

School self-evaluation Policy. (Draft/work in progress)

BC, NC & AM.

School self-evaluation empowers our school community to identify and affirm good practice, and to identify and take action on areas that merit improvement. It is a collaborative, inclusive, reflective process of internal school review. During school self-evaluation the principal, deputy principal and teachers, under the direction of the board of management and in consultation with parents and students, engage in reflective enquiry on the work of the school.

It is an evidence-based approach which involves gathering information from a range of sources and making judgments with a view to bringing about improvements in students' learning in our school. The process enables us to use this evidence to identify meaningful and specific targets and actions for improvement that focus on teaching and learning practices. It enables us to create and implement improvement plans, to measure our progress, and to identify our achievements.

As St Conleth's is a DEIS School our DEIS action plan is our school improvement plan for the purposes of school self-evaluation and no additional or separate improvement plan is required.

When completing this process we at all times refer to the teaching and learning section of *Looking at Our School 2016: A Quality Framework for Post-primary Schools* in the revised *School Self-Evaluation Guidelines* as a benchmark when reflecting on and evaluating their current practice.

Steps in the plan to produce the School DEIS action plan and School Improvement Plan are as follows:

1. Decide on what was to be evaluated.
2. Gather evidence.
3. Analyse the evidence.
4. Draw conclusions.
5. Draw up a report based on the conclusions.
6. Develop a School Improvement Plan for Literacy.

In the 2016-2020 period we aim to use the school self-evaluation process to maintain a meaningful focus on literacy and numeracy which will assist us in introducing and embedding the *Framework for Junior Cycle 2015*.

Each year, the school produces a short *self-evaluation report and school improvement plan*. This single document will record:

- The progress made in the last year in previously-identified areas for improvement and, where relevant, how actions for improvement will continue in the current year
- Where relevant, the new aspect of teaching and learning the school has selected for the current year and the basis for the selection
- Targets and actions for improvement the school has set; the specific actions to be undertaken in classrooms and learning settings; the timeframes and methods agreed for monitoring and assessing progress; and the personnel responsible at each stage of implementation.
- This process there is a whole school approach where each staff member contributes at given times in staff meetings or designated hours.