

Franciscan College Gormanston

Self-Evaluation Report 2017 - 2018 and Improvement Plan 2018-2019

1. Introduction

This document records the outcomes of our last improvement plan (based on SSE process 2012 – 2016) 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 2016 to 2017

- Need to consider strategies for “High Achievers” within specific curriculum areas as well as an agreed school strategy to support the progress of this identified student cohort.
- An ICT policy and practical action plan based on resources available to the school and required by the school. This area is a focus as part of the identified needs and priorities established by the staff and endorsed by the Board of Management.

1.2 The focus of this evaluation

We undertook a self-evaluation of teaching and learning during the period *September 2017 to June 2018*. The starting point was to identify and agree our area of focus. The decision of the staff in August 2017 was to evaluate the following aspect(s) of Teaching and Learning:

- Teacher collaborative and collective practice
- Learner outcomes

2. Findings

2.1 This is effective / very effective practice in our school

- The quality of teaching and learning is good.
- The quality of subject planning is good.
- Students are given lesson objectives and are supported by their teachers to reach appropriate learning outcomes
- In general, staff value the concept of collaborative working and a collaborative approach to developing best practice. The practicalities of collaboratively reviewing practice internally and with outside agencies were items that teachers still agreed were of value, but the responses were less definite as to how constructive and meaningful this was for them. An agreed whole school assessment policy is required, including the balance of formative and summative assessment, and the recording of assessment and its usefulness. The provision of feedback to students, as a whole school, was also highlighted as requiring development.

2.2. This is how we know

- Student survey responses based on the learner outcomes statements of practice.
- Teacher survey responses based on the teacher collaborative practice statements of practice.
- Maths Subject inspection- March 2018
- German Subject inspection- December 2017

- Guidance Subject inspection – September 2017
- Incidental inspection- October 2016

2.3 This is what we are going to focus on to improve our practice further

Based on the results of the three inspections and the results of staff and student surveys the following areas have been identified to focus on:

- **Teachers collaborative practice: Teachers regularly engage in agreed ways of collaboratively reviewing teaching and learning practices and use them to identify and build on effective approaches.**
- These could include peer support / peer observations, a revised agenda structure to subject department meetings to always include a discussion on teaching and learning (as referenced below), rotation of the subject co-ordinator role, specific focus for meetings or departments such as use of assessment techniques and development of differentiation in all lessons and sharing teaching strategies. A model of peer collaboration where colleagues share expertise should be encouraged.
- **Learner Outcomes: Students are aware of what behaviour is appropriate in lessons and around school and recognise the need to change their behaviour when it does not meet the criteria set.**
- There are many ways in which the way students could take more responsibility for their behaviour and improve behaviour standards in general. While it is acknowledged students will require support and encouragement in this area the standard must be applied by adults and teaching staff working within our school. A decision has already been taken by the BOM to revert to a standardised mixed ability model for incoming 1st year students (18/19). This is in response to a recommendation by the inspectorate following the subject inspection in Maths, March 2018.
- What is also required is the reinforcing of agreed school practices prohibiting use of mobile phones and poor corridor behaviour, training of staff through induction days to ensure policy is applied consistently, use of ICT or other to improve methods of recording and tracking incidents and developing student support plans for identified students to be monitored through the Year Head system with the assistance and support of the SEN team and Student Care team.
- There is evidence that strengthening student understanding of lessons intentions and outcomes would benefit students particularly as they move into senior cycle programmes. Actions at class level and at subject department level to plan and monitor implementation of this initiative will be necessary to assess its effectiveness.

