



**Coláiste Mhuire
Askeaton, Co. Limerick**

71700F

**Summary School Self-Evaluation Report
for the School Community**

Phase 3 - Assessment

Evaluation period: September 2015 to January 2016

Report issue date: January 2016

Summary School Self-Evaluation Report Phase 3 - Assessment

1. Introduction

Coláiste Mhuire is located in a rural setting. There are 33 teachers and 427 pupils in the school. The school offers a broad curriculum at Junior and Senior cycle including LCVP. Transition Year is well established. For more information on how we intend to improve our students' learning, please see our summary School Improvement Plans which are available on the school website, www.colaistemhuireask.ie

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Coláiste Mhuire was undertaken during the period September 2015 to January 2016. The focus agreed by staff was Assessment which was felt to be a natural follow-on to the work already done in the school during 'Learning Schools' projects. During the evaluation, teaching and learning relating to Assessment in the 2nd yr 2015/2016 cohort was evaluated. This is a report on the findings of the evaluation.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We surveyed students on their attitudes to self-assessment, feedback and reflection. We surveyed staff re their practice in relation to Assessment in their subject area, including questioning, feedback and student reflection.

2.1 We found that our school has **strengths** in the following areas:

Strengths

- The commitment, drive, energy and experience of the board of management, senior management and staff is evidence that the school is well placed to progress the self-evaluation process (WSE-MLL Finding: 2012)
- Senior management promotes a culture of self-evaluation and review within the school community. (WSE-MLL 2012)
- There is a strong culture of CPD and involvement in school improvement initiatives.
- The willingness of teachers to engage with projects and initiatives was commended in the WSE-MLL report. The report stated that students are the ultimate beneficiaries through enhanced learning opportunities in the classroom.
- Literacy and Numeracy targets have been consistently addressed by staff.

- One of the WSE-MLL Findings was: *“There should be increased use of Assessment for Learning (AfL) including the development of questioning techniques and peer learning, as a means of further improving teaching and learning.”* A Follow-Through Inspection in 2014 noted *“Very good progress is evident in the implementation of this recommendation. Assessment for Learning (AfL) has been the focus of discussion at staff meetings, relevant documentation has been circulated to all staff and the AfL approach has been fully integrated into the school’s ongoing work on embedding critical thinking skills throughout the school as part of The Learning School Project.”*
- Furthermore, the 2014 Follow-Through Inspection stated: *“It is evident that school management and staff is continuing to take a well-organised and pro-active approach to all aspects of school improvement, and in particular to teaching and learning.”*
- In relation to assessment, two-thirds of the students surveyed reflect on their progress at the end of a lesson.
- 87% of students feel that they are clear on what they were expected to achieve by the end of a task.

We know that these are our strengths because of feedback from the WSE-MLL in September 2012, and the WSE-MLL Follow-Through Inspection in 2014. There is a strong culture of CPD and involvement in school improvement initiatives in Coláiste Mhuire. We strive to be leaders in the field of educational change and improvement. We are a learning community, committed to embracing new ideas and methodologies to enhance the teaching and learning environment. We have an excellent track record of involvement in school self-evaluation and school improvement initiatives through the *FORBAIRT Action Learning Networks* and the *Learning Schools Projects*. In addition, ongoing staff consultation and evaluation have highlighted these particular strengths and made an ongoing commitment to cementing and furthering Assessment strategies and initiatives.

2.2 We have identified the following areas for development:

Areas for development

- Questioning
- Student reflection
- Student self-assessment
- Feedback

Priority for the SIP will be given to questioning & student reflection. The focus will be greater emphasis on Assessment for Learning.