



St. Angela's School

Our Self-Evaluation Report 2022 and Improvement Plan 2022-2023

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 2021-2022

- The easing of Covid restrictions from February 28th, 2021 led to the return of teacher based classrooms and the resumption of many highly effective practices in teaching and learning. For example, group work, pair work, peer assessment etc. A learning environment that delivers high-quality learning experiences for all students and staff was restored.
- A review of the schedule of house exams led to the decision that 3rd Years would complete Christmas exams. Having completed online exams in 2nd Year due to Covid, staff agreed that the experience of sitting a full set of exams was essential ahead of the pre-exams.
- The demanding schedule of CBAs for 2nd Years led to the decision of not having Summer exams for this year group. Further discussion necessary in the coming year.
- The Digital Strategy Committee reviewed our Digital Plan and gave a full report to staff. Plans are in place for the conversion of two classrooms into computer rooms. The allocation of two additional post holders to assist the IT Coordinator has contributed to the highly effective management of these resources. Staff collaboration is ongoing in areas related to training and sharing of resources. The use of MS Teams for blended learning is proving to be highly effective and the use of OneNote has been maximized.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2021 to June 2022. We evaluated the following aspects of teaching and learning:

- Review whole school assessment policy.
- Evaluate the benefits of our current reporting procedures, in particular mid-term Progress Report to replace PTM & Junior Cycle School Report.
- Engage with students, parents and teachers in reviewing the process of reporting.
- Continue upskilling in IT.

2. Findings

2.1 This is effective / very effective practice in our school

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

- Teachers value their role within a professional learning organisation, and as a matter of course share their expertise with other teachers in the school.
- Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.
- Teachers are encouraged and expected to develop and extend their teaching, learning, assessment and reporting practices, and to share practices that have proven successful at improving students' learning.
- Ongoing review of the digital plan by the digital strategy committee and whole staff. Continued upskilling and incorporation of blended learning to develop and improve teaching methodologies and student learning.
- Last year, due to Covid restrictions, parent-teacher meetings were held online. These online PTMs were an exceptionally successful means of communication between parents, students and teachers. Feedback gathered from parents, students and staff showed this practice to be very effective.

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 in a variety of ways.
- Students are confident to speak and to contribute to class discussions and to their learning.
- Communication through Student Voice meetings, staff meetings, phone calls to parents have proven to be successful in gathering feedback from all parties.
- Our Pastoral Care structure involves excellent teamwork between Tutors, Year Heads, Deputy Principals, Guidance staff and SET Coordinators. Our Care Team meetings are always a valuable addition to our monitoring of student engagement, performance and wellbeing.
- Continuous review / amendments to School SET provision, allowed additional supports for students who were struggling with Covid Restrictions / Online Teaching. Additional class hours for Covid supported students. A Postholder allocated these to maximise the benefit for students.
- Subject Department planning involves regular meetings where teaching & learning with regard to Student Reflection assessment and feedback have been discussed. Staff are very willing to collaborate within their departments and also between departments.
- Staff have received In-House CPD to facilitate upskilling in the area of Online Teaching and Learning, including sharing of ideas on how best to set/collect homework/assessments.

- Surveying 2nd and 5th year students in September on their Summer Reports will inform future planning.
- Results of survey from parents on Reporting (See Results of online survey).

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

- Continue our review of whole school assessment, building on the work completed on the whole school JCT Day.
- Continue to develop our reporting practices for effective teaching and learning.
- Survey students in second, third and sixth year on reporting in September 2022.
- Commencing with summer reports 2022, staff to engage second, third and sixth year students in goal setting, using the Self-Directed Student Reflection Learning Worksheets in the school journal.

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 2022 to 2023

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
<p>Review whole school assessment procedures related to the curriculum and the Wellbeing programme.</p>	<p>Survey staff on current practices regarding assessment and reporting.</p> <p>Follow the NCCA guidelines on 'Ongoing reporting for effective teaching and learning'.</p>	<p>Whole staff supported by SMT, Pastoral Care Team, PORs and Teaching and Learning Committee.</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.</p> <p>Teachers have collectively developed a whole school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.</p>	<p>Regular contact at staff meetings, student voice, PSAC and Parent/ teacher meetings to monitor progress and receive feedback.</p>	

<p>Implementation of our revised Wellbeing programme which includes short courses in PE, SPHE and CSPE.</p> <p>Wellbeing Committee to oversee the following:</p> <ul style="list-style-type: none"> - to review current provision for learning in Wellbeing through whole school curriculum. - to plan teaching and learning within the school's Wellbeing programme - to plan communication with students, parents, and teachers about how the school's Wellbeing programme might best support young people's wellbeing. - to scaffold conversations with students about learning in the Wellbeing programme. - to frame the student's self-assessment about their learning in Wellbeing - have visual reminders in classrooms to show that wellbeing is at the heart of teaching and learning across the whole school. 	<p>Wellbeing Committee to survey subject departments</p> <p>Teachers supported and encouraged to participate in CPD.</p> <p>Create a planned and coordinated programme for the delivery of CSPE, SPHE and PE short courses to 1st years.</p> <p>Development of the Wellbeing noticeboard.</p>	<p>Whole staff supported by SMT, Pastoral Care Team, PORs and Wellbeing Committee.</p> <p>Wellbeing Committee, supported by SMT, PORs and the team of teachers delivering the Wellbeing subjects.</p>	<p>Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.</p> <p>There is a coherent and coordinated approach to the provision of PE, CSPE and SPHE as part of the Wellbeing programme in Junior Cycle.</p> <p>There are regular opportunities where teachers can work collaboratively in planning for short courses in PE, CSPE and SPHE</p> <p>Teachers are supported and encouraged to participate in CPD</p> <p>The Wellbeing Committee works collaboratively with the wellbeing team of teachers in planning and delivering the Junior Cycle curriculum.</p>	<p>Regular contact at staff meetings, and student voice to monitor progress and receive feedback.</p> <p>Review of the planned programme for SPHE & CSPE.</p> <p>Regular planning and review meetings for CSPE & SPHE teachers and Wellbeing Committee.</p>	
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