

## **Our Self- Evaluation Report and Improvement Plan[St Patrick’s Classical School]**

### **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 1.will implement to meet the targets. School Self Evaluation 2023 -2026 will focus on teaching and learning and wellbeing in our school. [SSE-2022-2026](#)

The School Self-Evaluation (SSE) process is being used to assess the impact of COVID-19 on students’ educational experiences, wellbeing, motivation, and engagement. Wellbeing provision has been a key focus, with surveys conducted in October 2023 among teachers, parents, and students.

#### **1,1 The focus of this evaluation**

We undertook self-evaluation of teaching and learning and wellbeing during the period 2023 and 2024.We evaluated the following aspects

- Wellbeing
- Teaching and learning ( formative assessment and differentiation).

#### **2. Findings 2.1**

- Collaborative practice continues to be encouraged throughout the school community
- Formative assessment is practiced within the classroom
- Differentiated instruction could be more effectively implemented in the classroom.
- Student well being is a priority in our school.
- Student voice must continue to be fostered to maintain an inclusive and engaging educational environment.

#### **2.2 Effectiveness of initiatives : This is how we know**

- 80% of students surveyed feel safe at school
- 78% of students believe student well being is a priority in our school
- 69% of students feel encouraged to express their voice in class
- 84% of parents surveyed feel the school is welcoming and accessible for students
- 77% of parents surveyed believe students know who to approach for help within the school community
- 49% of teachers surveyed feel differentiated instruction is effectively implemented.

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

- Awareness of effective methods of formative assessment
- Differentiation : best practice in this area
- Maintaining a literacy and numeracy rich environment
- Student voice
- Wellbeing

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**

**Our Improvement Plan: Timeframe of this improvement plan is from 2023 to 2024.**

**Adjustments will be made in line with DES recommendations as of September 2023**

<p><b><u>Targets</u></b></p>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>● Continue to create awareness around the four key pillars of Formative Assessment; Sharing Learning Intentions, Questioning, Provision of Feedback to students and self/peer assessment.</li> <li>● Improve teacher knowledge of Formative Assessment where required.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● In house workshops on effective differentiation methodologies in the classroom.</li> <li>● Professional in-service training around differentiation.</li> </ul> <p><b><u>Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>● Integration of the school's wellbeing policy</li> <li>● Wellbeing week</li> <li>● SPHE : core component in providing students with the knowledge and skills to manage their well-being effectively.</li> <li>● Anti-bullying week</li> <li>● Whole school awareness of members of the Student Support Team.</li> </ul> <p><b><u>Student Voice</u></b></p> <ul style="list-style-type: none"> <li>● Expand role and voice of student numeracy and literacy team</li> <li>● Green schools committee</li> <li>● Student Council</li> <li>● Encourage student feedback in the classroom and throughout the school community to ensure continuous development of student voice.</li> </ul> <p><b><u>Numeracy and Literacy</u></b></p> <ul style="list-style-type: none"> <li>● Continued improvement of the numeracy and literacy rich environment of the school</li> <li>● Collaborative teacher engagement to improve knowledge and understanding of numeracy and literacy promotion in all subject areas.</li> </ul>	<p><b><u>Looking At Our Schools (LAOS):Domain</u></b></p> <p><b><u>Domain 4 (T&amp;I) :Teachers Collective/Collaborative Practice</u></b>  <i>Teachers are proactive in building collective expertise in the skills and approaches necessary to facilitate student learning for the future</i></p> <p><b><u>Domain3 ( T&amp;L): Teacher's Individual Practice</u></b>  <i>The teacher selects and uses planning, preparation and assessment practices that progress students' learning.</i></p> <p><b><u>Domain 4 ( T&amp;L):Teachers Collective / Collaborative Practice</u></b>  <i>Teachers collectively agree and implement whole- school approaches to teaching and learning to improve students' learning.</i></p> <p><b><u>Domain 2 ( T&amp;L) : Learner Experiences</u></b>  <i>Students engage purposefully in meaningful learning activities. Students experience opportunities to develop skills and attitudes necessary for lifelong learning.</i></p>
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<b><u>Actions</u></b>		<b><u>Who ?</u></b>
	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Continue to promote and encourage the sharing of learning intentions at the beginning of each lesson.</li> <li>• Promote student self-assessment and peer-assessment.</li> <li>• Disseminate up to date information around effective Formative Assessment in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SSE Co-ordinator</b></li> <li>• <b>All teachers</b></li> <li>• <b>Teacher Numeracy and literacy team</b></li> </ul>
	<p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Promote the use of higher-order questions to support differentiation in the classroom.</li> <li>• Create greater awareness around up to date differentiation methodologies through collaborative practice.</li> <li>• Student feedback to understand their strengths and preferred learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SSE Co-ordinator</b></li> <li>• <b>All teachers</b></li> <li>• <b>Teacher Numeracy and literacy team</b></li> </ul>
	<p><b><u>Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Timetabled tutor time to check in on students' well being</li> <li>• Clubs and activities at lunchtime to cater for students' varied interests.</li> <li>• SPHE classroom activities.</li> <li>• Awareness around the school of members of the School Support Team and accessibility of student support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wellbeing co-ordinator</b></li> <li>• <b>SPHE co-ordinator</b></li> <li>• <b>SSE co-ordinator</b></li> <li>• <b>SSE co-ordinator</b></li> <li>• <b>Clubs and Societies co-ordinator</b></li> </ul>
	<p><b><u>Student Voice</u></b></p> <ul style="list-style-type: none"> <li>• Engage student feedback in the classroom and throughout the school community.</li> <li>• Awareness of Student Council activities</li> <li>• Awareness of Green Schools Committee activities.</li> <li>• Mentoring programme – Student Prefects.</li> <li>• Enhance role of numeracy and literacy team.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Council co-ordinator</b></li> <li>• <b>Green Schools co-ordinator</b></li> <li>• <b>SSE Co-ordinator</b></li> <li>• <b>Wellbeing Co-ordinator</b></li> </ul>
	<p><b><u>Numeracy and Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Some classroom tests results to be given in fractions to allow students to calculate percentages. Poster of methodology required to be displayed in each classroom.</li> <li>• Disseminate cross curricular initiatives around numeracy and literacy. Eg Time and date to be displayed before all lessons.</li> <li>• TV screens throughout the school promoting numeracy and literacy.</li> <li>• Displays around the school promoting numeracy and literacy eg door numbers written in different numerical forms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SSE Co-ordinator</b></li> <li>• <b>All teachers</b></li> <li>• <b>Teacher Numeracy and literacy team</b></li> </ul>
