

Scoil Náisiúnta an Chroí Ró-Naofa

Uimhir Rolla: 13741Q
Fón: 057-8626270
E-mail: office@rathns.com
principal@rathns.com
Web: www.rathns.ie



An Ráth
Bailebriotás,
Portlaoise,
Co. Laois
R32Y510

Self-Evaluation Report and School Improvement Plan

Spelling

September 2023 - June 2025

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Previous School Self-Evaluation: Outcomes of our last/current improvement plans from Oral Language 2019 - 2022

- Streamline teaching of oral language, writing and reading to allow for integration and linkage. *Achieved – class teachers following whole-school integrated plan for genres and strategies.*
- Timetabling of discrete oral language lessons. *Achieved - Starlight Oral Language programme being used in each class.*
- Focus on Oral Language learning outcome 11 from the new Primary Language Curriculum. *Achieved - Once a term, each class focuses on the 'Storytelling and Anecdotes' genre using the PDST publication, 'Five Components of Effective Oral Language Instruction' as a framework and aid.*
- Teachers value and engage in professional development and professional collaboration. *Achieved – engaged with PDST Sustained Support and frequent opportunities to collaborate with peers.*

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2023 to June 2025*. It was decided that our School Self-Evaluation would be used to support the improvement of pupil attainment in spelling in our school. This will form a basis for the development of a whole-school approach to teaching and learning of spelling.

Primary Language Curriculum:

Strand: Writing

Learning Outcome 4: Spelling and word study

Stage 1:

- Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spellings.
- Spell high frequency and high interest words accurately.

Stage 2:

- Use knowledge of letter-sound correspondence and common spelling patterns to accurately spell words.
- Spell a wide range of high frequency words accurately and begin to use reference materials to check and correct spelling.

Stage 3 & 4:

- Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.
- Use appropriate reference materials to independently check and correct spelling.

2. Findings

2.1 This is effective / very effective practice in our school

Strengths of our school

- Positive school atmosphere where pupils are happy and feel safe.
- Pupil attainment in Literacy and Numeracy compares favourably to national norms.
- Our school is well resourced and well maintained.
- Our school is particularly well equipped in ICT with touchscreen panels installed in each classroom and pupils have access to iPads.
- School staff have been provided with opportunities to upskill in ICT through whole staff workshops.
- School staff plan collaboratively and there is a culture of sharing good practice between colleagues.
- Our Code of Behaviour focuses on the positive reinforcement of good behaviour.
- Our Anti-Bullying Policy is clearly communicated and pupils know what to do if bullying behaviour occurs.
- Our two special classes for children with autism integrate well within the whole school and the pupils in mainstream classes display empathy and understanding towards children with additional needs.
- Supportive Parents' Association and parent body.
- 85% of pupils use their spelling skills to spell unfamiliar words (pupil survey February).
- 92% of pupils report that they have lots of books to read at home (pupil survey February).
- Positive partnerships with community groups and organisations.

2.2. This is how we know

- Attainment in Standardised Tests in Literacy and Numeracy
- Attainment in Standardised Drumcondra Spelling Tests
- Pupil Questionnaires: Pupils from 1st to 6th class completed
- Parent survey
- Feedback from Staff meetings

Findings from Standardised Spelling Tests administered May 2023:

1st - 6th Class: Average Percentile Rank of 50%

2.3 This is what we are going to focus on to improve our practice further

1. To increase pupil attainment in spelling by an average of 4 percentage points over a two year cycle.
2. To provide opportunities for school staff to engage professional development focussed on teaching of Spelling.
3. To develop home-school links in supporting increased attainment in spelling.
4. Development of a whole school approach to the teaching and learning of spellings (Brendan Culligan's Core Words Lists).

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**

School Improvement Plan Spellings (2023-2025)

Aspects of highly effective practice which may be enhanced through the actions detailed in this plan are as follows:

Domain 1: Learner Outcomes

Standard	Statement of Highly Effective Practice
Pupils achieve the stated learning objectives for the term and year.	Pupils' achievements in summative assessments, including standardised tests, is in line with or above realistic expectations.

Domain 2: Learner Experiences

Standard	Statement of Highly Effective Practice
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.	Pupils can, of their own initiative, transfer and apply skills learned in one context to another context.

Domain 3: Teachers' Individual Practice

Standard	Statement of Highly Effective Practice
The teacher selects and uses teaching approaches appropriate to the learning objective and to the pupils' learning needs.	Teachers meaningfully differentiate content and activities in order to ensure that all pupils are challenged by the learning activities and experience success as learners.

Domain 4: Teachers' Collaborative Practice

Standard	Statement of Highly Effective Practice
Teacher value and engage in professional learning and professional collaboration.	Teachers identify and engage in professional learning that develops their own practice, meets the needs of pupils and the school, and enhances collective practice.

Targets

- 1) To increase pupil attainment in spelling by an average of 4 percentage points over a two year cycle.
- 2) To provide opportunities for school staff to engage with professional development focussed on the teaching of Spellings.
- 3) To develop home-school links in supporting increased attainment in spelling.
- 4) Development and implementation of a whole school approach to the teaching and learning of spellings.

Target	Actions	Persons / groups responsible	Monitoring	Criteria for success	Progress and adjustments	Targets achieved
1 -4	Teachers will teach the following Spelling Programmes: 1 st -6 th : Brendan Culligan's Core Words Lists & Word Banks	All teachers	Staff feedback Pupil feedback Teacher Planning Assessment	Pupils engage with the programmes and increase pupil attainment. Pupils are observed participating in activities and become more confident in spelling.		
2.	Staff will complete training with Brendan Culligan and/or will gather for formal sharing of practice	Ms. O'Shea to organise CPD	Staff feedback	Staff feel more competent and confident in teaching of spellings and spelling strategies.		
3.	Letters detailing the programme to be disseminated to participating classes. Parents encouraged to monitor progress.	Principal / Ms. O'Shea	Parent feedback	Parents to be familiar with the programme and better able to support the school in delivery of the programme.		
1	Standardised Drumcondra Spelling test to be administered in: ➤ May 2024 ➤ May 2025	Class teachers	Assessment results	Tests administered and data collated. Progress of class groups to be tracked for two year period. Increase of 4 percentage points on average score at the end of 2 year cycle.(June 2023-June 2025)		

4.	Complete an Audit of resources focussed to aid teaching and learnings of Spellings.	Ms. O'Shea	Staff feedback	Sharing of good practice in teaching and learning of spellings in our school.		
4.	Review of Whole School English Plan	Ms. O'Shea All teachers	Staff feedback	Formulation of a whole school approach to teaching and learning of Spellings.		

Ratification

This report and plan was ratified by the Board of Management of Rath National School on March 20th 2024.

Signed: <u>Tom Blanche</u>	Date: <u>20/03/24</u>
(Chairman)	
Signed: <u>Tommy Fitzgerald</u>	Date: <u>20/03/2024</u>
(Principal))	