



Le Chéile Secondary School

School Self Evaluation Report (SSER)

2018 - 2020

School Self Evaluation Report

1. Introduction

1.1. The focus of the evaluation

A school self evaluation of teaching and learning in this school was undertaken during the Autumn term of 2018. Whilst the evaluation looked at all aspects of school life there was a focus on Assessment.

This is a report of the findings of the evaluation

1.2. School Context

Le Chéile Secondary School is a co-educational secondary school under the patronage of the Le Chéile Schools Trust. It is built on a greenfield site and opened in September 2014. There are currently just over 600 students on the school roll.

The school is a Catholic school committed to promoting Christian values and affirming the personal worth and dignity of each student. Le Chéile Secondary School is inclusive of students from all cultures and backgrounds and celebrates diversity. We aim to ensure that the school is a place where students feel at ease and cared for enabling them to relate to one another and to staff in an open, respectful and trusting manner. The school values the role of parents in the education of their children and seeks to work in partnership with them.

The characteristic spirit of our school is based on the vision and values of the Le Chéile Charter. It is underpinned by a philosophy of education that has at its centre the unique dignity of the human person as a child of God.

The curriculum is broad and balanced. The school will present our first Leaving Cert in June 2017. There is a vibrant extra & co-curricular curricular programme. Subject departments work collegially sharing ideas and resources.

There are a strong and effective pastoral structures with a collaborative approach to student care involving Principal/Deputy Principal, Year Heads, SEN Co-ordinator, School Chaplain, Parents & where appropriate outside agencies.

The school actively promotes and engages in the use of technology as a tool to support teaching and learning. Each student has an ipad and the teachers create their own content. Our innovative use of technology has been recognised through the Apple Distinguished School programme.

2. The Findings

Le Chéile Secondary School places a high value on its partnership with parents and also recognises the importance of the visibility of the student voice in the evaluation process. We recognise that students should be consulted when it is appropriate and therefore in gathering our evidence as part of the SSE process we sought their views through a range of questionnaires¹. The findings are outlined below:

The Student Voice:

Students were questioned and having analysed their feedback the following *strengths were identified*:

- Students feel strongly (almost 90%) that they get time to collaborate around questions in class.
- 85% of students feel their teachers encourage them to question what they are doing in class.
- Over three quarters of students have been encouraged to re-ask a question.
- 97% of students feel they get time to ask questions in class.
- 80% of students reported getting oral feedback on work.
- 85% of students believe that they are encouraged by their teacher to participate in class.
- Almost 90% of students say they get homework regularly
- Students report that all JC skills are required of them in class. Working with others is the most highly sought (70%)

Areas which require attention are:

- Only 45% of students felt teachers give them step by step directions on how to reflect on classwork

The Teacher Voice:

Teachers were questioned and having analysed their feedback the following *strengths were identified*:

- 97% of teachers reported that they encourage students to think about what they have learned and how they have learned it.
- 95% of teachers feel they provide opportunities to self-assess as part of the reflective process
- 75% of teachers believe they differentiate the learning in their lessons
- Almost 90% of teachers believe that student engagement in learning contributes to their wellbeing
- 95% of teachers believe that they provide questions and tools to help students reflect on their learning

¹Questioning Survey , Assessment Survey, Learning Process Survey (based on LAOS)

Areas which require attention are:

- Only 60% of teachers assess students for Junior Cycle skills.
- Whilst over 95% of teachers believe that they provide questions and tools to help students reflect on their learning, almost a quarter of teachers report that they rarely or never use language associated with reflection in class
- 37% of teachers report always assessing student achievement by referring to the success criteria for the lesson, or series of lessons, and use both formative and summative assessment approaches when communicating student progress

3. Progress made on previously identified targets identified in the current School Improvement Plan

Improvement Target 1.

Domain: *Leading school development*

- The school has made significant progress in embedding our guiding vision. Through our Core Value and Root Beliefs we communicate this vision in a way that empowers the whole school community to translate the vision into action.
- The school has developed a Wellbeing Plan and programme with a whole school focus
- All staff have had training in Child Protection and GDPR

Improvement Target 2.

Domain: *Learner experiences*

- The school has engaged with the Droichead programme and has included the PME students into the school supports offered as part of the Droichead programme (observations, peer observations, in school facilitated CPD)
- The Extra & Co-curricular programme continues to be raised each year with new clubs and activities being offered to students
- The CAT scores are available to all teachers and teachers have had some in house facilitated CPD on how to interpret and use these scores to support students in their classrooms

Improvement Target 3.

Domain: *Learner experiences*

- The school has achieved the Apple Distinguished School award and are learning from and with the wider Apple Distinguished Schools community

Improvement Target 4.

Domain: *Teachers' collective / collaborative practice*

- A successful TY programme has developed with the Choose Your Own subject module promoting a personalised approach to learning. This module has supported students in developing independent learning skills, gaining ownership of their own learning and reflective practice.

Improvement Target 5.

Domain: *Leading learning and teaching*

- A consultative and collaborative process has resulted in a schedule of posts which meets the current needs of the school. The school has a developing and expanding Middle Leadership team.
- The first Annual Review of posts took place last year and a report was submitted to the BoM.

4. Summary of School Self Evaluation Findings

Having reviewed the information gathered and reflective of our school culture and context it was agreed that our 2018-20 School Self Evaluation focus and the areas *prioritised for improvement* will be:

Having reviewed the information gathered and reflective of our school culture and context it was agreed that our 2018-20 School Self Evaluation focus would be:

The ongoing development of **formative assessment practices** which allow students to:

- Have a clear sense of making progress and of achievement.
- Assess their progress and are aware of their strengths and areas for development as learners.

To further develop a **formative assessment practices** where teachers:

- Understand the interconnectedness between Teaching, Learning & Assessment
- Provide students with constructive, developmental oral and written feedback on their work.
- Share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.
- Use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses and facilitating deeper engagement with lesson content

To explore the development of our **Reporting processes** by:

- Deepening our understanding of the eight principles of reporting
- Interrogating our Assessment Calendar and consulting around possible amendments to this calendar
- Encouraging reflective practice and giving visibility to the student voice in the reporting process
- Replicate the JCPA through the inclusion of CBA results & Other Learning on the report