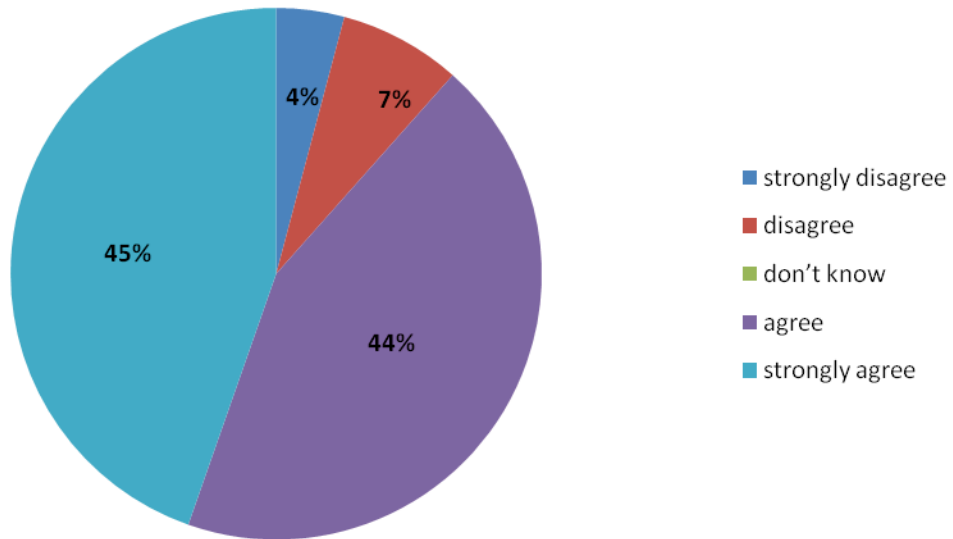
### I Know My Child's Strengths In English



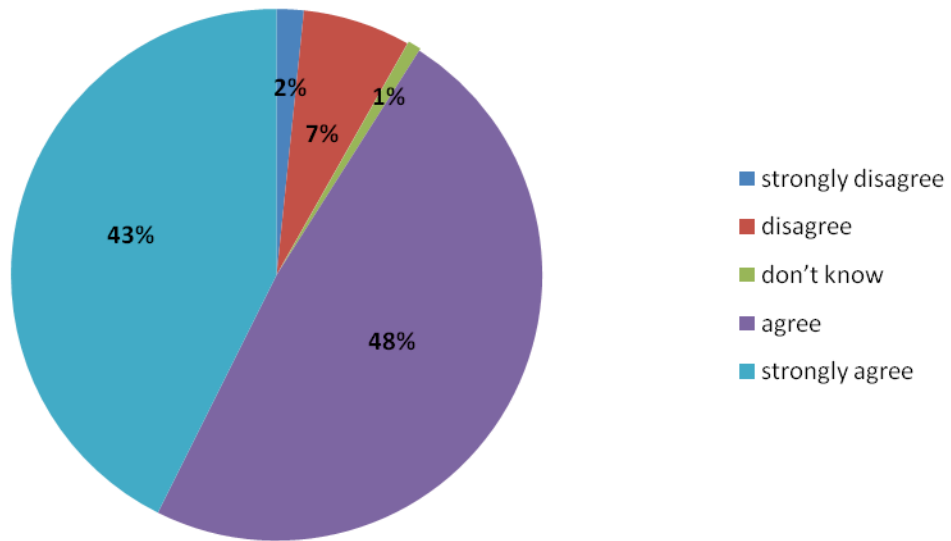
### I Know My Child's Weaknesses In English



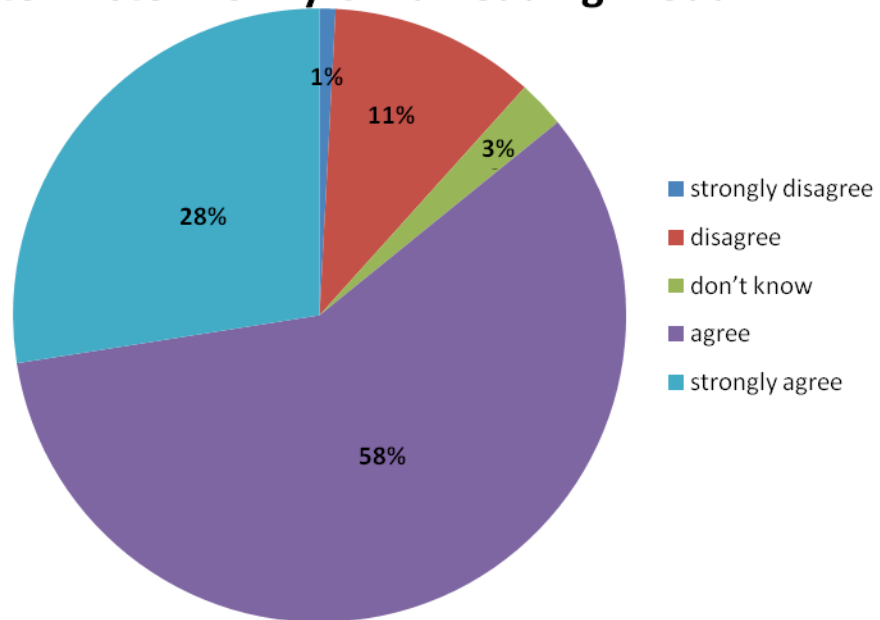
### My Child Likes Reading



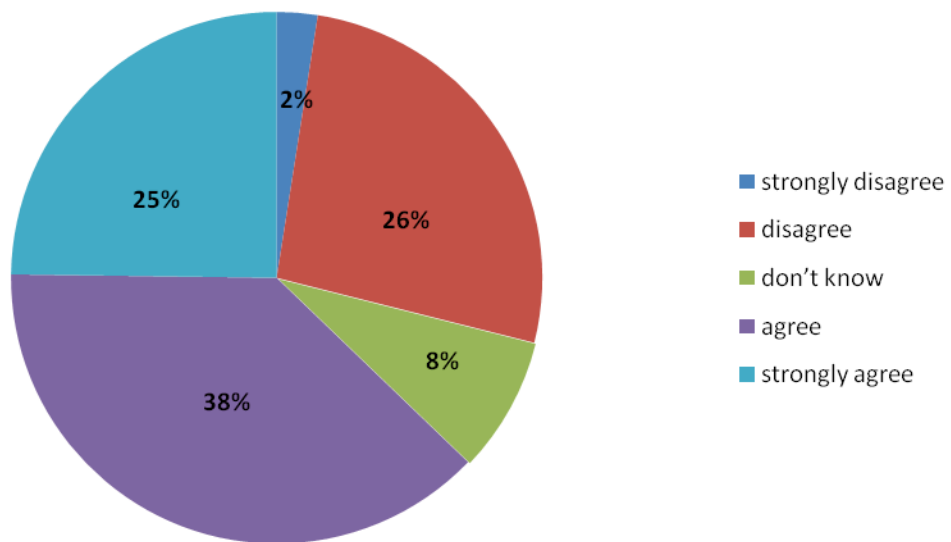
### My Child Is Doing Well At Reading



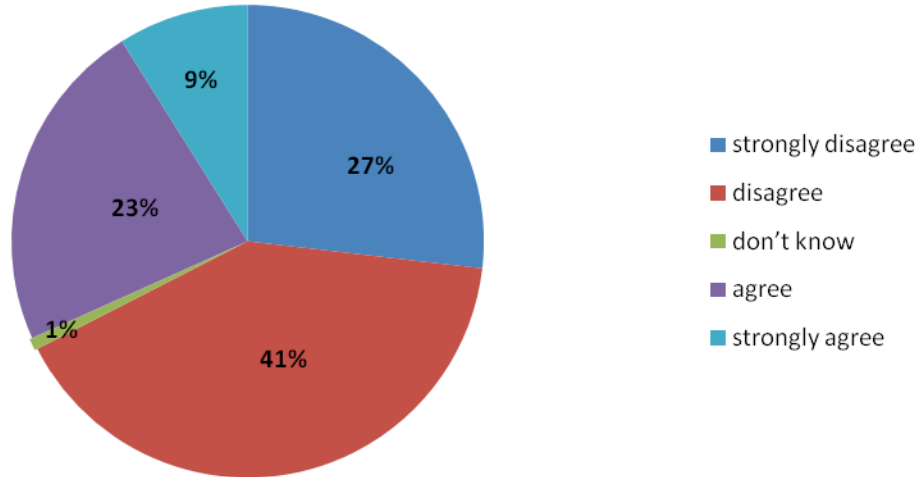
### I Often Listen To My Child Reading Aloud



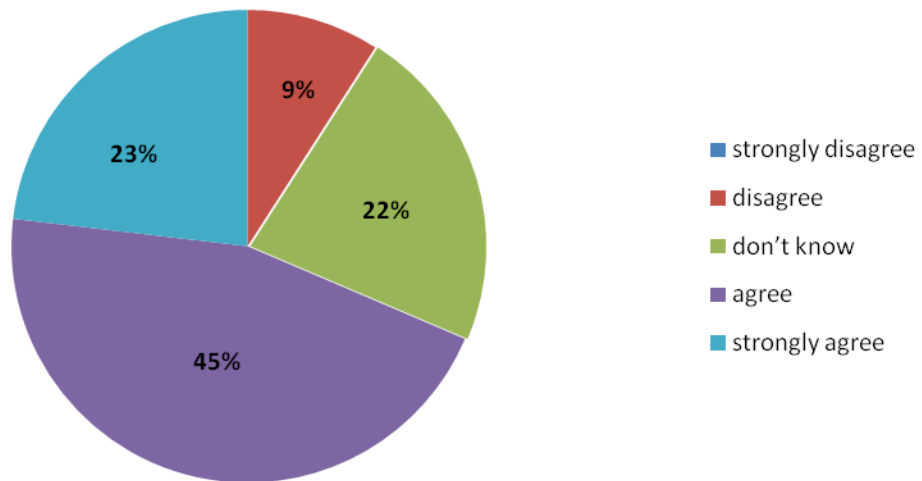
### My Child Likes To Write Stories



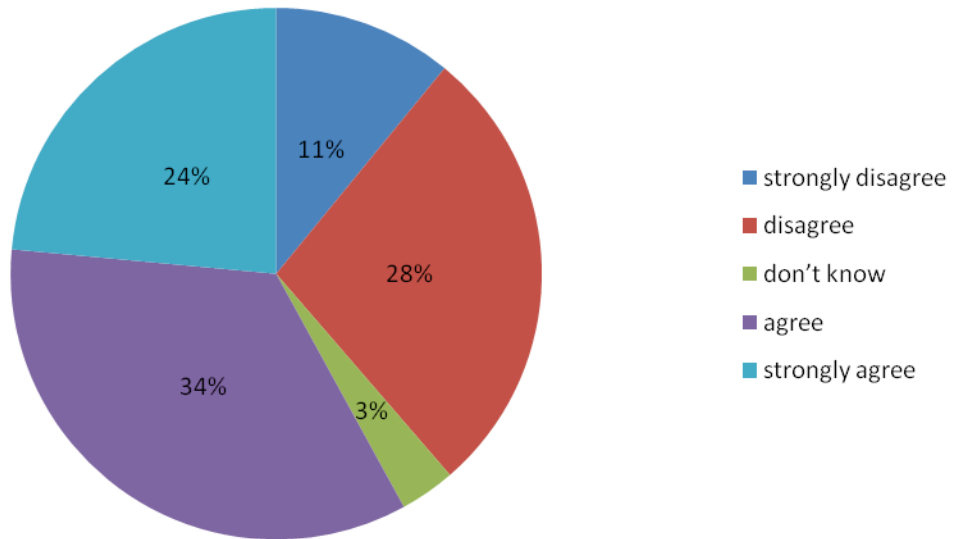
### My Child Regularly Requires Help To Complete His/Her Homework



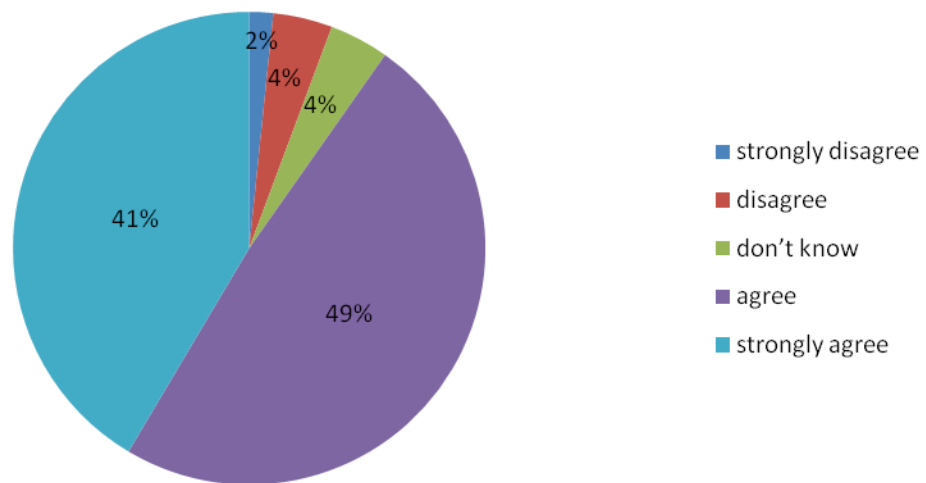
### What My Child Learns In English Is At The Right Level Of Difficulty



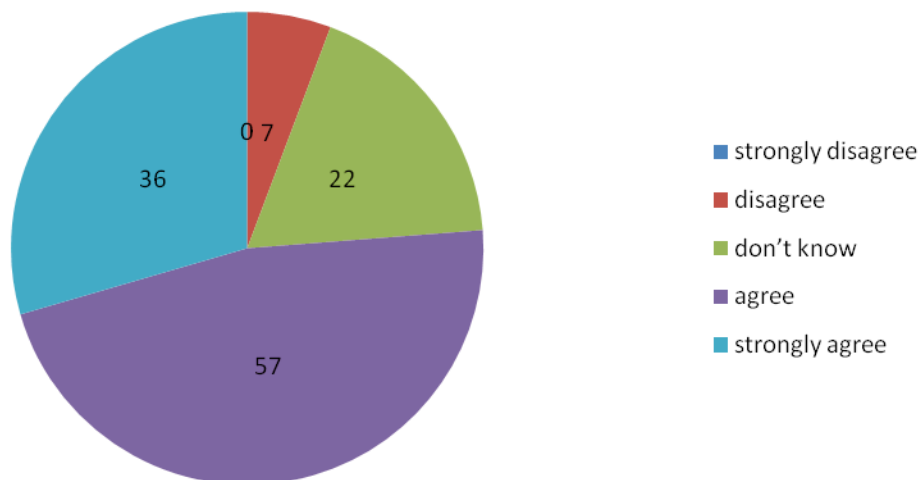
### My Child Enjoys Learning Spellings



### If I Had To Speak To A Teacher I Would Feel Very Comfortable



## My Child Is Provided With A Wide Variety Of Reading Materials At School



### Comments and Suggestions

The following is an overview of the recurring comments and themes that emerged after analysing the second part of the questionnaires:-

Is there any way the school could help you and your child with English?

- Wider variety of library books for each class; More interesting and up-to-date reading material; Book clubs in class.
- More story writing; strategies to help children sequence stories; more book reviews; more essay writing in senior classes in preparation for second level; more creative descriptive writing.
- More parent/teacher communication in relation to pupil progress in literacy; second parent/teacher meeting during the year;

Is there any way the school can improve its approach to homework?

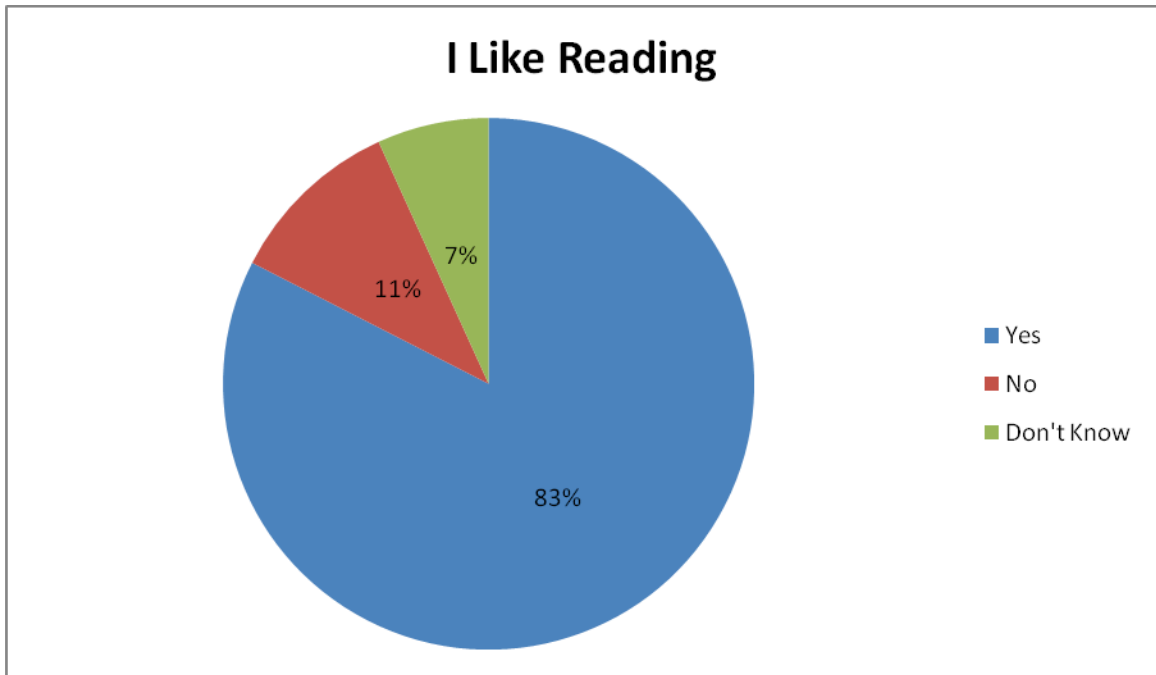
- Homework should be more interesting and varied
- Sometimes too much homework
- Regular comments in copies on standard of homework presented, consistent approach to correction of homework.
- Time limits for certain subjects
- Homework should not dominate evenings.

Any other comments or suggestions?

- Have parent/teacher meeting twice a year
- Schools bags very heavy

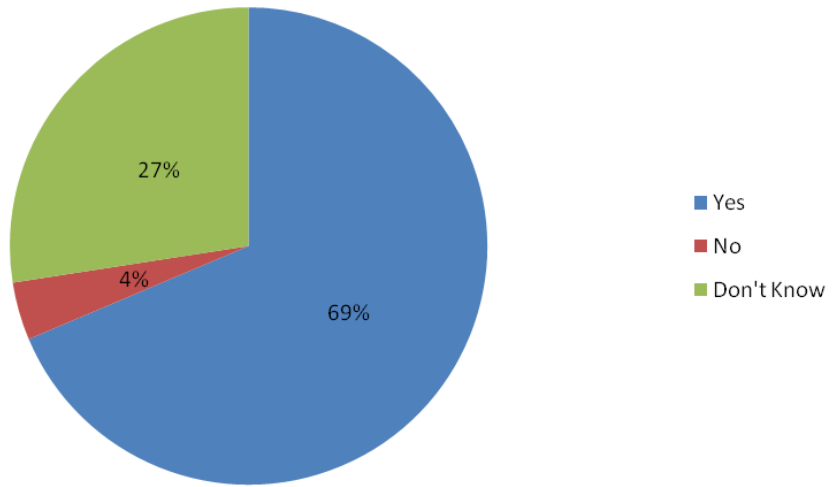
**Results of pupil questionnaire.**

Questionnaires were completed by all pupils from 3<sup>rd</sup> – 6<sup>th</sup> classes. The following are the responses received from the various questions:

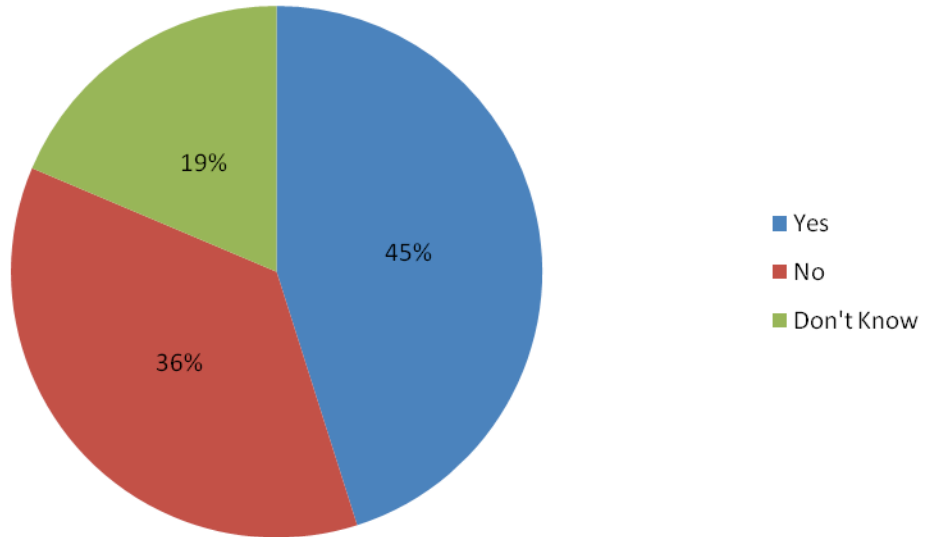




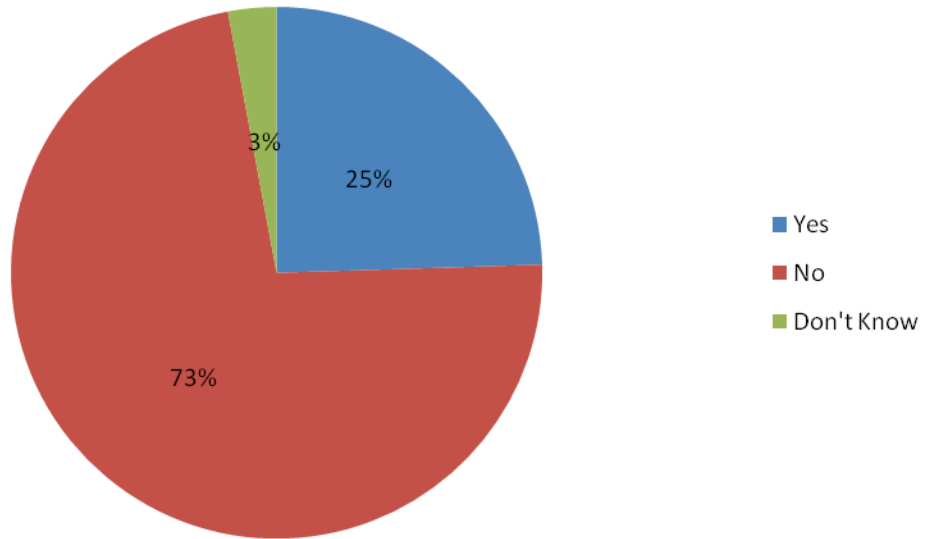
## I Am A Good Reader



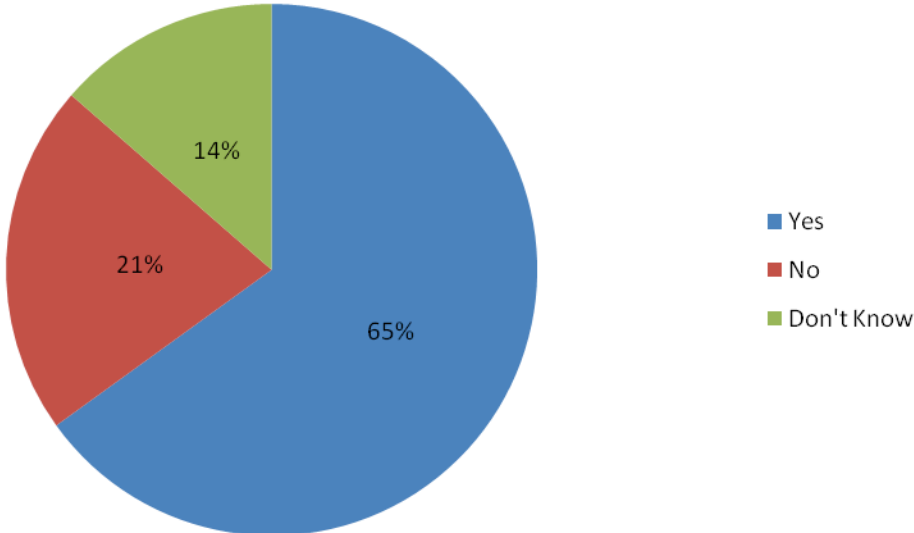
### There Are Good Books To Read In My Class



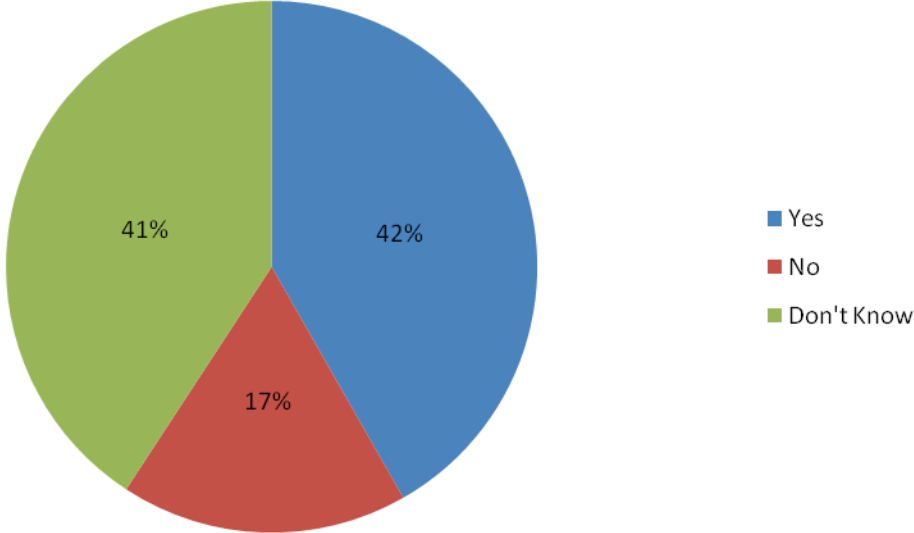
### We Sometimes Read Newspapers In Class



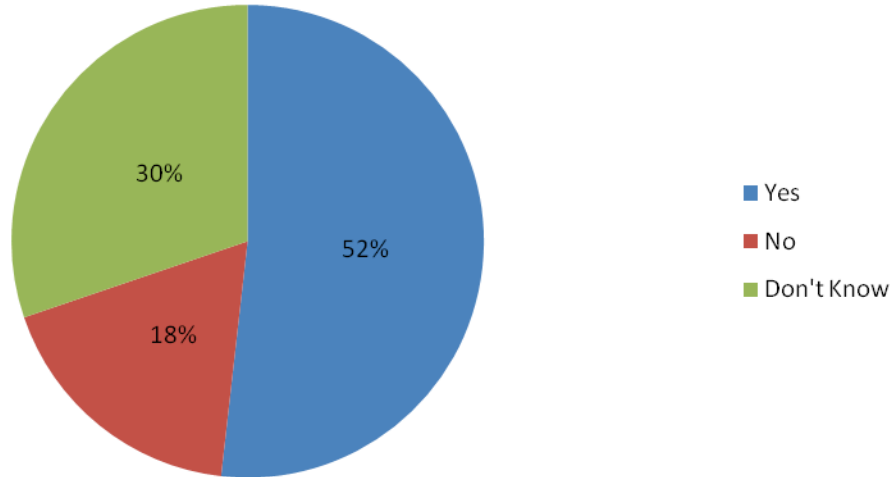
### I Like Writing Stories



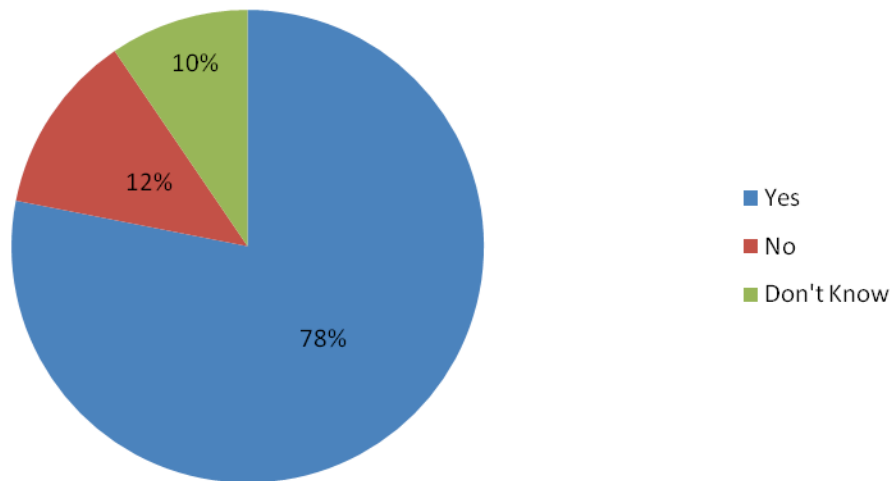
### I Am Good At Writing Stories



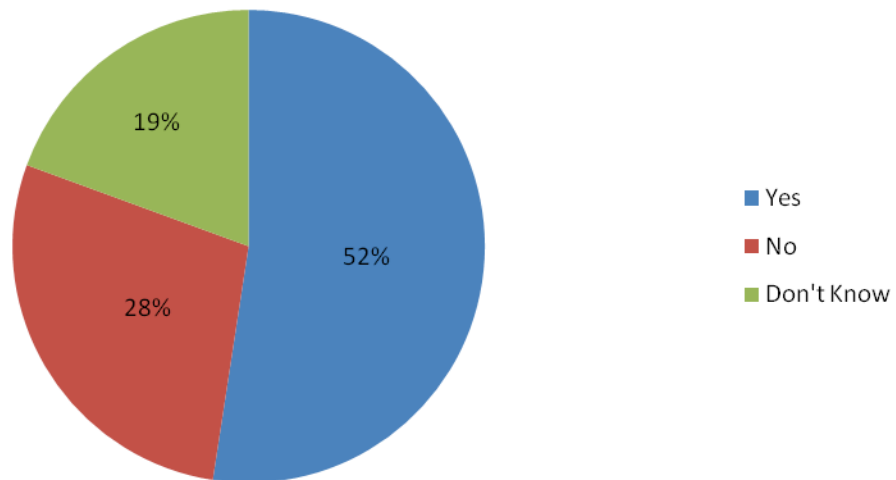
### I Sometimes Use The Computer To Write Stories In School



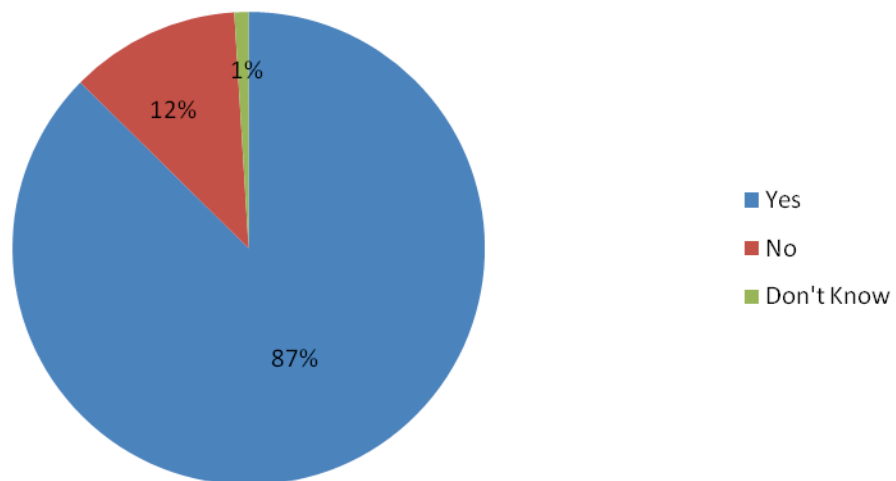
### I Like Using The Computer To Write Stories In School



### I Would Like To Spend More Time Writing Stories In School



### I Am A Member Of A Library (Ballybay, Monaghan, Blayney)



#### Comments

The following is an overview of the recurring comments and themes that emerged after analysing the second part of the questionnaires:-

What do you like doing most in English lessons?

What do you find hard to learn in English lessons?

What would you like to spend more time doing in English lessons?