

## St. Caimin's Community School



### **OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2019 - 2020**

**In the last year (2019 – 2020), we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:**

1. The targets and actions of the Literacy and Numeracy improvement plans have been embedded at department level and are included in department planning.
2. Assessment for Learning strategies are working well in some classes and are appreciated by students.
3. A study skills and goal setting programme was carried out with 1<sup>st</sup> year students and students reported that they found this helpful. This programme aims to develop the key skills of managing myself and managing information and thinking.

**This is what we did to find out what we were doing well, and what we could do better:**

1. Learning Intentions and Success Criteria were only being shared in a small number of classes.
2. A study skills and goal setting programme needed to be embedded in 1<sup>st</sup> year and piloted and developed for 2<sup>nd</sup> year students.
3. Staff CPD was required in the area of Assessment for Learning.

**This is what we worked on:**

Given that there was time available to embed the targets and actions of the previous School Improvement Plans, management, staff and the SSE team decided to focus on this as opposed to moving on with the development of another Improvement plan. The following actions were carried out to help embed the targets and actions of the previous Improvement Plans:

1. A study skills and goal setting programme was refined and carried out with 1<sup>st</sup> year students 2019 - 2020. A similar programme, developing on from the 1<sup>st</sup> year experience, was piloted and implemented across 2<sup>nd</sup> year 2019 -2020. The programme looked at Growth Mindset and study techniques that students could use to help with their homework and performance in assignments and assessments.
2. New members of staff were met and were briefed on the targets and actions of the previous improvement plans.
3. Material was developed to help with the provision of formative feedback to students in school reports. A bank of comments (general and subject specific) was created and shared with staff.
4. Examples of good in-house practice was captured electronically to create a CPD resource in house. These were then shared with staff.
5. Teaching and Learning newsletters, that focused on the use of Learning Intentions and the development and sharing of Success Criteria, were created and shared with the staff.
6. Assessment for Learning CPD was provided to the heads of subject departments by the Professional Development Service for Teachers (PDST) and time was provided at the January staff meeting for the heads of departments to share this with their subject department.
7. Team Teaching continuous support from the PDST was provided to the SEN core team to aid with planning and implementation for 2020 -2021.
8. Areas for future professional developed have been identified for the coming academic year. These include: Differentiation (whole staff provided by NCSE) , and Teacher mentor planning and training for those involved in mentoring.

**This is what you can do to help:**

- Browse the material available on the school website explaining School Self Evaluation, Assessment for Learning and Formative Feedback.
- Read the school progress report and discuss the Formative Feedback your child has received with them.
- Encourage your son/daughter to pay particular attention to the Formative Feedback they receive from teachers. They should be clear on where they are achieving in a subject and what are the steps they should take to reach their full potential.
- Remind your son/ daughter to reflect regularly on their learning and to note areas for improvement on each unit of work they are studying.
- Encourage your son/daughter to take greater ownership and responsibility for their learning.
- Encourage your son/daughter to plan their own revision, to set targets and to track their progress.
- Check your son/daughter's journal regularly and sign weekly.
- Help and support students as they prepare for their various assessments during the school year.

**Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.**

***School time and holidays***

- The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**. Please note that as of the 12<sup>th</sup> March 2020 these school days took place online as guided by the 'Continuity of Learning' guidelines issued by the Department of Education and Skills in response to the Covid-19 pandemic.
- This year we had **167** school days, from 27/08/2019 to 29/05/2020. Our school week is hours.
- The Department sets out a **standardised school year and school holidays**.
- This year we took all our school holidays within the permitted time. **YES/NO**
- The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had 3 parent/teacher meetings and 3 staff meetings, all in line with the Department's regulations. Please note that one of these staff meetings took place online due to Covid-19 closure of schools.

***Looking after the children in our school***

- The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. **YES/NO**
- All teachers know about the *Procedures* and we have told all parents about them and how we follow them. **YES/NO**
- Our Designated Liaison Person (DLP) is Mr. Alan Cunningham and our Deputy DLP is Ms. Derval Glendon-Garry

***Enrolment and attendance***

- The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.
- We have an admissions policy and it is published. **YES/NO**
- We reviewed (and updated) our admissions policy during this academic year. It will be ratified by the Board of Management in September 2020.
- We keep accurate attendance records and report them as required. **YES/NO**
- We encourage high attendance in the following ways: Reward good attendance. Encourage attendance at assemblies and information evenings with parents. This year we took part in the 'Every School Day Counts' initiative supported by Tusla. This is how you can help: Discuss the importance of school attendance with your child. Ensure that they attend school.

***Positive behaviour for a happy school***

- The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. **YES/NO**
- Our code of behaviour describes and supports positive behaviour. **YES/NO**
- We have a very clear and high-profile anti-bullying policy in our school. **YES/NO**