

Geashill NS

Self-Evaluation Report and School Improvement Plan

Self-Evaluation Report

2022-2023

1. Introduction

This document records the findings of our evaluation of teaching and learning focused on the area of wellbeing and our current improvement plan, including targets and the actions we will implement to meet these targets.

1.1 The Focus of this Evaluation

We undertook self-evaluation of teaching and learning in Geashill School from September 2022 to June 2023. Consensus was reached by the staff that School Self Evaluation would be used to support the introduction and implementation of the Wellbeing Policy Statement & Framework for Practice where we will focus on the setting up and embedding of wellbeing initiatives in Geashill NS. We looked at the four-key area; culture and environment, curriculum, policy and planning and relationships and partnerships as part of the wellbeing framework for schools. We completed CPD and after receiving student, staff and parental feedback, we evaluated and analysed the data, found areas of highly effective practice as well as areas for improvement.

1.2 School Context

Geashill NS is a co-educational primary school in a village setting. Currently we have 130 pupils in multi-stream classes with 5 mainstream teachers and 3 special classes and 3 SEN teachers. SEN teaching is organised with a mixture of in-class support and withdrawal from class. We have 6.83 SNA positions.

2. Findings

We collected information from parents, pupils & teachers to gather evidence for this report. We created surveys using the DES Wellbeing Guidelines, analysed attendance & test results and formed teacher and student focus groups.

2.1 This is effective / very effective practice in our school

The main strengths of the school in wellbeing are:

- our school is welcoming and accessible to all.
- the school values and sees health and wellbeing as a priority.
- the indoor school space is very welcoming and used effectively to promote children's achievements.
- both staff and parents/guardians are satisfied with the teaching and learning of SPHE.

2.2. This is how we know

Student Survey

- 99% of pupils agreed they learn that we are all special and that it is okay when people are different.
- 90% of pupils said they do SPHE in class.
- 96% of pupils said they had friends at school.
- 86% of pupils feel the adults in our school praise and encourage us to work hard and try our best.
- 82% of pupils said they know who to speak to in school if they are worried or sad about anything.

Student Focus Group

- Pupils stated they felt safe in school, had friends, opportunities for physical activity and had good relationships with adults in our school.

Parent/Guardian Survey

- 100% of parents/guardians believe that our school is welcoming and accessible to all pupils and parents.
- 96% of parents/guardians agree that their child can participate in a range of activities at school.
- 98% of parents/guardians feel that the school and staff promote and facilitate healthy eating choices.
- 96% of parents/guardians feel the school values and sees health & wellbeing as a priority.
- 96% of parents/guardians feel the school promotes and encourages pupils to be physically active
- 94% feel parent views are sought and listened to in school planning and policy development.
- 92% of parents/guardians feel teachers communicate respectfully with them both when issues arise and when things are going well.

Staff Survey

- 100% of staff believe that our school is welcoming and accessible to all pupils
- 100% of staff believe the school environment is used to display pupil work and talents to celebrate pupil achievements.
- 100% of staff believe the school has an ethos of respect and acceptance of difference where all are valued
- 100% believe the school delivers the SPHE curriculum including RSE, Stay Safe and other programmes.
- 100% of staff think teachers communicate respectfully with parents when issues arise and when things are going well.

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

Make learning more interesting and fun

Student Survey

- 43% of pupils believe the adults in our school make learning interesting and fun.

Increase pupil voice in policy decision making

Student Focus Group

Children had concerns that their voice was not always heard when decisions were made.

Student Survey

Only 53% of the pupils believe that they are asked for their ideas when the school is deciding on policies.

Improve positive relationships between pupils

Student Survey

66% of pupils believe that children in our school are kind and friendly to each other.

Teacher Survey

46% of teachers feel that the school promotes older children supporting younger pupils in areas such as mentoring and buddy systems.

Increase emphasis on staff wellbeing

Teacher Survey

46% of staff feel they consider and prioritise their own health and wellbeing.

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** (monitor & evaluate).

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**.

SCHOOL IMPROVEMENT PLAN

Sept 2022 to June 2024

Targets	Actions	Person/Groups Responsible	Monitor & Evaluate	Progress & Adjustments	Targets Achieved
<p>1</p> <p><i>Make learning more interesting and fun.</i></p>	<p>a. Teachers must plan for a variety of engaging lessons using a wide range of teaching methodologies.</p> <p>b. Provide more opportunities for teachers to share ideas, examples of engaging resources and successful lessons.</p>	<p>All teachers and Mr. Hyland (Principal).</p> <p>All teachers</p>	<p>• Staff and pupil survey</p> <p>• Cuntais Miosúla</p> <p>• Feedback</p> <p>• Croke Park/Staff Meeting agendas</p>		
<p>2</p> <p><i>Increase pupil voice in policy decision making</i></p>	<p>a. Facilitate at least 1 Student Council meeting per term with the principal.</p> <p>b. Consult with the Student Council when school policies are being reviewed and formulated.</p>	<p>Ms. Walsh (Student Council Co-ordinator) & Mr. Hyland (Principal)</p>	<p>• Pupil feedback</p> <p>• Pupil survey</p>		
<p>3</p> <p><i>Improve positive relationships between pupils</i></p>	<p>a. Increase pupil-led structured activities for all classes during lunchtimes.</p> <p>b. Set up lunchtime leagues for both Junior and Senior classes</p> <p>c. School wide Random Act of Kindness awards /certificates</p>	<p>Ms. A. Walsh & Active School Committee</p> <p>Ms. F. Walsh & Student Council</p> <p>All teachers & classes</p>	<p>• Pupil feedback</p> <p>• Pupil Survey</p>		
<p>4</p> <p><i>Increase emphasis on staff wellbeing</i></p>	<p>a. Ensure staff are aware of professional wellbeing supports available.</p> <p>b. Review Dignity at Work policy to ensure staff are working in an environment of mutual respect.</p> <p>c. Increase opportunities for staff social activities</p>	<p>Mr. Hyland (Principal)</p> <p>All Staff & Board of Management</p> <p>School management</p>	<p>• Staff focus group</p> <p>• Staff survey</p>		