

# Mungret Community College

## Our Self-Evaluation Report and Improvement Plan 2018/19

### 1. Introduction

This document records the findings of our first School Self-Evaluation and our agreed School Improvement Plan, including targets and the actions we will implement to meet the targets. Mungret Community College opened in August 2017. The school is excited about the possibilities inherent in growing a school from its infancy to being one that cultivates the holistic development "*academic, social, physical, emotional, cultural and moral development*" of our students as set out by the Mission Statement. Currently, the school has a total student population of 93 students. The school recognises the unique position it is in, where the single year group of 12 to 13 year olds, along with a small staff of 14, will set a precedent for the culture that is fostered in the school for many years to come. There are a number of staff teams operating within the school. The role of each individual team plays in crafting the culture of the school is recognised within this evaluation and Improvement Plan. Whilst this document was formulated primarily within the Leading Learning Team, we are cognisant of the vital contribution of the other teams (SST, AEN, SWT) in order to realise the full potential of our SIP.

The context for our School Self-Evaluation arose from discussion during the JCT Whole School day, 24th October 2017, of current engagement with the Key Skills. The 'dotmocracy' activity about how well teachers thought students were progressing across the key skills showed uncertainty amongst teachers with relation to 'Working with Others'.

### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *October 2017 to May 2018*. We evaluated the following aspect of teaching and learning:

- Junior Cycle Key Skills - 'Working with Others'
- Domain 2: Learner Experiences - Students engage purposefully in meaningful learning activities
- Domain 3: Teachers' Individual Practice - The teacher selects and uses planning, preparation and assessment practices that progress students' 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.*

- Students enjoy, are enthusiastic about and actively engage in working with others.
- Students recognise the holistic developmental benefits from working with others.
- Students can explain the purpose of each role that they are assigned.
- Students have access in school to ICT and know when to use it to complete some or all of the group task.
- There were three main areas identified by teachers in response to how they have organised group work since the project began:
  - Recognition of importance of setting clear roles and responsibilities so that students take responsibility leading to more structured group work
  - Awareness at the planning stage of the use of group work has increased since November 2017
  - Some teachers are focusing on the use of feedback after the group activity

### 2.2. This is how we know

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

- All students in First year undergo: Cognitive Ability Testing CAT 4 (Verbal, Numerical, Non Verbal & Spatial Ability), New Group Reading Test (NGRT) determines reading and reading comprehension skills, Wide Range Achievement 4 (WRAT) is a spelling test, and Pupils Attitude to School & Self (PASS) exploring the affective domain.
  - Results of the PASS report student have very good to excellent attitudes to school and very good self awareness skills. An extremely small minority of students presented in the PASS as having negative attitudes to school and study. The Student Welfare Team and Student Support Team are supporting students where concerns arise.
  - The results from all the Ability and Attainment testing show students are presenting with a broad range of ability from standard scores below 70 to students with exceptional scores of 140+ and they are broadly following normal bell curve trends. However, with regards to attainment in reading and spelling there are a significant number of students in the high average to exceptional range of attainment.
- Staff and Student survey distributed using Google Forms in November 2017 and followed up in May 2018. Results of both discussed at Leading Learning and Teaching Team meetings. Results shared at staff meetings.
  - The type of group work favoured by the majority of students has changed from 46.7% preferring pairwork in November 2017 to 45% preferring groups of three in May 2018.
  - Majority of students in May 2018 commented that they find group work a helpful way to learn:
    - “Ask our group for help or ideas”, “all learn from each other’s ideas”, “multiple opinions on something”, “...other people can help you in stuff you struggle with and you can do the same for them”, “get different opinions and insight”, “everyone has their own job and yet we all work together as a group”
  - A smaller number of students commented that they disliked group work:
    - “I find it a lot easier working on my own because it’s my own responsibility”, “Easier to learn at your own level rather than someone holding you back or too far ahead”, “I prefer to work on my own and make decisions by myself”
  - To make group work even better students suggested:
    - “More often”, “choose our own partners”, “If we could express our ideas more and co-operate more”, “If the teacher would give you and your group more space”
  - Increase in levels of extreme confidence amongst teachers with implementing group work effectively up from 27.3% (Nov. 2017) to 35.7% (May 2018). The remaining staff indicated that they were moderately confident.
  - 71.4% (May 2018) of staff reported that they found the Ground Rules and Key Roles posters extremely useful.

### 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.*

- Domain 2: Learner Experiences - Students engage purposefully in meaningful learning activities
- Domain 3: Teachers’ Individual Practice - The teacher selects and uses planning, preparation and assessment practices that progress students’ learning

### 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 September 2018 to May 2019

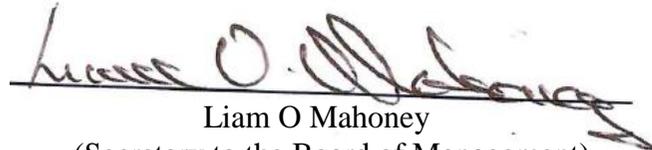
Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>The key skill of 'Working with Others' will be further embedded within the pedagogical practices of subject departments by May 2019.</p>	<ul style="list-style-type: none"> <li>- As part of the induction process all teachers will be informed about our collectively agreed approach to organising group work / learning with others.</li> <li>- Create a resource pack for teachers to implement and organise group work.</li> <li>- Opportunities identified within each subject plan of where 'Working with Others' can be developed.</li> <li>-Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.</li> <li>-SWT to focus on developing good relationships and resolving conflict through</li> </ul>	<ul style="list-style-type: none"> <li>- Liam and Helen</li> <li>- LLT Team</li> <li>- Subject Department Co-Ordinators</li> <li>-eLearning Team</li> <li>- SWT Team</li> </ul>	<ul style="list-style-type: none"> <li>- New members of the teaching staff are aware of the school wide approach to organising group work and our focus on developing the key skill of 'Working with Others'</li> <li>- Resource pack created</li> <li>- Each Subject Plan has completed the shared proforma</li> <li>- Students challenge themselves to independently research, interpret findings and produce results which each member of the group can communicate to others</li> <li>-Groups move beyond the minimum requirements of the assigned task taking on a creative role</li> <li>-Minutes of eLearning Team /staff meetings will show discussion</li> <li>-Minutes of SWT/staff meetings will show discussion</li> </ul>		

	further exploration of Restorative Practice.				
Our students will demonstrate measurable improvement in their ability to use exploratory and presentational talk in small group work by May 2019	<ul style="list-style-type: none"> <li>- Baseline data gathered and analysed using Cambridge Oracy Framework</li> <li>-Students taught a range of sentence stems / language they can use to engage in exploratory and presentational talk so that they can further develop communication skills for working in groups</li> <li>-Students taught how to reflect on their own participation and learning within groups (NCCA documentation)</li> </ul>	<ul style="list-style-type: none"> <li>-LLT Team</li> <li>-Subject Departments</li> <li>-LLT / Subject Departments</li> </ul>	<ul style="list-style-type: none"> <li>- Students utilise oral language strategies that support their full active engagement in any group discussion</li> <li>- Teachers set tasks that have an open/semi-open brief which encourages students to engage in higher order thinking</li> <li>- Students are supported by teachers in self- and peer-assessment</li> <li>-Use of reflection sheets by both teachers and students</li> </ul>		

September 10<sup>th</sup> 2018

Handwritten signature of Daniel Butler in blue ink, written over a horizontal line.

Daniel Butler  
(Chairperson of the Board of Management)

Handwritten signature of Liam O Mahoney in black ink, written over a horizontal line.

Liam O Mahoney  
(Secretary to the Board of Management)