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Our Self-Evaluation Report and Improvement Plan

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 Previous School Self-Evaluation:

- Our current School Self-Evaluation of Gaelige is on-going and will be reviewed in June 2022.
- Previously our school completed evaluations in Numeracy (2014-2017) and Literacy (2015-2018)

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2021 to June 2022*. It was decided that our School Self-Evaluation would be used to support well-being in our school, in particular pupil well-being. This will form a basis for the development of a whole school Well-Being Framework where we will focus on embedding activities which support the well-being of pupils and our school community.

2. Findings

Results of pupil Well-being Questionnaire:

Statement	Yes	No	Unsure
I am happy in school	98.3%	0.8%	0.9%
I feel safe in school	97.1%	0.4%	2.5%
I feel welcome in school	97.1%	0.8%	2.1%
My school is clean, tidy and bright	97.5%	0%	2.5%
There is enough space in my classroom	96.2%	0.8%	3%
Our playground is nice	91.1%	0.8%	8.1%
My school is important to me	92.4%	1.7%	5.9%
School staff are kind to me	97.8%	0.4%	1.8%
My teacher listens to me	99.2%	0%	0.8%
My teacher helps me when I need it	97.8%	0%	2.2%
I have friends in school	99.2%	0%	0.8%
I have talents which are valued in school	84.3%	3.8%	11.9%
I am encouraged to join in at school	93.6%	0.4%	6%
I know what to do if I am being bullied	95.3%	1.6%	3.1%
Sometimes I feel anxious/ worried in school	27.1%	64%	8.9%

From our analysis of the pupil surveys we noted the following:

- Our school is a happy, welcoming place where our pupils feel safe.
- The pupils are proud to attend Scoil Naomh Eoin and they feel the school is well maintained.
- The pupils have a very positive relationship with school staff; they feel they will be listened to and helped when they need it.
- The pupils have friends in school and are encouraged to join in.
- The vast majority (84.3%) of those surveyed feel their talents are valued in Scoil Naomh Eoin.
- The procedures for dealing with bullying behaviour have been clearly communicated to pupils with 95.3% reporting they know what to do if they experience bullying.
- 27.4% of those surveyed said they sometimes feel anxious/ worried in school whilst a further 8.9% were unsure. Nearly two thirds of pupils stated they never feel anxious or worried.

These results were extremely positive and affirming of good practices already in place in Scoil Naomh Eoin to support the well-being of our pupils. Teaching children strategies and skills to cope when they feel anxious or worried is an area for improvement.

Results of Staff Questionnaire:

Key Area 1 – Culture and Environment

Strengths

According to the Mental Health Promotion: Self-evaluation Questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- The school building, grounds, classrooms, bathrooms and work spaces are well maintained, secure and appropriately furnished, creating a welcoming, safe and warm environment.
- The wellbeing of the whole school community is central to our school and it is recognised by school leaders, management and all members of staff that the entire school community has a role to play in supporting learning for and learning about well-being.
- There is high staff morale where staff feel they are listened to and their efforts and abilities are recognised by school management.
- The staff feel that our pupils are valued, listened to and they have a voice through the student committees in place (Green Schools, Amber Flag and Active Flag committees) along with the recently established Student Council.

Areas for Improvement

- 11% of school staff felt we could do better at communicating to children that their feelings and views are valued.

Key Area 2 – Curriculum (Teaching and Learning)

Strengths

According to the Mental Health Promotion: Self-evaluation Questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- There is a clear whole school approach to the teaching of the SPHE curriculum which has been communicated to all staff.
- Staff are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to engage in collaboration.
- Staff use opportunities to promote well-being across the curriculum.
- The school deploys resources based on individual learning, behavioural, social and emotional needs under the Special Education Teaching Allocation model.
- There are opportunities for training and on-going practice support and guidance for staff to further build their capacity to support children and young people with additional needs.

Areas for Improvement

- 14.8% felt that there was room for improvement in how the school routinely gathers information from teachers about a student of concern in a systematic way.

Key Area 3 – Policy and Planning

Strengths

According to the Mental Health Promotion: Self-evaluation Questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- The wellbeing of the whole school community underpins school policies and plans.
- Schools have appropriate wellbeing policies in place (examples: Anti Bullying Policy, Child Safeguarding Statement and Risk Assessment, Critical Incident Policy, RSE Policy and SPHE Plan)
- The school uses the Education Passport (NCCA) for children and young people transitioning to post primary school.
- The school uses the Mo Scéal (NCCA) to support children in the transition from pre-school to primary school.
- School-based information is used, in conjunction with department policies and circulars and reports from external professionals, to support children and young people with additional needs.
- The school engages in a collaborative problem-solving process to support a child/young person's needs, identified through the school's continuum of support.
- A student support file is used to plan, record actions and review progress.
- At times of transition, information is gathered and transfer review meetings are held for those children and young people with additional and/or complex needs.
- The school policies are centrally stored on Aladdin and school server for staff and uploaded to the school website for parents/guardians.

Areas for improvement

- 22% of staff indicated that there is room for improvement in having a clear school policy on visiting speakers.

Key Area 4 – Relationships and Partnerships

Strengths

According to the Mental Health Promotion: Self-evaluation Questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- All staff are fully aware of the DES Child Protection Procedures and have received up to date training.
- School staff are encouraged and supported to access continuing professional development on mental health and well-being.
- The school promotes partnership with parents through the continued involvement of a Parents' Council in the school, and collaborates with them as appropriate.
- The school has established good links with Department support services, community-based statutory and voluntary support services and other external agencies (i.e. NEPS) to support pupil well-being.
- Referral procedures to outside agencies are established and a member of the school management team has been identified as a link person for the agencies.
- Consent is sought from parents/guardians for the involvement of outside agencies and the outcomes of any screening or assessments are communicated to parents/guardians.
- At times of transition schools link with other education settings, including early childhood care and education settings, crèches, other primary/post-primary schools, Youthreach, Community Education Centres to ensure successful transfers.
- The school promotes teachers' engagement in networks for teacher collaboration.

Areas of Improvement

The school has in place an informal Support Team/Care Team but all respondents rated this as an area for improvement or a priority area for development. As a result a Support Team representative of class teachers, SET teachers, Special Needs Assistants, pupils and parents will be established.

2.1 This is effective / very effective practice in our school

Strengths of our school

- Positive school atmosphere where pupils are happy and feel safe.
- Pupil attainment in Literacy and Numeracy compares favourably to national norms.
- School awarded the Amber flag in 2020 in recognition of our efforts to create a healthy, inclusive environment which supports mental well-being.
- School awarded the Active Schools Flag in 2019 in recognition of our efforts to support physical well-being.
- Our school is well resourced and well maintained-pupil survey.
- Our Code of Behaviour focuses on the positive reinforcement of good behaviour.
- Our Anti-Bullying Policy is clearly communicated and pupils know what to do if bullying behaviour occurs.
- Supportive Parents' Council and parent body.
- Positive partnerships with community groups and organisations.

2.2. This is how we know

- Attainment in Standardised Tests in Literacy and Numeracy
- Pupil Questionnaire: 236 Pupils from 2nd to 6th class completed a Well-being Questionnaire
- School Staff completed the Mental Health Promotion: Self-Evaluation Questionnaire
- Well-being identified as an area of priority by school staff
- Feedback from Student Council meeting.

The questionnaires were analysed to identify what we are doing well and areas for further development in the school.

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

1. To build pupil resilience and ability to cope with feelings of worry/anxiousness by engaging in the Weaving Well-being(2nd-6th) & Welcome to Well-being(Junior Infants -1st)
2. To provide opportunities for school staff to engage professional development focussed on well-being
3. To develop home-school links in supporting pupil well-being
4. Through engagement with Well-being programmes and Amber Flag/Well-being initiatives develop the five Resilience Skills from Positive Psychology
 - Emotional Regulation
 - Mindfulness

- Compassionate Self-Talk
 - Identify and use Character Strengths
 - Cognitive reframing
5. To establish a Student Council to capture the students' voice in promoting well-being
 6. To set up a support team responsible for organising activities promoting well-being in our school.
 7. Development of a whole school Well-being Framework to inform future practice.

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 September 2021 to June 2023

Target	Actions	Persons / groups responsible	Monitoring	Criteria for success	Progress and adjustments	Targets achieved
1 & 4	Teachers will teach the Weaving Well-being & Welcome to Well-being programmes in term 1 of each year	All teachers	Staff feedback Pupil feedback Teacher Planning	Pupils engage with the programmes building resilience and ability to cope with worry or anxiety. Pupils are observed participating in activities and become more open in discussing feelings.		
2.	Staff will complete training on the Weaving Well-being & Welcome to Well-being programmes to increase competency in teaching resilience and coping strategies to pupils.	Mr.Donovan to arrange with Fiona Forman - Author	Staff feedback	Staff feel more competent in delivering the Weaving Well-being & Welcome to Well-being programmes.		
2.	Staff will complete training on the Stay Safe programme with the PDST in term 1 2021/22	All teachers	Staff feedback	Staff feel more competent in delivering the content in the Stay Safe Programme		
3.	Parents' webinar to be facilitated to outline the content of the Weaving Well-being & Welcome to Well-being programmes in September 2021.	Mr.Donovan	Parent feedback	Parents to be familiar with the programmes and better able to support the school in delivery of the programme.		
3.	Home school links pages in Well-being and Stay Safe programmes to be sent home as part of homework	All teachers Stay Safe taught in Junior Infants, 1 st , 3 rd & 5 th classes as per SPHE school plan	Parent feedback	Clear communication between school and home established to enable parents to support the school in delivery of the programmes.		
1 & 4	Celebrate 'Well-being Week' in Term-2 each year with focus on promotion of well-being Celebrate Active Schools in Term 3 of each year to promote physical well-being	Support(Care) Team Mr.Davis & Mr.Gallagher-Active Week	Teacher observation Pupil & Staff feedback.	Pupils engage with well-being / active week activities to promote overall well-being. Staff observe pupil engagement. Feedback to co-coordinators of the events at staff meeting.		

4.	Complete an Audit of Well-Being focussed activities which are on-going as part of the Amber Flag	Ms.Keegan	Staff feedback	Sharing of good practice in promoting well-being in our school.		
5.	Establishment of a Student Council/ Student well-being committee.	Ms. Keegan	Teacher observation Pupil feedback	A forum is established for pupils to give their input into supporting the well-being of our school community.		
6.	Create a Support (Care) Team responsible for organising activities to promote well-being throughout the school year and liaise with outside agencies i.e. NEPS where pupils require support.	Ms. Anne Hillery Ms. Clare Keegan Mrs. Martina Kelly Ms.Michelle Finn Ms.Amie Moran Student Council Parents' Council	Staff feedback Pupil feedback Parent feedback	Support team comprising teachers, parents and pupils working together to organise activities to promote well-being in our school and to reflect on the effectiveness of these activities		
4, 5 & 6	The Support Team will work with the Student Council to create 'Amber Flag' & 'Well-being' boards which will be updated throughout the year.	Support Team Student Council	Staff feedback Pupil feedback	All members of the school community are aware of the boards and show some understanding of the materials posted. Clear communication for all in the school community of the focus on well-being in our school.		
7.	Whole school Well-Being Framework developed to inform future practice	Ms.Ane Hillery	Staff feedback Pupil feedback Parent feedback	Identify and evaluate good practices in our school community. Establish a framework for these practices to be embedded in a school culture which supports the well-being of our school community.		