

School Self Evaluation Report and Improvement Plan

INTRODUCTION – During the 2023-24 school year, our staff examined Circular 0056/2022 in regarding choosing our focus for SSE. After a number of staff meetings and through staff collaboration it was felt to assist in improving our teaching and learning and to ensure a standard whole school approach to Assessment the creation and the implementation of a Whole School Assessment Policy would be advantageous. The Whole School Assessment Policy would enable the school to review the effectiveness of our current teaching and learning provision and its impact on students learning and experiences in the context of national priorities and national curriculum goals. Previous to that the school chose to review our handwriting policy with a view to helping us to engage with an aspect of the new Primary Language Curriculum.

Outcomes of our last improvement plan from Sept 2019 to June 2022.

- A whole school handwriting policy was adopted by the school
- A whole school assessment policy was adopted by the school

FOCUS OF THIS EVALUATION

We undertook self-evaluation of Wellbeing during the period Sept 2024 to June 2026.

FINDINGS

This is effective / very effective practice in our school - List the main strengths of the school in the area of wellbeing.

- 100% of staff felt the school was welcoming and accessible for all pupils, parents and staff
- 91.8% of Parents felt the school was welcoming and accessible for all pupils and parents
- 100% of children felt they knew what bullying was

This is how we know - List the evidence sources.

- Staff, student and parents questionnaires through Google Forms
-
-

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

Findings: Strengths	Staff: <ul style="list-style-type: none">• 100% school was welcoming and accessible for all pupils, parents and staff	Pupils: <ul style="list-style-type: none">• 100% of children felt they knew what bullying was	Parents: <ul style="list-style-type: none">• 91.8% of Parents felt the school was welcoming and accessible for all pupils and parents
----------------------------	---	---	---

Findings: Areas of Focus	Staff: <ul style="list-style-type: none"> ● A quarter of staff were not aware of the Employee Assistance Service ● Staff felt that the yard was the area where bullying would most likely take place 	Pupils: <ul style="list-style-type: none"> ● 56.6% of students said no when asked if they had a voice in deciding school policies. ● 15.4% of students did not know if the school had rules on using mobile phones and internet safety. ● 50.9% of students in the school answered that they were friendly and kind to each other. 	Parents: <ul style="list-style-type: none"> ● 68.8% of parents believed the school looks for and listens to their child's opinion when developing school policies and plans. ● 69.4% of parents feel the school looks for and listens to parents views when planning and developing policies ● 38.8% of parents hadn't seen the school's anti bullying policy ● 38.8% of parents do not know how to access the school's anti bullying policy. ● 66.6% of parents said the school communicates with them when things are going well with their child.
Key Area:	Key Area 1 Culture and Environment		
Indicator of Success:	Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos		
Statement(s) of Effective Practice for All:	<ul style="list-style-type: none"> ● Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement ● The school communicates with parents about supports that are in place regarding the promotion of wellbeing of children and young people 		
Statement(s) of Effective Practice for Some & Few:	<ul style="list-style-type: none"> ● The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning 		

Targets	Actions	Who is responsible? (Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM)	Timeframe	Criteria for Success
----------------	----------------	--	------------------	-----------------------------

<p>To allow the voice of the child/young person are heard and lead to the improvement in the school culture and ethos. (56.6% of pupils said no when asked if they had a voice in deciding school policies. We hope to increase this to 75% by June 2026)</p>	<p>Establishment of a Student's Council that meet once a month to contribute to school decision making</p> <p>Engaging with our pupils to create a child friend version of the Bí Céinalta Policy by June 2025</p> <p>Trial use of Circles to meaningfully capture pupil voice on a regular basis in the classroom</p>	<p>Ms. McSweeney & Ms. Dowd and Class Teachers</p>	<p>December 2024 - June 2026</p>	
<p>The school will make parents aware of the different activities, policies and events that take place in the school to promote their children's wellbeing. This will allow parents to discuss with their child different topics like Anti-Bullying and Cyber Safety. (38.8% of parents do not know how to access the school's anti bullying policy. We hope to increase this to 80%.)</p>	<p>Parents will be made aware of the various different activities that take place in the school which promote wellbeing along with the different themed weeks that occur.</p> <ul style="list-style-type: none"> ● Termly Newsletter ● Messaging through Aladdin about Wellbeing Initiatives ● Informing new parents at Junior Infant Open Night about the location of policies on the school website. ● Engaging with the parent body to inform the school's new Bí Cinealta Anti Bullying Policy. 	<p>Mr. Doyle</p>	<p>As different wellbeing activities occur.</p>	
<p>The school will provide targeted supports to children who are experiencing barriers and challenges to wellbeing and learning particularly with regard to mobile phone use and cyber safety. (15.4% of students did not know if the school had rules on using mobile phones and internet safety. We hope to increase this to 80%)</p>	<ul style="list-style-type: none"> ● Guest Speakers to talk to older classes about mobile phone use and cyber safety ● Develop a new Acceptable Use Policy. ● The school will use themed weeks to promote Anti-Bullying, Cyber Safety and Physical and Mental Health Wellbeing (Active Week) ● Circulate information to parents around mobile phone usage and cyber safety 	<p>Whole Staff</p>	<p>February to June 2026</p>	

	<ul style="list-style-type: none"> Use the DCU FUSE Anti Bullying Programme with the older classes. 			
--	--	--	--	--

MONITORING

Strategies and Approaches	Who is responsible?	Additional Information
Wellbeing will be on the agenda and discussed at staff meetings	In School Management Team	
Well being will be discussed as part of the Principal's report at every BOM Meeting	Mr Doyle	
Seek feedback from student council and parents association about themed weeks and wellbeing activities and if they have had a positive impact	Mr Doyle	

EVALUATION / TARGETS ACHIEVED

Targets	Are we making progress?	Evaluation Tools (How will we know)	Achieved: Yes/ No	Date Achieved
56.6% of pupils said no when asked if they had a voice in deciding school policies. We hope to increase this to 75% by June 2026		Survey, Professional conversations, observations		
38.8% of parents do not know how to access the school's anti bullying policy. We hope to increase this to 80% by June 2026		Survey, Professional conversations, observations		
15.4% of students did not know if the school had rules on using mobile phones and internet safety. We hope to increase this to 80% by June 2026		Survey, Professional conversations, observations		

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

As we monitored, did we have to adjust targets? Change or adapt actions?