



School Self-Evaluation Review Report – Literacy (2025–2026)

1. Introduction

This review evaluates progress made in the School Self-Evaluation (SSE) process in Literacy, with a specific focus on the teaching and learning of spelling and phonics. The review draws on evidence gathered through:

- Standardised and diagnostic testing (pre and post)
- Observation and assessment of free writing
- Staff and pupil questionnaires
- Collaborative staff reflection and discussion

The findings confirm that the school has successfully achieved its identified targets and has significantly enhanced both teaching practice and pupil learning outcomes in Literacy.

2. Summary of Key Findings

The SSE process has resulted in:

- A clear shift from testing spelling to explicitly teaching spelling
- Improved teacher confidence and consistency in phonics and spelling instruction
- Enhanced pupil engagement, confidence, and attainment in Literacy
- Strong whole-school collaboration and shared practice
- Development of a structured, evidence-based approach to spelling instruction

3. Review of Targets and Outcomes

Target 1: Explicit Teaching of Spelling through “Words Their Way” and Station Teaching

Outcome: Achieved

- The *Words Their Way* programme was successfully piloted and implemented.
- Station teaching is now embedded in Literacy instruction.
- Timetables were established and consistently applied.
- Pupils demonstrated improved spelling strategies and engagement.

Impact:

Pupils are now actively learning spelling patterns and applying strategies independently, rather than relying on rote learning.

Target 2: Assessment through Pre and Post Testing

Outcome: Achieved

- Structured assessment practices were implemented across all classes.
- Pre- and post-testing data is regularly analysed at staff meetings.
- Assessment results are used to inform teaching and differentiation.

Impact:

There is clear evidence of measurable improvement in spelling attainment and more targeted teaching.

Target 3: Staff Professional Development and Sharing of Expertise

Outcome: Achieved

- A dedicated staff workshop on *Words Their Way* was delivered.
- Teachers shared expertise and best practice collaboratively.
- Ongoing CPD engagement is evident across staff.

Impact:

A strong culture of professional collaboration and shared leadership has been established.

Target 4: Increased Use of Writing to Assess Spelling

Outcome: Achieved

- Free writing copies are now used consistently across the school.
- Teachers analyse spelling errors to inform instruction.
- Improvements are evident in pupils' independent writing.

Impact:

Spelling is now taught in a meaningful, contextualised way, leading to improved transfer of skills.

Target 5: Use of Word Walls

Outcome: Achieved

- High-interest word walls are visible and actively used in classrooms.
- Pupils refer to and use these words in their writing.

Impact:

Supports independent learning, vocabulary development, and spelling accuracy.

Target 6: Development of Dictionary and Thesaurus Skills

Outcome: Achieved

- Dictionary skills introduced from Second Class.
- Thesaurus work implemented in senior classes.
- Resources were audited and purchased.

Impact:

Pupils demonstrate increased independence in editing and improving their work.

Target 7: Whole-School Spelling Plan**Outcome: Achieved**

- The Literacy Plan was reviewed and updated.
- A whole-school approach to spelling and phonics has been established.
- Plan ratified by the Board of Management.

Impact:

Ensures consistency, progression, and continuity across all class levels.

Target 8: Promotion of Ongoing CPD**Outcome: Achieved**

- CPD opportunities are shared and promoted.
- Staff engagement in professional learning is high.

Impact:

Teachers remain up-to-date with best practice, directly benefiting pupil learning.

4. Impact on Learners

Evidence from pupil questionnaires indicates:

- **81.3%** of pupils report progress in English
- **73.4%** take pride in their work
- **57.6%** report improved spelling following the new programme
- High levels of value placed on **feedback, choice, and teacher support**

Pupils:

- Are more confident and motivated learners
- Demonstrate improved spelling accuracy and strategies
- Engage more actively in self-assessment and reflection

5. Impact on Teaching and Learning**Teaching Practice**

- Increased use of explicit instruction in phonics and spelling
- Greater use of assessment to inform teaching
- Improved differentiation and targeted support

Collaborative Practice

- Strong culture of sharing expertise and reflective practice
- Consistent approaches across all classrooms

Leadership and Management

- Effective promotion of a culture of improvement and innovation
- Strong support for teacher professional learning
- Clear alignment with Looking at Our School 2022 framework

6. Overall Conclusion

The SSE process has been highly effective. All targets outlined in the Literacy Improvement Plan have been successfully achieved.

The school has:

- Embedded evidence-based approaches to spelling instruction
- Strengthened teacher capacity and collaboration
- Improved pupil outcomes and engagement in Literacy
- Established a sustainable, whole-school approach to continuous improvement

7. Next Steps (Recommended)

To build on this success, the school may:

- Continue to refine differentiation in senior classes
- Further develop oral language alongside Literacy
- Monitor long-term impact of spelling approaches
- Extend pupil voice and self-assessment strategies