



CBS Thurles

Our Self-Evaluation Report and School Improvement (May 2019)

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 May 2014-May 2017

The following areas were prioritised for improvement

Literacy plan:

- Teachers to focus on the development of literacy as well as knowledge and skills.
- Increased expectations in standards of student's written work across the curriculum.
- Increase in self and peer assessment.
- The development of comprehension note-making and group-work strategies across all subject areas to include at least one on-line tool, (see teachers resource book on teaching and learning strategies)
- Increase the number of students taking higher level in certain subjects for both Junior Certificate and Leaving Certificate.
- Actions to support plan: (a) Inclusion of literacy pack in student journal to include grammatical terms & commonly misspelt words, Reading for enjoyment section. (b) Blooms taxonomy posters to assist teaching strategies, (c) Information evenings for parents/guardians on literacy skills with regard to state examinations.
- 2018-19 The establishment of a lunch time reading for enjoyment club, "Something Novel".
- The implementation of new assessment practices for first years, a continuous assessment model, in line with new junior cycle specifications.
- The increased promotion of "Creative Writing" competition.

Numeracy plan

- To develop a numeracy rich environment.
- Teachers to give back test results in fraction format and students will work out the percentage.
- Teachers will use a common step by step approach to convert a fraction to a percentage.
- "Time" will be incorporated into all subject areas.
- A metric height chart to be painted on the wall so that students can measure height.
- An extra period of maths per week for junior cycle students.
- CPD for teachers in the area of numeracy.
- To create a more positive attitude towards numeracy.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period August 2018 to May 2019. We evaluated the following aspect(s) of teaching and learning:

- The use of learning intentions and success criteria in the classroom.
- Wellbeing in the school.

2. Findings

2.1 This is effective / very effective practice in our school

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

- Overwhelming majority of parents and students say they are doing well in school, and believe teaching is good in the school.
- Students feel well supported in the school.
- Students enjoy coming into school every day and have access to a broad range of extra-curricular activities.

- Teachers have high expectations for all students, and there are open, positive and supportive relationships between teachers and students in class and outside.
- Student teacher relationships are friendly, caring and respectful.
- The quality of teaching is “good to very good” in the school, the quality of learning is “good overall”.

2.2. This is how we know

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

- Student wellbeing focus group.
- Student surveys.
- Teacher surveys.
- Parent surveys.
- School inspection reports.

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.

- We are going to prioritise the embedding of the use of stated learning intentions in the classroom.
- These will be linked to stated success criteria.
- We will prioritise the wellbeing of our students.
- The integration of wellbeing into subject planning for junior cycle.

3. Our improvement plan

On the next few pages we have recorded an overview of our School Improvement Plan:

- 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**

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> Embed the use of stated learning intentions and success criteria in the classroom. The learning intentions and success criteria to be discussed and negotiated at the start of and referred to during class. 	<ul style="list-style-type: none"> Professional development to be provided to teachers on the use of learning intentions and success criteria in the classrooms by end academic year 2018 White boards to be provided in all classrooms for the use exclusively in stating the learning intentions and success criteria. Ongoing professional 	<p>TL21 team, management.</p> <p>TL21 team, management.</p> <p>TL21 team, management</p>	<ul style="list-style-type: none"> All teachers offered the opportunity to take part. Teachers to implement some of the ideas discussed. Survey teachers/students 2018-19 to identify take up/use, to examine effectiveness in learning when used. All rooms to have dedicated white board by 2018 end. Teachers to use for purpose provided. The embedding of a collaborative 	<ul style="list-style-type: none"> 9th February 2018, 38 teachers take part in professional development session provided by TL21 team. White boards have been purchased and set up in rooms. TL21 and management to provide 	<ul style="list-style-type: none"> Professional development provided. Feedback from teachers very positive, found process useful and empowering. <p>Resurvey results October 2019</p> <ul style="list-style-type: none"> 34% agree learning intentions are shared at the start of class, and 63% say sometimes they are. (increase on 2017/18)

<ul style="list-style-type: none"> The negotiation or co-creation of success criteria to be evolved, want it to become part of ongoing dialogue in the classroom. Student voice to be heard in discussion/negotiation/co-creation of success criteria. 	<p>conversations and collaboration to lead to development of the “negotiation” of success criteria with students. This formative process to be embedded.</p> <ul style="list-style-type: none"> Further inhouse professional development. TI21 team to present to core subject departments by end 2019 Whole school approach needed, so time for feedback to staff at staff meetings by tl21 team. 	<ul style="list-style-type: none"> TI21 team, management <p>TI21 team, management.</p>	<p>and formative approach to the creation of success criteria in daily classroom practice.</p> <ul style="list-style-type: none"> Improvement in students’ engagement. Subject departments of core subjects to be given workshop on moving the project forward. Staff meetings time given. Student feedback before end 2019 to be positive towards learning intentions and success criteria. Teacher feedback before end 2019 to be positive towards learning 	<p>professional development opportunities in this process 2018-19</p> <ul style="list-style-type: none"> 2018-19 <p>The emphasis of the student voice in the negotiation or co-creation of the success criteria to be focused on. “need to be owned by students”</p> <p>Decided to drive focus on core first year teachers.</p>	<ul style="list-style-type: none"> 17% say learning intentions are written on board at beginning of every class, 76% say sometimes, and only 5% say no. significant increase). Only 26% of students agree that they are reminded of learning intentions during lesson, 55% say sometimes they are, and 17% say they are not. (This is a disappointing figure and requires further examination). 64% of students agree or strongly
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			intentions and success criteria.		<p>agree that Learning intentions help keep them focused during class. (there is minimal change in this figure, this requires further examination).</p> <p>76% of students understand the meaning of success criteria, with 20% requiring further explanation and only 4% saying they did not understand. (this is an increase from 2017/18, although the ongoing embedding needs to continue, and ongoing examination required)</p> <p>21% and 43% of students say that teachers share success criteria</p>
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with students either always or sometimes respectively. However only 12% and 29% say that they help co-create the success criteria always or sometimes respectively, and 28% say this never happens. Further work needed on embedding the practice of co-creating the learning intentions)

- Wellbeing committee established 2018.

<ul style="list-style-type: none"> • The introduction of Well Being as an area of teaching and learning based on the Framework for Junior Cycle (2015). • To examine ways to enhance the physical, mental, emotional and social wellbeing of our students. • The development of a whole school wellbeing plan. 	<ul style="list-style-type: none"> • Establish a wellbeing committee. • Establish student support group. • Develop “one good adult” programme. • Develop wellbeing school plan. • A comprehensive attitudinal and Dispositional Survey focusing on student wellbeing was conducted with students, management and staff. • Student wellbeing focus group established. • Build wellbeing into subject planning. • Establish areas of concern from the data and outline targets. 	<ul style="list-style-type: none"> • Management, staff and the wellbeing committee. 	<ul style="list-style-type: none"> • Engagement with wellbeing committee. • Engagement with student support group. • Engagement with one good adult programme. • Publish wellbeing plan. • Identify from data areas for development and progress them going forward. 	<ul style="list-style-type: none"> • More specific targets to be established and developed 2018-20 to reflect how positive wellbeing can contribute to more effective teaching and learning in the classroom. • Subject departments to examine ways they can integrate wellbeing into subject plans. • Schoolwise a possible tool to assist with this. • The schoolwise platform to be introduced and opened up for departments over 2018-2020, 	<ul style="list-style-type: none"> • Student support group established 2018. • One good adult programme established 2018. • Survey completed, targets to be finalised for 2018-20. • Subject departments have begun planning with wellbeing integrated in junior cycle. <p>Ongoing development needed, with assistance from JCT with inservice in 2018-19</p>
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			<p>Ongoing and continue engagement with student wellbeing focus group.</p> <p>Subject plans to have wellbeing focus.</p>	<p>and with training possibly to be used fully by 2021</p> <p>Subject departments to discuss wellbeing, possible planning tool appendix D, junior cycle wellbeing guidelines.</p> <p>Refection tool for students, appendix E, junior cycle wellbeing guidelines.</p> <p>Data to be gathered by end 2019.</p> <p>Lunchtime activities identified by parents and students as in need of improvement.</p>	
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