

Literacy Self Evaluation Summary Report
LITERACY SCHOOL SELF EVALUATION REPORT

Douglas Community School

Clermont Avenue

Douglas

Cork

School Roll Number 91396R

School self evaluation summary report for the school community

Evaluation period: 08/2014 to 06/2017

Report issue : 06/2014

Summary School Self-Evaluation Report

1. Introduction

Douglas Community School is an urban all boys Post-Primary school, under the patronage of the Bishop of Cork managed by a Board of Management representative of our trustees, the City of Cork VEC, Parents and Staff. For more information on how we intend to Improve our students' learning please see our School Improvement Plan which is available on www.dcscork.ie.

1.1 The Focus of the Evaluation

A school self evaluation of teaching and learning in Douglas Community School was undertaken during the last term of the 2012/13 academic year and then repeated during the last term of 2013/14. Literacy in English and how the improvement of rates of reading for pleasure could support teaching and learning in a cross curricular mode were evaluated and reviewed.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self evaluation findings

A questionnaire based upon students reading habits and attitudes to reading was compiled by a cohort of Junior school students. The results were analysed using Google Drive and Google Forms focusing on students' attitudes to literacy, reading in particular, and engagement with learning.

2.1 The self evaluation highlighted that strengths exist in a student-teacher rapport and that a large percentage of students who identified that reading for pleasure was an issue for them expressed a willingness to be led by the staff in activities that will engender reading for pleasure.

The self evaluation also highlighted that there is a willingness to embrace and share good practice amongst staff, and that excellent interdepartmental co-operation exists.

2.2 We have decided to prioritise increasing the percentage of students reading for pleasure by focusing on the development of literacy skills, in particular reading skills, in all subject areas. We have also prioritised the continued development of the school library as a cross curricular resource.