GRANGE POST PRIMARY SCHOOL

School Self-Evaluation Report

& Improvement Plan

2023-2024

1. Introduction

This document records the outcomes off our last improvement plan, the findings of this self-evaluation, and our current improvement pan, including targets and actions we will implement to meet our targets.

1.1 Outcomes of the last improvement plan from September 2021-June 2022

The previous improvement plan focused on Ethos. Key areas of improvement were as follows:

- The ethos wheel has been placed on the website, in the school building and on all new policies. It was the central theme of the open night talks this year. It was discussed by staff during an SSE meeting this year to identify a target for each subject area. It is a planned agenda item for initial planning meetings next September. A range of activities throughout the year highlighted aspects of Ethos with student, staff and parents.
- Staff briefings ran for 2023-24 school year. Annual audit meetings took place in 2023 and 2024 with the Principal. Initial feedback is positive. Monitoring will continue.
- Weekly behavioural meetings ran throughout 2023-24 school year. Year Heads reported these as helpful to achieving consensus and consistency. Monitoring will be on-going.
- Two teachers and Principal attended Droichead Training 2023 and the first two newly qualified teachers completed Droichead Programme in Grange PPS June 2024.
- A Newsletter was designed and distributed to staff, students and parents June 2024.
- New Parents Council formed May 2024.
- The Inclusion project has been initiated this year 2023-24 i.e. two Inclusion leads have attended training and initial staff engagement has taken place.

1.2 The focus of this evaluation

We undertook self- evaluation in the area of Teaching and Learning in September 2023.

2. **Findings:**

2.1 The following main areas of effective practice were identified:

- Very positive feedback on the learning environment in the school from students i.e. students recognise the school values care/ kindness, a sense of community/ belonging, playing sports/ extra-curricular activities and high points in the Leaving Certificate. Students report feeling cared for, know they will receive help if needed, are being taught how to stay healthy and well, feel respected by teachers and other students, understand behaviour expectations, feel accepted, safe and listened to and have opportunities to take part in activities inside and outside class. Students showed competency, knowledge and awareness of the use of IT in the learning process; and the value of attendance.

- Parents reports correlated strongly with the students. i.e. students cared for, wellbeing promoted and positive relationships between students and teachers. Parents feel respected and involved in the school, they are aware of the Code of Behaviour expectations, the importance of attendance and the use of IT in the learning process in the school. They reported effective communication on student behaviour and progress and felt they can raise issues as necessary with teachers and management.

- Teachers identify the school as a caring environment for students. Staff model caring behaviour and recognise the value of getting to know their students' strengths, challenges and interest. Teachers are aware who to refer concerns to. Respect and equality of opportunity are highly valued among teachers. Teachers offer opportunities for students to work together, speak and participate in classes. Teachers are using IT effectively i.e. the majority have subject Department plans in Office 365, report feeling competent in the use of IT, have a school device, share practice and use Teams to share class content and resources.

2.2 Evidence:

-Surveys carried out with students, parents, teachers, management and the Board of Management. Discussion and groupwork session with staff. State examinations/ Term test results analysis.

2.3 Area for focus of improvement

- Promote self- reflection ownership and independent learning among students.
- Enhance the literacy skills of students i.e. their ability to access class content, complete assignments/ class tests and decode examination questions.

3. **Our improvement Plan**

On the next page we have recorded the targets for improvement, the actions we will implement to achieve these targets, who is responsible for implementing and monitoring, how we will measure progress and outcomes and we will report progress, adjustments and achievements made and when.

SCHOOL IMPROVEMENT PLAN- September 2024-June 2025

TARGETS	Actions	Person/ Group responsible	Criteria for Success	Progress and Adjustment	Targets Achieved
Promote self reflection, ownership and independent learning among students.	- A template has been trialled and agreement reached at whole school level to use for class tests and term reports by all subject teachers to increase student awareness of criteria for success, self- reflection on progress, as well as formative feedback. It also serves to reinforce keywords and numeracy strategies.	All subject teachers	- High student engagement with the template - Positive feedback from teachers on the impact of the template. - Improved effort in class tests/ term tests from students.		
Enhance literacy skills of students i.e. their ability to access class content, complete assignments and decode examination questions.	- Each subject Department will devise and agree a target for the 2024-25 school year that will support students ability to access class content, complete assignment and or/ decode examination questions. Actions to support this must be agreed and put into action. Criteria for success must be identified and the outcomes monitored an evaluated and reported back for review	All subject Departments	- Target identified in each subject Department plan at eh outset of 2024-2-25. - Feedback from the review will show improvement in the target area. - Overall class test/ examination results will show improvement.		

Signed by: _____ (Chairperson of the Board of Management)   Date: _____

Signed by: _____ (Secretary to the Board)   Date: _____