



St. Angela's School

Our Self-Evaluation Report 2026 and Improvement Plan 2026-2027

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 2025-2026

Staff, students and parents were involved in the review of our Homework Policy. Wellbeing Provision in the area of 'Culture and Environment' was prioritised.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period Sept 2025 to June 2026. We evaluated the following aspects of teaching and learning:

- Ratification and implementation of Homework Policy
- Focus on the key area of Wellbeing Provision 'Culture and Environment'

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 now a clear understanding of many different types of homework.

Types of homework may include the following:

- Written, practical, reading, research, oral, aural, note-making, and problem-solving exercises.
- Learning assigned material.
- Revision of previous work and exam preparation.
- Review of assessments and teachers' analysis using reflective practices.
- Independent learning is encouraged through the use of online resources.
- Gathering all necessary materials/equipment/ingredients etc. for the following school day.

Students understand the following:

- They are expected to develop a consistent and distraction-free homework routine, recording all tasks in their journal and regularly checking Teams.
- They should take personal responsibility for their learning by completing homework, study, and revision on time and to a high standard.

- Students must clearly understand homework requirements, seek clarification when needed, and catch up promptly after absences. Failure to submit homework may require parental explanation.
- They are encouraged to reflect on progress and use study skills provided, and all work must be their own.

Teachers have the following expectations:

- Teachers are expected to assign regular, clearly explained homework and allow time for students to record it and ask questions. They should consider students' overall workload, especially before exams, and adjust homework accordingly.
- Tasks should be differentiated and balanced, so no subject dominates students' time. Teachers must check and track homework, provide feedback, and address concerns with pastoral care team. Homework during holidays may be assigned at the teacher's discretion, particularly for exam classes.

Our evaluation of Wellbeing – Culture and Environment is summarised as follows:

- **Strong Pastoral Care System:** A supportive and effective pastoral care team promotes student wellbeing and ensures students feel cared for, supported and welcome with a strong emphasis on the Statement of Strategy for School Attendance.
- **Positive Behaviour:** Successful implementation of the Bí Cineálta policy fosters respect, kindness, and positive relationships. Promoted at assemblies and student voice.
- **Inclusive School Community:** The school's inclusive ethos is evident through the provision of two special classes and initiatives such as guest speakers from organisations like AsIAM.
- **Student Voice and Leadership:** Regular student voice meetings, led by senior prefects, ensure that students' views are valued and inform school practices. Sereni student voice (Special Class) is also included in this process.
- **Sustainable Environment Policy:** A strong emphasis on sustainability encourages students to take personal responsibility for their belongings, school environment, and wider community.
- **Strong Core Values:** Courtesy, kindness, and respect are central to our school culture and Ursuline Touchstones, they are actively promoted and reinforced through assemblies, tutor times and daily interactions.
- **Whole School Guidance Policy review** highlighted the many aspects of school life which supports a positive culture and environment in St. Angela's.

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.
- An open communication system (VShare, email, phone calls, meetings) is 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.
- 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, Principals, Guidance staff and SET Coordinators. Our Care Team meetings are always a valuable addition to our monitoring of student engagement, performance and wellbeing.
- We continue to welcome feedback from parents through online surveys in the areas of teaching/ learning, assessment/ reporting and parent/ teacher meetings.
- Our Whole School Guidance Policy outlines the many structures in place which are evidence of the school's commitment to promoting a positive culture and environment.

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

- Survey students using Pupil Attitudes to Self and School survey (PASS).
- Survey students, teachers and parents on the implementation of the revised homework 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 2026 to 2027)

Target	Action	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets Achieved
Wellbeing Provision Culture & Environment.	Survey 164 students from 3rd & 6th year in September / October 2026, using Pupil Attitudes to Self and School survey (PASS).	SMT & Wellbeing Post holder.	Results of surveys in line with evaluation from 2.1	Review summary of survey analysis in line with our success criteria for our evaluation of Wellbeing – Culture & Environment.	May 27
Implementation of Homework Policy.	All students, teachers and parents to be surveyed at the start of the year and during the second term. Survey on the implementation of the revised homework policy.	Teaching & Learning Committee / SMT.	Results of surveys.	Based on feedback from first survey, review & adjust targets.	May 27

Our School Improvement Plan continued: Time Frame 2026 to 2027

Overall Aim

To ensure all teachers consistently plan for and implement Universal Design for Learning (UDL) principles, improving access, participation, and outcomes for all learners.

Target 1: Develop Staff Understanding of UDL Principles

Linked to LAOS: Leading learning & teaching – fostering a culture of improvement and teacher professional learning.

Success Criteria

- All staff demonstrate understanding of UDL principles (engagement, representation, action/expression)
- Collaboration regarding UDL language in planning and discussions

Actions

- Provide whole-staff CPD on UDL (introductory + follow-up sessions)
- Use RELATE resources to explore:
 - Multiple means of engagement (motivation, choice)
 - Multiple means of representation (accessible content)
 - Multiple means of action & expression (varied assessments)
- Establish a shared UDL framework for planning (school-designed template)

Target 2: Embed UDL in Classroom Planning and Practice

Linked to LAOS: Leading learning & teaching – improving quality of teaching and learner experiences.

Success Criteria

- UDL principles evident in short-term and long-term planning
- Lessons routinely include flexible approaches for diverse learners

Actions

- Introduce a UDL-informed planning template
- Support teachers to:
 - Provide choice in tasks and learning pathways
 - Use varied instructional formats (visual, auditory, hands-on)
 - Scaffold learning appropriately
- Model UDL lessons (peer observation)
- Provide practical resources (digital tools, visual aids, structured supports)
- Encourage gradual implementation (“start small” approach)

Target 3: Increase Student Engagement and Voice

Linked to LAOS: Leading learning & teaching – promoting learner experiences and outcomes.

Success Criteria

- Increased student participation and engagement across classrooms
- Students have choice in how they learn and demonstrate knowledge

Actions

- Incorporate student choice in:
 - Learning activities
 - Assessment methods
- Gather student voice through surveys/focus groups
- Teach students about learning styles
- Promote goal-setting and self-assessment

Target 4: Diversify Assessment Practices

Linked to LAOS: Leading learning & teaching – assessment supporting learning.

Success Criteria

- Assessment allows multiple ways for students to demonstrate learning
- Teachers use assessment data to guide teaching

Actions

- Provide CPD on inclusive and formative assessment strategies
- Expand assessment approaches to possibly include projects, presentations, digital work and oral responses
- Use success criteria that allow flexible demonstration of learning
- Use assessment data to identify and remove barriers to learning

Target 5: Strengthen Collaborative Professional Practice

Linked to LAOS: Leading learning & teaching – collaborative practice and professional learning.

Success Criteria

- Teachers collaborate regularly to reflect on UDL implementation
- Sharing of effective strategies is evident

Actions

- T&L committee to hold regular UDL focused meetings
- Share practices/ examples of UDL in action at staff meetings
- Encourage team-teaching/ peer observations where possible
- Develop a shared resource bank of UDL strategies at subject department meetings

Target 6: Monitor and Evaluate Implementation

Linked to LAOS: Leading learning & teaching – self-evaluation and improvement.

Success Criteria

- Clear evidence of UDL implementation across classrooms
- Measurable improvement in inclusion and engagement

Actions

- Use SSE (School Self-Evaluation) process to monitor progress
- Conduct:
 - Classroom observations
 - Student surveys
- Review and refine actions annually
- Report progress to staff and school community

Suggested Timeline (Example)

Phase	Focus
Year 1	Awareness, CPD, initial classroom implementation
Year 2	Deepening practice, collaboration, embedding assessment
Year 3	Full integration, evaluation, refinement

Key Principles Underpinning the Plan

- Inclusion is proactive (not reactive)
- Variability is the norm in all classrooms
- Teacher collaboration is essential
- Student voice informs practice
- Continuous reflection drives improvement

