



# Edmund Rice College Carrigaline

SSE Report and  
School Improvement Plan  
2019/2020





Edmund Rice College

Carrigaline

68264R

SSE Report

&

School Improvement Plan

Evaluation period: 2018 – 2019

## 1. Introduction

This document contains a report on Edmund Rice College's engagement in the process of *School Self Evaluation* (SSE) for the academic year 2018-2019 and a *School Improvement Plan* (SIP) for the academic year 2019-2020.

### 1.1 School context

Edmund Rice College is a newly established, co-educational, non fee-paying Catholic voluntary secondary school under the patronage of ERST. The school accepted its first students in 2016 and has a current enrolment of 238 across three year groups. Edmund Rice College accommodates students from Carrigaline and surrounding areas in a newly built, state of the art school facility. The school places an emphasis on both academic achievement and holistic development. The school also caters for students with special educational needs including a self-contained facility dedicated to the needs of ASD students. With a high demand on enrolment annually, the school will see rapid growth in student numbers and staffing in the coming years. The school promotes a culture of professional development, collaboration and innovation, resulting in an openness to engagement with self-improvement strategies and school development.

### 1.2 Focus of the evaluation

This is the school's first engagement with the SSE process. Being a new school, there was a dearth of the kind of longitudinal data present in most schools derived from such sources as subject uptake and attainment records, attendance records, recommendations from whole school, programme and subject inspectorate reports etc. With this in mind an initial staff workshop was held in order to identify a broad area of focus in the area of *teaching and learning* as required in this phase under circulars 0040/2012, 0040/2016. Following on from this three further surveys were conducted on the area of *assessment for learning* (AFL): student focus group, student

survey and a teacher survey. The results of these sources of data were collated and school strengths along with areas for development were identified.

## 2. Findings

### 2.1 School strengths

- Staff generally felt that students demonstrate good levels of motivation to learn and have high expectations for their learning.
- Staff were generally confident that students are attaining the learning outcomes as outlined for subjects and programmes
- There was general satisfaction that students engage in meaningful learning activities
- Staff feel that students do successfully grow as learners through respectful interactions and experiences
- It was broadly felt that students have the skills and attitudes to engage in lifelong learning.
- Teachers have a high level of expectation for their students and this is communicated to them.
- Teachers have a high level of enthusiasm and enjoyment in their subject and this helps to motivate students
- Teachers are confident that they engage in effective questioning generating a deeper response from pupils
- Pupils were generally satisfied with feedback and felt teachers were encouraging.
- They felt feedback was clear and they knew how to improve as a result
- Pupils felt questioning was clear, fairly distributed and effective in advancing learning
- Students feel very confident that they know their own areas for improvement
- Most students feel comfortable about looking for help when they need it

### 2.2 Sources of evidence

- Whole staff workshop on teaching and learning
- Student focus group discussion
- Student survey on AFL and Managing Information and Thinking
- Teacher survey on Individual Practice ( *Looking at Our School* )

### 2.3 Areas for development

Based on the information gathered two areas for development were identified:

- Sharing of learning intentions and success criteria
- Students reflecting on their learning.

Teachers were seen to be aware of and broadly utilise AFL strategies in the classroom and this was corroborated in student responses. However, it was discovered that this practice was not always consistent. This was found to be the case in the areas highlighted above, in particular.

### 3. School Improvement Plan

#### 3.1 AFL area 1: Sharing of learning intentions and success criteria

*'Looking at Our School'* - Domain: Teacher's individual practice

Standard	Effective practice	Highly effective practice
<b>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</b>	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. <b>developmentally appropriate and progressing</b>
	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment. <b>identify areas for improvement and achieve improvement</b>

Targets	Actions	People responsible	Measuring progress
1. We target an increase in the frequency of student response claiming that learning intentions are 'almost always' made clear from a percentage of 38%	Visual prompt in every classroom to remind teacher to share learning intention	SSE Coordinator School management	Survey to be completed at the end of the year Year students follow up with focus group if needed
	Subject planning at the start of the year will include subject specific strategies in subject programmes: (Eg. Walt and Wilf, devising student friendly subject plan, DLP link - share intentions on Google classroom)	SSE Coordinator Subject coordinators Subject teachers	Evidence of planning at the beginning of the year Teachers feedback on effectiveness sought during staff meetings
2. We target an increase in the frequency of student response claiming that success criteria are given and/or co-created 'almost always' from a percentage of 13%	Internal CPD on effective strategies	SSE Coordinator T&L team Subject teachers	Teacher feedback Survey of teacher effectiveness data required
	Visual prompt in every classroom to remind teachers to create success criteria	SSE Coordinator School management	Survey to be completed at the end of the year Year students follow up with focus group if needed

	Subject planning at the start of the year will include subject specific strategies in subject programmes: (Eg. Walt and Wilf, modelling, self and peer assessment, DLP link - apps, Mentimeter, Padlet, share success criteria on Google classroom)	SSE Coordinator Subject coordinators Subject teachers	Evidence of planning at beginning of the year Teachers feedback on effectiveness sought during staff meetings
	Internal CPD on effective strategies	SSE Coordinator T&L team Subject teachers	Teacher feedback Survey of teachers data required

### 3.2 AFL area 2: Students reflecting on learning

#### 'Looking at Our School' – Domain: learner experience

Standard	Effective practice	Highly effective practice
<b>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</b>	Students assess their progress and are aware of their strengths and areas for development as learners.	Students assess their progress and are aware of their strengths and areas for development as learners.
<b>Students experience opportunities to develop the skills and attitudes necessary for lifelong learning</b>	Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.	Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.

Targets	Actions	People responsible	Measuring progress
1. Increase students ability to reflect on their own learning and develop a sense of ownership for that learning	<p>A 10% allocation of marks in internal assessments to reflective questioning (skills, dispositions, effecting change, using feedback, self-assessment etc.)</p> <p>Subjects departments to plan for devise plenary strategies to help students reflect on learning at end of each lesson (eg traffic lights, student review sheets, KWL, Exit slip. DLP link-Padlet, forums, learning log etc)</p> <p>Internal CPD on effective strategies</p>	<p>School management Subject teachers</p> <p>SSE Coordinator Subject coordinators, Subject teachers</p> <p>SSE Coordinator T&amp;L team Subject teachers</p>	<p>Feedback from teachers on capacity to answer questions Survey of teachers on outcomes and learning</p> <p>Survey to be completed Year students follow focus group if needed</p> <p>Teacher feedback Survey of teachers experience</p>