



Our Self-Evaluation Report and Improvement Plan

Context:

Meánscoil Iognáid Rís is a Catholic voluntary secondary school under the trusteeship of the Edmund Rice Schools Trust. The school, named after the founder of the order, Edmund Ignatius Rice, opened its doors in September 1871. Pupil numbers have increased greatly over the years from 233 (1971) to 414 (1981) to a current enrolment of over 1000 pupils. We traditionally welcome pupils from a wide catchment area and this mix of town and country contributes greatly to the good atmosphere which is a celebrated feature of the school. The school remains, of course, a Christian Brothers School with the staff and management committed to the ethos of the Edmund Rice Schools. The current principal is Mr. Ben Travers.

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 previous improvement plans:

- *The focus of our evaluation for 2014/2015 was numeracy and ongoing actions include*
Agreed use of common methodologies across all subject areas (e.g. results as fractions).
Numeracy posters in classrooms
Increase use of team and group work in class
A particular focus on problem solving
A strong emphasis on improving core skills using common practice and extra classes in first year to work on these core skills
Casio calculators given to all staff to advance common practise
- *The focus of our evaluation for 2015/2016 was literacy and actions are still ongoing*
An increased use of the library by class groups
An increased use of IT in class to complement literacy skills
An increased uptake in students taking Higher Level English
A particular focus on the use of keywords
Development of study skills programme
Literacy posters in classrooms
A focus on positive written feedback from teachers to students written work and tests.
- *The focus of our evaluations for 2016/17 was Communication and actions are still ongoing*
Providing personalised comments including areas for improvement in school reports
Teach students how to make use of teacher feedback
Use learning intentions in classes and in the school journal
Improve website and twitter feed to improve access for students and parents
Expand and improve the use of the school app
Team teaching to share methodologies and improve teacher feedback

At the start of the 2018/19 school year these three strands of SSE were reinforced through a group activity at a staff meeting. The school wide implementation of these actions was reviewed through a meeting of the SSE committee and a staff questionnaire. Communication and Literacy were found to be quite well implemented but a number of issues arose in regard to the implementation of Numeracy. As a result:-

- Subject conveners were asked to emphasise at dept. meetings all three strands but particularly Numeracy.
- Numeracy was included as part of a PDST in-service on Nov. 8th
- Text book tours are to include Numeracy and be taught to all first years.
- SSE will be included in the report to BOM template next year.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2018 to the present. We evaluated the CBA process to support our focus of Independent Learning. We evaluated the following aspects:

To improve:

- The CBA process in our school and to encourage independent learning, facilitated by the teacher.
- The understanding of the purpose, requirements and outcomes of CBAs for both parents and students.
- Access to Junior Cycle and CBA information and resources on the school app and website.
- The scheduling of CBAs on the school calendar and the availability of resources required by staff (e.g. iPads)
- Provision of opportunities for staff to share their experiences and expertise in completing CBAs.

2. Findings

2.1 This is effective / very effective practice in our school

- Most teachers (95%) who had completed the CBA process described it as worthwhile and most (80%) felt the students had enjoyed the experience.
- The vast majority of staff have engaged with Junior Cycle in-service, TL21 or other CPD opportunities exploring teaching and learning.
- The majority of teachers have previously engaged in project work with junior classes or with TY groups.
- Most students were aware that CBA results would appear on their Junior Cycle Profile of Achievement.
- Many students felt that the purpose of a CBA is to develop skills and assess other types of intelligence.
- Most parents attended a parents' information night on CBAs and the new Junior Cycle.
- There was broad agreement amongst parents that work for the CBA should be the student's own work.

2.2. This is how we know

- Surveys completed by third year students who had completed CBAs in second year.
- Surveys completed by parents of second years students before they completed CBAs this year.
- Surveys completed by 44 staff members (separate surveys were circulated to staff who had and who had not completed a CBA with one of their classes)
- Review of TL21 survey results on independent learning and focus groups.
- A focus group of school management and the SSE team concerning issues that have arisen re: CBAs to date.

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.

- To fully inform parents & students about the CBA process, emphasising the importance of Independent Learning and defining the difference between an Assessment Task and a CBA.
- To teach the students the skills of: (i) research, (ii) using sources and (iii) timing in project work.
- To provide adequate resources to facilitate the CBA process.
- To distribute the CBA timetable fairly over the school calendar.
- To support teachers in working with students who are not engaging in the CBA process.
- To provide opportunities for staff to share their experiences & expertise in completing CBAs.

3. Our improvement plan

On the next page we have recorded:

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

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan – (timeframe of this improvement plan is from March 2019 to June 2020)

Targets	Actions	Person (s) responsible	Criteria for success	Progress and adjustments	Targets achieved
To fully inform parents & students about the CBA process, emphasising the importance of Independent Learning and defining the difference between an Assessment Task and a CBA.	<p>The school will provide:</p> <ul style="list-style-type: none"> • an annual information night for 2nd year parents • a workshop for second year students on research and the CBA process <p>JCT resources will be available (& regularly updated) on the school app/website. Parents & students will be encouraged to engage with these resources through the school app.</p>	<p>Damien & Sharon</p> <p>Sharon SSE team</p>	<p>Successful parent meetings</p> <p>Improved results from surveys of 3rd Years & parents of 2nd Years</p> <p>Improved information & resources available to parents</p>		
To teach students the skills of: (i) research (ii) using sources (iii) timing in project work	<p>Students will be provided with a timeline, dividing the work into 3 stages, with completion dates.</p> <p>Research skills will be taught in all subjects- including use of sources and timing of project work.</p> <p>The study skills course will include skills and strategies relevant to successfully completing CBAs</p>	<p>All staff</p> <p>All staff</p> <p>Damien & Sharon</p>	<p>Students provided with a time-based template for planning and doing CBAs</p> <p>Students demonstrate skills</p> <p>New slides and activities focused on CBA skills included</p>		
To provide adequate resources to facilitate the CBA process.	<p>The school will provide necessary IT equipment to complete CBAs e.g. iPads</p> <p>The school library will be developed to improve student access to computers and work space.</p>	Ben, Sharon, Leo	Improved teacher and student access to IT resources for CBAs		
To distribute the CBA timetable fairly over the school calendar	The school will develop and review a calendar to distribute CBAs fairly for 2nd and 3rd years.	Sharon	Calendar generated to distribute CBAs evenly		
To support teachers in working with students who are not engaging in the CBA process.	Teachers should inform management/Year Head of students not engaging in the CBA process as soon as this has been identified. Management will then inform parents and support the teacher.	All staff	<p>Better student engagement with the CBA process</p> <p>Support from management when students do not engage</p>		
To provide opportunities for staff to share their experiences & expertise in completing CBAs.	Meeting time will be allocated early in term 1 to allow for staff led discussions on CBAs.	Ben SSE team	<p>Informative staff-led focus groups in term one</p> <p>Improved staff confidence in the CBA process</p>		

