

# School Self-Evaluation Report for Teaching & Learning September 2016 to June 2019

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation of teaching & learning in this school was undertaken during the school year 2016/17. The focus of the evaluation was:

- Student Engagement in Learning
- Preparation for Teaching.

**This is a report on the findings of the evaluation**

### 1.2 School context

We are the only all boys post-primary school in an urban area, under the trusteeship of the Diocese of Cloyne. There are currently 408 students including 5 who have EAL. We have seventeen feeder schools in our catchment area. 60 students avail of learning support and 23 students are in receipt of resource hours and have IEPs.

TY and LCVP are well established programmes in the school. There is a strong culture of CPD and a core team has been established with representatives from a variety of subjects and disciplines.

At a staff meeting staff discussed teaching and learning using the overview of good practice in the guidelines. It was agreed to focus on Preparation for Teaching and Student Engagement which was discussed at subject department meetings. All departments identified strengths and areas for improvement. It was decided that Second Years would be the focus for this strand of SSE. Subsequently the SSE core group designed a questionnaire teachers, students and parents to focus on perceptions of and attitudes to Student engagement in learning and preparation for teaching. Staff were also surveyed on their use of ICT.

## 2. The Findings

- Student overall attainment with regard to knowledge, understanding and skills in subjects and programmes is very good. Uptake at higher level and performance in state examinations is above the national average for most subjects.
- Students at risk of underachieving have made good progress. Students are given supports as needed.
- Teaching is focused, stimulating and relevant.
- The learning environment is supportive of literacy and numeracy.
- A range of assessment methods are used.
- Feedback to students is good – praise and encouragement is common
- Students are facilitated to use a range of higher order thinking skills throughout lessons
- Coaching , mentoring and tutoring is used where feasible
- Collaborative approaches are used
- There is a great focus on mastery learning – students are encouraged to practice

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- There is a great focus on mastery learning – students are encouraged to practice
- Staff use ICT to support teaching and learning but some teachers require training in use of online programmes.

### **3. Progress on Literacy SIP**

Following a survey of Second Years the following were the main areas of progress identified

for the agreed targets:

#### **Reading**

- There has been an increase in reading for enjoyment for more than one hour from 37% in 2014 to 45% in 2016. 63% report that they like reading for enjoyment.
- The weekly reading class for First Years is working well
- There needs to be more emphasis on the “Book in the Bag” strategy in Second Year. Only 28% of students reported having a book in their bag.

#### **Attitude to Pair /Group Work**

- The percentage of students who get an opportunity to work in pairs has increased from 37% in 2014 to 55% in 2015 and 44% in 2016(Target: 57%)
- Students who are comfortable working in pairs.

#### **Higher Expectations and Standards in Writing**

More progress is required in getting students to check and edit their own work:

- Only 17% of teachers report referring students to the Self-edit Checklist in their student journal
- Most students do not use the Self-Edit Checklist. The aim will be to reach a target of 40% in 2016-17.

### **Progress on Numeracy SIP**

#### **Develop Confidence in Numeracy and Problem Solving**

Confidence levels have increased: 65% of students (increased from 50%) report being confident about numeracy and problem solving and 75% of parents support this view. The Transition Year Mentor programme for students in First Year is very successful in helping to build confidence and will continue.

#### **Foster a cross-curricular approach to Numeracy**

There has been an increase in the percentage of teachers creating opportunities for students to use graphs, tables and words to present their work, from 45% to 54%. (Target 55%)

#### **Facilitate students to engage in Problem Solving**

More emphasis need to be put on facilitating students to work in pairs and groups. 44% of students report being facilitated to work in pairs and groups. The target was 77%, the revised target is 50% for 2016/17.

#### **Use of ICT**

More emphasis need to be put on the use of ICT. 58% of teachers encourage students to use ICT but only 23% of students report using it. The target was 52%, the revised target is 40%.

#### 4. Summary of school self-evaluation findings

##### 4.1 Our school has strengths in the following areas:

- The entrance assessment scores (Cat 4)for the Second Year cohort are above the national norms
- Attainment in the majority of subjects at both Junior Certificate Level and Leaving Certificate Level is above the national averages
- Students are confident about asking for help if they do not understand something.

##### 4.2 The following areas are prioritised for improvement:

- Consistency in approach across all subject departments in focusing on learning intentions, learning outcomes and success criteria.
- Teachers to share examples of learning intentions and success criteria with colleagues to help in planning for assessment within subject areas.
- Encourage students to be independent learners

##### 4.3The following legislative and regulatory requirements need to be addressed.

- The school anti-bullying policy will be reviewed in light of circular 0045/13 [http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0045\\_2013.pdf](http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0045_2013.pdf)
- The school enrolment policy will be reviewed in light of proposed changes

### **Appendix to School Self-Evaluation Report: Legislative and Regulatory Checklist**

Issue	Relevant	Is the school	If no, indicate
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	<b>legislation, rule or circular</b>	<b>fully meeting the requirements of the relevant legislation, rule or circular?</b>	<b>to be developed</b>
Valid enrolment of students	M51/93	Yes	
Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	Yes	
Standardisation of school year	Circular 034/2011	Yes	
Arrangements for parent/teacher and staff meetings	Circular M58/04	Yes	
Implementation of national literacy strategy	Circular 25/12	Yes	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	Yes	
Development of school plan	Section 21 Education Act 1998	Yes	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	Yes	
Whole-school guidance plan	Section 21 Education Act 1998	Yes	
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	Yes	
Exemption from the study of Irish	Circular M1 0/94	Yes	
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	Yes	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	Yes	
Public service (Croke Park) agreement - special needs assistants	Circular 71/11	Yes	
Parents as partners in education	Circular M27/91	Yes	

<b>Issue</b>	<b>Relevant legislation, rule or circular</b>	<b>Is the school fully meeting the requirements of the relevant legislation, rule</b>	<b>If no, indicate aspects to be developed</b>
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		or circular?	
Implementation of child protection procedures	Circular 65/11		
	Please provide the following information in relation to child protection	Yes	
	• Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	0	
	• Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	0	
	• Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	2	
	• Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed	2	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998	Yes	
	Please provide the following information in relation to complaints made by parents during this school year		
	• Number of formal parental complaints received • Number of formal complaints processed • Number of formal complaints not fully processed by the end of this school year	0	
Refusal to enrol	Section 29 Education Act 1998	0	
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	0	
	• Number of section 29 cases taken against the school	0	
	• Number of cases processed at informal stage • Number of cases heard • Number of appeals upheld • Number of appeals dismissed	0	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Suspension of students	Section 29 Education Act 1998	N/A	
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year N/A		
	<ul style="list-style-type: none"> <li>• Number of section 29 cases taken against the school</li> <li>• Number of cases processed at informal stage</li> <li>• Number of cases heard</li> <li>• Number of appeals upheld</li> <li>• Number of appeals dismissed</li> </ul>		
Expulsion of students	Section 29 Education Act 1998	N/A	
	Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	<ul style="list-style-type: none"> <li>• Number of section 29 cases taken against the school</li> <li>• Number of cases processed at informal stage</li> <li>• Number of cases heard</li> <li>• Number of appeals upheld</li> <li>• Number of appeals dismissed</li> </ul>		