



School Self Evaluation

School self-evaluation is designed as a process of collaborative, evidence informed internal school review of current school practices to bring about school improvement.

It identifies the strengths to build on within the school and it identifies area for improvement for the benefit of our student's learning, experiences, and outcomes. It is an inclusive, participatory process involving school management, all staff, students, and their parents.

SSE is supported by a quality framework, *Looking at Our School (LAOS) 2022*, which provides a set of criteria or descriptors or a set of standards against which schools can consider how well they are performing.

SSE is carried out in Sligo Grammar School using the six-step SSE process as shown in the diagram below:

Step 1: Identify the focus.

Step 2: Gather evidence.

Step 3: Analyse and make judgements.

Step 4: Write and share report and improvement plan.

Step 5: Put improvement plan into action.

Step 6: Monitor actions and evaluate impact.



Previous SSE cycles prior to Covid

Year	Focus of SSE
2013 - 2016	Literacy
2014- 2017	Numeracy
2017-2019	Assessment – learning intentions, success criteria and questioning.
2017 - 2020	Integrate ICT (In classroom technology) in teaching and learning. Office 365
2021 - 2022	Embedding digital technology in teaching and learning (Evidence gathering)

Post Covid

During the academic year (2022 – 2023) all schools were required to carry out:

1. An assessment of the impact of Covid on teaching and learning
2. A review of the SSE process in our school.

Sligo Grammar School

Telephone: 071 9145010 Email: admin@sligogrammarschool.org



1. Impact of Covid

The impact of covid was assessed under the following four areas:

- a) Student experiences,
- b) Academic outcomes,
- c) Student engagement with learning,
- d) Student wellbeing and
- e) Student motivation with learning.

Staff, students and parents were asked to complete a survey on the five areas about. The main findings of the survey were as follows:

- Prolonged periods of online learning were difficult for students as students had difficulty concentrating.
- Mixed student engagement online.
- Students with special educational needs found it harder to understand subject material when not in a classroom with their teacher.
- Too many distractions at home.
- Shorter lunches on the return to school limited social interactions at school.
- Students found physically sitting at a computer all day difficult.
- There were some positives to online learning, as students developed digital technology skills and being able to access resources online through Microsoft Teams.
- Students in senior cycle (5th and 6th years) stated that their academic progress was negatively impacted by the cancellation of the State Examinations Junior Cycle exam.
- Teachers, students and parents all stated that student's motivation to learning was negatively impacted by the covid pandemic.
- Students and parents reported that one of the most difficult aspects of covid lockdowns and restrictions was the social isolation. Students missed out on trips, excursions and were isolated from their friends.

Things SGS did well during Covid

- The use of Microsoft Teams.
- On the return to school, the continuation of outdoor sports and PE had a positive impact on student's wellbeing.
- Many parents were happy with SGS response to Covid and online learning and felt that staff of SGS had gone above and beyond to carry on teaching in difficult and unchartered circumstances.

On returns to normal school environment post covid

- Teachers reported that the physical return to school increased motivation to learn. Students need their peers as they help to motivate each other.
- The most important changes in the school's environment post covid that had a positive impact on student's wellbeing were the increased social interactions, longer lunch breaks, return of school trips and excursions, return of indoor extracurricular activities, increased focus on student wellbeing and the return to face-to-face teaching.

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School Improvement Plan

As a result of the findings from the Impact of Covid survey, Sligo Grammar School has developed a structure for the implementation of online teaching if the school is forced to close for a prolonged period in the future.

As part of this, teachers will continue to use Microsoft Teams as part of our teaching and learning as well as our digital framework.

2. Review of School Self- Evaluation (SSE) in Sligo Grammar School

Teachers carried out a review of previous SSE cycles in the school, Literacy, numeracy and assessment. In addition, national strategies e.g. Digital Framework and Sustainability must be incorporated into our school planning. In 2025, an SSE cycle into wellbeing promotion will also commence.