



School Self- Evaluation Report 2018/2019

Introduction:

Belgrove Senior Girls' National School is a Catholic school under the patronage of the Archbishop of Dublin. It is an all girls school. There are currently 15 classes from 2nd Class-6th Class. There are 3 classes in each stream.

School self-evaluation of teaching and learning is an ongoing process in Belgrove Senior Girls' School. We undertook the self-evaluation of teaching and learning using *Looking at Our School 2016*. Currently our focus for self-evaluation is spelling. We chose spelling because we feel that although our pupils have a high level of literacy, they can always aim to improve the transfer of their spelling knowledge into their written work in all subject areas. We gathered evidence on our current knowledge and practices in the school. A particular focus was placed on examining the teaching and learning of spelling.

The Focus of the Evaluation:

As a staff we felt it timely to take the opportunity of School Self Evaluation to evaluate and examine the teaching and learning of spelling our school. Our girls have high levels of literacy as seen in the MICRA T and Drumcondra tests. However, these standardised tests do not provide an insight into spelling performance. We sought to gather the views of staff, parents and pupils on the teaching and learning of spellings in our school. Our target group chosen was Fourth Class 2018/2019, currently in Fifth Class this year.

Evidence was gathered from:

- Teacher questionnaires
- Student questionnaires (target group)
- Parent questionnaires (target group)
- Feedback at staff meetings
- Standardised testing- Schonell Graded Spelling Test and the Drumcondra Primary Spelling Test.
- Student work.

Teacher observation was also taken into consideration. This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

We found that our school has **strengths** in the following areas:

Strengths

- Focusing on one sound each week.
- Using dictation as a tool for assessment.
- Children choose their own tricky words to learn
- Strong Phonics Programme helps teachers to differentiate the level of their teaching appropriately.
- Currently, staff meet fortnightly to plan collaboratively for the main curricular areas
- Classrooms are print rich environments.
- Excellent internal support from our SET team.

We have agreed:

- to concentrate on the teaching of spelling by giving the children different strategies to help them to learn to spell.
- to no longer have a Friday spelling test.
- to assess how well the children have learned the spellings of the week through dictation.
- that students will be given a pre-test so that they can focus on the spellings that they are finding difficult throughout that month.

Areas for Development

- We will encourage students to proofread and self-assess their work through the use of rubrics and checklists, making sure that it is completed to the best of their ability.
- We will encourage students to keep a log of their commonly misspelled words.
- We will communicate with our students the expectations that we have for them with regards to their standard of work.
- We will improve children's confidence/ self-esteem with regards to spelling by encouraging them to display work that they are proud of, both in the classroom and around the school.
- Improve children's knowledge/understanding of words ie. word patterns, origins and roots of words.
- Adapt a whole school programme for teaching of spelling- *Jolly Grammar* in conjunction with corewords, taken from *Improving Children's Spellings* by Brendan Culligan.