



Edmund Rice College Carrigaline

SSE Report and
School Improvement Plan
2021 -2022





Edmund Rice College

Carrigaline

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SSE Report

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School Improvement Plan

Evaluation period: 2019 - 2021

. 1. Introduction

This document contains a report on Edmund Rice College's engagement in the process of *School Self Evaluation* (SSE) for the academic years 2019-2020 and 2020 -2021 and a *School Improvement Plan* (SIP) for the academic year 2021 - 2022. .

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 534 students across six year groups, with our first cohort of pupils due to complete their Leaving Certificate in June 2022. 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 has seen rapid growth in student numbers and yearly increases in the amount of teaching, support and ancillary staff . A significant number of appointments to leadership roles at AP1 and AP2 level have now been made and duties assigned to meet the identified needs of the school. 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

The focus of the evaluation in the area of *Assessment for Learning* (AFL) was identified initially through a staff workshop and then further informed through a survey of students in Junior Cycle. From this information targets for improvement have been identified as required under the circular 0040/2016. The success in achieving these targets has been assessed and monitored through the continued surveying of students and teachers and adjustments to strategies and targets have been made accordingly

The onset of the Covid 19 pandemic and the subsequent school closures, beginning in March 2020, has impacted greatly on the SSE process within the school. A decision was made over the academic year of 2020 - 2021 not to introduce any new

targets and to consolidate our efforts to meet existing targets, following the instruction to extend the current phase of the process.

In September 2021, following a further extension of the current phase, an SSE team was formed within the school with the aim of identifying a new target for improvement in the area of *Teaching and Learning* and to help continue to implement the strategies as they exist in the current SIP.

2. Findings

2.1 Sources of evidence

- Student survey on AFL and Managing Information and Thinking
- Teacher survey on Individual Practice (*Looking at Our School*)

2.2 Monitoring Current Targets

Target 1 - Sharing of Learning Intentions

We target an increase in the frequency of student response claiming that learning intentions are ‘almost always’ made clear from a percentage of 38%

Learning intentions are ‘almost always’ made clear in a lesson	Percentage
February 2019	38
February 2020	55
October 2021	52

Conclusions:

- The percentage increase from 38% as set out in this target has been met
- While significant improvement is shown there is a slight drop between 2020 and 2021

- The target should be now adjusted to show an increase from 52%

Target 2 - Creation of Success Criteria

We target an increase in the frequency of student responses claiming that success criteria are given and/or co-created 'almost always' from a percentage of 13%

Success criteria are 'almost always' shared with or co-created with the students	Percentage
February 2019	13
February 2020	17
October 2021	14

Conclusions:

- The percentage increase from 13% as set out in this target has been met
- While some improvement is shown there is a drop in frequency between 2020 and 2021
- The target should be now adjusted to show an increase from 14%

Target 3 - Reflecting on Learning

To increase the percentage that teachers 'agree' or 'strongly agree' that students do reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning from 17%

Teachers 'agree' or 'strongly agree' that students reflect on their learning	Percentage
November 2018	17
March 2020	63

Conclusions:

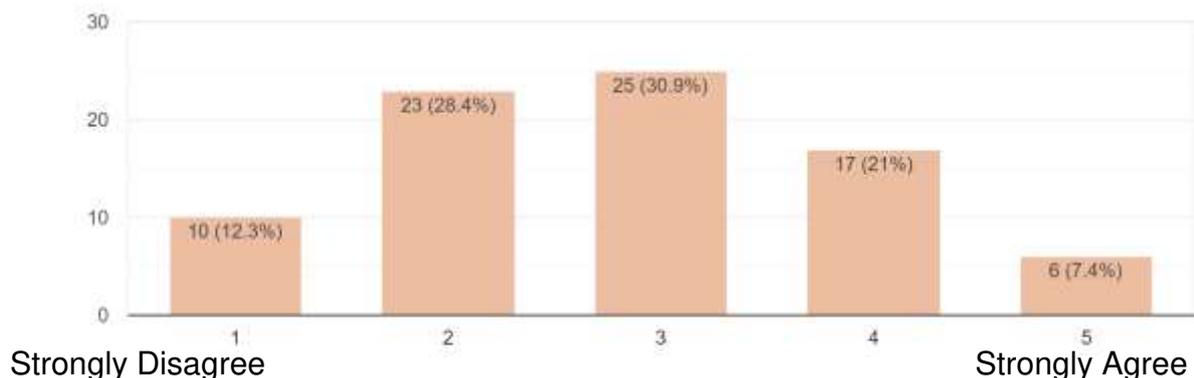
- The percentage increase from 17% as set out in this target has been met
- The target should be now adjusted to show an increase from 48%

2.3 Areas for development

In analysing the findings of the student survey of October the SSE Committee identified *Questioning* as an area for development. In particular, we have identified 'wait time' for effective questioning as an area requiring improvement.

3. When asking questions in class our teachers always give us time to think before getting anyone to answer.

81 responses



Conclusions:

- Nearly 41% of students disagree with the idea that they are given enough time to answer questions in class
- Only just over 28% of students agree that they are given enough time to answer questions in class.
- Improving practice in this regard should become an area of development within the SIP

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
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	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. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment	Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.

Targets	Actions	People responsible	Measuring progress	Timescale
1. We target an increase in the frequency of student response claiming that learning intentions	Visual prompt in every classroom to remind teacher to share learning intention	SSE Coordinator School management	Survey to be completed with Second Year students followed by student focus group if needed	August 2021- Feb/March 2022

<p>are 'almost always' made clear from a percentage of 52%</p>	<p>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)</p> <p>Internal CPD on effective strategies</p>	<p>SSE Coordinator Subject coordinators Subject teachers</p> <p>SSE Coordinator</p> <p>T&L team Subject teachers</p>	<p>Evidence of planning collated at the beginning of the year. Teachers feedback regarding effectiveness sought at intervals during staff meetings</p> <p>Teacher feedback from staff meetings. Survey of teachers if more precise data required</p>	<p>August 2021- June 2022</p> <p>August 2021- June 2022</p>
<p>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 14%</p>	<p>Visual prompt in every classroom to remind teachers to create success criteria</p> <p>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)</p> <p>Internal CPD on effective strategies</p>	<p>SSE Coordinator School management</p> <p>SSE Coordinator, SSE Team Subject coordinators Subject teachers</p>	<p>Survey to be completed with Second Year students followed by student focus group if needed</p> <p>Evidence of planning collated at the beginning of the year. Teachers feedback regarding effectiveness sought at intervals during staff meetings</p> <p>Teacher feedback from staff meetings. Survey of teachers if more precise data required</p>	<p>August 2021- Feb/March 2022</p> <p>August 2021- June 2022</p> <p>August 2021- June 2022</p>

		SSE Team team teachers	T&L Subject teachers	
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3.2 AFL area 2: Students reflecting on learning

'Looking at Our School' – Domain: learner experience

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

Targets	Actions	People responsible	Measuring progress	Timescale
3. To increase the percentage that teachers 'agree' or 'strongly agree' that students do reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning from 17%	A 10% allocation of marks in internal assessments to reflective questioning (skills, dispositions, effecting change, using feedback, self-assessment etc.)	School management Subject teachers	Feedback from teachers on students' capacity to answer this type of questions Survey of teachers on learner outcomes and learner experiences	November, February, May assessments

	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)	SSE Coordinator Subject coordinators, Subject teachers	Survey to be completed with Second Year students followed by student focus group if needed	March/April 2022
	Internal CPD on effective strategies	SSE Coordinator T&L team Subject teachers	Teacher feedback from staff meetings. Survey of teachers on learner experience	August 2021- June 2022
	Reflective questioning posters in each classroom	SSE Coordinator		

3.3 AFL area 3: Questioning

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

Standard	Effective practice	Highly effective practice
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs	Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses and facilitating deeper engagement with lesson content	Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson.

Targets	Actions	People responsible	Measuring progress	Timescale
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<p>4. To increase the percentage of students who 'agree' or 'strongly agree' that they are given time to think before responding in class from 28%</p>	<p>Introduce a 'wait time' strategy across all subject areas. Visual in classrooms to indicate this</p> <p>Subjects departments to plan for methodologies to encourage and compliment 'wait time' in questioning, (think/pair/share, no-hands-up, Bloom's taxonomy etc.)</p> <p>Internal CPD on effective questioning strategies</p>	<p>School management Subject teachers</p> <p>SSE Coordinator</p> <p>SSE Team, Subject coordinators, Subject teachers</p> <p>SSE Coordinator</p> <p>T&L team Subject teachers</p>	<p>Survey of students on AFL strategies</p> <p>Feedback at staff meetings on effectiveness of the strategy</p>	<p>October 2022</p> <p>Jan 2022 - June 2022</p> <p>Jan 2022 - June 2022</p>
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