

# St. Caimin's Community School, Shannon, Co. Clare

## Our Self-Evaluation Report and Improvement Plan 2016 - 2018

### 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 plan from September 2012 to September 2016:**

- *Literacy:* The first year timetable now includes a library period in addition to four periods of English. During this period students take part in the 'accelerated reading' initiative. Analysis of students pre and post tests indicate that students, on average, have increased their reading age by 6.39 months. The reading material in the school library has been increased over the last three years and the opening times of the library have also increased. A special duties post is in place to facilitate the administration of the school library. A common correction checklist was developed and presented to the staff. It is in use by all members of the English, Gaeilge and Modern Foreign Language departments.
- *Numeracy:* All teachers have introduced estimating as part of returning exams and calculation of percentages in their lesson. A presentation was made by the Math's department on the agreed approach to calculating percentages and plotting graphs. The student journal includes blank graphing templates from students to track results in their different subjects. A numeracy rich environment has been created in the school. Sign posts are used to highlight the distances to various destinations and heights in the school. Math's week events are organised by the Math's department and include 'crack the code' locker treasure hunts, daily puzzles shown on the screen at reception and a 1st year quiz. Numeracy now forms an integral part of subject plans.
- *Learning to Learn:* All students now complete the CAT4 test and are banded according to ability. The Deputy Principal and Year Head track academic progress from Christmas to Summer tests using this data. Students who have been identified as 'underperforming' are aided by the Deputy Principal, the Year Head and their parents to decide and put in place actions that will see an increase in their grades from Christmas to Summer. Subject teachers also use these bands to help identify students who are underperforming in their subject area. Teachers share learning intentions and success criteria with students at the start of each lesson and subject plans include formative assessment techniques. At the start of the year academic study seminars are provided to exam groups. The staff has also been provided with training on formative assessment. The SharePoint site includes the materials developed by the NCCA on formative assessment.

#### **1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period (*December 2016*) to (*October 2017*). We evaluated the following aspect(s) of teaching and learning:

- Junior Cycle Implementation in St. Caimin's Community School
- Junior Cycle Key skills
- Students reflections on their approaches to learning

### 2. Findings

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

*List the main strengths of the school in teaching and learning.*

1. Staff identified, during Junior Cycle training, that students in St. Caimin's Community School are strong at communicating and working with others.
2. Students see themselves as learners and demonstrate this in their positive approach to class work and homework. 96% of students reported that they complete their homework while 79% of students reported that they always try and do their best.
3. Students demonstrate high levels of interest and participation in learning. 82% of students aim to improve their results from previous tests.

## 2.2 This is how we know

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

1. During our whole school Junior Cycle training day staff were asked what they would like to see the new Junior Cycle achieve for the students in St. Caimin's Community School. The most common responses were:
  - a. Develop independent learners
  - b. Develop confidence
  - c. Improve resilience
  - d. Create a sense of achievement and
  - e. Develop a love of the subjects and learning
2. Teachers were also asked to reflect on the Junior Cycle Key skills and identify those that were well developed and underdeveloped in St. Caimin's Community School.
  - a. The Key skills that were identified as being well developed were: communicating and working with others.
  - b. The Key skills that were identified as underdeveloped were: being creative and managing myself.
3. Student reflections on their learning were also examined. The following emerged from an analysis of their responses.
  - a. 18% of students reported that they always ask for explanations to improve their understanding.
  - b. 14% of students reported that they always set learning targets from themselves.
  - c. 39% of students reported that they always listen and pay attentions in class.

## 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.

- Development of the following key skill –Managing Myself
- Help students develop the skills to set learning targets
- Help students ask for explanations to improve their learning.

## 3. Our improvement plan

On the next page we have recorded:

1. The **targets** for improvement we have set
2. The **actions** we will implement to achieve these
3. **Who is responsible** for implementing, monitoring and reviewing our improvement plan
4. How we will measure **progress** and check **outcomes**(criteria for success)

As we implement our improvement plan we will record:

1. The **progress** made, and **adjustments** made, and **when**
2. **Achievement of targets** (original and modified), and **when**

## Our Improvement Plan

Timeframe of this improvement plan is from 2016 to 2018

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To increase the % of students who set learning targets for themselves and are able to manage information and their thinking</p>	<ul style="list-style-type: none"> <li>• Teachers will share success criteria in their classes and for assignments</li>   <li>• Students, with the help of class tutors, will analyse their results from Christmas and set targets for their Summer exams</li>   <li>• Students will complete a target setting workshop</li>   <li>• Provide 40-minute ICT class per week for 1<sup>st</sup> year students to develop ICT skills and their ability to manage project work and their thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li>   <li>• Class tutor</li> <li>• Year Head</li> <li>• School management</li>   <li>• Deputy Principal</li>   <li>• Science department and management</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teachers both identify success criteria for homework and assignments</li>   <li>• An analysis of results is completed, areas where improvements can be made are identified, actions to make these improvements are identified, targets are set</li>   <li>• A target setting session will be developed and delivered to all 1st year students</li>   <li>• CBA presentations and class ICT projects</li> </ul>		

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To increase the % of students who ask for explanations to improve their understanding</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning (AfL) techniques to determine students understanding in class will be used e.g. traffic lights, exit tickets etc.</li> <li>• A homework club will be created where students can access help in the completion of homework and class assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• School management</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be aware of the purpose of these techniques</li> <li>• Students will use the homework club</li> <li>• Teachers will notice a decrease in the number of students not presenting homework</li> </ul>		