

Colaiste Clavin,
Longwood, Co.
Meath.

**School Self-
Evaluation
Report
2019-2022**



Coláiste Clavin

1. Introduction

Our Self-Evaluation Report and Improvement Plan 2019-2022

1. Introduction

This document records the targets and outcomes of our DEIS plan 2019-2022, the findings of this self-evaluation 2019-2022, including targets and the actions we will implement to meet these targets.

1.1 The focus of this Evaluation

For the purpose of this report, we focused on the 8 areas of DEIS, Literacy, Numeracy Attendance, Retention, Examination Attainment, Transitions, Partnership with Parents and Partnership with Others as the school began its new DEIS plan.

Literacy

- Attitudes towards reading.
- Understanding subject-specific language.
- Confidence delivering oral material.
- Improved Literacy interventions and reading ages.

Numeracy

- Attitudes towards problem-solving.
- Confidence with regards Numeracy.
- Making Numeracy-related links outside of school.
- Confidence telling the time and identifying and counting money

Attendance

- Decrease Absence rate.
- Decrease chronic absenteeism.

Retention

- The retention rate at Junior Cycle will be maintained at 100%
- To increase a retention rate at Leaving Certificate.

Examination Attainment

- Improving student grades in the Junior Cycle exams.
- Improving student grades in the Leaving Certificate.
- Increasing the number of Students doing Higher Level subjects in the Leaving Certificate
- Increasing the number of Leaving Certificate Students who will get 300 points or more.



Transitions

- The proportion of students who proceed to higher and further education will increase.
- Reduce the number of students not entering employment by increasing the number going into further or higher education
- The percentage of students who feel confident with the transition from primary school to secondary school would increase.

Partnership with Parents

- Increasing the number of parents attending parent/teacher meetings on average across the year groups increase.
- Increasing the number of parents participating in HSCL based activities.
- Increasing the number of parents involved in the Parents Association.

Partnership with Others

- To continue meeting with 100% of feeder primary schools and include any new schools within our catchment to identify ESL students and to be better able to address the needs of all students transferring into 1st Year
- Reduce the number of students who do not participate in work experience as a requirement for either LCVP or Transition Year or LCA programmes, by the end of our 3 year plan.
- Develop new links with Agencies and Businesses in our community.

1.2 School Context

Coláiste Clavin is a Louth and Meath Education and Training Board school. It is a mixed multi-denominational school. Coláiste Clavin participates in DEIS, HSCL and SCP programmes. Students at Junior and Senior Cycle follow a core programme with a number of optional subjects. Coláiste Clavin also offers TY, LCA, LCVP and JCSP.

2. Findings

2.1 This is effective / very effective practice in our school

- Literacy – Sora app, keywords, JCSP Reading Challenge, key word exam language for senior cycle, DEAR, making oral presentations in class, Literacy Week.
- Numeracy – Student tracking test results using exam tracker in school journal, weekly number solving questions, height measurement charts around the school, numeracy posters in classrooms on how to convert fractions to percentages and teachers giving results in fractions for the student to convert to percentages, clocks in the classrooms, teachers having a poster at hand on problem solving strategies, students counting money and using money in real life situations, and Numeracy Week.
- Attendance – Attendance Committee, e-portal being used by teachers to monitor attendance, teachers sharing resources with students who are absent on their return, year head monitoring attendance, LCA Co-ordinator and tutor monitoring LCA students, texting system to communicate with parents when students are absent, Individual attendance plans for students with high

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absenteeism, teachers welcoming back students that have been absent for a while, attendance committee linking in with students who have chronic absenteeism, and a standard letter to be written to parents when students reach a number of days absent.

- Retention – Retention Committee, projects and group work in classes encouraged, teachers incorporating learning intentions and success criteria in their lessons, technology is utilised in the classroom and in Le Cheile to increase engagement and the skill set of students, Student good work will be displayed on the classroom walls and in Le Cheile, teachers will endeavour to create a positive classroom environment for students and welcome back students who we absent based on their discretion and the reason for the absence, teachers will differentiate for all students in our school, provision of transition programme for all incoming students to Coláiste Clavin, Summer transition programme for some incoming first year students, one to one support for parents, whole school meals and breakfast club, and extra-curricular activities.
- Examination Attainment- Examination attainment committee, show students sample projects or sample answers, teachers to give positive feedback where possible, teachers will encourage students to do higher level, formative assessment sheet to be put on all Christmas and Summer tests. Teachers to implement the practice of AFL using the formative assessment cover sheets when giving feedback on exams, don't leave blanks emphasis, teachers to show that they have high expectations for students, don't make mistakes negative, exposure to College University talks, open days and Higher Options, team teaching assisting students to improve educational attainment where resources allow and new role of Attainment Co-Ordinator to help improve examination attainment in our school.
- Transitions- To continue to develop the Access Route/Hear/Dare programmes to target 5TH and 6TH year students, talks for parents re CAO process, One to one guidance session with Guidance Counsellor in both 5th and 6th year for all students, information nights on subject information in advance of subject choice for 3rd Year students and 6th class primary students, open night for potential 1st Year students and their parents, entrance exams for potential 1st Year students, and an incoming transition booklet for first year students.
- Partnership with Parents- home visits, phone calls, and texts as the need arises, parent room in school, information talk for the Parents/Guardians of incoming 1st year students, text a parent when their child is absent from school, putting positive notes on e-portal for students, tutors encouraging students to show their parents how to access e-portal, role of Parents Association to involve parents in the school, role of HSCL officer in acting as a link person with the school and providing parents with support/advice on an ongoing basis, JCSP meeting in October each year for first year parents, JCSP celebration each year for all JCSP parents to attend, 1st year parent coffee morning, bi- annual school newsletter and TY school newsletters to inform parents and the school community of what is going on in the school, role of school journal as an important tool to communicate with parents and monitored by tutors, improving communication with parents via School App, advising parents of events that are happening in the school through the school app and improving communication via twitter, and showing photographs and details of events happening in school.
- Partnership with Others- Develop existing and new links with local sports clubs and other extra-curricular activities, to develop links with agencies aimed at promoting the entrepreneurial skills of the students, engage with local employers who have students on work experience, develop and



maintain links with voluntary organisations/associations to assist students with emotional/personal difficulties, collaborate with Adult literacy services & Community Education in LMETB, maintain links with PDST, SESS, SLSS, LMETB with a view to providing relevant CPD for teachers, and engaging with the wider community, through social media.

2.2 This is how we know

- Literacy – When students were surveyed, we found out that we had increased the number of students who enjoyed reading suggesting the JCSP reading challenge, SORA app and DEAR is working well. Our target to increase the number of students who understand the language of their subjects was only marginally missed by 1% in the year 2021/2022 suggesting that the Key Word testing is resulting in an increase in student comprehension. In 2021/2022 students also increased their confidence in delivering content orally according to our surveys. Teachers encouraging students to deliver more oral presentations and CBAS are helping to achieve this target.
- Numeracy - Some students are using tracking facility in their journal regularly, which we have seen, and teachers are also giving an average mark for the class which students are also tracking. In 2021/2022 our target to increase the percentage of students who like problem solving questions was well achieved suggesting that teachers are embedding problem solving strategies within their subject areas, and the weekly problem-solving question is working well, as is giving teachers the poster for their diary on problem solving strategies. In 2021/2022 our target to increase the percentage of students who are confident answering numeracy related questions was well achieved as 98% of students when surveyed were confident. Target 3 to increase the percentage of students who make links with numeracy outside of school was also well achieved in 2021/2022 when surveyed.
- Attendance – The target for the overall absence rate was achieved at the end of year 2022. Covid 19 had an effect on our attendance rates. Our chronic attendance rate was also achieved and well above our target. However, attendance was difficult to improve or carry out initiatives due to Covid 19 Health advice.
- Retention- We did not reach our retention targets by the end of 2022 but we did however change how we collate our data. Students that leave school now are not included in our data even if they move to attend another school or go to Youthreach.
- Examination Attainment- Our first target was could not be measures due to Covid 19 and the absence of Junior cycle exams. Target 2 was achieved in 2/3 years of our plan. By the end of our 3 year plan in 2022, we had more students sitting Higher level papers. We also achieved our target for improving the points achieved by our Leaving Certificate students.
- Transitions- We increased the students who proceeded to further education in 2/3 years of our plan, and with many students deferring college due to Covid 19 we believe this may have effected our figures. The percentage of students who feel confident with the transition from primary school to secondary school remained the same after extra supports were provided. Further supports will be added next year to increase this number.
- Partnership with Parents- We did not have parent teacher meetings in 2020/2021 or in 2021/2022. We were increasing the number of parents engaged in HSCL activities in Year 1 and Year 2 but in 2021/2022 we did not have parents in due to Covid 19. However, parent classes through Teams



were offered. We did not achieve our aim of Increasing the numbers involved in our Parents Association but again this was impeded by Covid 19.

- Partnership with Others- Covid 19 did not allow us to visit primary schools in 2021/2022 but meetings were arranged through Teams. Covid 19 prevented some LCVP, TY and LCA students securing work experience 2021/2022. We achieved our target of developing many links with agencies and Businesses in our area.

2.3 This is what we are going to focus on to improve our practice further

- Literacy - Encourage students to use the BUG technique, “Box command words, underline key words and go back over to see that the question is answered quickly. JCSP students will complete Make a Book, DEAR will happen throughout the school in conjunction with the Sora app Reading Challenge for JCSP students, keywords will be tested and re-tested during class time. Teachers will ask students to pre-read class material, underline words that they do not understand and teach these words before completing the assigned task. Senior cycle students will be taught exam keyword language and tested through keyword testing.
- Numeracy – Students will continue tracking exam results and average class grades in the exam tracker in their journals, teachers will continue to give test results back in fractions, clocks in our classrooms, teachers will put up posters in the classroom based on the metric system, scales and estimation. Manga High game-based learning to assist differentiation in Maths classes, SEN and resource classes. Height charts placed in 4 locations around the school, JCSP students will complete Number Millionaire.
- Attendance – Tracking of Attendance, Awards for Attendance, Teachers sharing resources with students who are absent on their return, teachers’ accuracy on e-portal, Retrieval Practice- teachers to begin class by asking students what they learned last class, last week, last month etc as appropriate within the class context, Technology such as Teams, Email and One Note utilised in the classroom to increase engagement. Attendance Committee piloting initiatives to improve attendance in our school. Assemblies throughout the school year for students highlighting the importance of Attendance. Attendance Tips for Parents and letter regarding the importance of Attendance sent home through the school app.
- Examination Attainment- College Awareness Week will increase the number of speakers, Team Teaching assisting students to improve educational attainment where resources, Teachers to implement the practice of AFL, use the retrieval practice, give students time to respond to written feedback, use class questioning or the Exit strategy, New role of Attainment Co-Ordinator to help improve examination attainment in our school by tracking year group in-house exams, Positive Reinforcement Co-Ordinator appointed to help improve attainment
- Transitions- Transition Co-ordinator to help transition students who join the school during the school year. Have a buddy system in place also, 1st Year Students receive I.T. training from class tutor to help them become familiar with their ipads, Tutors to recap with first year students throughout the year who they can go to if they have a problem and how to find them. Students struggling after the Transition Period will be supported by the Guidance Counsellor and Class Tutor, As part of the College Awareness Week ask each teacher to engage in conversation about their studies/college course/college experience etc.



- Partnership with Parents- Text a parent when their child is absent from school, putting positive notes on e-portal for students to communicate their positive contributions for parents/guardians, offering various HSCL courses throughout the school year.
- Partnership with Others- Connecting with companies virtually meaning we are not restricted to our local area, phone call/text/letter to parents of students that do not return work experience documentation, engage with local employers who have students on work experience, maintain school website and school Twitter account and develop existing and new links with local sports clubs and other extra-curricular activities.

2.4 This is what you can do to help:

- Encourage your child to attend school regularly and punctually.
- If your child is absent, please contact the school to explain their absence using the school app.
- Promote a positive attitude towards reading at home and encourage reading for enjoyment.
- Make links with numeracy at home while carrying out everyday activities; weighing, measuring, telling the time etc. and draw your child's attention to these.
- Encourage your child to do Higher level in their subjects where possible, and ensure your child reaches their full potential.
- Encourage your child to consider all options including further and higher education, apprenticeships, and traineeships on leaving school.
- Attend parent teacher meetings.
- Join the Parents Association to help support our school. Consider enrolling in a Home School Community Liaison course, and contact our HSCL officer, Ms. Coyne if interested.
- Ensure your child participates in the required work experience for TY, LCA and LCVP.
- Consider offering work experience placements for students in our school if you are in a position to do so.