

St. Patrick's National School
Colgagh
Calry
Co. Sligo



Self – Evaluation Report
&
School Improvement Plan

Evaluation Period: September 2021 – June 2022

Report issue date: June 2022

Our Self-Evaluation Report and Improvement Plan

1. Introduction

A school self-evaluation of teaching and learning was undertaken during the period September 2021 to June 2022. During the evaluation, teaching and learning in the following curriculum areas were evaluated

- Literacy (Spellings)

The following report contains the findings:

School Context

St. Patricks National School is a rural, co-educational, vertical Catholic school with an enrolment of 156 pupils. The school has 6 classroom teachers and 2 SET teachers. The principal has full time teaching duties. The school also has a deputy principal. There is one shared SET teacher covering the additional 4 hours. Classes are split from year to year depending on intake numbers and in order to balance the number of pupils in each class. During 2021/2022 the following arrangements were in place. Junior infant class, Senior/1st class, 2nd class, 3rd/4th class, 4th/5th class and 6th class. The arrangements for 2022/2023 will be as follows: Junior Infants, Senior Infants, 1st/2nd, 3rd, 4th/5th and 5th/6th. There are 3 children with ASD being catered for within the mainstream setting.

Focus of previous School Improvement Plan

Literacy:

The focus was the development of whole school approaches to ensure all literacy components and genres were covered annually at each class level, thus ensuring progress and skill development from year to year.

- Explore and teach one writing genre per month
- Focus on one comprehension strategy per month
- Explore one oral language genre per month

Numeracy:

Having identified problem solving as one of the more challenging aspects of the maths curriculum, the need for a whole school approach to a common strategy and use of clear explicit language was identified. The following approaches were agreed and implemented:

- Teach the RUDE problem solving strategy for problem solving
- Draw explicit attention to and reinforce use of maths vocabulary

SPHE

The focus was predominantly on ensuring parents were informed of the content being covered and if gaps arise due to classes being split or as a result of Covid, a system was put in place to address the gaps as early as possible. Emphasis was also placed on raising pupils awareness of the school rules and providing opportunities for pupils to communicate issues of concern to them in a discrete manner to their class teacher.

- Informing parents in advance of content of programmes being covered
- School wide consistent approach to healthy eating
- Better awareness and identification of potential bullying behaviour required
- Clarity around procedures applied (Code of Behaviour and Anti-Bullying Policies) – school rules/consequences
- Track what has been covered each year in SPHE for each class to overcome gaps in learning due to class splits

Focus of this Evaluation

A school self-evaluation of teaching and learning in literacy was undertaken during the school years 2021 – 2022. This evaluation included:

- School Management Meetings
- SWOT Analysis of spellings (Distributed to all teaching staff via forms on Google drive)
- PDST support provided by Eva Hamilton
- 10 week pilot programme delivered within the classroom trailing new approaches to spelling
- Feedback from pupils and the students council

The information gathered from the self-evaluation was shared with all the staff and was used to inform our School Improvement Plan (SIP) for Spellings. While always striving to improve teaching and learning, we will focus specifically on teaching and learning in spellings during this cycle.

Summary of School Self-Evaluation Findings

Our school has strengths in the following areas:

- Consistent and satisfactory use of phonics and phonological awareness in the junior end of the school
- Teachers create print rich environments within the classroom
- There is a good culture and promotion of the importance of accurate spellings
- Good home parental support

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- Staff discussion
- Pupil Feedback
- Staff survey

The following areas are prioritised for improvement:

- Promote accuracy around the use of High Frequency Words particularly in writing
- Increase awareness of Spelling rules and Strategies
- To move the emphasis away from Friday tests to an increased awareness of spellings in general in order to promote knowledge and skill transfer to writing
- To increase explicit teaching in the area of spelling

Teacher Practice:

- Teachers will promote and teach the LSCWC approach to learning spellings
- Time will dedicate time weekly to the explicit teaching of the week's spellings through the use of rules, pattern, syllabification, segmentation etc.
- Pre (Mon) and post (Fri) dictation will replace the traditional Friday spelling test
- Hands on resources will be used to engage and motivate pupils interest and awareness of spellings
- Programmes that support the new approach will be put in place (Just Rewards Spelling Programme)

Learning Experiences

- Pupils will be given opportunities to engage in hands on activities to assist learning
- Pupils will assess their own learning in relation to spelling through weekly dictation exercises.

Support for Parents/Guardians

- Parents/Guardians will be informed about the LSCWC approach and encouraged to monitor their child's use of this approach.
- Parents/Guardians will be encouraged to monitor and support their child's learning and awareness of spellings and to avail of opportunities to generalise learning and relate knowledge to print in the wider world.

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from Sept. 2022 to June 2023

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Teach children how to learn spellings	Teach the 'Look, Say, Cover, Write, Check' approach. Adopt the Spelling Made Fun Programme from Sept. 2022 onwards.	Class teachers	Children use the LCSWC effectively to practice spellings daily		
Raise awareness of useful spelling strategies and confidence around having a go at spelling unknown words	Explicitly teach phoneme segmentation, syllabification, chunking etc.	Class teachers	Children are more willing to give unknown words a go. Diagnostic spelling test results.		

Make spelling fun and purposeful	Create varied & enjoyable spelling learning experiences (e.g. word hunts, word sorts, spelling stations, etc) based on a particular word list with use of concrete resources where possible. Children design their own spelling games.	Class teachers & Principal	Children enjoy learning about spellings through game play and hands on activities		
Promote awareness and self-assessment of own use of spellings in writing.	Children self-assess Monday and Friday based on dictation	Pupils	Pre (Mon) and Post (Fri) dictation test.		
Reinforce knowledge and learning to aid generalisation and skill transfer	Weekly visual display of focus words/word families	Teachers	A decrease in the frequency of spelling errors in children's written work and dictation exercises. Diagnostic Spelling Test results.		

Ratification

This School Self-Evaluation Report and School Improvement Plan was approved by the Board of Management of St. Patrick's National School on _____.

Signed: _____
(Chairperson)