

# Our Self Evaluation Report and Improvement Plan

## St. Conleth's College

2020-21

(Updated June 2021)



## 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 2019-20 school year we aimed to improve on the following aspects of teaching and learning:

- Assessment for Learning
- Managing Myself
- SEN Provision

### 1.3 The focus of this evaluation

For the 2020-21 academic year, we aim to continue our focus on these targets, and not adopt a new target for improvement. With the school year being effected by the Covid-19 lock-down, there are many improvement measures that are in progress and a new target would take our focus off these.

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 2020-21 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 1<sup>st</sup> years will not have home rooms in 2019-20 for the first time. We will need to support them (and the 2<sup>nd</sup> 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 1<sup>st</sup> year will be given projects to get them prepared for CBAs coming down the track in 2<sup>nd</sup> 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

## 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 2020 to May 2021**

<b>Targets</b>	<b>Actions</b>	<b>Persons / groups responsible</b>	<b>Criteria for success</b>	<b>Progress and adjustments</b>	<b>Targets achieved</b>
<b>Assessment for Learning (AfL)</b>	<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 2020-2021 school year</p>	<p>Due to Covid-19 teachers found it more difficult to promote AfL practices in the classroom. This meant that our results compared to last year dropped from between 2.5% (students "taught how to assess own work") to 12.9% ("fellow students often assess work I have done")</p> <p>According to the teacher survey            Improvement: 55%            No Change: 41%            Disimprovement: 5%</p>
<b>Managing Myself</b>	<p>Assist students in their planning for</p> <ul style="list-style-type: none"> <li>• Materials for class</li> <li>• Study</li> <li>• Sports balance</li> <li>• Homework</li> <li>• Wellbeing</li> </ul> <p>Form teachers will help students manage their</p>	<p>All subject teachers</p>	<p>Students will be more organised, especially in 1<sup>st</sup> and 2<sup>nd</sup> year.</p>	<p>Due to Covid-19, students were all based in home rooms and there were no lockers. "Managing myself" became more concerned with</p>	<p>We asked students about RSE and there was a 15% improvement over last year (which reflects the concerted effort by management to train teachers and</p>

	lockers and school materials			<ul style="list-style-type: none"> <li>• Handing online classes</li> <li>• Managing masking and hand and desk sanitising</li> <li>• Managing google classroom resources and workload</li> <li>• Well-being</li> </ul>	<p>schedule effective RSE instruction. Apart from that, students reported a decline in their ability to manage their workload (down 14.4%)</p> <p>Achieving an improvement in this area was always going to be difficult. The problems posed to students by remote learning and socially distanced classrooms are significant. Many students acknowledged the great effort made by teachers to help students manage themselves.</p> <p>The teachers survey results were</p> <p>Great improvement - 5%</p> <p>Improvement – 59%</p> <p>No change – 18%</p> <p>Disimprovement – 18%</p>
<b>Supporting SEN in the classroom</b>	Teachers will be more informed about the needs of their students Differentiated tasks will be provided where needed	All subject teachers	A better whole-school approach to SEN will be evident	The SEN Team worked well throughout the year and kept teachers regularly updated	The survey results from the SEN students were mixed. As compared with last year, the results

	Regular feedback will be given to the SEN coordinator			(e.g. for exam accommodations etc).	were about the same. This is a good result when the socially distanced and then remote learning conditions are taken into account. As stated in the internal document, this cohort of students in particular may give unreliable results. Students did note a 10% improvement in social skills support. The teachers survey results were Improvement – 68% No change – 32%
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