



St. Angela's School

Our Self-Evaluation Report 2023 and Improvement Plan 2023-2024

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 2022-2023

- The review of whole school assessment procedures was completed this year. This involved engagement with students, parents, PSAC and staff. A subcommittee was set up and thorough research was undertaken. The new Assessment and Reporting policy was ratified by the Board of Management.
- The new Short Courses for SPHE and CSPE have been implemented. Teachers have been supported and have attended CPD.
- The Wellbeing Committee has surveyed all subject departments with a view to reviewing our current provision of wellbeing through the curriculum.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2022 to June 2023. We evaluated the following aspects of teaching and learning:

- 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.

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 and reporting 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.
- Continued upskilling and incorporation of blended learning to develop and improve teaching methodologies and student learning. Two additional computer rooms and a computer trolley have been a welcome addition.
- Students assess their progress realistically and can describe their strengths and areas for development as learners.
- Students have a sense of ownership of their learning, take pride in it and take responsibility for improving it.

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 and EAL allocation.
- Subject Department planning involves regular meetings where teaching & learning with regard to Student Reflection, Wellbeing, assessment and feedback have been discussed. Staff are very willing to collaborate within their departments and also between departments.
- Continuous use of Reflection resources from the school journal.
- We continue to welcome feedback from parents on areas of teaching/ learning and assessment/ reporting.

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

- Introduction of 1-Hour classes from 2023.
- Support Teaching and Learning using 'Suggested structure for 1-Hour classes'.
- Commence work on our school's Sustainable Environment policy.

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 2023 to 2024

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
<p>Implementation and overseeing of the introduction of 1-Hour classes.</p> <p>To support staff, students and parents in the transition to T&L within the 1-Hour framework.</p>	<p>Collaborate on the use of 'Suggested structure for 1-Hour classes'.</p> <p>Review and gather feedback on the of 'Suggested structure for 1-Hour classes'.</p>	<p>Whole staff supported by SMT, Pastoral Care Team, PORs, Teaching and Learning Committee.</p>	<p>There is a coherent and coordinated approach to the introduction and implementation of the suggested structure for 1-Hour classes.</p> <p>Teachers are supported and encouraged to participate in CPD in planning for 1-Hour classes.</p> <p>There are regular opportunities where teachers can work collaboratively in planning for 1-Hour classes.</p> <p>Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation</p>	<p>Regular contact at staff meetings, student voice, PSAC and Parent/ teacher meetings to monitor progress and receive feedback.</p>	<p>May 2024</p>

<p>To prioritise and promote, as a core value, a commitment to sustainable development</p>	<p>Ratification of St. Angela's policy on Sustainable Environment</p> <p>Working towards being awarded the Green Flag.</p> <p>Whole staff and SMT to support Post Holders and Environment Committee</p>	<p>Whole staff supported by SMT, Pastoral Care Team and PORs.</p>	<p>and trust, in which students regulate and monitor their own behaviour.</p> <p>Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.</p> <p>Successful implementation of our Sustainable Environment policy.</p> <p>Students are enabled to contribute positively, actively and compassionately towards the creation of a more sustainable and just world.</p>	<p>Regular reporting to the whole school community</p>	<p>May 2024</p>
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