



School Self-Evaluation Report 2018 and Improvement Plan 2018-2019

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 Outcomes of our last improvement plan from 2016 to 2017/18

The following areas are prioritised for improvement from September 2016

- Management will invite teachers to develop further methods of sharing best practice and exchanging experience: collaborative teaching and instructional leadership. This could include exploring sharing best practice, peer observation, classroom management, teacher wellbeing, resilience strategies skills etc.
- Further development of Teacher Mentoring in 2016-17.
- Work on the Transition Review will continue.
- Work on Post of Responsibility review will continue.
- Policies identified for review and development are notated in the table above.

The following legislative and regulatory requirements need to be addressed:

- Health and Safety Policy. This is ready for ratification in Autumn 2016, by staff and BOM.

All of the above have been addressed

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2017 to June 2018. We evaluated the following aspect(s) of teaching and learning:

- Sharing of practices and methodologies that will enable our students to learn to reflect on their progress as learners, take ownership of and responsibility for their learning
- To establish formative assessment strategies through all subject areas.

2. FINDINGS

2.1 This is effective/ very effective practice in our school

List the main strengths of the school in teaching and learning.

- Learner experiences and learner outcomes are of very good quality.
- A very positive rapport between students and teachers and between students themselves.
- Calm and supportive learning environment which encourages students to be positively engaged in their learning, and to be focused and on task.
- Very good use of information communications technology (ICT) as a tool for learning and use of the target language in language lessons.

- Students are appropriately challenged and encouraged in lessons - learning is supported through the careful design of purposeful tasks and through the creation of opportunities to provide individual support for learning.
- Teachers' individual practice is very good - very effective lesson preparation.
- Clear, coherent lesson structures.
- Sharing of learning intentions with students.
- Teacher collaborative practice is very good, particularly through the subject-department structure.
- Teaching strategies and resources are shared amongst these subject department teams.

2.2. This is how we know

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

- Students actively engage and participate in their learning through independent, pair and/or small-group tasks.
- Students are confident to speak and to contribute to class discussions and to their learning.
- Selection use and design of very good resources.
- Very good links with and reflection on prior learning - learning is encouraged and reinforced through well-structured tasks.
- A variety of teaching approaches is used to engage students in their learning.
- Students have opportunities to work together in structured group activities.
- Good assessment of learning is evident
- The majority of parents in their responses to questionnaires feel welcome in the school, which is very positive

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

Following on from 1.2 above, our aim is ...

- further development of the work completed with staff in 2017/18 and to implement agreed strategies on formative assessment in the new school year
- initiate work on student reflection with a view to improving communication between students/teachers and teachers/parents

3. OUR IMPROVEMENT PLAN

Our attached SIP covers 2017 - 2018/19. It continues as a work in progress...

- We value the guidance given in our MLL report (attached) and our recent follow up TY Inspection report (attached).
- Our recent POR review has enabled us to assign Assistant Principals with roles and responsibilities for SSE
- We have just met with Ms Julie Lynch, Inspector DES, re SSE support

To note that over the year we have immediately undertaken to implement all recommendations, help and support in relation to our work on our SIP.

As our SIP takes us to June 2019, we will identify all targets achieved in our End of Year Report for next year

Learning Environment	Targets 2017-2018	Responsibilities	Priorities
SSE – Whole School	We want our students to: <ul style="list-style-type: none"> engage purposefully in meaningful activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning 	Entire staff	<ul style="list-style-type: none"> Sharing of practices and methodologies that will enable our students to learn to reflect on their progress as learners, take ownership of and responsibility for their learning To establish formative assessment strategies through all subject areas
SSE – Whole School	Based on the new Junior Cycle 8 Key Skills and 24 Statements of Learning to focus on <i>Managing Myself</i> and <i>Being Numerate</i>	Entire staff	<ul style="list-style-type: none"> Following a full staff review, 24 August 2017, of 'where we are at now' with the 24 statements of learning, we want to embed the work that was started through the Numeracy Review 2015 Timetable TY Maths in Computer Room Active participation in Maths week 2018, WIT Cross curricular activities within school
Accommodation	Clean & freshen up the décor in St Joseph's House – oldest part of the school so that students can be proud of it	BOM/P/DPs/Caretaker	Cost permitting – Paint walls, ceilings & doors – if not of the entire interior, then a floor every year
SEN/Resource	Establishment of a Learning Hub	P/DPs/SEN Co-ordinators & Team with all staff	<ul style="list-style-type: none"> 10-12 tables to enhance the T&L experience of our students who require LSP/RES Meetings of P/DPs with entire SEN team including SENO, SNAs etc Training for DPs around SEN – is it available?
Other	Health & Safety	BOM & Entire Staff	<ul style="list-style-type: none"> Complete Risk Assessment H&S Policy to be developed & ratified during 2017-18 School Year
Students	Student Voice	DP - BMG	Development of existing Senior Prefect Team to a model similar to Student Council called Student Voice to include Senior Prefects, Class Prefects and Deputy Class Prefects – 86 students in total for 2017-18
Staff	POR Review & TY Review	BOM & Entire Staff	<ul style="list-style-type: none"> Complete POR review for implementation in September 2018 Complete TY review for full implementation in 2019-2020