**School Self-Evaluation of the 2022-2023 School Improvement Plan**

St Joseph’s Adolescent School
Roll No. 20153N

# **1.1 Introduction**

This document records the outcomes of our last improvement plan and the findings of this self-evaluation.

**Outcomes of our last improvement plan from 2022-2023**

**Learner outcomes**

* Each classroom teacher discusses with students areas for improvement and strategies that help
* Key teacher reviews strategies with student in Strengths Strategies and Difficulties document (SSD)
* Weekly discussion with key teacher re priorities and reviewing goal set in SSD
* Bi-weekly discussion with Principal re timetable

**Learner experiences**

* Teachers develop gp classes and organize trips for students once every three weeks.

**Teacher individual practice**

* Teachers collectively review SSD documents for each student on a weekly basis
* Teacher develop group class on collective basis and team teach where appropriate
* Teachers to be given information on a regular basis re opportunity for relevant CPD

**Teacher’s collective/collaborative practice**

* Key teacher will liaise with parents and send SSD, Minutes of School Meeting and Profile of Learning to Parent for each student. They will also communicate with the key student’s school and send above named documents to school also. These documents will be encrypted.
* Subject teachers from SJAS may also contact the base school.

**LEADERSHIP AND MANAGEMENT**

**Leading learning and teaching**

‘**Managing the organization**

* “Manage the planning and implementation of the school curriculum "with the aim that the provision of education will “foster a commitment to inclusion, equality of opportunity and the holistic development of each student”
* ‘Establish an orderly, secure and healthy learning environment, and maintain it through effective communication’ and ‘manage challenging and complex situations in a manner that demonstrates equality, fairness and justice’
* Management will continue to ‘develop and implement a system to promote professional responsibility and accountability’ through the promotion and use of the ‘Strengths, difficulties and strategies’ document and weekly learning objectives

**Leading school development**

* Within the context of the proposed move of the relocation of the school and current temporary arrangement of AIPU students the leadership group will aim to ‘manage, lead and mediate change to respond to the evolving needs of the school and to changes in education’
* ‘Build and maintain relationships with parents, with other schools, and with the wider community’ through the work of the key teacher, which is captured on the Action Log in the individual education plan.

**Developing leadership capacity**

* ‘Empower staff to take on and carry out leadership roles’ through the engagement in CPD, LMT group and the review of policies by all staff.
* To continue to ‘Promote and facilitate the development of student voice, student participation, and student leadership’ through annual activities such as School Plays, outside trips and the circulation of student questionnaire.

**1.2** **The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *May 2023 to June 2023. Please see Appendices 1 to 4.* We evaluated the following aspect(s) of teaching and learning from .

* Student experience
* Parent experience
* Teacher Individual and Collective Experience
* Leadership and Management Reflective Experience

# **2. Findings of this evaluation**

**2.1** This is effective / very effective practice in our school

* Students enjoyed their learning and found it meaningful. Parents endorsed their child’s experience of education in SJAS.
* Students felt their learning would support them in their future and felt that teachers worked with them to develop strategies that help them in their education in the future
* Students also felt teachers worked with them to identify areas of improvement
* Parents felt education in St Josephs helped their child on returning to their own school
* Strong support in the school amongst staff with an atmosphere of always trying to do things better.
* Strong work attitude in the school with “a student comes first approach”.

**2.2.** This is how we know (*List the evidence sources. Refer to pupils’ dispositions, attainment, knowledge and skills.)*

* Student and Parent evaluations
* Individual teacher meetings
* Group discussion of findings from questionnaires
* Observation and analysis of student folders

*Please see Appendices 1 to 4 for summary of this research.*

**2.3** This is what we are going to focus on to improve our practice further (*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.)*

* Prioritize the long-term plan for the school. Working on making the physical environment more suitable for staff and students alike.
* Continue to focus on giving students strategies for their own improvement. This will be focused on in key teacher meetings, group discussion and fed back to students in class and in Key Teacher Meetings. These will be documented in SSD document.
* Wellbeing was the National theme for SSE 2022-2023. We are going to focus on improving the student experience by adding different outside trip activities linked to curriculum along with maintaining group classes developed in 2022-2023.
* Students will be able to see clear links between their learning and how it will help them in the future.
* Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning
* Develop a document for online distribution to all staff to aid organization for planning. Document to be updated regularly with key pieces from MDT such as DC dates and key issues
* School leaders to promote a culture of reflection, improvement, collaboration innovation and creativity

**3. 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**

**School Improvement Plan 2023/2024**

**Timeframe of this improvement plan is from 2023 to 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success**(How we will measure **progress** and check **outcomes)** | **Progress and adjustments****7/Feb/24** | **Targets achieved** |
| Prioritize the long-term plan for the school- Working on making the physical environment more suitable for staff and students alike. | **Ensure appropriate conditions for education are met within St Vincents****Reduce/Remove necessity to work in three locations** | **Principal/BOM/DE** | **Currently under review with BOM/DE.****Meet with staff to discuss same** |  |  |
| We are going to focus on improving the student experience by adding different outside trip activities linked to curriculum along with maintaining group classes developed in 2022-2023. | **Teaching staff to create learning opportunities for students in St Vincents and in Day Hospital that are diverse and stimulate student interest**  | **Teaching Staff** | **Log outside activities/trips organized****Positive student feedback will be evidenced in online questionnaires** |  |  |
| Students will be able to see clear links between their learning its value and how it will help them in the future. | **Teachers to create links in class** | **Teaching Staff** | **Increase in rating from last years’ set of questionnaires** |  |  |
| Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning  | **Teachers to create links in class****Students to write up activities/tasks they completed during week and place under section of key skills (Strategy disc at inservice with Oide on 22/9/23)** | **Teaching Staff** | **Positive feedback in student questionnaires** |  |  |
| Develop an online document for distribution to all staff to aid organization for planning. Document to be updated regularly with key pieces from MDT such as DC dates and key issues | **Teachers attending MDT to update. Subjects list added to by school support person** | **Teaching staff and school support** | **Feedback from teachers at end of year****Document evidenced online**  |  |  |
| School leaders to promote a culture of reflection, improvement, collaboration innovation and creativity | **Management to incorporate discussions around a range of issues beginning with Health and Safety, CPD, Group Classes and challenges in the workplace into meetings.**  | **Management and Teaching staff** | **Positive Parent, Teacher and Student Feedback****Log of discussions held** |  |  |

**School Improvement Plan from 2022/2023**

**Timeframe of this improvement plan is from 2022 to 2024**

 **\*Outstanding/Work In Progress issues from last year’s plan carried over into this academic year)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success**(How we will measure **progress** and check **outcomes)** | **Progress and adjustments****7/Feb/24** | **Targets achieved** |
| Students to be able to identify strategies & areas for improvement | Each classroom teacher discusses with students areas for improvement and strategies that help Key teacher reviews strategies with student in SSD document |  All staffKey Teacher | Positive student feedback- All students to fill out student questionnaire on discharge |   |  |
| Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning’ | Weekly discussion with key teacher re priorities and reviewing goal set in SSDBi-weekly discussion with Principal re timetable  | Key TeacherPrincipal | Positive student feedback- All students to fill out student questionnaire on discharge |  |  |
| Provide opportunities for students to experience wellbeing on a weekly basis | Teachers develop gp classes and organise trips for students once every three weeks. | All classroom teachers | Positive student feedback- All students to fill out student questionnaire on discharge |  |  |
| ‘Teachers value and engage in professional development and professional collaboration’ | Teachers collectively review SSD doc for each student on a weekly basisTeacher develop group class on collective basis and team teach where appropriateTeachers to be given information on a regular basis re opportunity for relevant CPD | All class teachersClass teachersPrincipal | Teachers engage in CPD.Positive teacher feedback- Teacher fill in questionnaire at end of year. | Handback meeting (orally0 on any CPD engaged by staff members (Reflected that typing minutes up was task in itself- ident same at inservice on 22nd September with Oide) |  |
| ‘Build and maintain relationships with parents, with other schools, and with the wider community | Key teacher will liaise with parents and send SSD, Minutes of School Meeting and Profile of Learning to Parent for each student. They will also communicate with the key student’s school and send above named documents to school also. These documents will be encrypted.Subject teachers from SJAS may also contact the base school. | Key teacher | Positive parent feedback |  |  |

**Appendix 1**

*There were 18 Responses to student questionnaires. The method of collecting information from these sources changed to one where the support person sent out questionnaires after students were discharged, consequently these were filled out at home and risk of bias was reduced. All teachers met with management to review the academic year and progress of school plans.*

**Student experience**

* Students enjoyed their learning. (Average rating 4 out of 5)
* Students found their learning meaningful ( Average 4 out of 5)
* Students felt their learning would support them in their future (3.72 out of 5)
* Students felt that teachers worked with them to develop strategies that help them in their education in the future (Average 4.06 out of 5)
* Students felt teachers worked with them to identify areas of improvement (3.94 out of 5)

Students were also asked to identify any ways to improve the school the following is a list of responses were filled in;

* *I had a really nice experience in the school, the teachers were so supportive and really took the time to explain everything and make sure you understood. It's clear that they really care about helping the students and I think that gave the school a nicer atmosphere than a regular school. Maybe it could be improved by letting the students listen to music etc. while they work but overall I think it was really good.*
* *No I think it was really good with the one on one or small groups and I really enjoyed it*
* *Thank you for helping me*
* *Work on what students are doing in their own school*
* *Nope*
* *None*

**Appendix 2**

**Parent experience**

There were 11 responses to Parent Questionnaires. Parents felt education in St Josephs helped their child on returning to own school (Average rating 3.91 out of 5). Parents were asked several open questions which elicited a lot of positive comments. Please see below;

What was your experience of St Joseph's Adolescent School while your child was attending this school?

* Really good with lovely teachers
* The school kept our daughter busy and it was good over all and the team had great suggestions.
* Very positive
* Good. \*\*\*\*\*\* was happy to receive help and input with many of her subjects.
* It was fine
* Very good, good communication with us as parents and with her school.
* Listening asking questions
* It was excellent,staff we're very open and very supportive with \*\*\*\*\*\*\* and both parents,
* Teacher kept me informed of goings on

What did you find helpful from your child's experience of education in St Joseph's?

* The kindness and understanding from the teachers
* She found it a welcome break from therapy and loved the structure and normality of school
* All the suggestions and kindness
* Just getting back into the classroom with students and teachers
* That it was continuing.
* The one to one tuition
* Was able to keep up somewhat with her schoolwork, finding return less daunting
* Questioning and answering from my son improved
* It kept her in touch with school life while in hospital
* How to deal with \*\*\*\*\*\*’s emotions and managing her anxiety better

What do you think could have been done better from your child's experience of education in St Joseph's?

* My child was happy with the experience. I understand there are only a few different teachers each day, perhaps the days could be mixed up. For example she’d a lot of English based on the days she attended, with less of other subjects. At the end of the day I know it’s about getting her through the doors. I know due to staff days / limitations this may not be possible.
* The CAMHS Team should do a brief handover daily for teachers to assist them on the every childs needs on that day . For instance child A is feeling very anxious today she needs a kid glove approach ( no debating etc ) Child B has Autism they dont like eye contact, Child C has come in today crying they are exhausted and stressed it doesn't have be too personal. In my childs instance she had just come out of Temple st inpatient for 9 wks with anorexia and was extremely vulnerable. This approach could really help to keep the 2 services linked and working in unison as most kids that end up the day Hospital are really really not well so a different style of teaching would be beneficial ( thank you to all the teachers and the principal )
* Some teachers may not have understood our daughters needs however the majority were fantastic
* Our experience was brief as \*\*\*\*\*\*\* inpatient for just 4weeks and had the school on the ward for much of that time. She appreciated that teachers came to her on the ward. She particularly valued the input from her English teacher at a particularly difficult time. Thanks to all.
* Better follow up with the school on a weekly basis to ensure curriculum being taught matches that at her school, subject by subject.
* It could have been better if my son continue attend at Joseph school
* Nothing , as parents we both had a very good experience with all staff , and \*\*\*\*\*\*’s confidence has come on and she has come on great
* **Appendix 3**

**Teacher Individual and Collective Experience**

Finally both Principal and Deputy Principal met with each teacher to review the year and discuss what was going well, what supports you do your job well and what challenges or barriers have there been for you doing your job. Please see appendix 4.

**What do you feel we are doing well? Terms grouped where appropriate**

* Working hard and the collaborative effort in place
* Positive structure/ Ambience and role of school support
* Streamlining admin processes
* Interacting/Support with students
* Technical things like Swipe Cards/ Office 365/ Online questionnaires
* Good staff relations
* Collaboration/Sharing of resources/ Effort to build relationships
* Student first approach/Students are first/Advocates of students
* Always trying to improve/ Solution focused
* Attending MDT’s
* Protecting ourselves via morning meetings/ Daily meetings vital
* Relationship of Principal and Deputy Principal
* Policy development

**What supports you to do your job well?**

* Having the basics in place/photocopier printer/Internet
* Referral Process- Don’t do ed assessment unless referral down
* Make the move a priority/ Difficult going from one school to another
* Teachers have support of each other
* File to look on kids (Summary)
* Remind staff stick to first class on TT
* Get MT to speak to staff about social communication on mental health
* A games file
* Croke Park presentation on presentations!

What challenges or barriers have there been for you to do your job?

* Course on Office to get to grips with same
* Organization challenges/ Photocoper in DH
* Art material not always left back in places they were, items such as crayons, markers, pallets/ Materials not in places supposed to be
* Hoodies/Glasses
* Common room in use –no time to set up
* Split day /Being between three places
* Page summary of students for one day attendance
* Students being down late
* Timetable on Thursday-equity
* Croke Park Share notes and minutes for everyone not just those at meeting
* Edit school website
* Filing cabinet in room 2 and 3/ Laptop for Maths/ Plain Teacher table in Math's room
* Mini team

**Leadership and Management Reflective Experience**

From a leadership perspective the key issues running across the above feedback has been the challenges brought about from working in three locations and the temporary situation and the consequences this has had for the running of the school.

To include feedback from RL and CD