



School Self-evaluation Report

September 2023

Vision

That every boy in our school will maximise his potential and simply become the best that he can be.

Mission

We aim:

To seek excellence in all that we attempt, setting high standards and targets to ensure that all of our children reach their potential

To offer a broad and balanced curriculum which is both relevant and well resourced, creatively delivering the requirements of the National Curriculum.

To promote learning through the positive ethos of the school and those who work within it.

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 actions that we will implement to meet these targets.

Outcomes of the Last Improvement Plan from 2017 to 2020

1. Numeracy – Measures, Problem Solving and Number
2. Literacy – Reading Comprehension
3. Assessment – developing assessment of learning and for learning strategies.

The Focus of this Evaluation

1. Numeracy
2. Literacy
3. Digital Learning
4. Well-Being

Evaluation Tools

1. PASS Surveys
2. Kirkland Rowell Surveys for Parents, Staff and Pupils
3. iAbacus Tool for Teachers – Well Being, Digital Learning and School Self Evaluation
4. Standardised Test Results
5. Cognitive Ability Testing

Dimension: Learning and Teaching

Domain: Learner Outcomes in Literacy and Numeracy

Standards:

1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
2. Pupils demonstrate the knowledge, skills and understanding required by the curriculum
3. Pupils attain the stated learning outcomes for the term and year

Strengths	Areas for Development
<ul style="list-style-type: none">• The Kirkland Rowell surveys combine results from parents, pupils and staff to give us an overall school performance score of almost 92%. This equates to the outstanding category and gives us great confidence that all of our stakeholders are very positive about the learner experiences in our school.• Of parents whose children were not in their first year with us, 43% said that the school had improved over the last	<ul style="list-style-type: none">• Parents top priorities for improvement are access to computers, the levels and consistency of homework and the range of out of school activities and clubs.• Pupils awarded their lowest scores for the delivery of computer access, class sizes and class library facilities.• Library facilities and computer access were again perceived as challenges when the staff were surveyed.

<p>year, whilst 1% said that our performance was worse over the last Twelve months. 45% of new parents indicated that the school performed better than what their expected performance prior to entry was whilst 0% of new parents believed that the school did not meet their expectations.</p> <ul style="list-style-type: none"> • Pupils awarded the highest scores for the delivery of ensuring pupils do their best and make progress, caring teachers and the control of bullying. • In terms of staff perceptions, teachers were most happy with teaching quality and out of school activities, child protection and the management of the school. They also believe our pupils to be highly motivated, very well-behaved operating in a positive school environment and very much supported from home. • In the PASS online tool, 86% of pupils reported a high satisfaction rating with how they engage with the curriculum whilst pupil's perceived learning capacity received an 84% rating. • CAT4 testing revealed the following average cognitive profile (SAS Scores): Verbal -107, Quantitative -111, Non-verbal -104 and Spatial -111. • Standardised Test Results revealed the following school performance SAS averages: Irish -109, Reading -107, Spelling – 111 and Maths -110. 	<ul style="list-style-type: none"> • Some areas of the Maths curriculum such as Data and Chance, Shape and Space are slightly below other results in Standardised Testing. • Maths stations were perceived by staff as a means to promote further improvements towards accessing the Mathematics curriculum. Staffing numbers are an issue in terms of ensuring the productivity and quality of such approaches. • Staff also felt due to curriculum overload, it may be necessary to frontload core subjects. • Standardised testing in June 22 has revealed that much attention must be given to the areas of vocabulary and comprehension development in literacy. The average percentile from 3rd to 6th class was 70 in vocabulary and 63 in comprehension. • Targeted approach necessary for teaching comprehension and vocabulary development which could be supported by individualised assessment tracking. <div data-bbox="831 1137 1385 1473" style="border: 2px solid teal; padding: 5px; margin-top: 10px;"> <p>SIP 2023: Key Priority: The overall attainment of the pupils in Numeracy and Literacy is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum. Such attainment will be supported and tracked through the use of key assessment tools and programmes.</p> </div>
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Dimension: Learning and Teaching

Domain: Teachers' Collaborative and Collective Practice in Digital Learning

Strengths	Areas for Development
<ul style="list-style-type: none"> • Every classroom has a very modern infrastructure in terms of digital learning opportunity inclusive of an interactive whiteboard, full wifi connectivity, teacher laptop, access to individual ipads as well as access to a general Computer Room for class teaching lessons. 	<ul style="list-style-type: none"> • Maintaining technology can be problematic as skillsets of staff may not be sufficient to fix some issues. • The computer room does not have enough laptops as funding for IT was cut completely in 2023. • Teachers have limited opportunity to collaborate due to constraints of school day.

<ul style="list-style-type: none"> • Digital Learning very much to the fore in the school in terms of integrating digital activities into lessons, research and presentations. 	<div style="border: 2px solid teal; padding: 5px;"> <p>SIP 2023: Key Priority: Teachers contribute to building whole- staff capacity by sharing their expertise. Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.</p> </div>
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Dimension: Leadership and Management

Domain: Culture and Environment in Well-Being Education

Strengths	Areas for Development
<ul style="list-style-type: none"> • Teachers reported that they felt the school possesses a supportive and inclusive environment in which discipline is framed in a positive approach. • Physical activity is promoted in all classrooms and in the myriad of after-school classes available to the pupils. • Students have a voice through the Student Council and there is a strong sense of belonging to their school • Relationships between staff and parents and within the staff itself are seen as being very positive. A strong collaborative ethos exists between all staff members. • Programmes such as Friends for Life as well as other SPHE circular programmes add hugely to the well-being of the students both inside and outside school. • Success of all pupils is celebrated and shared at school assemblies. 	<ul style="list-style-type: none"> • Healthy Eating policy needs enforcement, as was the case previously. • A mission statement for well-being needs to be developed. • Well-being needs to discussed at every staff meeting. • Anti-Bullying awareness needs to be increased across the school. • More teachers should be trained up in the FFL programme. • The many different cultures of the pupils need greater appreciation and celebration. <div style="border: 2px solid teal; padding: 5px; margin-top: 10px;"> <p>SIP 2023: Key Priority: The wellbeing of the whole school community is central to the school’s ethos/mission statement and school leaders and management actively promote wellbeing so that children, young people, and staff experience a sense of belonging and feel safe, connected and supported.</p> </div>

<p>SIP Priorities 2023</p> <ul style="list-style-type: none"> • Key Priority 1: The overall attainment of the pupils in Numeracy and Literacy is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum. Such attainment will be supported and tracked through the use of key assessment tools and programmes. • Key Priority 2: Teachers contribute to building whole- staff capacity by sharing their expertise. Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils. • Key Priority 3: The wellbeing of the whole school community is central to the school’s ethos/mission statement and school leaders and management actively promote wellbeing
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so that children, young people, and staff experience a sense of belonging and feel safe, connected and supported.