

**School Self-Evaluation
Report
On Well-being
& Updated
School Improvement Plan**



**Asdee National School
2021**

Introduction

The focus of the school self evaluation since 2013

A school self-evaluation of teaching and learning in Asdee N.S. began in September 2013.

During the evaluation, teaching and learning in the following curriculum areas were evaluated :

Literacy with particular emphasis on writing : Report in place 2013/2014, Plan 2014-2017. As part of this plan we introduced Intensive reading of graded readers in two blocks of 4 weeks every November and May, this has worked well for everyone and is enjoyed by the children. This has now become an annual event. We also planned which writing genres we would focus on each term and this has also been continued as it is working well.

Our second area which we chose was **Numeracy** with emphasis on maths language: Report in place 2014/2015, Plan 2015-2018 Teachers continue to focus on maths language and have maths posters on display in each room. Classes engage in annual maths trails.

In 2015/2016 we gathered information about the teaching and learning of **Music** in Asdee N.S. We chose 'Listening & responding' as an area to improve. Each teacher has a list of music & composers which they choose from and at least one piece of music is played and discussed each month. We introduced the 'Dabbledoo ' online music programme in 2020 to all classes as it covers all areas of the music curriculum very well & the children really enjoy it.

In 2018 the staff chose **Physical education** for our school improvement plan. All classroom teachers attended CPD training on the Fundamental movement skills (FMS) with PDST and a plan was put in place to teach the FMS to all classes & monitor children's progress using checklists. We have found the FMS to be of great benefit to the children during their P.E. class and have continued with our plan to focus on one FMS per month. We use the PDST guide book and online resources from 'Move well, move often' to support the teaching & learning of P.E. in our school.

In 2019-2020 the **Digital Strategy Plan** for Asdee NS was implemented. This plan focuses on digital technology and its use in the school. It was of great benefit during the school closures as a result of Covid-19. We introduced Seesaw as our online learning platform and will continue to use Seesaw in our classes in the future. We also introduced Kahoot & Menti-metre to the children. There are new Interactive Digital Screens in each classroom and we invested in more ipads for the school.

The focus in Asdee N.S. for 2021 is Well-being

This year we have decided to focus on **Well-being** as our chosen area to improve.

We aim to follow the principles & guidance in the following documents to promote wellbeing for all in our school community.

- Guidelines for mental Health Promotion
Well-being in Primary schools (Dept.of education/ HSE 2015)
- Wellbeing Policy Statement and Framework for Practice
(Dept. of education 2018–2023, Revised 2019)
- Supporting the Wellbeing of School Communities: Guidance for Schools
(Department of Education September 2021)

Our focus will also be on **the essential Guiding Principles** as set out by DES

- Promoting a sense of safety – so that people feel that they are safe, physically and psychologically, and that those around them are safe
- Promoting a sense of calm – so that people feel relaxed, composed and grounded
- Promoting a sense of belonging and connectedness – so that people experience reconnecting with their friends and colleagues, and those who understand and support them in the school community
- Promoting a sense of self-efficacy and community-efficacy – so that people believe that they can manage and do what is needed individually and as a school community
- Promoting a sense of hope – so that people believe that things will work out well



Our Goals:

We will look at the Continuum of Support which we provide in Asdee NS

The Continuum of Support framework (Figure 2 DES/NEPS) supports a whole-school approach to ensure that staff, students and parents feel welcome, safe and secure. It also recognises that some students will require more targeted intervention and planning to help them reconnect with their school community and re-engage with learning



School Context :

Asdee N.S. is a rural school eight miles from Listowel. There is a teaching Principal and three teachers, it is a Catholic, co-educational school. There are 60 children on the roll. There is a special education teacher based in the school and we have also SET hours shared with Kilconly NS. We have a full time SNA allocated to the needs of the children in the school.

The Findings

The teachers discussed how the school self evaluation was progressing in Literacy and Numeracy, Music and P.E. during staff meetings and during Croke park hours. We also discussed the digital strategy plan and agreed to develop that further. We felt that this year the area in most need of our attention was **Well-being** especially after the school closures due to covid-19 over the previous two years. It was agreed by all that **Well-being** was an area that must be considered. The teachers compiled surveys for pupils and parents. The principal decided to use the survey from the DES guidelines for staff. All children from Senior Infants to 6th class, parents and staff completed the surveys in early October 2021. All results were collated. The results were extremely positive but highlighted the areas which we needed to focus on.

School Self-Evaluation Findings

Children's survey Results: 1st--6th class

100% said they feel safe in school

87% of the children surveyed feel the school is a happy and welcoming place

100% of the children surveyed feel the school is clean, tidy and bright.

97% feel there is enough space in their classroom

82% of the children feel listened to by their teachers.

97% said their school is important to them

100% said they do S.P.H.E. in class

97% said they are encouraged to join in at school

90% said they know who to talk to if they feel worried or upset in school

94% said they know what to do if they are bullied in school

94% said their teachers help them when they need help with something

97% feel their teachers like them

80% said their teacher talks to their parents

Parents Survey Results:

94% feel the school is a happy, welcoming place for their child (29/31 Yes, 2/31 sometimes)

87% feel welcome and listened to in the school (27/31 Yes, 2/31 sometimes)

100% agreed that the school is clean, tidy & bright and space is maximised (31/31)

94% of parents are happy with the quality of teaching in the school (29/31 Yes, 2/31 sometimes)

84% feel the school deals with bullying effectively (26/31 Yes, 5/31 sometimes)

90% feel their child gets help when needed (28/31 Yes, 3/31 sometimes)

84% feel they are informed and involved if their child is in need of learning support (26/31 Yes, 1/31 No, 4/31 sometimes)

87% know who to talk to if their child feels anxious (27/31 Yes, 1/31 No, 3/31 sometimes)

100% of parents feel they are kept up to date with changes to policies (31/31)

94% feel they are encouraged to get involved in the school, to give extra help, join parents council. (29/31 Yes, 1/31 No, 1/31 sometimes)

Staff survey results:

In the staff survey we looked at 4 key areas as a group

Key Area 1: Physical & social environment- how are we doing?

All staff were happy with the quality & use of accommodation, furniture is of a high standard and space is allocated effectively.

All staff were happy with the general ethos and felt mental health of staff and pupils is prioritised and promoted.

All staff felt supported and respected by management.

What are we going to do now? All staff felt the views of students are listened to and valued but it was agreed that the students would feel more involved if we set up a student's union/council.

Key Area 2: Curriculum & learning- how are we doing?

All staff looked at curriculum and teaching and agreed that there is a whole staff approach to planning, implementation and delivery of the curriculum.

All staff looked at how we gather information from incoming students and our present pupils and how we respect confidentiality about individual pupils.

All staff are happy that records about individual students are stored securely.

All staff were happy with the screening and assessment available to us and we communicate with outside agencies when necessary e.g. NEPS psychologist and occupational/speech therapist.

What are we going to do now? All staff felt that the student survey was informative and we should survey students more often.

It was agreed that we should review our SPHE policy and look at the objectives to be covered with each class.

It was agreed that we should review our anti bullying policy & code of discipline

Key Area 3: Policy & Planning-how are we doing?

All staff agree that the school has policies in place that relate to student well-being & support.

-Child Protection policy, SPHE, RSE, Anti-bullying, Code of Discipline, Grievance procedures, Critical Incident plan

All staff agree that their views are sought to inform whole school improvement & development and consultation takes place with Board of management.

Newly appointed staff are made aware of policies and plans

School policies are kept in the school office accessible to staff.

What are we going to do now?

It was agreed that the Implementation of a school Well-being plan is a priority.

Implement policy on visitors to the school.

Key Area 4: Partnership-Family & community links

All staff looked at internal school supports available to them and feel supported in their work.

All staff are encouraged and supported to access continuous professional development available to them on mental health & well-being (depending on availability of sub cover).

All staff looked at external school supports and agreed we have good links with external agencies. e.g. NEPS, HSE.

We looked at partnership with parents/guardians and we take a systematic approach to screening for social, emotional and behavioural difficulties using the documents provided by NEPS-Behavioural emotional & social difficulties-A continuum of support pg.80-108

All staff agree that the school discusses the outcome of screening with parents.

What are we going to do now?

It was agreed we could set up a support team for each classroom e.g. Class teacher & SET teacher & SNA for each room, to highlight who the children need to talk to if they are anxious/worried about something.

It was agreed that we need to establish a link person with responsibility to communicate with external agencies e.g. NEPS/HSE.

Strengths in Asdee N.S. :

Children's survey: See results of children's survey - very positive results.

Parents survey: See results of parents survey - very positive results.

Staff survey: See results of staff survey- very positive results.

Areas for Improvement/Required actions: (What are we going to do now?)

All staff felt the views of students are listened to and valued but it was agreed that the students would feel more involved if we set up a student's council.

All staff felt that the surveys were informative and we should use survey more often e.g.' My thoughts about school checklist' & 'Mental Health promotion-self evaluation checklist' from NEPS Continuum of support for children.

It was agreed that we should review our SPHE & RSE policy and look at the objectives to be covered with each class.

It was agreed that we should review our Anti bullying policy and Code of discipline.

It was agreed that the Implementation of a school Well-being plan is a priority.

Implement policy on visitors to the school.

It was agreed we could set up a support team for each classroom e.g. Class teacher & SET teacher & SNA for each room, to highlight who the children need to talk to if they are anxious/worried about something.

It was agreed that we need to establish a link person with responsibility to communicate with external agencies e.g. NEPS/HSE.

The parent's survey highlighted the need to communicate clear instructions on how to arrange a meeting with teacher or how to deal with an issue/concern.

Communicate clear instructions to parents on how to arrange a meeting with teacher or how to deal with an issue/concern. Inform them of dates for Parent teacher meetings.

The children's survey & questionnaire highlighted that P.E. and Art were the subjects mostly enjoyed by all children. The children all felt safe in school and enjoyed break times and playing with friends.

The following are some actions we could add to our well-being plan for children's enjoyment:

Fun Friday-disco on yard

Whole school musical

Drumming workshop /Zumba Class/ similar event

STEM science showcase day.

School Garden/Spring Clean up.

Station teaching in literacy and numeracy

Aistear/Drama/Oral language activities

Annual Sports Day

Annual School tours

School walks to the well/beach

6th class day out/ Graduation day

Open day for new pupils & their parents

Friendship week

Halloween dress up

Baking/cooking in school

Quizzes and art competitions

Cumann na mbunscol

Christmas activities

Easter Egg hunt

Persons Responsible:

Mrs. Michelle Sheehy (Principal/Middle classroom teacher)

Mrs. Brídín Reen (Deputy Principal / Special Education teacher)

Mrs. Cathy O'Regan (Senior classroom teacher)

Mrs. Assumpta Collins (Assistant Principal II/Junior classroom teacher)

Ms. Edel O'Keefe (SNA)

Timeframe for Action:

Sept 2021-Dec 2021 Gather information & survey results for Report

January 2022- Put plan in place

Success Criteria/Measurable Outcomes:

Do the children feel safe?

Have they a voice (student union)?

Do all children know who to talk to if they feel anxious/ worried?

Have policies been put in place & updated?

Do children feel happy in school?

Is there positive communication with parents?

Are staff feeling supported ?

Do we use surveys & checklists to measure progress?

This report was ratified by the B.O.M. 21st October 2021 & will be reviewed when needed.

Chairperson: Oliver Kearney Date: 21st October 2021

Principal/Secretary to B.O.M.: Michelle Sheehy Date: 21st October 2021

Table 2: Wellbeing Promotion Indicators of Success

| Key Areas | Indicators of Success |
|---|---|
| Culture & Environment | <ul style="list-style-type: none">• Children, young people and staff experience a sense of belonging and feel safe, connected and supported.• 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. |
| Curriculum (Teaching & Learning) | <ul style="list-style-type: none">• Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.• Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing. |
| Policy & Planning | <ul style="list-style-type: none">• 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. |
| Relationships & Partnerships | <ul style="list-style-type: none">• Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.• All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed. |

