



St. Peter's National School

Dunboyne

Co. Meath.

Roll Number: 20191V

School Self-Evaluation Report

Evaluation Period:

September 2018 – March 2019

Report Issue Date: March 2019

Self-Evaluation Report and School Improvement Plan

1. Introduction

1.1 Focus of the Evaluation

The focus of the school's self-evaluation this year explores the topic of vocabulary and spelling which spans many curricular areas, most notably Languages. More specifically, the evaluation examines the transfer of skills in the areas of the acquisition and use of vocabulary, phonological and phonemic awareness and spelling across all class levels.

1.2 School Context

St. Peter's National School is a mainstream, multi-grade, co-educational school under the patronage of the Church of Ireland. There are currently 4 mainstream class teachers, two full-time Special Education Teachers and two SNAs working in the school. The school enrolment stands at 76 pupils across eight mainstream classes.

The school has experienced a high level of staff turnover over the last three academic years (2016-2018 inclusive) including 2 changes of Principal and four new members of teaching staff. Despite challenges regarding consistency and continuity, many initiatives are in use throughout the school, including station teaching and power hour in Literacy, Aistear, Active Flag, Primary Science and increased use of ICT.

2. Outcomes

2.1 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2018-February 2019. School self-evaluation of teaching and learning is part of the ongoing work of St. Peter's National School. The focus of school self-evaluation for 2018/2020 is identified by the school itself. The school's decision to focus on the transfer of skills across languages, English and Gaeilge, follows the school's WSE in October 2017. It provided the staff with the opportunity to begin whole school review of the curricular policies beginning with the languages.

We evaluated the following aspects of teaching and learning:

Once the transfer of skills across languages was prioritised as our focus, we engaged in a number of methods to analyse where our strengths and areas for improvement are:

1. Review of WSE Report 6th October 2017, highlighting areas of strength and recommendations identified by the Inspectorate.
2. Review of oral recommendations by Inspector following a requested advisory visit in September 2018.
3. Analysis of outcomes in the Drumcondra standardised tests for May 2016, 2017, 2018.
4. The standardised tests of nine tracker children (three from 2nd, 4th & 6th) were examined in detail focusing on their performance in the vocabulary section.
5. The staff engaged in personal and whole staff reflection.

2.2 Evidence gathered

1. SWST spelling tests conducted 1st-6th class in September 2018. Analysis of common mistakes.
2. Analysis of Drumcondra tests over the last three years - 9 tracker children in 2nd, 4th and 6th class identified.
3. Staff discussion and familiarization and examination of the new Language Curriculum.
4. Staff engagement with 'Looking at Our Schools' 2016 in analyzing effective and highly effective practice and areas for improvement.
5. Teachers' consultation of teaching phonics, spellings and vocabulary and relevant resources
6. Discussion of how teachers model, and explicitly teach phonics, spellings and vocabulary
7. Teacher observations
8. Pupil Questionnaires
9. Parent Questionnaires
10. Review of policies relating to literacy - both English and Gaeilge to enhance the potential for the transfer of skills

2.3 Main strengths/effective practice and supportive evidence

Listed below are the main strengths and the effective/very effective practice in teaching and learning in our school along with the supportive evidence

Strengths/effective practice	Supporting evidence
<ol style="list-style-type: none"> 1. Most pupils enjoy reading 2. Most children appreciate themselves as 'good' readers; however, 20% are unsure of their quality of reading 3. Most pupils know the skills which are important in becoming a good reader 4. Most pupils feel they are good at writing 5. Most pupils know the skills which are important in becoming a good writer; however, ¼ of children 2nd-6th class are unsure if they know the skills 6. 84% of parents are happy with how their children are doing in English 7. Most pupils regularly read books outside their school readers; exposing them to increased vocabulary 8. Most parents feel their children are doing well at reading 9. Parents report their children use a wide range of phrases and vocabulary 10. Pupils and teachers enjoy and see the benefit of team teaching and Power Hour. 11. Pupils and teachers enjoy and see the benefit of in-class support 12. Teachers appreciate and see the benefit of a cohesive planning template for fortnightly plans and Cuntais Míósúil. 	<ol style="list-style-type: none"> 1. Pupil questionnaires 2. Pupil questionnaires 3. Pupil Questionnaires and staff observation 4. Pupil Questionnaires 5. Pupil Questionnaires & staff observation 6. Parent Questionnaires 7. Parent Questionnaires 8. Parent Questionnaires 9. Parent Questionnaires 10. Staff discussion 11. Staff discussion 12. Staff discussion

2.4 Focus for our improvement plan

Listed below are the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Agreed format of teaching phonics and spelling in both English and Gaeilge
- Begin introducing the explicit teaching of phonics and word families in 1st class
- More consistency in the weekly teaching of phonics for pupils 2nd-6th class
- Emphasise development of children's independent transferring of phonological and phonemic awareness into their own written work
- Promoting self-correction of incorrectly spelled words of words families taught
- Explicit teaching of and time to practice the increased use of WOW words
- Display samples of WOW words prominently for pupils' reference (whole class and individual)
- Introduce WOW word homework
- Increasing children's enjoyment of learning new words and phrases
- Encourage pupils to maximize their use of WOW words in their written and spoken language
- Review English and Gaeilge Whole school policies

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
- **adjustments** made
- **when targets** (original and modified) are achieved

SCHOOL IMPROVEMENT PLAN - March 2019 to June 2020

Spelling and Vocabulary Development

IMPROVEMENT PLAN CO-ORDINATOR: Rachael Blennerhassett (Principal)

In School Management team: Rachael Blennerhassett, Marianne Coyle and Laura McGovern.

SSE Target

Pupils will experience targeted teaching of vocabulary and spelling in order to promote the transfer of skills in the areas of the acquisition and use of vocabulary, phonological and phonemic awareness and spelling, demonstrating progression in the milestones and their written work

TARGETS

- Pupils will increase their use of WOW words in their speech and in their writing – focusing on vibrant, exciting and adventurous language in their speech and in their writing.
- Teachers will explicitly teach phonics from Junior Infants to 6th class, following the phonics sequence in St. Peter's N.S English Reading Policy (Appendix 3) and Polasaí Gaeilge Leitheoireacht (Rang 1-Rang 6).
- Teachers' planning and preparation document clear and differentiated learning outcomes, which are based on the analysis of assessment data. Learning objectives reflect a developmental and incremental approach to progressing pupils learning in relation to phonics, spelling and vocabulary development

Target 1:

Pupils will increase their use of WOW words in their speech and in their writing – focusing on vibrant, exciting and adventurous language in their speech and in their writing.

ACTIONS

Who?

1. Display WOW words samples for pupils' reference (whole class and individual)
2. Modelling use of WOW words in speech and writing
3. Explicitly teaching WOW words giving children time to practice – focusing on adjectives, verbs, adverbs and alternatives to 'said'.
4. Provide children with time to 'listen and respond' to literature and record WOW words identified
5. Assign WOW word homework once a week
6. Display agreed common expectations in relation to WOW words on classroom walls for whole class use and in English copies for individual reference.
7. Introduce frásaí na seachtaine i ngach rang

1. Class teachers and SET team
2. Teachers and pupils
3. SET team and class teachers
4. Teachers, pupils and parents
5. Teachers
6. Teachers and pupils
7. Teachers and pupils

Target 2:

Teachers will explicitly teach phonics from Junior Infants to 6th class, following the phonics sequence in St. Peter's N.S English Reading Policy (Appendix 3) and Polasaí Gaeilge Leitheoireacht (Rang 1-Rang 6).

ACTIONS

Who?

1. Following English reading Policy (Appendix 3) to ensure incremental progression of the teaching and learning of phonics.
2. Following Polasaí Gaeilge Leitheoireacht to ensure incremental progression of the teaching and learning of fhonaic.
3. Weekly English lesson explicitly teaching class levelled phonics
4. Séachtainiúil ceacht ag múineadh fhonaic do gach rang
5. Differentiated weekly spellings for children unable to access class spellings (Co-ordinated by SET team)

1. All staff
2. All Staff
3. Mainstream teachers & SET team
4. Mainstream teachers & SET team
5. SET team

Target 3:

Teachers' planning and preparation document clear and differentiated learning outcomes, which are based on the analysis of assessment data, explicit teaching of WOW words and phonics. Learning objectives reflect a developmental and incremental approach to progressing pupils learning in relation to phonics, spelling and vocabulary development

ACTIONS	Who?
<ol style="list-style-type: none">1. Review of English reading policy every October and during staff meetings2. Athbreithniú den Polasaí Gaeilge Leitheoireacht gach Feabhrú agus i rith cruinnithe foirne3. Provision for SSE on all Croke Park/Staff meeting agendas4. Analysis of assessment data including Drumcondras, SWST tests, weekly spelling tests and children's written work.5. Teachers decide upon an agreed template for fortnightly planning and cuntais míosúil.6. Teachers highlight SSE targets being covered in CMs in both English and Gaeilge.	<ol style="list-style-type: none">1. All Staff2. All staff3. SSE Co-ordinator4. Class teachers and SET team

MONITORING:

1. Review of samples of children's written work at beginning and end of academic years - analysis of spellings and vocabulary range.
2. Communication regarding spelling and vocabulary progress with parents through PT meetings and end of year reports as well as termly meetings (when appropriate)
3. Teacher conferencing with pupils and colleagues regarding writing progress in relation to spellings and use of WOW words (vocabulary development)
4. Review and analysis of pupils' writing in copybooks

Whole Staff/Co-ordinator/ISM team
Principal
Relevant Teachers
Class Teachers
Children and Parents

EVALUATION APPROACH:

- Collaborative staff discussion
- Analysis of handwriting samples
- Observation and discussion of pupils' copies
- Conferencing with, and observation of, pupils' attitude towards the accuracy of their spellings and vocabulary use.

EVALUATION TOOLS:

- Teacher reflection on their approach to teaching phonics/spellings and WOW words
- Samples of different standards of spelling/vocabulary use from each class
- Staff discussion regarding process of teaching and learning of phonics and vocabulary.

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

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TARGET	ACHIEVED:			
	Yes		No	
	Yes		No	
	Yes		No	