

# NAAS CBS

## 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.

Since its foundation the school was managed by one of the Brothers who held the post of Principal. In 1993 a Board of Management representing, trustees, staff and parents was put in place and the first lay-principal, Mr Noel Merrick, was appointed. 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 last improvement plan

- *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 percentages)  
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
- *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 increase use of IT in class to complement literacy skills  
An increased uptake in students taking Higher Level English  
A focus on positive written feedback from teachers to students written work and tests.

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*Sept 2016*) to (*present date*) with a focus on **communication** . We evaluated the following aspect(s) of communication:

- Improving the quality of written feedback.
- Improving how feedback is given by teachers and used by students.
- Improving the standard of communication between teachers.
- Improving the relationship between parents and the school.

## 2. Findings

### 2.1 This is what we found to be effective practice in our school

- Most students agreed that they are aware of exactly what is expected of them in every class.
- Students agreed in general that their questions are listened to in class and answered.
- Many students agreed that they are comfortable approaching their class teacher if they are having problems with understanding.

- The vast majority of students are aware of the counselling and learning support facilities available in the school.
- Many students agreed that they regularly get the opportunity to work with other students.
- All students agreed the ability to communicate with management was very easy and open.
- A majority of teachers believe that they meet regularly enough with their subject departments..
- Almost all teachers use social media to communicate on school business.
- All teachers agreed that the staff room was the most effective place to communicate about school business.
- Most teachers believe that they give regular written feedback on students' work.
- The vast majority of teachers believe that they receive adequate information regarding the special needs requirements of individual students and find the 'In-Out' list very effective.
- All parents agreed that the text system in the school is a very effective means of communication and is used by all.
- Most parents see the journal as the primary tool for communication and view it as a very useful means of communicating

## 2.2. This is how we know (see separate reports)

- Survey completed around communication with a random sample of 38 students from 5<sup>th</sup> year.
- Surveys completed around communication by majority of teachers.
- Surveys completed by parents around communication, a random sample of 40 parents of 6<sup>th</sup> year students were surveyed.
- Focus groups carried out with 24 students from 5<sup>th</sup> year on communication

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

- Improve the Christmas and Summer reports and recognise the importance of the reports in determining student progress for parents and students.
- Improve the quality of written feedback by teachers on student's work.
- Focus on how effectively students use and respond to feedback and teach them to maximise use of feedback to help with progress.
- Make the record of Learning in class more meaningful to improve student's reflective learning.
- Develop the use of ICT as a valid and frequent form of communication where possible.
- Incorporate the use of Twitter on the school website as a method of passing information to parents.
- Develop the school website to make it an effective and accessible communication tool for parents.
- Use team teaching to further improve communication among teachers on teaching methodologies.

## 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**