**School Self-Evaluation Report 2018/’19**

1. **Introduction**

School self-evaluation is seen as an important area in our school as it informs The Board of Management, staff, parents and pupils with regard to school development planning.

Through the ongoing process of School Self-Evaluation, The Board of Management & other stakeholders focus on identified areas of development which are pertinent to our school and are particularly relevant to teaching and learning.

This school self-evaluation report for 2018/’19 focuses on Digital Learning in our school. The area was identified as an area in need of development by school staff and an area in need of guidance by the Board of Management in light of funding received by the Department of Education and Skills. The report also evaluates the school’s legislative and regulatory compliance as per the School Self-Evaluation Guidelines checklist.

1. **The focus of the evaluation**

A school self-evaluation of teaching and learning in Digital Learning was undertaken in the school during the 2018/’19 school year.

**School Context**

* This is a mixed, vertical primary school located on the edge of Portlaoise with a rural/urban intake.
* At the time of the report there are 235 pupils.
* The school is single stream junior infants to sixth – eight classes, eight class teachers, 6 SET, an administrative principal, four SNAs and part-time ancillary staff.
* The current Board of Management has overseen the completion of the latest devolved building project which provided permanent accommodation to all classes. This has shifted the school focus from issues of accommodation to teaching and learning.
* The 2018/19 school year has seen the establishment of a new ISM team in the school. Priorities identified for the roles by the Board of Management and staff included Well-being, PE and STEM.
* A member of staff attended PDST training on the Digital Learning Framework and it was subsequently agreed to focus on developing a digital learning plan to guide school development in this area.
* A digital learning team was formed to undertake the evaluation.
1. **Findings**
* Staff identified the following strengths through a SCOT analysis form with regard to Digital Learning in the school:
	+ Teachers are confident in the use of technology
	+ Staff willingness to engage in CPD
	+ The school has developed infrastructure to facilitate digital learning since the completion of permanent classrooms:
		- Provision of staff laptops
		- Networking of school and provision of access points in all rooms
		- Provision of interactive whiteboards in all classrooms
		- Provision of Wifi
	+ The development of a partnership with Riomhaire Tech which provides weekly ICT lessons for 3rd-6th class.
* Parental feedback was received through an online survey created by the Digital Learning Team. 40% of parents completed the survey indicating the following:
	+ 93% of children have access to a device at home and all have broadband access.
	+ The vast majority of children 77% have used digital technologies by the age of 6 and 63% have their own device.
	+ The majority of parents believe digital technologies importance in education will increase in the future.
	+ 98% of parents believe our school is the same as or ahead of other primary schools with regard to digital learning.
	+ 100% of parents want computer classes to continue.
	+ 84% of parents believe digital technologies have a positive effect on learning and 58% would like their child to use more digital technologies in school.
	+ Suggestions for greater use of digital technologies in school included:
		- Pupil use of digital devices in class
		- Homework to include digital aspect
		- Training of pupils regarding safe use, cyber bullying etc.
		- Preparation for secondary school
* Pupil feedback was received through a focus group session with the Students Council and a discussion on digital learning with the senior classes. The following were the main feedback points:
	+ Our pupils are digital natives.
	+ The majority of senior pupils have their own device or devices.
	+ Pupils enjoy working with ICT both in school and at home.
	+ There is greater motivation to learn when using digital technologies.
	+ Pupils would like to use more ICT in class.
1. **Progress made on previously identified targets.**

Work on last year’s SSE in SEN has progressed well with all targets met to date.

1. **Summary of school self-evaluation findings**
* Our school has strengths in the following areas:
	+ Staff are proficient in ICT
	+ Senior pupils are proficient in basic computer skills
	+ The school has developed the infrastructure to enable greater digital learning.
	+ All stakeholders believe in the increasing importance of digital literacy and are motivated to further the school’s digital learning capabilities.
* The following areas are prioritised for improvement:
	+ Formation of a digital learning team to lead school development in ICT.
	+ Development of a Digital Learning Plan
	+ Identification of hardware and software required to enable greater pupil engagement with digital learning in the classroom.
	+ Staff engagement with CPD in digital learning
	+ Maintenance of current ICT hardware and investment in digital technologies to facilitate greater digital learning.
1. **The following legislative and regulatory requirements need to be addressed.**
* The development of a Protected Disclosures policy.