



Oatlands College

Our Self-Evaluation Report and Improvement Plan 2022/23

1. Introduction

Oatlands College is committed to using the School Self-Evaluation process to strive for continuous improvement in all areas of our school. Since the onset of School Self-Evaluation, we have seen positive impacts across our school in relation to teaching and learning, wellbeing, inclusion etc. This year we aim to reflect on our SSE journey so far, seek to assess how Covid-19 and the past few years of disruptions to teaching and learning have impacted our school community and look for ways to continue improving Oatlands College going forward. Through the collaboration of students, staff, and parents we have developed our current improvement plan whose targets and actions we will aim to implement, achieve, and review by the end of the current school year.

1.1 Outcomes of our improvement plans from 2012 to 2022

Our Numeracy and Literacy SSE initiatives continue to be implemented in the school. Due to the disruption of Covid-19 and numerous staff changes we are taking the opportunity this year to reflect on these plans and adapt where necessary, bringing the main positives forward into the new school year. We see this as a year to reset and begin our SSE journey afresh.

Having reflected on our SSE journey to date we as a school have decided to continue with the following:

- All teachers to return class tests scores as a fraction and students are to convert to a percentage themselves.
- Numeracy rich environment in all classrooms - displays and posters etc. to promote numeracy in all subjects.
- Cross curricular connections to be embedded for students, particular focus on measurement, scaling, time, and graphs.
- Focus on improving students Oral Literacy across the curriculum and including Oral Literacy in all subject department plans
- Implement opportunities for students to practice their oral literacy in all subjects.
- Annual subject review meetings take place between subject departments and management.
- Teachers are encouraged to engage in peer observation to share best practice.
- Teachers to give regular formative feedback to students.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *Sept-22 to May-23*.

We evaluated the following:

- Reflect on the impact of Covid-19 on the students' educational experiences and outcomes, their wellbeing, their motivation to learn and their engagement in learning.
- Take stock of the effectiveness of our SSE process to date.
- Initiate a wellbeing promotion review which will continue through to 2025.

2. Findings

2.1 This is effective / very effective practice in Oatlands College

- Students and staff are overall very happy in our school. The students feel safe and connected to their classmates.

- We provide a vast and well-rounded range of extra-curricular activities happening on a weekly basis in Oatlands College which are inclusive and welcoming of all students. We are very proud of this and students are very appreciative of same.
- Group work is happening daily here in Oatlands College and students are engaged with and very much enjoying this group work.
- Students are receiving regular formative feedback from their teachers; they are really appreciative of this feedback and find it very useful for their learning.
- Our students feel encouraged to be independent learners.

2.2. This is how we know

- When surveyed and asked “How are you enjoying school since returning in September (scale of 1 – not enjoying at all to 5 – really enjoying) our results were as follows. From 439 students – 3.5 out of 5, from 39 staff members 3.9/5.
- Extra-curricular activities in Oatlands include:
Sports - soccer, rugby, basketball, archery, hurling, football, badminton, table tennis, athletics, tennis and strength and conditioning.
Other – Choir, Lego club, debating, maths club, film club.
- From our student survey 95% responded yes/sometimes when asked if they enjoy group work.
- From our student focus groups we know feedback is very much appreciated by the student body and our teachers survey reported that 35/39 are giving formative feedback on a daily/weekly basis.
- 80% of our students feel encouraged to be independent learners.

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

- **Promotion of healthy eating.**
Our surveys of students, parents and staff showed that the food and snacks available in our school need to be improved to provide healthier options for our school community. Students need to be educated about the importance of making wise food choices for their health and wellbeing. We hope this will lead to a healthier student body with increased motivation and improved focus in class due to consuming foods with a slow release of energy which we hope will lead to increased learning.
- **Structured staff collaboration**
Excellent teaching and learning is taking place each day in Oatlands College. Due to Covid-19 our practice of collaborating with colleagues and sharing ideas has been disrupted. We aim to revive our staff collaboration this year through devoting 45 minutes at the start of each staff meeting to structured staff focused collaborative activities such as Teach Meets, structured subject department meetings with a focus on sharing best practice, cross curricular sharing of methodologies etc.
- **Learning Environment**
Prior to Covid-19 we had a rich visual learning environment throughout our classrooms and corridors with a focus on numeracy, literacy and wellbeing. These posters/visuals were all removed and became damaged/lost over the years of disruption. We are working this year to create a positive, welcoming vibrant visual environment throughout our school to promote student wellbeing, literacy, numeracy, promote inclusion in our school community and to display examples our students best work to reward great work and encourage others. We hope this will lead to an overall improvement in student motivation.

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 Sept 2022 to June 2023

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Healthy Eating	<p>Students to suggest healthy alternatives to existing snacks on sale in canteen.</p> <p>Remove all fizzy drinks, chocolate, sweets and sugar filled snacks.</p> <p>Provide healthier meals with more vegetables.</p> <p>Awareness campaign to educate about the importance of healthy eating for mind and body.</p> <p>Introduction of a Wellness Week for students and staff.</p>	<p>SSE coordinator Principal Deirdre – canteen Student Council</p> <p>TY student’s poster campaign. Lesson for pastoral care.</p> <p>SSE committee to coordinate.</p>	<p>Sugar filled drinks to no longer be on sale from Jan. Healthy snacks to be on sale from start of March.</p> <p>Do we see a change in our student attention levels and motivation especially during the classes straight after break and lunchtime. Teachers to discuss at later staff meeting.</p> <p>Was the week a success? Reflection at end of week through discussion with staff and students.</p>	<p>Drinks have been replaced with water, flavoured sparkling water, Vit-hits, and chocolate milk.</p>	
***** Staff Collaboration	<p>*****</p> <p>Allocate 45 minutes at the start of each 2-hour staff meeting to structured activities which will give staff the opportunity to collaborate and share best practice. 18th Jan – Share what’s going well in your classroom with your colleagues. 22nd Mar – Teach Meets 10th May – Walk, Talk, Share</p>	<p>*****</p> <p>Principal/deputy principal to allocate time. SSE coordinator to organise the activity where necessary.</p>	<p>*****</p> <p>Discussion after our first Teach Meet about the merits of the event. Will we continue next year? Are we finding this allocated time beneficial to our teaching? Are we bringing things we have seen/heard during these times to our own classrooms?</p>	<p>*****</p>	<p>*****</p>
***** Learning Environment	<p>*****</p> <p>Corridors and classrooms to have lots of engaging visuals to promote numeracy, literacy, wellbeing, inclusion etc.</p> <p>Use our noticeboards to display student projects and excellent student classwork.</p>	<p>*****</p> <p>Caretaker to put up noticeboards. Whole staff to display visuals in their classrooms and on corridors.</p>	<p>*****</p> <p>All noticeboards to be up and a rich learning environment restored by mid-March. Students to be asked later in year if they feel more motivated having seen examples of excellent student work.</p>	<p>*****</p>	<p>*****</p>

