

Presentation Secondary School Castleisland

Self-Evaluation Report (SSE) 2022 - 2026

1) Introduction

This document records 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 The focus of this evaluation

A meeting of Senior Management and the Leader of School Self Evaluation took place in August 2022. At this meeting areas of focus were discussed for the beginning of a new cycle of our school's self-evaluation process. This is the fourth cycle of the National School Self-Evaluation Programme. The focus of school self-evaluation is on the Learning and Teaching dimension of the *Looking at Our Schools (2022)* document, however at times there will be an overlap with the Leadership and Management dimension also. Our school has embedded the areas of focus from the three previous cycles of the school self-evaluation process. We now look to the future, not just for the four years ahead but long term, as we embedded our new strategic plan and annual Digital Learning Plan into our SSE process.

This cycle of SSE is a four year cycle, with year one being a 'Review Year'. This was a year to reflect on the impact that COVID-19 has had on the Learning and Teaching in our school and how we can move forward after the pandemic. In Year One (Academic Year 2022 – 2023), two Croke Park meetings were allocated to SSE to discuss and explore the impact that COVID had on the Learning and Teaching in our school. The four headings in which staff evaluated the past few years during the pandemic were as follows:

- Impact of COVID-19 on students educational experience and outcomes
- Impact of COVID-19 on student wellbeing
- Impact of COVID-19 on students motivation to learn
- Impact of COVID-19 on students' engagement in learning

In August 2023, our initial staff survey on the above, guided by our review year, was completed. Combining our review year and the analysis of our initial staff survey, the following four areas of focus for our SSE and subsequent SIP's were identified as follows:

- Impact of COVID-19 on students educational experience and outcomes
 - **Digital Learning**
- Impact of COVID-19 on student wellbeing
 - **Growth Mindset**
- Impact of COVID-19 on students motivation to learn
 - **Out of Class Experiences (Subject Specific)**
- Impact of COVID-19 on students' engagement in learning.
 - **Student Focus & Concentration**

A student focus group and a parent/guardian survey on these four areas was also completed and their feedback is noted in the findings below.

We have linked each area of focus to the relevant dimension and domain and correlated with the standard that was the best fit for that area.

Specific Area of Focus	Dimension	Domain	Standard
Digital Learning	Learning & Teaching	Learner Experiences	Students experience opportunities to develop the skills and attitudes necessary for lifelong learning
		Teachers Collective/ Collaborative Practice	Teachers contribute to building whole-staff capacity by sharing their expertise
Growth Mindset	Learning & Teaching	Learner Outcomes	Students have the necessary knowledge, skills and attitudes to understand themselves and their relationships
		Learner Experiences	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
		Teachers Individual Practice	The teacher selects and uses planning, preparation and assessment practices that progress students' learning
Out of Class Experiences	Learning & Teaching	Learner Outcomes	Students enjoy their learning, are motivated to learn, and expect to achieve as learners
		Teachers Collective/ Collaborative practice	Teachers work together to devise learning opportunities for students across and beyond the curriculum.
Student Focus & Concentration	Learning & Teaching	Learner Experiences	Students engage purposefully in meaningful learning activities.
		Teachers Individual Practice	The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs.

2) Findings

In this section the findings of our research are reported including, our school's strengths, areas for improvement, along with the primary research methods used to gather this data. Finally, we have noted some of our key findings from our research from the various key stakeholders.

Learning & Teaching				
Initial Area of Focus	Strengths	Areas for improvement	How we know	Key Findings
Impact of COVID-19 on students educational experience and outcomes	- IT/ICT skills have improved for students. - Teachers now incorporating new technologies back into the physical classroom. -Students explored and developed new life skills during the pandemic.	-Ensuring all physical classrooms are print rich environments (including more student work on display) -Group work activities and teamwork skills	- Review Year Staff Feedback - Staff Survey - Parents/Guardians Survey - Student Focus Group Survey	43% of parents/guardians feel students IT/ICT skills have improved. 40% of students agreed with this too. 50% of parents/guardians said students struggled with social interaction post-COVID. 30% of students agreed with this. 76% of classrooms are print rich environments according to teachers. 40% of teachers and 64% of parents/guardians found that students struggled with pair/group activities. 30% of students agreed with this.
Impact of COVID-19 on student wellbeing	-Our school offers a wide range of supports. -We provide a range of co-curricular and extra-curricular activities to encourage participation and inclusion. -We have a positive school vision, culture (5 Pillars). -Regular themed days/weeks and whole school events.	-Students social skills -Student confidence -A change in mindset to school and life -Student self-responsibility, ownership of their studies. -Student resilience	- Review Year Staff Feedback - Staff Survey - Parents/Guardians Survey - Student Focus Group	64% of parents/guardians said COVID had a negative impact on students wellbeing. 50% of students agreed with this. 100% of teachers and 43% of parents/guardians feel students need to take more ownership of their learning. 70% of students agreed with this. 55% of teachers and 36% of parents/guardians stated in their opinion, that students feel there is a limit to what they can learn. 60% of students stated this also.

Impact of COVID-19 on students motivation to learn	-The school runs fun subject-based weeks. -The school provides a wide range of lunchtime and after school activities.	-Engage students in more subject specific activities/trips outside of the classroom. -Engage students in more challenging activities. -Ensure each subject has a specific related clubs/lunchtime activity	Review Year Staff Feedback Staff Survey Parents/Guardians Survey Student Focus Group	68% teachers and 29% of parents/guardians feel students do not have the same motivation post COVID. 60% of students agreed with this. 68% teachers feel extra-curricular activities related to their subject would increase student motivation. 67% of teachers bring their students on a subject specific trip annually. 79% of parents/guardians feel students going on subject specific trips annually, would increase student motivation. 70% of students agreed with this.
Impact of COVID-19 on students' engagement in learning.	-Students increased their engagement with technology. -Students have become more aware of the vast amount of information available online, resulting in an increased use of digital resources/websites.	-Student focus and concentration -Attention span of students -A balanced approached to the use of technology in the classroom.	Review Year Staff Feedback Staff Survey Parents/Guardians Survey Student Focus Group	59% of teachers and 71% of parents/guardians feel technology has enhanced student engagement. 70% of students agreed with this. 50% of parents/guardians and 40% of students, see a benefit in a digital free classroom. 77% of teachers and 21% of parents/guardians feel students focus has decreased post-COVID. 60% of students stated this also. 77% of teachers and 21% of parents/guardians feel students concentration has decreased post COVID. 60% of students agreed with this. 73% of teachers and 21% of parents/guardians feel student engagement in class has decreased post-COVID. 20% of students agreed also.

2.1 Areas of focus in order to improve our practice further.

The following are the '*Areas of Focus*' that we are prioritising for Learning and Teaching over the next three years:

Learning & Teaching

- Digital Learning
- Growth Mindset
- Out of Class Experiences
- Student Focus & Concentration

3) Our School Improvement Plan (SIP)

On the following pages we have recorded:

- The targets for improvement we have set for this academic year.
- 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 and adjustments made, and when.
- Achievement of targets (original and modified), and when.

School Improvement Plan (SIP) 2023 – 2024 (Year One)

Target Area	Actions	Persons / Groups Responsible	Criteria for Success	Progress & Adjustments	Targets Achieved
Digital Learning - Create a print rich classroom environment (through ‘Canva’)	- Teachers will receive training on the use of the online free digital platform ‘Canva’ - Teachers will showcase the platform to students, to assist them in the creation of material to make all classrooms, print rich environments.	All teachers	- All teachers are registered on the Canva website. - All teachers are confident and competent to show their students how to use Canva, to make their classrooms, print rich environments.	- All teachers will receive training at various stages throughout the year on Canva. - Regular check-ins at croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year, to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged, at least one class group, with the use of Canva, in order to make their classrooms, print rich environments. <u>Required</u> <u>All</u> teachers will have registered on the website Canva by Christmas 2023. <u>Over 30%</u> of teachers will have engaged, at least one class, in order to make their physical classrooms, print rich environments, through the use of Canva (increased or for the first time)

School Improvement Plan (SIP) 2023 – 2024 (Year One)

Growth Mindset - Self-directed learning task	- Teachers will assign their students with a self-directed learning task, to develop ownership and accountability. - The Leader of Student Voice and Participation will present to the Student Council on the concept of a 'Growth Mindset'. - Student Council Representatives will prepare a PowerPoint to present to their year group on the concept of a 'Growth Mindset'.	All teachers Leader of Student Voice & Participation Student Council Members	- All teachers will have engaged their students in a self-directed learning task by the end of the year. - The Leader of Student Voice & Participation has a clear understanding of the concept of a 'Growth Mindset'. - Each Student Council Representative will understand the concept of a 'Growth Mindset' and be able to distinguish it from a 'Fixed Mindset'.	- All Student Council Members will gain new information on the concept of a 'Growth Mindset' at each Student Council meeting, throughout the year. - Regular check-ins at croke park, staff and student council meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged all their students in a self-directed learning task. <u>Each Student Council Rep</u> will present to their year group on the concept of a 'Growth Mindset' <u>Required</u> <u>At least 50%</u> of teachers will have engaged their students in a self-directed learning task. <u>At least 50%</u> of Student Council Reps will have presented to their year group on the concept of a 'Growth Mindset'.
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School Improvement Plan (SIP) 2023 – 2024 (Year One)

Out of Class Experiences - Subject Specific Trip	Teachers will research, plan and organise a subject specific trip.	All teachers	All teachers will have researched and identified a subject specific trip for each year group.	- Regular check-ins at croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have brought one class group on a subject specific trip. <u>Required</u> <u>All</u> teachers will have identified a subject specific trip for each year group. <u>At least 70%</u> of teachers will have brought at least one class group on a subject specific trip.
Student Focus and Concentration - Digital Free Classroom	- Teachers will identify an agreed academic week, where all teachers will have a digital free classroom. - Teachers will plan, to ensure all activities in their classrooms during this week are digital-free.	All teachers	- All teachers will have identified an agreed digital-free classroom week. - All teachers can identify the benefits of a digital-free classroom. - All teachers will have planned, organised and executed classroom activities that were digital-free.	- Regular check-ins at croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged all their students in a technology free-week, in their classrooms by the end of the year. <u>Required</u> <u>At least 75%</u> of teachers will have engaged their students in a technology free-week in their classrooms by the end of the year.

SIP Targets – Year One Review (2023 – 2024)

Area of Focus	Target (Required)	Intervention	% Sept 2023	% June 2024	% Increase / Decrease	Target Outcome
Digital Learning	<u>All</u> teachers will have registered on the website Canva by Christmas 2023.	-Canva training -Croke Park (DLP)	15%	93%	78% +	Not Achieved
	<u>Over 30%</u> of teachers will have engaged, at least one class, in order to make their physical classrooms, print rich environments, through the use of Canva (increased or for the first time)		25%	93%	68% +	Achieved
Growth Mindset	<u>At least 50%</u> of teachers will have engaged their students in a self-directed learning task.	-Croke Park Meetings – SSE/SIP -Student Council Training on Growth Mindset	42%	92%	50% +	Achieved
	<u>At least 50%</u> of Student Council Reps will have presented to their year group on the concept of a ‘Growth Mindset’.		-	100%	100% +	Achieved
Out of Class Experiences	<u>All</u> teachers will have identified a subject specific trip for each year group.	-Croke Park Meetings – SSE/SIP	-	64%	64% +	Not Achieved
	<u>At least 70%</u> of teachers will have brought at least one class group on a subject specific trip.		62%	79%	17% +	Achieved
Student Focus and Concentration	<u>At least 75%</u> of teachers will have engaged their students in a technology free-week in their classrooms by the end of the year.	-Croke Park Meetings SSE/SIP	-	92%	92% +	Achieved

School Improvement Plan (SIP) 2024 – 2025 (Year Two)

Target Area	Actions	Persons / Groups Responsible	Criteria for Success	Progress & Adjustments	Targets Achieved
Digital Learning - The use of Artificial Intelligence to Support and Enhance Teaching and Learning	- Teachers will receive training on the use of AI - Teachers will use resources created using AI to support and enhance Learning and Teaching in their classrooms. - Teachers will engage with peer observation to plan, learn and showcase resources created using AI	All teachers	- All teachers will sign up for a free online account - All teachers are confident and competent to utilise AI created resources in their classrooms - All teachers will engage with Peer observation	- All teachers will receive training and support at various stages throughout the year. - Regular check-ins at Croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year, to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged with more than one class group using AI created resources to support Teaching and Learning. <u>Required</u> <u>All</u> teachers will have registered with an online website by Christmas 2024 <u>Over 75%</u> teachers will have engaged with at least one class group using AI created resources to support Teaching and Learning.

School Improvement Plan (SIP) 2024 – 2025 (Year Two)

Growth Mindset - Self-Reflective Task	- Teachers will assign their students a reflective task after the Christmas Exams, to develop positive reflection, ownership and accountability. - The Leader of Student Voice and Participation will present to the Student Council on the concept of a 'Growth Mindset'. - Student Council Representatives will prepare a PowerPoint to present to their year group on the concept of a 'Growth Mindset'.	All teachers Leader of Student Voice & Participation Student Council Members	- All teachers will have engaged their students in a reflective task by December 20th 2024. - The Leader of Student Voice & Participation has a clear understanding of the concept of a 'Growth Mindset'. - Each Student Council Representative will understand the concept of a 'Growth Mindset' and be able to distinguish it from a 'Fixed Mindset'.	- All Student Council Members will gain new information on the concept of a 'Growth Mindset' at each Student Council meeting, throughout the year. - Regular check-ins at Croke park, staff and student council meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged all their students in a reflective task to promote positive/ growth mindset <u>Each Student Council Rep</u> will present to their year group on the concept of a 'Growth Mindset' <u>Required</u> <u>At least 50</u> will have engaged all their students in a reflective task to promote positive/ growth mindset <u>At least 50%</u> of Student Council Reps will have presented to their year group on the concept of a 'Growth Mindset'.
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School Improvement Plan (SIP) 2024 – 2025 (Year Two)

Out of Class Experiences - Subject Specific Experience	Teachers will research, plan and organise a subject specific trip.	All teachers	All teachers will have researched and identified a subject specific trip for each year group.	- Regular check-ins at Croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have brought two class groups (one senior, one junior) on a subject specific experience. <u>Required</u> <u>All</u> teachers will have identified a subject specific trip for each year group. <u>All</u> of teachers will have brought at least one class group on a subject specific trip.
Student Focus and Concentration - Focused activity that doesn't use a device	- Teachers will identify a strategy to improve student focus in their classroom. - Teachers will plan, to ensure these activities are given sufficient class time.	All teachers	- All teachers will have identified strategies. - All teachers can identify the benefits not using devices to improve concentration. - All teachers will have planned, organised and executed classroom activities that are aimed at improving focus.	- Regular check-ins at Croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged two or more class groups in a focused activity during the school year. <u>Required</u> <u>All</u> teachers will have engaged one class group in a focused activity during the school year.

SIP Targets – Year Two Review (2024 – 2025)

Area of Focus	Target (Required)	Intervention	% Sept 2024	% June 2025	% Increase / Decrease	
Digital Learning	<u>All</u> teachers will have registered with an online website by Christmas 2024	Croke Park Meetings – SSE/SIP		95%	+95%	Not Achieved
	<u>Over 75%</u> teachers will have engaged with at least one class group using AI created resources to support Teaching and Learning.	Outside training	43%	95%	+52%	Achieved

SIP Targets – Year Two Review (2024 – 2025)

Growth Mindset	• <u>At least 50%</u> will have engaged all their students in a reflective task to promote positive/ growth mindset • <u>At least 50%</u> of Student Council Reps will have presented to their year group on the concept of a ‘Growth Mindset’.	Croke Park Meetings – SSE/SIP	43%	95%	+52%	Achieved
			100%	60%	-40%	Not Achieved
Out of Class Experiences	• <u>All</u> teachers will have identified a subject specific trip for each year group. • <u>All</u> of teachers will have brought at least one class group on a subject specific trip.	Croke Park Meetings – SSE/SIP	64%	80%	+16%	Achieved
			79%	80%	1%	Achieved
Student Focus and Concentration	• <u>All</u> teachers will have engaged one class group in a focused activity during the school year.	Croke Park Meetings – SSE/SIP		95%	+95%	Not Achieved

School Improvement Plan (SIP) 2025 – 2026 (Year Three)

Target Area	Actions	Persons / Groups Responsible	Criteria for Success	Progress & Adjustments	Targets Achieved
Digital Learning - The use of Artificial Intelligence to Support and Enhance Teaching and Learning	- Teachers will use AI to enhance planning and classroom resources - Teachers will use and reuse resources created using AI to support and enhance Learning and Teaching in their classrooms. - Teachers will seek out and attend AI related CPD to support their work - Teachers will share useful resources created with colleagues	All teachers	- Teachers are confident and competent to utilise AI created resources in their classrooms - Teachers will use AI to create a bank of resources for use in the classroom	- Regular check-ins at Croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year, to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged with at least two class groups using AI created resources to support Teaching and Learning, one senior, one junior. <u>Required</u> <u>100%</u> of teachers will have engaged with at least one class group using AI created resources to support Teaching and Learning.

School Improvement Plan (SIP) 2025 – 2026 (Year Three)

Growth Mindset - Self-Reflective Task	- Teachers will assign their students a reflective task after the Christmas Exams and one class test, to develop positive reflection, ownership and accountability. - The Leader of Student Voice and Participation will present to the Student Council on the concept of a 'Growth Mindset'. - Student Council Representatives will prepare a PowerPoint to present to their year group on the concept of a 'Growth Mindset'.	All teachers Leader of Student Voice & Participation Student Council Members	- All teachers will have engaged their students in two reflective tasks - The Leader of Student Voice & Participation has a clear understanding of the concept of a 'Growth Mindset'. - Each Student Council Representative will understand the concept of a 'Growth Mindset' and be able to distinguish it from a 'Fixed Mindset'.	- All Student Council Members will gain new information on the concept of a 'Growth Mindset' at each Student Council meeting, throughout the year. - Regular check-ins at Croke park, staff and student council meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged all their students in two reflective tasks to promote positive/ growth mindset, one after the Christmas tests and one class test <u>Each Student Council Rep</u> will present to their year group on the concept of a 'Growth Mindset' <u>Required</u> <u>At least 75%</u> will have engaged all their students in a reflective task to promote positive/ growth mindset <u>At least 75%</u> of Student Council Reps will have presented to their year group on the concept of a 'Growth Mindset'.
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School Improvement Plan (SIP) 2025 – 2026 (Year Three)

Out of Class Experiences - Subject Specific Experience	Teachers will research, plan and organise a subject specific trip.	All teachers	All teachers will have researched and identified a subject specific trip for each year group.	- Regular check-ins at Croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have brought two class groups (one senior, one junior) on a subject specific experience. <u>Required</u> <u>All</u> teachers will have identified a subject specific trip for each year group. <u>All</u> of teachers will have brought at least one class group on a subject specific trip.
Student Focus and Concentration - Focused activity that doesn't use a device	- Teachers will identify a strategy to improve student focus in their classroom. - Teachers will plan, to ensure these activities are given sufficient class time.	All teachers	- All teachers will have identified strategies. - All teachers can identify the benefits not using devices to improve concentration. - All teachers will have planned, organised and executed classroom activities that are aimed at improving focus.	- Regular check-ins at Croke park and staff meetings. - All teachers and students will be surveyed at the end of the academic year to see progress made since the beginning of the year.	<u>Desirable</u> <u>All</u> teachers will have engaged two or more class groups in a focused activity during the school year, one junior, one senior. <u>Required</u> <u>All</u> teachers will have engaged one class group in a focused activity during the school year.