Coláiste Chiaráin
Leixlip Community School
Celbridge Road
Leixlip
Co. Kildare

School Self-Evaluation Report
2017-18

Report issue date: September 2018

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Coláiste Chiaráin was undertaken during the period September 2017 to May 2018. During the evaluation, teaching and learning in the following area were evaluated:

- Numeracy
- Assessment
- Literacy
- Communication

However, in our School Improvement Plan [SIP], September 2016, we also incorporated the following specific areas of teaching and learning to evaluate for the academic year 2016-17,

- Further development of numeracy moments through an Ideas Fair.
- Development of school intranet to support collaboration between teachers and subject departments.
- Continue using the 'Teaching & Learning' element to staff meetings
- Focus on Key Skill – Managing myself.
- Develop self-assessment and peer assessment strategies

This is a report on the findings of the evaluation.

1.2 School context
Coláiste Chiaráin was established as Leixlip Community School in 1980 under Deeds of Trust.
• Trustees: Presentation Order, Archbishop of Dublin and KWETB.
• Board operates under provisions of the Education Act and other relevant legislation.
• Mixed school, inclusive in intake.
• Non Fee Paying
• The school serves the community.
• Community has good employment rates.
• Current enrolment:
• Projected enrolment 2017-18: 620
• Developed Autism Unit
• Culturally diverse
• Reduced in-school management structure due to government cutbacks
• Reduced teaching allocation due to government cutbacks

2. The findings
The findings of this year's SSE process are detailed in the section below.

3. Progress made on previously-identified improvement targets

Target 1: To further develop our ICT Strategy in the school

To increase the use of Google classroom to 65% among first year teacher:
- We sent a survey to all first year teachers in September 2017.
- Our aim was to find out how many first year teacher were currently using Google classroom.
- We got a total of 29 responses.
- From the responses, 13 said they were currently using Google classroom (45%)
- We aimed to increase this to 65% by the end of the academic year 2017/2018
- Our survey also identified teachers that would be willing to act as mentors for teachers who were currently not using Google Classroom.
- A buddy system was put in place and a resource book was developed.
- 6 first year teachers identified through the survey were mentored on Google Classroom.
- At the end of the academic year 2017/2018, there was an increase in the use of Google Classroom from 13 to 19.
- The percentage of first year teachers now using Google Classroom 66%

While this is effective practice, there is room for improvement towards very effective 2018-2019:
- How are we going to improve this practice further?
- We will invite new 1st year teachers to participate in the digital buddy system
- We will set up an independent ICT/E-Learning committee whose aim will be to develop a digital strategy for the school in terms of the use of Google classroom, the introduction of Wi-Fi, the possible purchase of a set of portable I-pads/devices.
- We will aim to increase the number of 2nd year teachers using Google classroom to 70% by May 2019.

We will survey 1st & 2nd year teachers in May 2019 to measure improvement

Target 2: Embedding the Key Skill – Managing Myself with focus on Assessment and Differentiation

Action:
Raise awareness of the link between 'Managing Myself' and formative assessment through presentations at staff meetings and information on noticeboards. A decision was made at our T&L committee meeting to focus in particular on 'feedback' as a way of encouraging students to manage themselves in the classroom.
To gather baseline data, we surveyed staff and students. Teachers from the T & L committee surveyed a cross section of their classes with 146 responses from students. We received 43 responses from staff. The details of these surveys can be viewed in **Appendix 1.**

Findings:
- Comparing the responses of students and teachers in particular questions revealed that while good practice was evident regarding feedback, there was room for improvement.
- An example being that 27% of teachers said that they 'always' give feedback relating to the learning intentions and criteria for success. 42% of teachers stated

that they would rate the quality of their feedback to students as 'effective' with no one saying it was 'highly effective'. On the student survey, this was echoed somewhat in the data where 45% of students said that they 'always' understand the feedback they receive and 44.9% said they were 'always clear' about what they were supposed to learn.

- Our evaluation of results revealed that while there was effective work in the area of 'feedback', there was room to improve towards a 'very effective' experience for both teachers and students.

Improvement:
- A key strength for improvement in our school was the willingness of staff to share their experiences and support each other
- Another key strength was the enthusiasm of the T&L committee members and the fact that every staff meeting now has a teaching and learning element
- We took four steps towards improvement by:
    1. Sharing the results of the survey with staff at a staff meeting
    2. Displaying material about the importance of 'feedback' on the staffroom noticeboard
    3. T&L committee members discussing feedback in their subject department meetings
    4. Four members of staff did presentations on 'useful feedback' methodology they utilise with their own classes

In the next academic year there will be a need to return to the topic of 'differentiation' as an area of focus and improvement.

Result
- Teachers have become more aware of the language of 'feedback'. The evidence for this is really through discussion and conversations between staff members and T&L committee members.
- A flaw in our approach was not setting a clear target towards which we should aim and then measuring improvement in a definitive way.
- This work was carried out between Sept 2017- Feb 2018

The Advisory Inspection:
- In floundering slightly in relation to the vastness of the topic 'feedback' and in setting clear measurable targets, it was decided that we would seek some direction from the Inspectorate regarding our approach.
- A visit was arranged in April 2018 - members of the T&L committee, Principal and Deputy Principal met with the inspector, Alan McCormack.
- The advice given was to choose a narrower topic but aim for a wider base, ie, something that would be happening in every classroom and not just a few.
- With that advice in mind and using the surveys as a guide, we agreed that 'learning intentions' would be our focus for the next academic year, 2018-2019. It is clearly linked to the topic 'feedback' but is a more manageable and measurable focus

Target 3: Increase Communication with Parents and make SSE and SIP more inclusive of Student and Parent Voice

Actions:
- Surveys completed in the 2016-2017 academic year
- Interviews carried out with parents and principals from primary schools

Findings:
- School needs to raise profile
- The wider community should be made aware of school achievements

<u>Improvements:</u>

Use of social media became the main focus
- School Website   www.colaistechiarain.com
  - had 28,000 visits since 1st January 2018.
  - Increase of 17.7% over the same time last year.
  - Last 30 days we had 7,700 visits to website (Sept 2018)
  - Traffic to site **2018** 57% mobile 33% desktop and 9% tablet
  - Traffic to site **2017** 50% mobile 42% desktop and 6%tablet

- Twitter – 182 followers, an increase of 120 since this time last year.
- Facebook – Friends 255   Followers 57.
- A school Instagram page was launched April/May 2017.
- School newsletter made available to all parents digitally on 3 occasions over the course of the year. June issue delivered electronically had 340 clicks to view. Hard copies printed for distribution to primary schools and visitors to Coláiste Chiaráin The increases suggest improvements are very effective

Target 4: To Further Develop the Schools Literacy and Numeracy Strategies

- The 2016/2017 SSE report of 2016/2017 outlined a plan to write both literacy and numeracy policies. These were completed by the end of this year and are ready for review by the BOM in Sept 2018
- As part of the numeracy programme 2017/2018, Students with a lower ability in Maths in the mixed ability class participated in Paired Numeracy to improve their understanding of basic Maths concepts and to improve their enjoyment of Maths as a whole. The paired numeracy programme lasted 8 weeks
- Maths puzzles continued on a weekly basis with prize giving at the end of term
- A performance competition between 1st year classes was introduced and was graphically recorded in the first year social area

  In relation to literacy:
- DEAR initiative – 6 periods for DEAR for junior cycle students were scheduled over the academic year 2017/2018.
- A weekly conundrum was displayed with prize giving at the end of each term
- The school library was opened twice weekly during lunchtime and 4 x 6th year prefects ran the first year reading initiative
- The one book project including an open panel discussion and buddy reading partners took place for 1st years

4. Summary of school self-evaluation findings

4.1 Our school has **strengths** in the following areas:
- A committed Teaching & Learning Committee
- A commitment among staff members to School Improvement

- Contributions from students and parents
- Some teachers are giving effective feedback to students
- There is an increase in the use of Google Suite among first year teachers.
- The school has increased its communication through increased traffic through the school website, social media and a tri-yearly newsletter.

4.2 The following areas **are prioritised for improvement**:
- Increase the use of effective feedback to students through an focus on learning intentions
- Further develop formative assessment in the classroom
- Increase the 'student voice' in the use of learning intentions.
- Develop Digital Learning Framework.

4.3 The following policies were developed/updated during the year:
- Child Protection Policy
- Strategy for School Attendance