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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. **Outcomes of our last improvement plan**
* Increased use of digital technology
  1. **The focus of this evaluation**

We undertook a self-evaluation of teaching and learning during the period *Jan 23* to *Sept 24.* We evaluated the following aspect(s) of teaching and learning:

* Health and Wellbeing:
  + Staff wellbeing
  + Health and wellbeing underpinning policy and procedures
  + Teacher’s work and effort being valued

# 2. Findings

**2.1 This is effective / very effective practice in our school**

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

* Culture and atmosphere in the school is very positive
* Generally, children feel very positive towards school
* Teaching and learning of the curriculum
* Sen- attending to the needs of all children

**2.2. This is how we know**

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

* **Staff consultation**
* **Observation of the school and children**
* **School attendance around certain activities**
* **Information from an inspection report**

**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.*

* Health and Wellbeing:
  + Staff wellbeing
  + Health and wellbeing underpinning policy and procedures
  + Children’s work and effort being valued

**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 January 2023 to September 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| **Key Area:** Culture and Environment  **Indicators of Success:**   * Children, young people, and staff experience a sense of belonging and feel safe, connected and supported   **Statements of Effective Practice for all:**   * The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing   **Statements of Effective Practice for some and few:**   * … | | | | | |
| Engage in a year-long development of staff well-being | 12 staff meetings will have a different well-being focus eg, gratitude, physical wellbeing | Various staff | -A clearly better work/life balance for staff  -staff trying out some of the activities or discussing some of the messages with their classes |  |  |
| Explore ways that provide for the more holistic development of children | Organise dance classes  *(Physical development)* | Ms Colleran |  |  |  |
| Organise gymnastics classes  *(Physical development)* | Ms Colleran |  |  |  |
| Organise an arts week – similar to a sports week  *(Intellectual development - creativity)* | Ms Breathnach |  |  |  |
| Restarting a school choir  *(Intellectual development- creativity)* |  |  |  |  |
| Continue the introduction of the Zones of regulation  *(Emotional understanding)*  Currently in two classrooms | Mr O Doherty, Mr Cronin, Ms Slattery |  |  |  |
| Classes can volunteer in the community or for a cause.  *(spiritual development)*  This will develop a sense of self and responsibility towards others. | \*\*need to name classes here…. |  |  |  |
|  | Build on and maintain the work of the Green Schools recycling flag  *(spiritual development)* |  |  |  |  |
| **Key Area:** Policy and Planning  **Indicators of Success:**   * Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. * Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.   **Statements of Effective Practice for all:**   * The wellbeing of the whole school community underpins all school policy and plans. * The voice of children and young people, parents and staff informs the development, review and updating of school policies.   **Statements of Effective Practice for some and few:**   * … | | | | | |
| To establish a student council | Decide on the number of members and from which classes | Ms Colleran and the class teachers | The council is independently running and with a purpose |  |  |
| Train the council in setting an agenda, taking minutes, keeping accounts | Ms Colleran, Fidelis |  |  |
| Scaffold the first few meetings including brainstorming ideas to hear the student's voice | Ms Colleran |  |  |
| To include a well-being focus in every possible plan and policy | Include a specific heading for health and wellbeing in all future plans to ensure a focus is put on it | Staff involved in the development of the plans and policies  ISL team  Mr O Doherty | Constructive conversations about health and well-being taking place around various topics and plans and policies are being developed |  |  |
| Update and amend the school's critical incident policy | Ms Colleran and Mr Cronin |  |  |  |
| As part of embedding the active schools – get each class to learn three team games that can be used during movement breaks | Ms McGreal and Class teachers |  |  |  |
| **Key Area:** Relationships and Partnerships  **Indicators of Success:**   * Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community   **Statements of Effective Practice for all:**   * The board of school leaders and management promotes the establishment of a parents’ council in the school, and collaborates with the council as appropriate. * School leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff. * School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work.   **Statements of Effective Practice for some and few:**  … | | | | | |
| To establish a parents association | To establish a parents association | BOM, Ms Colleran | The association is working in collaboration with the BOM for the betterment of the children |  |  |
| Ensure all staff are kept informed of services available to them | Provide staff with information for Spectrum.life.  Provide the information and give staff time in a staff meeting to discuss and explore the app and what Spectrum can offer. | Ms Colleran |  |  |  |
| Provide all staff with suggestions for mind, body and soul | Ms Colleran |  |  |  |
| To ensure that Staff and children’s work is valued | Have one noticeboard at the main door.  Each class has a month a year to showcase their best work.  It will be promoted in Aladdin messages to parents also. | All staff  Mr O Doherty |  |  |  |
| Positive Thoughts box | All staff  Mr O Doherty | Gives an opportunity for work to be valued by other than the principal.  Everyone has a role. |  |  |