

Athboy Community School
Our Self-Evaluation Report and Improvement Plan 2024-25

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 September 2024 to June 2025 based on findings from the following SSE Teams;

- **Positive Behaviour Team:** Staff/Student/Parent consultation around new Learning Code
- **Ethos Team:** Plan to celebrate 20th anniversary with archive website in place
- **Aesthetics Team:** Crests commissioned for foyer wall, front gate and pillars and consultation re Core Values piece by students ongoing
- **Digital Learning Team:** upskilling provided for staff and parents, research around use of devices for 1st-3rd Year students undertaken, recommendations provided
- **Teaching & Learning Team:** Introduced a rubric for formative assessment following a pilot in 2023-24 which was used by all subject departments. Data gathered to inform the next cycle of research
- **Wellbeing Team:** Development of Restorative Practice (RP) Team to lead and promote restorative approaches across the school through regular collaboration and planning. RP Team completed 7-Hour Self-Paced Course (Restorative Me). All staff given access to UBUNTU – Online Learning Platform, Whole Staff CPD, TY Mentor Belonging Programme delivered to all First Year students promoting connection, inclusion, and a restorative school environment. Wellbeing Surveys administered by team and results collated and presented to staff. Bí Cineálta Training completed by all staff, new policy created, consultation with stakeholders. Psychotherapist met 61 students over 421 appointments, Art Therapist met 6 students with 8 appointments each. Nurture: Clear improvements in both developmental and diagnostic scores for all participants on the Boxall profile system.
- **Programmes Team:** Expansion of TY Team. Updates sent home weekly to parents, Credit System reviewed and modified and review of 2024-25 conducted with students/staff and parents. TY Team explored new TY Statement through CPD and evaluated current offering and made recommendations.
Sustainability: TY Green Schools Committee organised Return Scheme bin, logo competition to decide on a green schools logo, regular litter picking, Sustainability module for TYs, focus on upcycling and sustainable fashion in Junk Kouture.
New subjects introduced in LCA, transitions revisited, and more information sessions provided for students going into senior cycle.
- **Health & Safety Team:** H & S Statement created with consultation with staff, students and parents. H & S Committee established. Risk Assessments completed in practical rooms, liaison with FMC ongoing.
- **Public Relations Team:** Increased Instagram followers by nearly 100% since May 2024 to 869. 50% followers between the ages of 35-54 as targeted. Expansion of Student PR team to include Junior students with TY to generate posts. Lotto established with X signed up, with revenue exceeding expectation. 5K Fun Run organised for Sep 2025

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *August 2024 to May 2025*. We evaluated the following aspect(s) of teaching and learning:

- Recognising positive behaviour and creating accountability for disruption of learning by students in order to create an atmosphere conducive to learning in the classroom
- Embedding our ethos through making our mission statement, core values and crest more visible and creating an archive for the school's 20th anniversary.
- Providing upskilling opportunities for all, promoting a digital One Note template for staff
- The effectiveness of the formative assessment rubric for Semester 2 Assessments
- Research was conducted on how students learn best using laptops
- The importance of relationships and the promotion of inclusion and connection in the context of a Restorative Practice approach and in light of Bi Cineálta guidelines
- The TY Programme was evaluated in the context of the new TY Statement from the NCCA
- Sharing the learning through social media posts and involving students in the output

2. Findings

2.1 This is effective / very effective practice in our school

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

- The Learning Code was implemented well by staff and students participated and parents supported the positive approach to behaviour –
- Consultation between Ethos and Aesthetics teams on making our ethos more visible and displaying student work to increase sense of belonging and to increase attainment
- Teachmeets organised by the DLT for staff and with parents on the student device
- Staff worked well in implementing rubrics in a formative approach to S2 Assessments & the Teaching and Learning Team evaluated the use of the rubric
- Research led by postholder into digital learning
- Core RP Team led the staff in laying the groundwork for the introduction of RP school wide
- TY Team ran an extended programme and made recommendations for the even larger uptake for 2025-26
- Consultation with students on policies that impact on them.

2.2. This is how we know

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

- 92% students understand the new Learning Code, 66% won a Student of the Week Cert, 52% found the Amber Notes encouraged better organisation, 54% felt Red Notes discouraged disruption to learning.
- Survey by Ethos Team in 2024 showed theme of inclusivity very strong among staff, 26% students pointed to "white walls" and suggested more displays of student work
- Feedback from parents indicated high level of satisfaction with 1st Year Information Evening on Laptops for Parents
- Positive outcomes of laptops research: 88% like learning on laptop during class: PowerPoint, OneNote, Blooket, websites most useful; 84% like completing assignments on forms; 73% like using eBooks; 94% like having access to notes on Teams and OneNote; 83% like using videos to learn; Quizlet, YouTube, OneNote and teams, used at home to revise; 58% like doing homework on their laptop.
- In Wellbeing Survey: 98% of parents reported that their child feels safe in school, 87% of students so reported. 58% of students reported that the wellbeing of students was a priority in our school with 28% saying sometimes. 93% of students reported that they are not being bullied in any way. 88% of parents and 98% of staff feel that this school is committed to dealing with bullying behaviour and its prevention. 69% of students report that this school will not tolerate any form of bullying with 15% saying sometimes.

The vast majority of **students, staff and parents** feel that the school is **well-maintained and is accessible and welcoming** to students, parents and staff.

- Feedback on Formative Assessment for Semester 2 from students: 70% students prefer continuous assessment model for S2 – “practical elements included”, “not as stressful”, “better than just one test”, “makes you try harder”, “more fair way of assessing”, “more fun”, “project work is included”. 82% felt grades improved in some or all subjects from S1, “regular feedback”, “encouraged regular study habits”, “reduced pressure on final exams”. Challenges of formative assessment – “have to be more organised”, “better way to manage time and stay on top of work”. 82% found S1 exams more stressful than S2 Assessments. 67% benefits far greater than challenges”. 91% of students understood what was being assessed.
- New policies were drafted and amended following consultation with students, eg, Bí Cineálta Policy, the Learning Code Policy, Health and Safety Policy and the Uniform Statement.

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.

- Further embed the updated and amended Learning Code from September 2025 focussing on positive behaviour
- Embed our ethos in day-to-day life through the tutor/year system at assemblies and tutorials
- Increased opportunities for students to display their creativity around the school
- Focus on Semester 2 formative assessment with subject departments ensuring that student voice features strongly in the components for assessment and the methodologies used
- Continued implementation of Restorative Practice
- Sharing of student data in relation to research on how students best learn digitally with staff to maximise learning through laptops in class in particular
- Further development of opportunities to upskill parents to engage with their children’s digital learning experience
- Continued and extended opportunities for student leadership in programmes such as the Amber Flag, the Green Flag, Get Active Badge
- Continued use of Attainment tools such as Athena Tracking and Athena Analysis packages to focus on attainment in subject departments

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**