

# Patrician Academy Mallow

## Our Self-Evaluation Report and Improvement Plan

### 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 plans from Sept 2015- June 2022

Outcomes of our last improvement plans from September 2015 to June 2022

- Wellbeing 2019-2022) Whole school initiative to work on general wellbeing for students and staff.
- Google Classroom (2019-2022) Integrate Google classroom into our school. This process was accelerated due to global pandemic and working from home which meant everyone had to use google classroom. It is now an integral part of our teaching and learning in the academy.
- Numeracy (2016-2019) – Develop confidence in Numeracy and problem solving, foster a cross curricular approach to numeracy, facilitate students to engage in problem solving, more use if ICT
- Literacy (2015-2019) –Improve Reading, better attitude to group/pair work/Higher expectations and standards in writing

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*sep 2022*) to (*June 2023*). We evaluated the following aspect(s) of teaching and learning:

- Effective Feedback with a focus on Verbal Feedback
- E-portfolios using Google Sites
- Academic Tracking using Athena

### 2. Findings

#### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school*

- Strong catholic ethos
- Highly committed staff who volunteer many extra hours to extra curricular
- A very strong and committed student council who advocate the student voice
- Excellent collaboration between staff and departments
- Specific SSE co-ordinator & team
- Many successful weeks being run in the school (wellbeing/activity weeks/diversity/LGBTQ+)
- Wellbeing being delivered across Junior cert classes.
- An Inclusive school culture
- Holistic development of students
- Very good examination results

#### 2.2. This is how we know

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

- Students, staff & parents surveyed on what we do well under LAOS headings
- Impact of Covid survey done by parents/students/staff. Results shared with Staff
- Student Focus Group
- Examination results

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

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- Formalise the verbal feedback process
- Highlight students who need academic intervention earlier using Athena data to help
- Roll out E-Portfolios to TYs for the purpose of end of year interviews.

## Our Improvement Plan

Timeframe of this improvement plan is from Sept 2022 to June 2023

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Taking Stock 2022-23 Focus on Verbal Feedback</p>	<p>Whole school initiative to formalise what teachers are probably already doing with regards feedback. Start with focus on verbal feedback. This can be expanded to other types of feedback in 2023-24</p>	<p>Senior Management Assistant Principals SSE co-ordinator Guidance Councillor Student Council Subject teachers Students</p>	<p>Teachers will use a consistent approach to Verbal feedback using acronym VF and also HTI (how to improve) when giving feedback</p>	<p>Trialled for a period end of year. Adjustments and progress neds measured Sept 2023</p>	<p>Rolled out Spring 2023. Survey done but needs revisited sept 2023</p>

<p>Student Tracking</p>	<p>Academic</p>	<p>Whole school initiative to work:          Improving student attainment.          Improve the quality of teaching and learning.          To improve and support the current model of student intervention.</p>	<p>Senior Management          Assistant Principals          SSE co-ordinator          Guidance Councillor          Student Council          Subject teachers          Students</p>	<p>Establishment of academic data tracking drive, accessible to whole staff containing information on student predicted, current and expected targets.</p> <p>Establishing standardised milestone assessments in each subject group area.</p> <p>Involvement of student council and student working groups within class cohorts to establish expected targets for JC achievement and to fully involve students as co-authors in the assessment process.</p> <p>Grow and expand the role of the data analysis and tracking team, ideally containing at least one teacher per subject area and for meeting of this team to occur regularly.</p> <p>Link to SEN to establish best methods of possible intervention</p> <p>Incorporate Senior cycle.</p>	<p>Analysis of second year data from 2020/21 and 21/22 completed.</p> <p>Student questionnaires in relation to expected grades completed and analysed.</p> <p>Data analysis and tracking team established.</p> <p>Test standardisation adopted for milestone assessments.</p> <p>CAT 4 data analysed in effort to establish our own data analysis tool.</p>	<p>Ongoing to be reviewed at the end of 2022.</p>
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<p>Introduce E-Portfolios</p>	<p>Integrate E-portfolios into TY</p> <p>Use E-portfolios for formative assessment.</p>	<p>Senior Management</p> <p>Assistant Principals</p> <p>TY Co-Ordinator</p> <p>SSE co-ordinator</p> <p>Subject teachers</p> <p>Students</p>	<p>TY students will be able to present at their end of year interviews using Google Sites</p>	<p>A working group of 5 teachers will trial Google sites in class.</p> <p>Pilot programme of Formative assessment using eportfolios</p>	<p>50% of students used Eportfolios for end of year interviews.</p> <p>Next year a designated period will be given for this and devices will be more readily available.</p> <p>Look at rolling out to Junior Cert classes for AOLs.</p>
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