

Our Self Evaluation Report and Improvement Plan

St. Conleth's College

2017-18

(Updated Sept 2018)



1 Introduction

This document records the outcomes of our previous improvement initiatives, the findings of this self-evaluation, and our current improvement plan. This includes our targets and the actions we will implement to meet them.

1.1 School Context

St Conleth's College is a fee-paying Secondary School with approximately 270 students. For many years, the school was a boys' school which accepted girls in 5th and 6th year but since 2016 it has been fully co-educational. Our school is co-located with a junior school. We have recently completed several building projects and refurbishments which have further improved the school environment.

1.2 Outcomes of our last improvements

Since 2012, the school has been focused on trying to improve student literacy. We noticed that students often did not understand the subject-specific terms used in text books and exams and so we introduced displays of keywords to help with this problem. Subject specific terms were displayed so that students could familiarize themselves with them. An improvement was noted, but not specifically measured.

1.3 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period February 2017 to June 2017. We evaluated the following aspect(s) of teaching and learning:

- General student/teacher/parent relationships
- Numeracy
- Literacy
- Assessment for Learning

The evaluation was carried out based on staff discussions, and parent and student surveys. The results of the surveys are referred to below. In each case the results have been averaged out and are marked on a scale of 1 (poorest result) to 5 (full marks). The plan is to repeat these surveys at the end of 2017-18 and hopefully register improvements as outlined below.

In addition to the evaluations outlined in the SSE and SIP processes, we carry out an analysis of our students' academic performance versus the national average in all subjects in state exams and discuss our overall performance in an all-staff setting.

2 Findings

The findings of our evaluation are outlined below.

2.1 General student/teacher/parent relationships

We were one of the first schools to be inspected according to the new Management Leadership and Learning MLL assessment structure in 2010 and the feedback from our parents and students was excellent. The positive relationship between teachers, students and their parents underpins everything we do at St. Conleth's and so acquiring feedback in relation to this aspect of our school will continue to be an important part of our self-evaluation.

We repeated the parent survey ourselves in June 2017 and noted continued positivity in general. While we will continue to monitor the status of these relationships, this is not a formal area for improvement.

2.1.1 This is effective / very effective practice in our school

Parents appreciated the family atmosphere within the school and the positive relations with the teachers.

2.1.2 This is how we know

The feedback from parents was very good. Parents responded that their child was doing well in the school (4.1/5), that teaching is good in the school (4.1/5) and that management of students is good in the school (4.1/5).

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

We will continue to monitor these relationships but do not intend to set specific targets in this area.

2.2 Literacy

We initially focused on improving literacy amongst our students in 2012 and adopted various measures such as a focus on keywords to achieve this goal. We have decided to continue with our literacy drive and try to measure the outcome.

2.2.1 This is effective / very effective practice in our school

Our use of keywords has worked well, but is of limited use as a standalone measure. In maths, our Junior Cycle students have been maintaining alphabetised lists of keywords.

2.2.2 This is how we know

In class, students are enthusiastic to maintain and add to their keywords.

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

In our surveys, our some students noted that different teachers use different terms for the same thing. Within departments we should try to standardize terms.

We will continue to highlight keywords across all subjects. In addition, the English teachers have carried out some reviews of keyword familiarity amongst students in 2nd year and these can be reassessed at the end of the year to gauge improvement.

2.3 Numeracy

As a means of "catching up" on the 2012 drive, we are also pushing forward with targets in numeracy this year. In particular, we are focusing on improving the general attitude to maths in 1st year.

2.3.1 This is effective / very effective practice in our school

We have always encouraged 1st years to work without calculators and have been able to continue this since the introduction of the Common Introductory Course of Project Maths. We thereby encourage all but the very weakest students to learn the proper handling of key skills such as fractions and handling of integers.

In addition our Junior cycle students have 4 classes per week (1st year) and 5 classes per week (2nd and 3rd year) and our Senior cycle students have 6.

2.3.2 This is how we know

We surveyed our students on some key “maths beliefs” and found that by and large our students felt that maths was important and that they could improve their maths skills with work.

In addition, we see the evidence of favourable results in maths in State Exams, well ahead of national averages.

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

We are expanding concepts of numeracy to all subject areas. We are also surveying our new first years on their maths beliefs at the start and end of first year and hope to see an improvement.

2.4 Assessment for Learning AfL

Our third primary focus for evaluation and improvement is the further deployment of AfL techniques in all teaching and learning throughout the school.

2.4.1 This is effective / very effective practice in our school

Our teachers have always used elements of AfL and this has been recognized and appreciated by our students.

2.4.2 This is how we know

Our survey of students in June 2017 showed that students have experience of assessing their own work (3.7/5) and to read over and correct their work (3.9/5). However the figures for assessing their fellow students work (2.9/5) and discussing their work with other students (3.4/5) leave room for improvement.

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

We will focus on the following aspects of AfL

- Making success criteria clear for our students
- Peer reviewing work
- Displaying examples of excellent work by other students.
- Encourage student reflection on their own work

2.5 Use of Technology in the classroom

In addition to the areas of improvement outlined above, there is a parallel initiative to improve use of Technology in the classroom throughout the school. This year there are plans to roll out chrome-cast and extend the use of google classroom to more class groups.

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, and **when**
- **Achievement of targets** (original and modified), and **when**

Timeframe of this improvement plan is from Sept 2017 to June 2018 (Updated Sept 1018)

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Literacy	<p>Maintain lists of keywords for all subjects Include definitions of terms in homework and class tests.</p> <p>Analysis of keyword understanding by 2nd years to be carried out at the start and end of the year.</p>	<p>All subject teachers</p> <p>English Department</p>	<p>We should see an improvement in the keywords section of class tests.</p> <p>Measure the performance in this analysis at the end of the year – aim to see an improvement in performance.</p>	<p>Keywords are displayed in some classrooms – more could be done here.</p>	<p>Keywords displayed and noted by students throughout the years.</p> <p>Our survey metric for student literacy showed a small improvement of 3.5%</p>
Numeracy	<p>Get students to calculate their own percentages for class tests. Maths Dept to provide posters with instructions</p> <p>Examine 1st years' attitude to Maths at start and end of year</p> <p>Language classes focus building familiarity with</p>	<p>All subject teachers</p> <p>1st Year Maths teachers GNA & SC</p> <p>Language teachers</p>	<p>Students should be able to do this without help.</p> <p>We should see a more positive attitude towards maths in our survey results</p>	<p>Teachers encouraged students to do this and displayed “how to” posters in classroom.</p> <p>Results showed a slight improvement for this 1st cohort compared to previous year.</p>	<p>We will keep this up for next year. Make more use of “how to calculate percentages” posters</p> <p>Plan to test the 2018-19 first years at the start and end of year.</p>

	numbers, dates, prices, ages, page numbers in books and games such as bingo.				Overall, we achieved a 5% increase in our numeracy metric (based on student feedback).
Assessment for Learning (Afl)	<p>Encourage peer review of student work</p> <p>Provide students with clear criteria for success</p> <p>Display examples of quality work</p> <p>Use AfL questioning techniques</p> <p>Encourage student reflection on their work</p> <p>Use of “minute papers” – a quick reflection at the end of class on what was learned</p>	Subject teachers	Repeat AfL questionnaire and aim for at least a 10% increase in results	Samples of student work have been displayed in classrooms.	<p>Our student survey shows an overall improvement in AfL methods. These range from a modest 2% increase for “I have been taught how to assess my own work” to a 9% increase for “I discuss my work with other students on a regular basis”.</p> <p>Teachers reported improved engagement by students with assessment of class tests.</p> <p>Overall average improvement for this metric was 3.5%</p>

