



St. Angela's School

Our Self-Evaluation Report 2025 and Improvement Plan 2025-2026

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 2024-2025

Staff, students and parents were supported in the transition to T&L within the 1-Hour framework.

A whole school SSE of Wellbeing Provision was undertaken.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2024 to June 2025. We evaluated the following aspects of teaching and learning:

- Collaboration on the use of 'Suggested structure for 1-Hour classes'.
- Active teaching methodologies.
- T&L Committee - Training on OneNote drawing on the expertise from within our staff
- We also undertook a whole school review of our Wellbeing Provision.

2. Findings

2.1 This is effective / very effective practice in our school

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

- There is a whole school coherent and coordinated approach to the suggested structure of 1 hour classes.
- 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 as a result of teachers creating an inclusive, differentiated and student centred learning environment.

- Students demonstrate very high levels of interest and active participation in learning through group work, peer assessment and reflection.
- Teachers value their role within a professional learning organisation, and as a matter of course share their expertise with other teachers in the school through subject departments, cross curricular and whole school.
- 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. CPD for all is expected, promoted and supported.

2.2. This is how we know

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

- Children, young people and staff experience a sense of belonging and feel safe, connected and supported.
- 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.
- Surveys from students, parents and teachers indicate a very high satisfaction rate for 1- hour classes
- Communication through Student Voice meetings, staff meetings, correspondence to parents have proven to be successful in gathering feedback from all stakeholders
- 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 active methodologies, differentiation, Wellbeing, assessment and feedback have been discussed. Staff are very willing to collaborate within their departments and also between departments.
- We continue to welcome feedback from parents through online surveys in the areas of teaching/ learning, assessment/ reporting and parent/ teacher meetings.

Appendix 1 T&L Committee Survey on 1 hour classes

Appendix 2 Wellbeing Provision Review

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

- Teaching and Learning Committee to continue to promote a variety of teaching methodologies.
- Training on OneNote to continue
- Embed a whole school approach to differentiation. Teachers to respond to the learning needs of individual students by differentiating learning, teaching and assessment activities as necessary

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 2025 to 2026)

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
Ratification and implementation of Homework Policy	Take on board the recommendations from working groups with a view to ratifying the policy	All staff	Teachers, students and parents are aware of the updated policy and engage with its implementation	Regular contact at staff meetings, student voice, PSAC and Parent/ teacher meetings to monitor progress and receive feedback	May 2026
Focus on the key area of Wellbeing Provision 'Culture and Environment'	Create and maintain a positive school culture and a safe, healthy and purposeful environment and sustain it through	All stakeholders	Continue to embed the good practices		

	effective communication		outlined in the wellbeing provision review and to address 'what do we need to improve on?' from the review work		
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