

School Self Evaluation Report

St. Catherine's Special School,

Newcastle, Co. Wicklow.

School Roll Number: 19522L

School Self-Evaluation Report

Evaluation period: **2019-2020**

Report issue date: *June 2020*

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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 St. Catherine's Special School last improvement plan for the school year 2018 to 2019.

Planning

Targets	Actions	Persons/groups responsible	Outcome 2018-2019
Develop planning formats to be used by all teachers	Use existing monthly plan template and convert to show breakdown of weeks within the month Identify methods to reflect on planning - what information can/should be included, keeping notes throughout the month that highlight things that have worked well and aspects that can be improved	All teachers	Teachers to use planning template (template had to be changed mid year for Communication and Language). Not all teachers break down the month into 4 weeks as this would involve repetition of learning targets. Teachers use various methods to keep notes throughout the month - post its, noted on plan, notes in diary. All teachers agreed that notes helped with evaluations of monthly plan
Planning workshop for teachers	Prepare and implement a planning workshop for teachers	Deputy and Assistant Principals	Planning workshop held on Primary Language Curriculum
Thematic planning	Teachers to investigate thematic planning and the idea of having a bank of themes with cross curricular planning across three differentiate levels	All teachers	Teachers have been using themes more in classes this year. Teachers will investigate more about thematic planning in the next school year 2019 - 2020. Examples from other schools shall be sought.

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Assessment

Targets	Actions	Persons/groups responsible	Outcome 2018-2019
Database of formal and informal assessment tools	Teachers to formulate a list of formal and informal assessments	All teachers	Completed 2020
Assessment workshop for teachers	Prepare for and implement an assessment workshop for teachers	Deputy and Assistant Principals	To do 2019 - 2020 In-house assessment workshop completed 2020

Individual Education Plans

Targets	Actions	Persons/groups responsible	Outcome 2018-2019
Develop IEP format to be used by all teachers	Use IEP 1 format as basic outline Make amendments to IEP format taking into consideration the views of teachers All teachers to start using the developed IEP format	All teachers	All teachers are using the new template. All teachers felt they were able to identify priority learning goals that were achievable within the school year. 93% of teachers felt that there was less repetition of information between IEPs and planning.
IEP workshop for teachers	Prepare and implement an IEP workshop	Deputy and Assistant Principals	IEP workshop help for teachers during a Croke Park hour. Looked at and discussed blank and completed IEPs
IEP information for parents	Outline an overview of the new IEP format and approach to provide parents with information	All teachers at IEP meetings to outline new approach to IEPs	87% teachers discussed the new IEP format with parents at IEP meetings

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1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period of September 2019 to June 2020. We evaluated the following aspects of teaching and learning:

Standard	Statement(s)
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. Learning intentions reflect a developmental and incremental approach to progressing students' learning.

Standard	Statement(s)
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers approach assessment to endeavour to support students' learning and to measure their attainment. Teachers have collectively developed a whole school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work. Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.

Standard	Statement(s)
Pupils engage purposefully in meaningful learning activities	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.

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The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.
Teachers collectively develop and Implement consistent and dependable formative and summative assessment practices	Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole school level.

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**

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St. Catherine's Special School
SCHOOL IMPROVEMENT PLAN
September 2020 to June 2021

ACTION PLAN COORDINATOR	Brigeeta Mulvihill
TARGETS	<ul style="list-style-type: none">● Assessment Coordinator collaborates with teachers to collectively develop a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.● Teachers collectively develop assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.● 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.
ACTIONS <ul style="list-style-type: none">● To create an assessment policy● To create a uniformed planning template (CM's, termly, yearly) for primary, L1LP and Asdan	PERSONS/GROUPS RESPONSIBLE <p>Principal, Deputy Principal and Assessment Coordinator</p> <p>Principal and Deputy Principal</p>

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<ul style="list-style-type: none"> ● To develop skills such as using google slides, the effective use of interactive touch screens in class, designing differentiated learning resources, recording student progress, creating student portfolios ● To create progress and summative assessment portfolios for each student ● To incorporate the use of AAC into teaching and learning ● To collect and monitor planning ● To carry out formative assessments (October and May) 	<p>Class teachers supported by the Digital Learning Coordinator</p> <p>Class teachers to create e-learning portfolios</p> <p>Class teachers supported by the Digital Learning Coordinator</p> <p>Principal and Deputy Principal</p> <p>Class teachers</p>
<p>MONITORING STRATEGIES/APPROACHES</p> <ul style="list-style-type: none"> ● Principal to review twice a year digital technology and assessment practices ● Teachers feel more confident in creating differentiated teaching and learning resources ● Each student has an assessment of learning portfolio ● Planning collected monthly by the Deputy Principal and monitored by Principal and DP 	
<p>EVALUATION/CRITERIA FOR SUCCESS (Are we making progress?/ How do we know?)</p> <ul style="list-style-type: none"> ● Assessment for learning portfolios contain evidence which reflects each child's individual learning ● Written feedback on assessment for learning folders to individual teachers by the Principal ● Written feedback on planning to individual teachers by the Principal 	
<p>NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS</p> <ul style="list-style-type: none"> ● ● 	

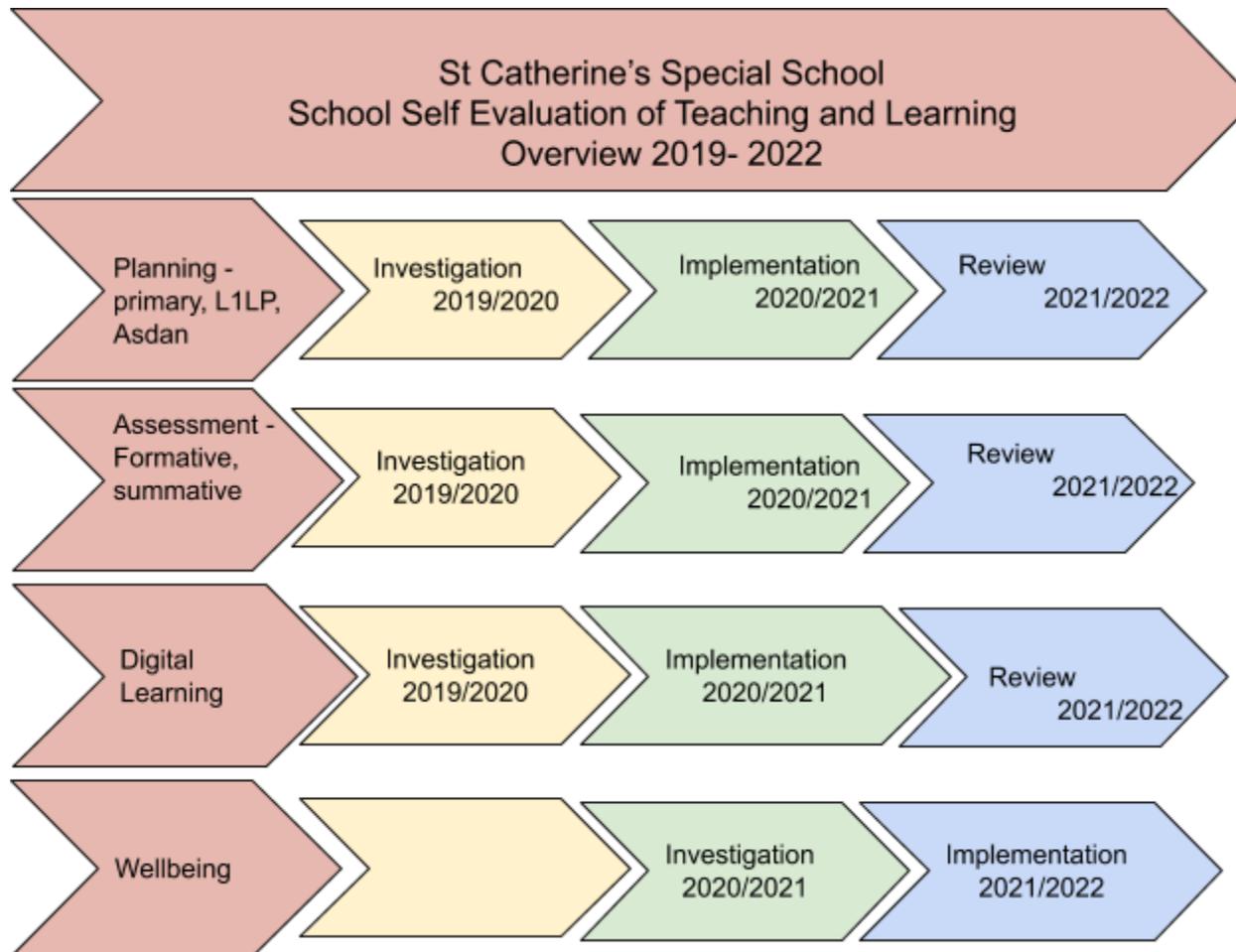
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TARGETS	ACHIEVED
St. Catherine's Special School has collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.	
Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.	
Teachers' plans (CM's, yearly, termly) identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.	

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Outline of proposed School Self Evaluation for the period 2019 - 2022



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