

Our Self Evaluation Report and Improvement Plan

St. Conleth's College

2019-20



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 co-educational Secondary School with 285 students. Our school is co-located with a junior school.

1.2 Outcomes of our last improvements

In the 2018-19 school year we aimed to improve on the following aspects of teaching and learning:

- Numeracy
- Literacy
- Assessment for Learning
- Managing Myself

1.3 The focus of this evaluation

For the 2019-20 academic year, we aim to continue our focus on

- Assessment for Learning
- Managing Myself

and to add a new target

- Managing SEN in the classroom

Throughout the school year our teachers are conscious of our specific improvement targets. The changes that they implement in the classroom and in their planning have a direct effect on the educational and well-being outcomes of our students. We constantly welcome feedback and constructive criticisms from our students, parents and teachers and we conduct online surveys of these groups at the end of the year so that we can measure our progress.

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 meeting.

2 Findings

The findings of our evaluation are outlined below.

2.1 Assessment for Learning AfL

In 2019-20 we are continuing with the implementation of AfL techniques in all teaching and learning throughout the school.

2.1.1 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. Many classrooms displayed examples of quality student work and more teachers continued to use peer reviewing and correcting of work.

2.1.2 This is how we know

Our survey of students in June 2019 showed that we have made consistent progress with this target over the last 3 years. In 2017 our students rated us 3.4/5 on AfL activities and this increased to 3.6/5 in 2018 and 3.7/5 in 2019.

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

This year we will refocus our teachers on further deploying AfL techniques through additional training. Teachers will be reminded to engage with

- 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, especially in exams
- Use of traffic lights/ group work/ placemats/ think-pair-share etc

2.2 Managing Myself

In 2018-19, the staff agreed to take developing the Key Skill “Managing Myself” as a target for school improvement.

2.2.1 This is effective / very effective practice in our school

We have always tried to get our Junior Cycle students to take responsibility for their own learning through the use of their Study Log.

This year each subject is looking for ways to incorporate the theme into their practice.

Our 1st years will not have home rooms in 2019-20 for the first time. We will need to support them (and the 2nd years who are moving out of home rooms) finding their feet around the school.

2.2.2 This is how we know

Students and parents give positive feedback about the value of regular study (even if not all students appreciate the work involved in the Study Log). Parents regularly sign their son’s/daughter’s school journal.

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

- Every subject teacher will encourage all years to write down their homework in the school journal.
- Every subject teacher will explore aspects of managing myself within their syllabus (e.g. themes of characters in novels or historical figures and how they managed themselves.)
- Students in 1st year will be given projects to get them prepared for CBAs coming down the track in 2nd year.

2.3 Supporting Special Education Needs in the classroom

In 2019-20 we are adopting this as a new target for improvement. Rather than ask different subject areas to find different ways of supporting SEN students, we are going with a checklist of actions for all subject departments so that we will guarantee a consistent approach to SEN support at St Conleth's.

2.3.1 This is effective / very effective practice in our school

Our SEN department have a very rigorous, caring and well organised process for identifying and assisting our Special Educational Needs students.

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

This year all teachers will sign off on this checklist and review it throughout the year:

- All teachers are aware of SEN students in their care
- The needs of gifted students are addressed
- Teachers know the LS/Resource teacher for each student
- Teachers gave feedback sheet to the SEN team per term
- Teachers have reviewed the students' documentation on schoolbase
- Teachers have reviewed the SEN folder for an individual student where necessary
- Support or training has been sought where needed
- Teachers have discussed and attempted differentiation strategies for SEN students

We plan to include monitoring progress of SEN in our staff meetings and to make SEN training available for staff.

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 2019 to June 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Assessment for Learning (AfL)	<p>Provide further training for teachers</p> <p>Continue to: Encourage peer review Share examples of quality work Use classroom strategies such as traffic lights, think pair share, placemats, groupwork etc</p>	<p>Principal</p> <p>Subject teachers</p>	<p>All teachers will be confident to use these strategies in their classes.</p> <p>Students will be more confident in reviewing their own and others' work. Students will be aware of the appropriate attainable standards they should be achieving.</p>	<p>Teachers have all updated AfL strategies for the 2019-20 school year</p>	<p>Our student survey results show an increase in students awareness and appreciation of the AfL techniques used by teachers. Survey of Teachers: 75% see an improvement Survey of students: some slippage in some areas, but an improvement in student reflection.</p>
Managing Myself	<p>Assist students in their planning for</p> <ul style="list-style-type: none"> • Materials for class • Study • Sports balance • Homework • Wellbeing <p>Form teachers will help students manage their lockers and school materials</p>	<p>All subject teachers</p>	<p>Students will be more organised, especially in 1st and 2nd year.</p>	<p>Our 1st year students were not based in home rooms this year, so form teachers needed to give more guidance on managing themselves. This year has brought a new dimension to this target. We have needed to completely adjust our teaching to online instruction</p>	<p>We have more work to do in order to achieve this target. Although, it should be said that the fact that most students have coped with education in a lock-down and have moved forward with their learning and assessment illustrates that we have had some success. One key</p>

				and teachers and students have adapted well.	achievement was managing our 1 st years out of their home rooms. This was achieved very successfully.
Supporting SEN in the classroom	Teachers will be more informed about the needs of their students Differentiated tasks will be provided where needed Regular feedback will be given to the SEN coordinator	All subject teachers	A better whole-school approach to SEN will be evident	Subject teachers addressed the needs of SEN students and confirmed that they were following the concise checklist at subject dept meetings throughout the year. We also specifically sought feedback from students, teachers and parents about the effectiveness of our SEN provision.	We don't have numbers to compare with last year, but SEN provision at St. Conleth's has gone from strength to strength. We got very good feedback from students and parents. 48% of teachers reported a great improvement in SEN provision and a further 48% reported an improvement. We also included a discussion of progress in SEN provision at our staff meetings. In-service training for SEN was made available and taken up by teachers during the year.

