

‘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 2023

Outcomes of our last improvement plans from September 2015 to June 2023

- Verbal Feedback 2022-23
- E-Portfolios 2022-23
- Academic Tracking 2022-23
- 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 of 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 2023*) to (*June 2024*). We evaluated the following aspect(s) of teaching and learning:

- Effective Feedback with a department focus
- E-portfolios using Google Sites
- Academic Tracking using Athena
- Whole School Guidance

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 3 students received top marks in the country in 2023 Leaving Cert in DCG & Construction Studies
- Diplomatic Passport awarded by WorldWide Global Schools to schools with established engagement with Global Citizenship Education.

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. Parents surveyed at PTMs 96% of parents are satisfied with the academic progress of their child.
- 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.

- Improve feedback across departments and give them autonomy to share best practice
- Highlight students who need academic intervention earlier using Athena data to help
- Roll out E-Portfolios to all TYs for the purpose of end of year interviews and 2nd years for CBAs
- Work on School Sustainability Policy Statement using self-assessment tool for schools with a focus on environmental sustainability including waste and energy.

Our Improvement Plan

Timeframe of this improvement plan is from Sept 2023 to June 2024

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Taking Stock 2023-24 Focus on Effective Feedback</p>	<p>Expanding on last year's focus on Verbal Feedback. Teachers will be given autonomy in their departments to use & improve whatever feedback strategy suits best for their particular subject.</p>	<p>Senior Management Assistant Principals SSE co-ordinator Guidance Counselor Student Council Subject teachers Students</p>	<ul style="list-style-type: none"> Each department will have an effective feedback strategy which they have trialed and which suits their department 	<ul style="list-style-type: none"> Trialed before xmas. Learning Market done in December using a carousel format. Departments share best practice. 	<ul style="list-style-type: none"> From student and teacher surveys effective feedback seems to be working. 89% of teachers believed their feedback has improved. However only 41% of students surveyed believe feedback has improved From focus group students said that the atmosphere and learning environment improved and that they were more focused. 62% of students felt they would do better in their summer tests due to the improved feedback they got.

<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 Counselor Student Council Subject teachers Students Parents</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>Involvement of career guidance teacher vis a vis senior cycle intervention</p> <p>Incorporate Senior cycle.</p>	<p>Analysis of second year data and 6th year data for academic year 2023/2024.</p> <p>Analysis of all available CAT4 data to establish Gifted and Talented Programme.</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>Athena adopted as software programme for student data analysis</p> <p>CAT 4 administered to the TY cohort.</p> <p>Gifted and talented programme established.</p> <p>Surveys sent to parents/students/staff</p> <p>Gifted Learning Framework template developed</p>	<p>Ongoing to be reviewed at the end of 2025.</p>
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				Establishment of Gifted and Talented space	
Consolidate E-Portfolios in TY and roll out to targeted 2 nd year Classes	<p>E-portfolios into TY for all students</p> <p>Use E-portfolios for formative assessment.</p> <p>Use E-portfolios to showcase 2nd year CBAs</p>	<p>Senior Management</p> <p>Assistant Principals</p> <p>TY Coordinator</p> <p>SSE Coordinator</p> <p>Subject teachers</p> <p>Students</p> <p>Parents</p>	<p>All TY students will be able to present at their end of year interviews using Google Sites</p> <p>Some second year students will be able to showcase their CBAs using google sites.</p>	<p>Transition Year Students - Formative Assessment using Digital Portfolios (FADP)</p> <p>To record the TY students body of work across various subject areas on a digital platform (Google Sites)</p> <p>To increase the number of students in TY from 5% to 100% to reflect on their progress throughout the year and present their work, in comparison to 5% of TY students who created a digital portfolio last year.</p> <p>30% of TY teachers are able to provide digital feedback by the end of the year.</p> <p>Pilot programme of Formative assessment using Digital portfolios with 3 TY tutors. This will be rolled out to all staff May 24 and September 24.</p>	<p>100% of students used Eportfolios for end of year interviews.</p> <p>The designated period per week worked very well and the fact that students had their own devices was excellent as well.</p> <p>A cohort of 2nd years produced google sites to showcase CBAs. This worked very well.</p>

<p>Education for Sustainable Development</p>	<ul style="list-style-type: none"> ● ESD grant ● YEA awards ● Whole staff CPD - Sustainability is Schools. Maire Boyle from Education for Sustainability ● Online training for writing a sustainability policy ● Silver Passport for our school's commitment to Global citizenship ● SEAI assessment of school energy use ● New recycling bins for recycling and composting ● Development of Green Schools Committee - work on surveying on water and energy use ● Working with special needs classes on 	<p>Senior Management</p> <p>Green Schools coordinator</p> <p>Global Citizenship Teachers</p> <p>Student Council</p> <p>Green Schools Committee</p> <p>Subject teachers</p> <p>TY GCE class</p> <p>Students</p> <p>Parents</p>	<ul style="list-style-type: none"> ● Staff include reference to sustainability and The Sustainable Development Goals in their subject department plans ● Awarded ESD grant to help us carry out our planned actions ● Complete writing school sustainability policy and get it ratified by staff and board of management ● Have working recycling and composting system ● Regularly updated notice boards for GCE and Green Schools ● Participate in Bike Week, Walk on Wednesdays, Earth Day, World Water Day, Tree Week ● 	<ul style="list-style-type: none"> ● Adjusted time for launching bins - pushed out to September 2024 to allow for teaching student and staff about how proper use of bins ● Included field trip to enhance connection to GCE 	<ul style="list-style-type: none"> ● Global Citizenship Week ● Poetry, Art and Music Exhibition - cross curricular effort to include GCE themes
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	sustainability through Grow Cook Eat				
Digital Strategy	<ul style="list-style-type: none"> Teachers collaborate more often on how to use a number of digital technologies effectively. 0-15 minute presentations at staff meetings. Lunchtime or after school teachmeets. Creation of and training of student digital learning team Delivery of 4-week basic digital skills to 1st Years by Student Digital Ambassadors in TY and the 5th Year Meitheal group 	<ul style="list-style-type: none"> Digital Learning Team, other staff volunteers, all staff 	<ul style="list-style-type: none"> Staff are more confident in using demonstrated digital technologies and in sharing effective practice with colleagues both formally and informally. Staff have time to discuss use of digital technologies at meetings and other planned sessions. Students capable of using digital learning tools and applications in the classroom and can collaborate with peers on projects using the applications. 	<ul style="list-style-type: none"> Teacher focus groups on March, April, May Oral feedback and feedback using Mentimeter at staff meetings in April / May Re-distribute questionnaire on staff collaborative practice in May 2024 	<ul style="list-style-type: none"> Target achieved April 2024 - 55% (32/58 surveyed) are working collaboratively using digital tools "a few times a week"