

Castleisland Community College 70520V

OUR SCHOOL SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2025

Introduction

This report reflects on the work of the School Self-Evaluation team during the 2025–26 academic year. The year has focused on the continued implementation and review of our School Improvement Plan, with particular attention given to Universal Design for Learning, literacy, numeracy, assessment and feedback, student engagement and wellbeing.

The SIP is now well established across the school. The focus this year has been on making the improvement actions more consistent, more visible in subject planning, and more practical for everyday classroom use.

Achievements

Continued Implementation of the SIP

The School Improvement Plan has continued to guide teaching and learning across the school. The SIP is no longer at the discussion stage; it is now in a phase of implementation, review and refinement.

Subject departments have continued to engage with SIP priorities through planning, department meetings and classroom practice. The focus has been on ensuring that SIP targets are not separate from teaching and learning, but are embedded naturally into schemes of work, assessment practices and student support.

Teaching and Learning Team

The Teaching and Learning team continued to do very valuable work throughout the year. The team supported a number of important areas, including:

- Reviewing assessment policy and procedures.
- Developing a more systematic approach to department planning.
- Supporting consistency in teaching and learning practices.
- Linking subject department planning more clearly with SIP priorities.
- Encouraging practical, classroom-based approaches to improvement.

This work has helped to make school improvement more manageable and meaningful for staff.

Key Initiatives and Progress

Universal Design for Learning

UDL continued to be a major focus this year. Staff were encouraged to recognise many of the UDL practices already happening in classrooms, such as:

- Clear learning intentions and success criteria.
- Use of visual supports and examples.
- Differentiated approaches to tasks.
- Opportunities for students to show learning in different ways.
- More structured questioning, feedback and reflection.

A key part of the year was helping staff see UDL as practical classroom practice rather than an added initiative. UDL has also been linked more closely with subject planning and digital learning.

Literacy

Literacy remained a strong area of focus. The school continued to build on previous work in this area, including:

- Continued promotion of the BUG strategy for approaching exam questions.
- Development of library resources.
- Continued support for reading initiatives.
- TY and 1st Year reading buddy activities.
- Encouraging departments to identify key words and subject-specific literacy needs.

There is now a stronger awareness across subject departments that literacy is not only the responsibility of English teachers, but part of every subject area.

Numeracy and Data Skills

Numeracy work this year focused particularly on data skills and visual representation. Departments were encouraged to consider how students use, interpret and present data in their subjects.

Actions included:

- Encouraging the use of graphs, tables and charts in CBAs and project work.
- Supporting students in representing information visually.

- Promoting tools such as Excel and Canva in junior classes.
- Encouraging subject departments to identify natural links to numeracy.

The aim is to help students become more confident in reading, interpreting and presenting information across a range of subjects.

Assessment and Feedback

Assessment and feedback continued to be an important area for development. The school has continued to review its assessment practices, including the structure and purpose of Week 8 assessments.

There has been a continued focus on:

- Making assessment more consistent across departments.
- Encouraging useful feedback that helps students improve.
- Supporting students to understand success criteria.
- Developing assessment practices that are realistic and manageable for teachers.
- Continuing the review of semesterisation and its impact on learning.

The work in this area is ongoing, but there has been good progress in creating a more structured conversation around assessment.

Subject Planning

A major focus this year was the development of a more systematic approach to subject planning. The aim is to make department plans more useful, more consistent and more closely linked to the SIP.

Work began on developing planning templates and content trackers that will allow departments to:

- Map schemes of work more clearly.
- Link learning outcomes to assessment.
- Identify literacy, numeracy and UDL opportunities.
- Track progress through key topics.
- Review implementation of SIP priorities.

This will continue to be developed further next year.

Monitoring and Evaluation

The SSE team continued to use staff feedback, student voice, department planning and school review processes to monitor progress.

Key findings included:

- Staff are increasingly familiar with the SIP priorities.
- UDL is becoming more understood as practical classroom practice.
- Literacy initiatives are well established and visible.
- Numeracy needs further development across all subject areas.
- Assessment and feedback remain key areas for ongoing improvement.
- Departments need simple and practical systems to help track SIP implementation.

Areas for Further Improvement

Consistency Across Departments

While good work is happening across the school, there is still a need for greater consistency in how SIP priorities are implemented and recorded across subject departments.

Numeracy Across the Curriculum

Numeracy remains an area for further development, particularly in subjects outside Maths. More work is needed to help departments identify natural and meaningful numeracy links.

Assessment and Feedback

Further work is needed to ensure that feedback is clear, useful and consistent. Students should have a better understanding of how to improve their work following assessment.

Student Voice

Student voice should continue to be used to inform school improvement. Future surveys should be focused, simple and designed to produce useful information for planning.

Department Planning

The development of a whole-school subject planning structure should continue. This should be practical, manageable and linked clearly to teaching and learning.

Plans for the Coming Year

- Continue to embed UDL into subject planning and classroom practice.

- Develop the subject planning template and content tracker system.
- Continue to review assessment and feedback practices.
- Strengthen numeracy links across subject departments.
- Continue to promote literacy strategies, including BUG and keyword development.
- Use student and staff feedback to review SIP progress.
- Develop simple traffic-light indicators for departments to review their progress with SIP actions.
- Continue to support the work of the Teaching and Learning team.

Conclusion

The 2025–26 school year has been a year of continued implementation, review and consolidation of the School Improvement Plan. The SIP is now embedded in the language and planning of the school, and the focus has shifted towards making improvement actions more consistent, practical and measurable.

Good progress has been made in UDL, literacy, assessment and subject planning. The work of the Teaching and Learning team has been central to this progress. The next stage will be to further develop simple systems that help departments track, review and improve their practice in a manageable way.

The SSE team remains committed to supporting practical school improvement that benefits students, supports teachers and strengthens teaching and learning across Castleisland Community College.