



St. Angela's School

Our Self-Evaluation Report 2024 and Improvement Plan 2024-2025

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 2023-2024

- Students, parents and teachers were surveyed on the implementation of 1 Hour Classes. The following is a summary of our findings (Appendix 1, 2, 3).

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2023 to June 2024. We evaluated the following aspects of teaching and learning:

- Introduction of 1 Hour classes, first 5-10 mins
- Introduction of new material, links to other areas of learning, use of various teaching resources
- Provide students with the opportunities to apply knowledge they have learned by engaging them in activities that require them to use the new concepts or skills taught.
- Conclusion strategies for 1 Hour classes
(Appendix 4)

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.
- Students demonstrate very high levels of interest and participation in learning.
- 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.
- 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. Feedback from incidental inspection supports this.
- 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 through online surveys in the areas of teaching/ learning, assessment/ reporting and parent/ teacher meetings.

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

- Continue to support Teaching and Learning using 'Suggested structure for 1-Hour classes'.
- Teaching and Learning Committee to continue to promote a variety of teaching methodologies.
- Training on OneNote

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 2024 to 2025)

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
<p>Implementation and overseeing of the introduction of 1-Hour classes (Year 2)</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'. T&L Committee to further explore active teaching methodologies.</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 2025</p>

<p>School Self-Evaluation of Wellbeing Provision</p>	<p>Complete a SOAR analysis of the definition of Wellbeing</p> <p>Review promotion of Wellbeing in the four key areas of Culture &</p>	<p>Whole staff supported by SMT, Pastoral Care Team, PORs, Wellbeing Committee.</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>WELLBEING PROMOTION INDICATORS OF SUCCESS</p> <p>Children, young people and staff experience a sense of belonging and feel safe, connected and supported.</p> <p>Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.</p> <p>Children and young people experience positive, high-quality</p>	<p>Regular contact at staff meetings, student voice, PSAC and Parent/ teacher meetings to monitor progress and receive feedback.</p>	<p>May 2025 May 2026</p>
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	<p>Environment, Curriculum (T&L), Relationships & Partnerships and Policy and Review</p>		<p>teaching, learning and assessment, which provides opportunities for success for all.</p> <p>Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.</p> <p>Schools use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.</p> <p>Schools incorporate wellbeing promotion into whole school policies and practices.</p> <p>Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.</p> <p>All adults in schools have an increased awareness of the importance of wellbeing</p>		
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			<p>promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.</p>		
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