



## St. Angela's School

### Our Self-Evaluation Report 2019 and Improvement Plan 2019-2020

#### 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 2017 - 2019

- Formative Assessment strategies and the implementation of same is now well underway and we are well placed to embed this work into our teaching and learning starting the new school year in 2019. This is a whole staff initiative, work has been coordinated through Subject Department meetings, feedback at staff meetings, PSAC meetings and Student Voice meetings.
- Collaboration between Subject Departments has allowed for the sharing of best practices regarding Formative Assessment leading to agreed strategies on how best to engage students in assessment of their own learning.
- To enhance our work on Formative Assessment, study skills seminars were introduced to all year groups. Parents of 1<sup>st</sup> Years were invited to a 'Building resilience/ Study Skills' seminar in September. Parents of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year were invited to an information evening which outlined in detail the assessment and reporting procedures involved with the New Junior Cycle.
- TY students are now timetabled in the computer room for some of their Maths classes and 2018 saw our school fully engaged in Active Maths week.
- In 2019 the following question will be asked 'What does Subject Department Planning look like now?' The 24 Statements of Learning, Schemes of work in terms of Learning Outcomes and reminders about our strategy on Numeracy will be addressed while answering this question. Our JCT day in January 2020 will address cross-curricular planning.
- The painting of St. Joseph's House will commence in July 2019.
- The Learning Hub is now equipped with ten tablets and this has contributed greatly to our delivery of SET. Care Team meetings were set up in September 2018, these involve the Principal, Deputy Principal, Year Head, Guidance and SET Coordinator. Our good working relationship with our NEPS psychologist and SENO also contribute to the value of these Care Team Meetings.
- Health and Safety – Our Child Safeguarding Statement has been reviewed. Review of our Health and safety policy is a priority for 2019.

- St. Angela's Student Voice continues to be a valuable addition to our school community. This group of 84 students is led by our 12 Senior Prefects. They are involved in all areas of planning and school development.
- We have 18 Post Holders, all of which were assigned new roles and responsibilities for 2018. We completed a POR review in line with the circular in May 2019.

## **1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period (month/year) to (month/year). We evaluated the following aspect(s) of teaching and learning:

- Formative Assessment strategies have been developed and implemented.
- The benefit of Student Reflection has been discussed at whole school level. Need to develop further in 2019.

## **2. Findings**

### **2.1 This is effective / very effective practice in our school**

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

- Students take pride in their work and follow the guidance they receive to improve it.
- Teachers plan for assessing all relevant aspects of student' learning using both assessment of learning and assessment for learning.
- Teachers regularly provide students with constructive, developmental oral and written feedback on their work.
- Teachers strategically select and use approaches to match the learning intentions of the lesson and meet the learning needs of the students.
- Teachers are aware of students' individual learning needs, and design and implement personalized interventions to help students overcome challenges.

### **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 introduction of Team Teaching through the new SEN model has enabled inclusive education for all of our students.

- Our Pastoral Care structure involves excellent team work between Tutors, Year Heads, Deputy Principals, Guidance staff and SET Coordinators. The ratification of our Whole School Guidance Plan in 2018 has been a welcome addition to overall school planning.
- Subject Department planning involves regular meetings where teaching & learning with regard to formative assessment has been discussed and reported on at staff meetings. Staff are very willing to collaborate within their departments and also between departments. Staff engagement in CPD is also very successful.
- Communication with parents/ guardians is promoted through email and our Vsware system. The addition of two extra Deputy Principals to the Senior Management team has enhanced our interactions with families regarding any issues that may arise.
- Communication with the student body with regard to teaching & learning, general school planning and policy review has been helped greatly by the introduction of the Student Voice committee.
- Post Holders are now more involved in staff meetings, reporting on various aspects of their work on a regular basis.

### **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.

- Embed Formative Assessment strategies in Subject Planning
- Continue working on Student Reflection
- Look at areas of Learner Experiences outlined in section 2.1 above and move these towards 'highly effective practice'.

### **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.
- Achievement of targets (original and modified).

## Our Improvement Plan Time Frame 2019 to 2020

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
<p>Student reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.</p> <p>Students assess their progress realistically and can describe their strengths and areas for development as learners.</p> <p>They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.</p> <p>They reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection.</p>	<p>Use of Reflection Sheet designed in 2018 and published in the school journal.</p> <p>Design and produce Reflection templates for use after assessments. A common approach for all subject departments.</p> <p>Tutor Time in January to review Christmas reports – design a suitable template to support student reflection.</p> <p>Specific Reflection sheet for 1<sup>st</sup> and 2<sup>nd</sup> Years. Students to help in the design. Suggestion is to include this in school journal next year.</p>	<p>Whole staff supported by SMT, Pastoral Care Team, PORs and Teaching and Learning Committee due to be established in September 2019.</p>	<p>Improved communication between teachers and students.</p> <p>Improved communication between parents and school.</p> <p>Evidence that students can identify can identify their strengths and areas of development in each subject area.</p>	<p>Regular contact at staff meetings, student voice, PSAC and Parent/ teacher meetings to monitor progress and receive feedback.</p>	