# School Self Evaluation

# 6 step process

Identify focus

Gather evidence

Analyse and make judgements

Write and share report and improvement plan

Put improvement plan into action

Monitor actions and evaluate impact

**Table 2.1    APPLYING THE SIX-STEP SCHOOL SELF-EVALUATION PROCESS**

| | TEACHING AND LEARNING | | | |
|---|---|---|---|---|
| **Step 1:**<br>**Identify Focus**<br>Relevant section of Guidelines: Chapter 3 | ⬅ Consider the Quality Framework overview<br>Identify the domain most relevant to your school ➡ | | | |
| **Step 2:**<br>**Gather Evidence**<br>Relevant section of Guidelines: Chapters 4 and 5 | Learner outcomes | Learner experiences | Teachers' individual practice | Teachers' collective / collaborative practice |
| | Investigate your area of focus | | | |
| **Step 3: Analyse and make judgements**<br>Relevant section of Guidelines: Chapter 4 | ⬅ Not effective          Highly effective ➡ | | | |
| | Evaluate the effectiveness of your current practice using statements of practice | | | |
| **Step 4: Write and share report and improvement plan**<br>Relevant section of Guidelines: Chapter 6 | Record your findings and develop your school improvement plan | | | |
| | Share a summary of this record with the parents and school community | | | |
| **Step 5: Put improvement plan into action** | Actions at the level of the individual class<br><br>Actions at the level of a group of classes (e.g. all second classes)<br><br>Actions at the level of the whole school | | | |
| **Step 6**<br>**Monitor actions and evaluate impact** | Changes in practice<br><br>Teacher experiences<br><br>Pupils' experiences        ➡<br><br>Impact on learning | | ADJUST AS NECESSARY | |

# An Overview:

| | What to Use? | Done? |
|---|---|---|
| ### Step 1 – Identify Focus<br>Members of the school community will need to identify a curriculum area or an aspect of teaching and learning that they wish to investigate. This will be based on their sense of their own context and where they feel their school might profitably explore the potential for improvement. | Activity 1: School Audit<br>Activity 2: Focus area? | |
| ### Step 2 – Gather Evidence<br>Gather evidence about what is working well and what can be improved. Typically, information should be gathered from several sources. Both quantitative and qualitative data can be gathered from several sources including teachers, pupils, parents, management, classrooms and other learning settings. | Templates/Samples: Adapted from…<br><br>http://schoolself-evaluation.ie/primary/resources/gathering-evidence/ | |
| ### Step 3 – Analyse and Make Judgements<br>Analysing the data and drawing conclusions based on the analysed data. Schools should determine, affirm and celebrate the strengths they identify in the aspects of practice being evaluated. They should also acknowledge the areas that should be prioritised for improvement. To be as objective as possible schools should judge the quality using the statements of practice in chapter 4 of the Guidelines, taking due cognisance of the school context. | Chapter 4 of SSE Guidelines. | |

| | | |
|---|---|---|
| **Step 4 – Write and Share Report and Improvement Plan**<br>Schools keep a record of their self-evaluation; plan for how they will improve the curriculum areas or aspects of teaching and learning being evaluated; and share the findings of the evaluation and the improvement plans with the school community. | Templates and further guidance here:<br><br>http://schoolself-evaluation.ie/primary/resources/reporting-sse/ | |
| **Step 5 – Put Improvement Plan into Action**<br>This is the key step in the process. It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should share ownership of the actions to be implemented at individual teacher, class, or whole-school level. These actions should become part of the normal teaching and learning process. | Refer back to implementation plans and report | |
| **Step 6 – Monitor Actions and Evaluate Impact**<br>Monitor and evaluate the impact of the actions. | Refer back to implementation plans and report | |

## Step 1.

## Activity 1: School Audit

## Choosing a focus area:

What have we looked at so far?

Are there any new curricular components that we need to review?

Is the cohort of students changing therefore providing guidance on an area of provision to investigate?
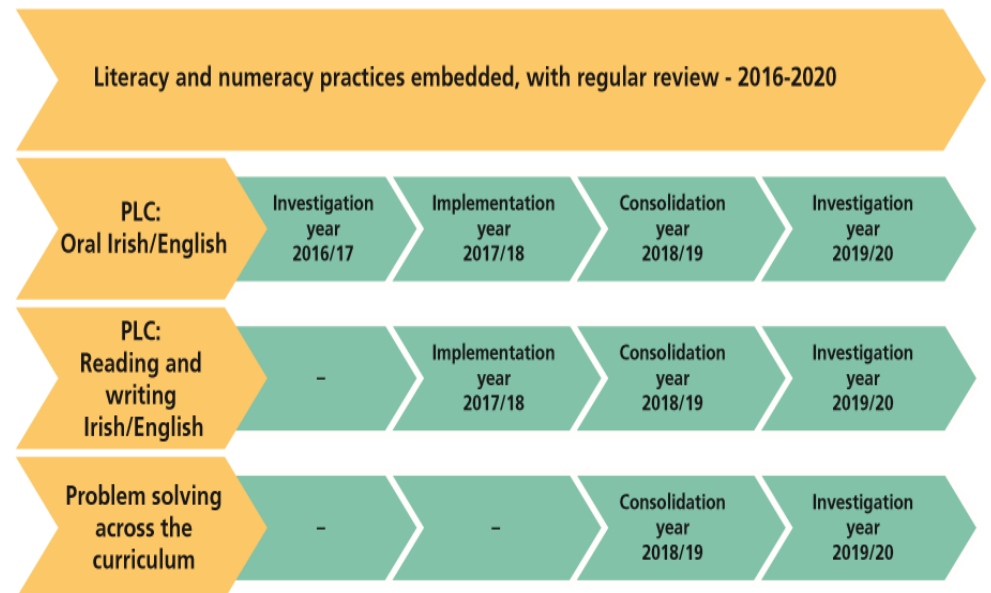
What do teachers feel we should look at?

What are the areas of concern for management, leadership, teachers and other staff?

What are the concerns of students and parents?

Are there any Department reviews/initiatives that warrant our focus?

What did our Whole School Evaluation recommend?
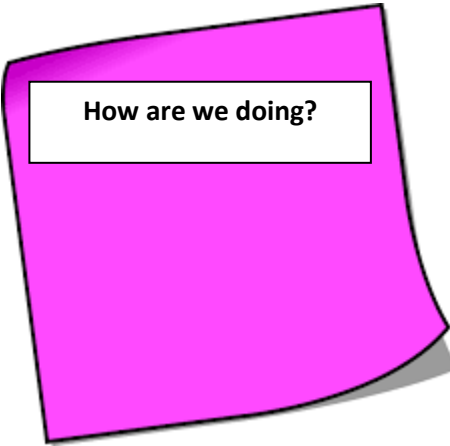
SCHOOL SELF-EVALUATION, 2016-2020

| Literacy and numeracy practices embedded, with regular review - 2016-2020 | | | | |
|---|---|---|---|---|
| PLC: Oral Irish/English | Investigation year 2016/17 | Implementation year 2017/18 | Consolidation year 2018/19 | Investigation year 2019/20 |
| PLC: Reading and writing Irish/English | – | Implementation year 2017/18 | Consolidation year 2018/19 | Investigation year 2019/20 |
| Problem solving across the curriculum | – | – | Consolidation year 2018/19 | Investigation year 2019/20 |

# Activity 2: Focus Area – L2LPs

| Teaching and Learning | Leadership and Management |
|---|---|

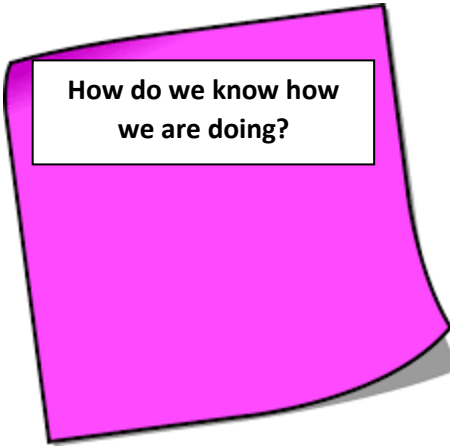| | DOMAINS | STANDARDS |
|---|---|---|
| **TEACHING AND LEARNING** | Learner outcomes | Pupils:<br>enjoy their learning, are motivated to learn, and expect to achieve as learners<br>have the necessary knowledge and skills to understand themselves and their relationships<br>demonstrate the knowledge, skills and understanding required by the primary curriculum<br>achieve the stated learning objectives for the term and year |
| | Learner experiences | Pupils:<br>engage purposefully in meaningful learning activities<br>grow as learners through respectful interactions and experiences that are challenging and supportive<br>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning<br>experience opportunities to develop the skills and attitudes necessary for lifelong learning |
| | Teachers' individual practice | The teacher:<br>has the requisite subject knowledge, pedagogical knowledge and classroom management skills<br>selects and uses planning, preparation and assessment practices that progress pupils' learning<br>selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs<br>responds to individual learning needs and differentiates teaching and learning activities as necessary |
| | Teachers' collective / collaborative practice | Teachers:<br>value and engage in professional development and professional collaboration<br>work together to devise learning opportunities for pupils across and beyond the curriculum<br>collectively develop and implement consistent and dependable formative and summative assessment practices<br>contribute to building whole-staff capacity by sharing their expertise |

| | | |
|---|---|---|
| **LEADERSHIP AND MANAGEMENT** | Leading learning and teaching | School leaders:<br>promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment<br>foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil<br>manage the planning and implementation of the curriculum<br>foster teacher professional development that enriches teachers' and pupils' learning |
| | Managing the organisation | School leaders:<br>establish an orderly, secure and healthy learning environment, and maintain it through effective communication<br>manage the school's human, physical and financial resources so as to create and maintain a learning organisation<br>manage challenging and complex situations in a manner that demonstrates equality, fairness and justice<br>develop and implement a system to promote professional responsibility and accountability |
| | Leading school development | School leaders:<br>communicate the guiding vision for the school and lead its realisation<br>lead the school's engagement in a continuous process of self-evaluation<br>build and maintain relationships with parents, with other schools, and with the wider community<br>manage, lead and mediate change to respond to the evolving needs of the school and to changes in education |
| | Developing leadership capacity | School leaders:<br>critique their practice as leaders and develop their understanding of effective and sustainable leadership<br>empower staff to take on and carry out leadership roles<br>promote and facilitate the development of pupil voice, pupil participation, and pupil leadership<br>build professional networks with other school leaders |

| How well are we doing? |
|---|
| How do we know? |
| What are our strengths? |
| What are our areas for improvement? |
| How can we find out more? |

# Teaching and Learning: Learner Outcomes?

**How are we doing?**

**How do we know how we are doing?**

**What are our strengths?**

**What do we need to improve on?**

**How can we find out more?**

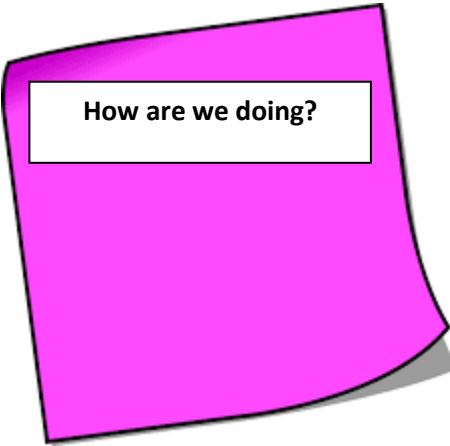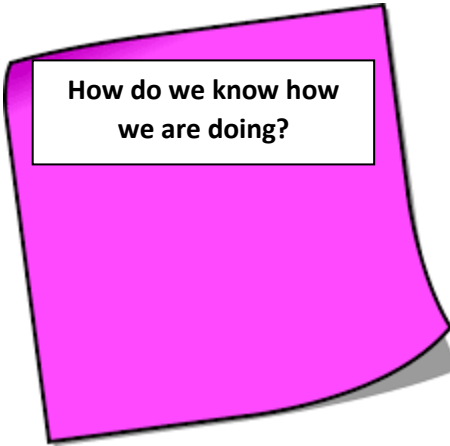# Teaching and Learning: Learner Experiences?

How are we doing?

How do we know how we are doing?

What are our strengths?

What do we need to improve on?

How can we find out more?

# Teaching and Learning: Teachers Individual Practices?

How are we doing?
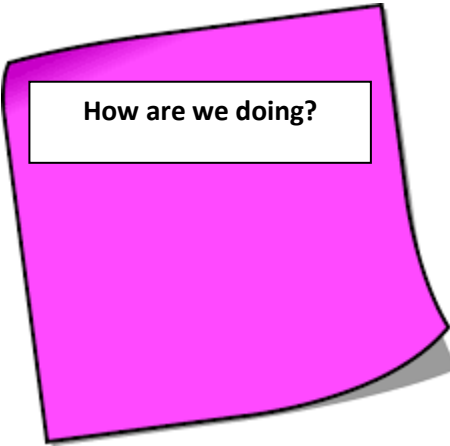
How do we know how we are doing?

What are our strengths?

What do we need to improve on?
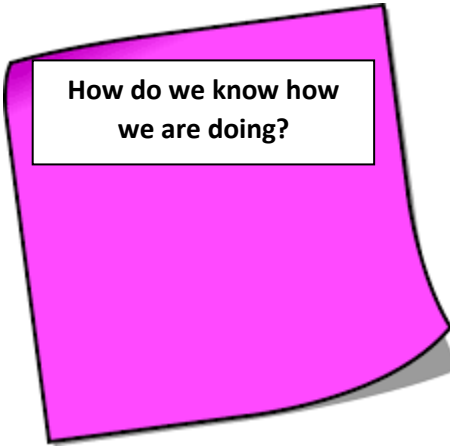
How can we find out more?

# Teaching and Learning: Teachers Collective/Collaborative Practices?

**How are we doing?**
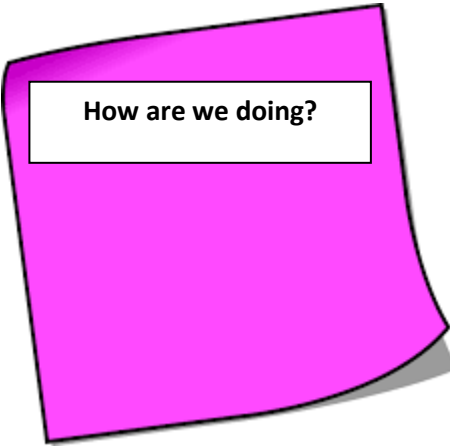
**How do we know how we are doing?**

**What are our strengths?**

**What do we need to improve on?**
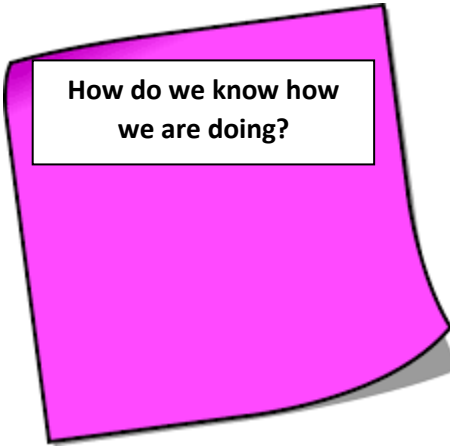
**How can we find out more?**

# Leadership and Management: Leading Learning and Teaching?

How are we doing?

How do we know how we are doing?

What are our strengths?

What do we need to improve on?
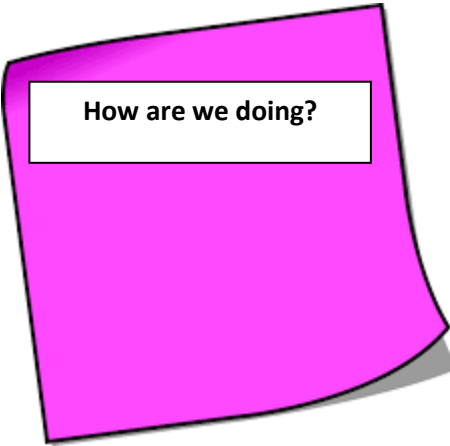
How can we find out more?
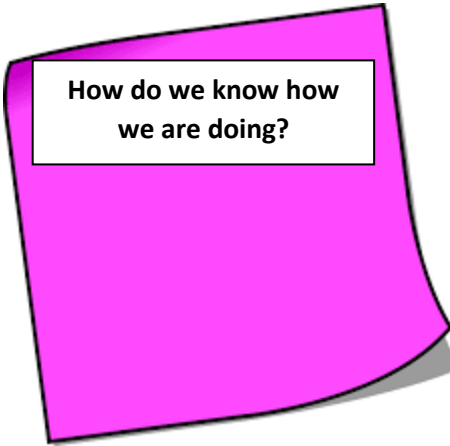
# Leadership and Management: Managing the Organisation?

How are we doing?

How do we know how we are doing?

What are our strengths?

What do we need to improve on?

How can we find out more?
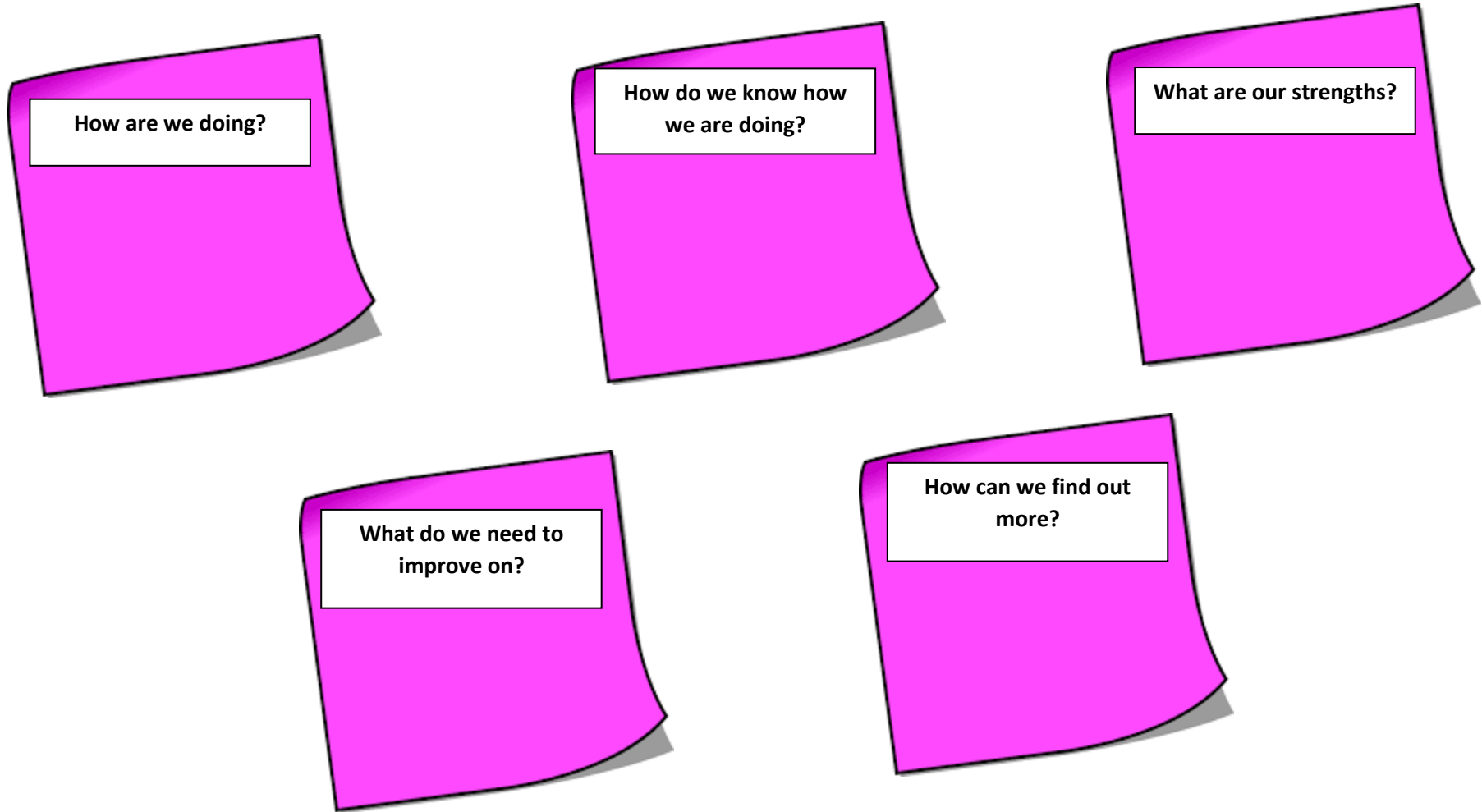
# Leadership and Management: Leading School Development?

How are we doing?

How do we know how we are doing?

What are our strengths?

What do we need to improve on?

How can we find out more?

# Leadership and Management: Developing Leadership Capacity?

**How are we doing?**

**How do we know how we are doing?**

**What are our strengths?**

**What do we need to improve on?**

**How can we find out more?**
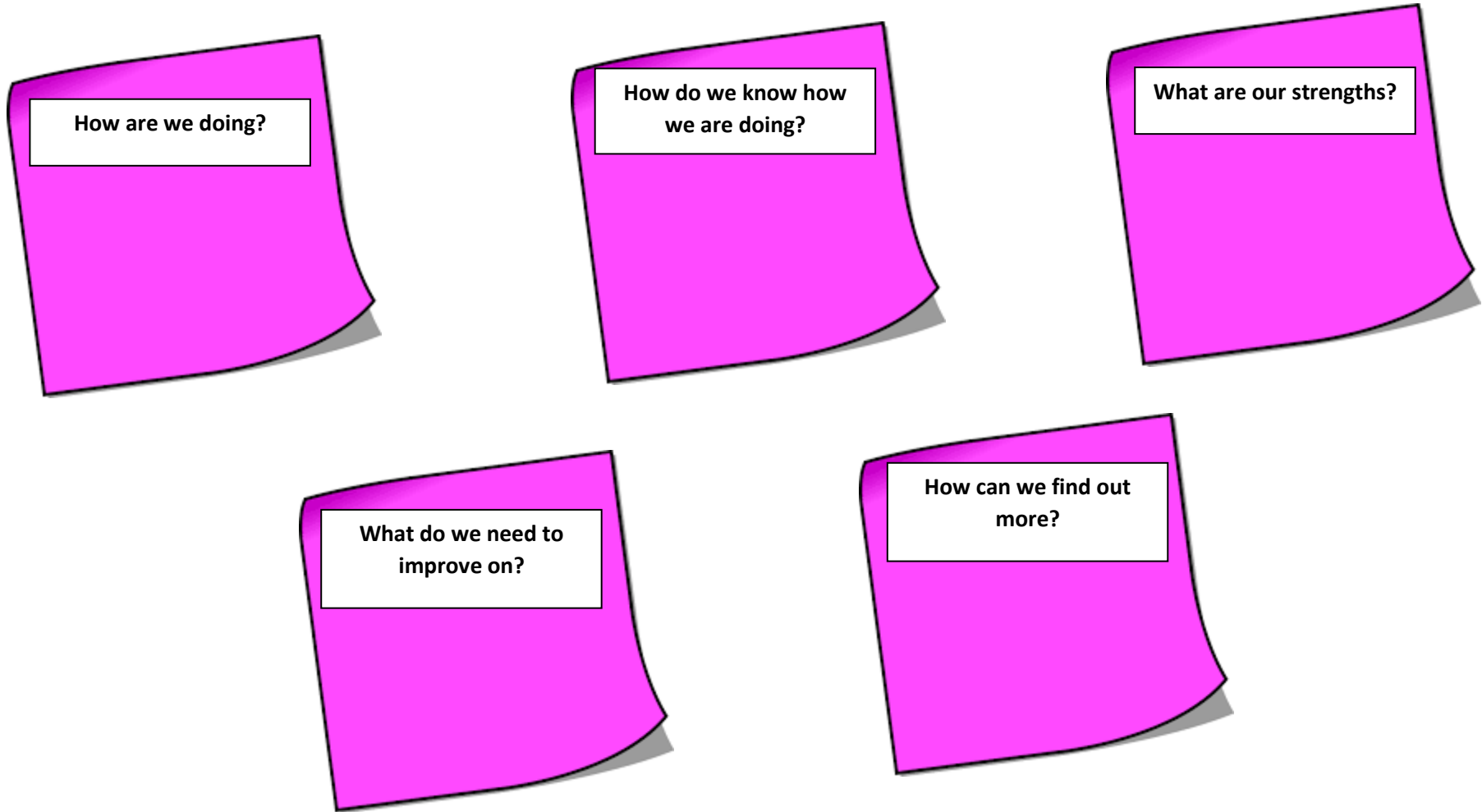
Step 2.                    <u>Gathering Evidence</u>

# Templates found on:

http://schoolself-evaluation.ie/primary/resources/gathering-evidence/

Evidence from
Teachers and
School Leaders

Evidence
from Pupils

Evidence from
Parents

Evidence from
Other Sources

# Sample checklist for evaluation of Communication and Literacy

In accordance with their level of development and ability:

| | |
|---|---|
| | Students listen attentively and with understanding |
| *Knowledge and skills* | Pupils communicate clearly and confidently orally and in writing, use an expansive vocabulary, and are fluent and explicit in communicating ideas and experiences |
| | Pupils read a variety of texts, including print and digital media, with fluency and understanding using a range of word identification and comprehension strategies |
| | Pupils write fluently and legibly in a variety of genres for a range of audiences and have an appropriate standard of spelling, grammar, syntax and punctuation |

The overall attainment of the pupils in relation to each of the following aspects of literacy is improving or remains at a high standard in accordance with the learning outcomes of the Level 2 Learning Programmes:

| | |
|---|---|
| *Attainment trends* | Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener |
| | Using non-verbal behaviour to get the message across |
| | Reading to obtain basic information |
| | Using a range of writing forms to express opinions |
| | Using expressive arts to communicate |
| | Using suitable technologies for a range of purposes |

Pupils, including those at risk of underachieving are attaining well in accordance with their ability and make very good progress from their prior levels of achievement

| | |
|---|---|
| | Improvement/progression is noted through standardised test results (where available) |
| *Norms/Targets* | The literacy learning targets set out in the school improvement plan have been achieved |
| | Pupils display positive attitudes to listening and speaking |
| *Attitudes/dispositions* | Pupils have a love of and interest in reading |
| | Pupils use their literacy skills confidently in their learning of all curriculum areas |
| | Pupils are motivated to use their listening, oral, reading and writing skills for learning and communication |

# Sample Checklist: Assessment of L2LP and SSE

| Assessment of students' work | Yes | No | Comment |
|---|---|---|---|
| **A whole-school policy on assessment appropriate to the curriculum and our students has been developed and is implemented consistently** | | | |
| **The whole-school assessment policy ensures the assessment calendar is organised to maximise the manageability and impact of assessment events** | | | |
| **The policy provides for the assessment of skills and non-written work** | | | |
| **Teachers have collectively developed a common approach to the use of oral and written feedback to students** | | | |
| **Feedback is managed effectively and provided for students in a timely fashion** | | | |
| **Teachers design and prepare in advance learning tasks suited to the learning intentions identified for a lesson or series of lessons** | | | |
| **Students' work, including homework, is assessed for formative and summative purposes as appropriate** | | | |
| **Feedback is clear, specific and leads to actions on the part of the student** | | | |
| **Teachers plan for assessing all aspects of student learning using a variety of modes of assessment** | | | |
| **Teachers assessment practices assess knowledge, skills and student dispositions** | | | |
| **Students are explicitly taught the skills of self and peer assessment** | | | |
| **The assessment policy indicates how the results of assessments should be analysed and used** | | | |
| **There is clear guidance on how assessment information should be communicated to pupils and parents** | | | |

# Sample checklist for evaluation of Numeracy

| | |
|---|---|
| **In accordance with their level of development and ability:** | |
| *Knowledge and skills* | Pupils have an understanding of mathematical concepts and processes in all five strands of the curriculum; number, algebra, shape and space, measures and data |
| | Pupils use mathematical language effectively, accurately and consistently throughout the school |
| | Pupils have a proficiency in fundamental mathematical skills and in recalling basic number facts |
| | Pupils have developed a range of problem-solving strategies and are able to use and apply mathematical concepts and processes in order to plan and implement solutions to problems in a variety of contexts |
| **The overall attainment of the pupils with regard to each of the following aspects of numeracy is improving or remains at a high standard in accordance with the learning outcomes of the Level 2 Learning Programmes:** | |
| *Attainment trends* | Managing money |
| | Developing an awareness of number |
| | Developing an awareness of temperature |
| | Developing an awareness of weight and capacity |
| | Using a calculator |
| | Developing spatial awareness |
| | Using data for a range of different purposes |
| | Using shapes |
| | Developing an awareness of time |
| **Pupils, including those at risk of underachieving are attaining well, in accordance with their ability, and make very good progress from their prior levels of achievement** | |
| *Comparison with norms* | Improvement/progression is noted through standardised test results (where available) |
| | The numeracy learning targets set out in the school improvement plan have been achieved |
| *Attitudes/dispositions* | Pupils have a positive attitude towards numeracy/Mathematics and have an appreciation of its practical and aesthetic aspects |
| | Pupils enjoy using their numeracy skills both within discrete lessons and in integrated settings |
| | Pupils are motivated to use their numeracy skills for learning |

# Sample Checklist: Subject Planning

| Subject planning | Yes | No | Comment |
|---|---|---|---|
| Common subject plans with links to Level 2 Learning Outcomes have been devised and written | | | |
| Expected learning outcomes are set out in written plans | | | |
| Individual planning is linked to the subject plan and or L2LP and incorporates learning intentions developed to address students' learning needs | | | |
| Individual teacher planning incorporates teaching and learning approaches that are clearly linked to expected learning intentions | | | |
| Timeframes are suggested for teaching various elements of the subject across the subject department | | | |
| There are links made between statements of learning, key skills and learning outcomes | | | |
| Links with other subjects/base class to support the consistent development of students' key skills are incorporated in the subject plan | | | |
| The subject assessment policy is consistent with the whole-school assessment policy | | | |
| The subject assessment policy incorporates formative and summative assessment practices | | | |
| Written plans for assessment and the gathering of evidence align with planned student learning | | | |
| The plan incorporates opportunities for regular collective review of student work where teachers share professional practice | | | |

| Recording and Reporting of student progress | Yes | No | Comment |
|---|---|---|---|
| Comprehensive records of students' learning have been collectively developed that are clear, useful and easy to share | | | |
| Students' progress and achievement is communicated clearly to their homes | | | |
| A portfolio of the students' work is created and managed by all teachers and student themselves | | | |

# Sample Checklist: Teacher Planning

| Teachers Planning Checklist | Yes | No | Comment |
|---|---|---|---|
| Long-term plans are prepared | | | |
| Short-term plans are prepared | | | |
| Written plans clearly indicate the expected learning outcomes | | | |
| The expected learning outcomes are clear, curriculum-based and differentiated as necessary to cater for the varying learning needs and abilities of pupils in the classroom | | | |
| There are specific expected learning outcomes for the development of literacy skills across all curriculum areas | | | |
| There are specific expected learning outcomes for the development of numeracy skills across all curriculum areas | | | |
| Written plans clearly indicate the teaching approaches, resources and activities that will facilitate the achievement of the expected learning outcomes | | | |
| Written plans clearly indicate how the pupils' learning is going to be assessed | | | |
| The written plans for assessment are in keeping with the L2LP and NCCA guidelines | | | |
| The written plans for assessment are in keeping with the National Strategy for Literacy and Numeracy, *Literacy and Numeracy for Learning and Life* | | | |
| | | | |

# Sample Checklist: Assessment

| Assessment of students' work | Yes | No | Comment |
|---|---|---|---|
| **A whole-school policy on assessment appropriate to the curriculum and our students has been developed and is implemented consistently** | | | |
| **The whole-school assessment policy ensures the assessment calendar is organised to maximise the manageability and impact of assessment events** | | | |
| **Teachers have collectively developed a common approach to the use of oral and written feedback to students** | | | |
| **Feedback is managed effectively and provided for students in a timely fashion** | | | |
| **Teachers design and prepare in advance learning tasks suited to the learning intentions identified for a lesson or series of lessons** | | | |
| **Students' work, including homework, is assessed for formative and summative purposes as appropriate** | | | |
| **Feedback is clear, specific and leads to actions on the part of the student** | | | |
| **Teachers plan for assessing all aspects of student learning using a variety of modes of assessment** | | | |
| **Teachers assessment practices assess knowledge, skills and student dispositions** | | | |
| **Students are explicitly taught the skills of self and peer assessment** | | | |

**School Name**

**School Self-Evaluation Questionnaire for Parents**

Dear parents and guardians,

*We are undertaking a self-evaluation of teaching and learning in the Level 2 Learning Programmes in our school. The views of parents are very important to us and can really help us. By giving us your views and opinions, we can continue to improve the learning of pupils in our school. The questionnaire should take no longer than 15 minutes to complete. We would be very grateful if you would complete it and return it to the school before (insert date). Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially.*

*Thank you very much.*

*(Insert Principal's Name)*

*(Insert date)*

Please circle the class that you child is in:

Primary 1               Primary 2               Primary 3

Secondary Green      Secondary Red      Secondary Orange      Secondary Blue

Secondary Yellow     Secondary Purple

|  | Strongly disagree | Disagree | Don't know | Agree | Strongly agree |
|---|---|---|---|---|---|
| My child is doing well in the school |  |  |  |  |  |
| I know what my child is doing in school i.e. programme/curriculum/subjects |  |  |  |  |  |
| I am aware of the content of the Junior Cycle: Level 2 Learning Programmes (L2LPs) that my child is following |  |  |  |  |  |
| I have seen a marked improvement in my child's social, communication and independent life skills since starting the L2LPs |  |  |  |  |  |
| I am happy with the amount of homework my child gets |  |  |  |  |  |
| I would prefer more activity based homework |  |  |  |  |  |
| Teaching and learning activities in my child's classroom appear to meet his/her needs |  |  |  |  |  |
| The teacher regularly checks my child's work and provides feedback – written or orally |  |  |  |  |  |

| | | | | |
|---|---|---|---|---|
| The school/teachers listen and respond to my child's learning needs | | | | |
| The school consults me if my child needs extra support | | | | |
| I know I can ask to see my child's portfolio of evidence from 2nd year of Junior Cycle | | | | |
| I am aware that my child's work will be assessed by the school and his/her teachers | | | | |
| School reports give me a good picture of how my child is doing | | | | |
| I know that my child will receive a Junior Cycle Profile of Achievement after completing the L2LPs | | | | |
| My child (dependent on needs and abilities) has access to Junior Cycle at Level 2 and Level 3 | | | | |
| My child feels more successful in school | | | | |

**Any additional comments or suggestions**

# Sample Self Reflection Sheet – L2LPs in General

| Aspect of Teaching and Learning: L2LPs in General | |
|---|---|
| **Strengths** | **Why?** |
| | |
| **Areas for improvement** | **Why?** |
| | |
| **Priorities for action** | **Why?** |
| | |

# Sample Self Reflection Sheet – L2LPs in Action

| TEACHING AND LEARNING IN THIS LESSON |
|---|
| **PLU:**<br>**Element:**<br>**Learning Outcome(s):**<br>**Learning intentions/success**<br>**Activity/resources**<br>**Assessment: formative/summative** |

**What worked well? Why?**

<br><br><br><br><br><br><br><br><br><br><br><br>

**What did not go according to plan? Why?**

<br><br><br><br><br><br><br><br><br><br><br><br>

**What will I do differently when teaching this lesson again or when using the same strategies?**

<br><br><br><br><br><br><br><br>

**Blank template for teaching and learning reflection / review / observation**

<table>
<tr><td colspan="4" align="center"><strong>Lesson Observation Schedule</strong></td></tr>
<tr><td><strong>Year group</strong></td><td><strong>No of students</strong></td><td><strong>Date:</strong></td><td><strong>Teacher:</strong></td></tr>
<tr><td><strong>Subject:</strong></td><td><strong>Time:</strong></td><td><strong>Duration:</strong></td><td><strong>Observer:</strong></td></tr>
</table>

| *Areas to be observed*<br>*(select relevant aspects of practice from the sample schedule)* | *Observation/comments* |
|---|---|
| | |

*Key points discussed:*

| *Signed (Teacher)* | *Signed (Observer)* |
|---|---|
| *Date* | *Date* |

# Interview Schedule on L2LPs

This schedule might be used with teachers in an evaluation of provision in Level 2 Learning Programmes. Schools should adapt the questions to suit their own context or the specific focus of their evaluation.

It could be used in evaluations that focuses on the any of the domains (learner outcomes, learner experience, teacher's individual practice, teachers' collective practice) within the dimension of teaching and learning.

| INTERVIEW SCHEDULE: L2LPs | | | |
|---|---|---|---|
| *Teacher* | | *Interviewer* | |
| *Teacher's class(es)* | | *Date* | |
| Preparation: Have you had an opportunity to talk to pupils; examine their work, review school data, examine some current discourse and ideas on the topics (e.g.  PDST and NCCA websites) | | | |
| CURRICULUM AREA: L2LPs | | | |

| |
|---|
| How successfully do we teach L2LPs? <br><br> What kind of school culture exists in relation to L2LPs? |
| What aspects of provision are effective? What kinds of methodologies are we using? |
| Are there any problem areas? |
| How effective are we in teaching the Priority Learning Units of the L2LPs? <br><br> *To what degree is there linkage across the various PLUs and Subjects/Projects?* |
| How effective are we in developing knowledge, skills and competency related to Level 2?  (Please see Grid of Level 2 Indicators) Are there any difficulties? |
| How can we improve the teaching and learning of these skills? |
| Does our assessment of L2LPs help us to improve teaching and learning? <br><br> To what degree do we use assessment for learning and pupil self-assessment? |
| What links have we established with the home in developing L2LPs? |
| How well are we catering for pupils with other needs? Level 1 and Level 3 |
| What resources are we using to teach L2LPs? How well are we using resources to support teaching and learning? |
| How are we using ICT in the teaching and learning of L2LPs? |
| What changes should we consider regarding how we teach L2LPs? What action can we take? |

|  | *Level 2 - Indicators* |
|---|---|
| **Knowledge** Breadth | Knowledge that is narrow in range |
| **Knowledge** Kind | Concrete in reference and basic in comprehension |
| **Know-how and skill** Range | Demonstrate limited range of basic practical skills, including the use of relevant tools |
| **Know-how and skill** Selectivity | Perform a sequence of routine tasks given clear direction |
| **Competence** Context | Act in a limited range of predictable and structured contexts |
| **Competence** Role | Act in a range of roles under direction |
| **Competence** Learning to Learn | Learn to learn in a disciplined manner in a well-structured and supervised environment |
| **Competence** Insight | Demonstrate awareness of independent role for self |

Step 3.                    Analysing Using Statements of Practice

**The statements of practice – teaching and learning**

**DOMAIN 1: LEARNER OUTCOMES**

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|---|---|
| Pupils enjoy their learning, are motivated to learn and expect to achieve as learners | Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.<br><br>Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.<br><br>Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework. | Pupils' enjoyment in learning is evident and **arises from** a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.<br><br>Pupils are motivated to learn **through having** a clear sense of attainable **and challenging** learning outcomes.<br><br>Pupils see themselves as learners and demonstrate this in their positive **and reflective** approach to classwork and homework. |
| Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships | Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations and to support their well-being.<br><br>Pupils have the skills to modify and adapt their behaviour when required.<br><br>Pupils demonstrate an enquiring attitude towards themselves and those around them. | Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. **They apply this knowledge thoughtfully** to manage situations and to support their well-being.<br><br>Pupils have the skills to modify and adapt their behaviour when required, **and recognise the need to do so themselves.**<br><br>Pupils demonstrate an enquiring **and open-minded** attitude towards themselves and those around them. |
| Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum | Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum.<br><br>The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum.<br><br>The overall attainment of the pupils is improving or is at a good standard in accordance with the objectives and skills of the Primary School Curriculum. | Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum.<br><br>The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a **very good standard** in accordance with the objectives, skills and concepts of the Primary School Curriculum.<br><br>The overall attainment of the pupils is improving or is at a **very good standard** in accordance with the objectives and skills of the Primary School Curriculum. |

Found at:

http://schoolself-evaluation.ie/primary/wp-content/uploads/sites/2/2016/08/Looking-at-Our-School-2016-A-Quality-Framework-for-Primary-Schools_English_WEB.pdf

Step 4.                                    Reporting

[School name]    Our Self-Evaluation Report and Improvement Plan

## 1. Introduction

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

**1.1     Outcomes of our last improvement plan from [date] to [date]**

- 
- 

**1.2     The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *(month/year)* to *(month/year)*. We evaluated the following aspect(s) of teaching and learning:

- 
- 

## 2. Findings

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

*List the main strengths of the school in teaching and learning.*

- 
- 
- 

**2.2. This is how we know**

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

- 
- 

**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.*

- 
- 
- 

**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**

# Our Improvement Plan

**Timeframe of this improvement plan is from [date] to [date]**

| Targets | Actions | Persons / groups responsible | Criteria for success | Progress and adjustments | Targets achieved |
|---------|---------|------------------------------|----------------------|--------------------------|------------------|
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