# St. Mary’s Primary School Enfield

# School Self-Evaluation Report and School Improvement Plan (September 2018- June 2020)

# 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 from 2015 to 2018**
* Targets reached and exceeded in standardised test scores

Our targets were relating to problem solving in Maths: to reduce the number of pupils who scored in the 17th -50th percentile from 43% to 38% thus increasing the number of pupils in the average and higher end of the average range (51st and beyond) by 5% - achieved and exceeded

17th – 50th reduced by 9%

51-84 increased by 3%

85-98 increased by 6%

98+ increased by 1%

**Changes in practice**

* A more balanced approach to teaching maths in relation to concepts and skills
* Early intervention numeracy stations in JI-2nd class using programmes such as maths recovery and ready set go maths
* Withdrawal support in maths reduced to blocks following the COS and regularly reviewed
* Information meetings with parents in JI are now in place
* Systemic approach to teaching problem solving skills throughout the school using enrich maths
* Implementation off the Aistear framework to support oral numeracy and problem solving skills through structured play
* More collaborative planning and teaching
* Teacher’s ability to assess and identify children’s needs across the strands in numeracy improving
* Teachers have greater access to a wide range of resources and materials to teach maths concretely first before abstract concepts are embedded
* Exposure to greater variety of problems solving

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period June 2018 to December 2018. Well-being and effective implementation of SPHE curriculum became evident as the area to evaluate through the following process:

**Initially:**

Principal and deputy principal held conversations following meetings where well-being of staff and work overload was raised

Observations were made by staff regarding the number of children with increased anxiety and referrals to other professionals relating to this

Challenging behaviours in classrooms and yard and the need for more individualised approaches to managing discipline

**Next:**

Principal and deputy met with inspector and PDST advisor in relation to engaging in the SSE process

Principal and deputy facilitated SCOT type analysis of 1.wellbeing in the school 2. SPHE curriculum areas covered well and those which required attention

**Then:**

The special policy committees (SPC) were established by the principal with the school year 2017/18. The committee assigned to leading and implementing the SPHE curriculum were given the task of leading SSE once SPHE and Well being were established as focus for evaluation. This comprised a group of teachers including principal, deputy and four other teachers in the school. This group met several times in term one, looked at the data gathered in tandem with the LAOS document and devised a series of questions which would guide self evaluation further in this whole area.

The questions led to the group creating three separate surveys to investigate further opinions in relation to SPHE and wellbeing in the school with a. parents b. teachers and c. students from 2nd/4th and 6th class.

Within the SPC group, different teachers presented drafts for the different audiences, met together reviewed and redrafted and then helped disseminate the information to the various groups involved. We evaluated the following aspect(s) of teaching and learning:

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| **Domain** | **Standard** | **Statement of (highly)effective practice** | **Question** | **How do we find out?** |
| **Learner outcomes** | Pupils have the necessary knowledge and skills to understand themselves and their relationships | Pupils demonstrate knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations and to support their well-being  Pupils have the skills to modify and adapt their behaviour when required and recognise the need to do so themselves | Do pupils demonstrate knowledge, appropriate to their stage of development, of **their own behaviour** as individuals and as members of a group?  Can they apply this knowledge to manage situations and to support their well-being?  Do pupils have the skills to modify and adapt their behaviour when required and recognise the need to do so themselves? | Teacher questionnaire  Pupil questionnaire  SSE focus group  Parental questionnaire  (focus on questions based on each group’s understanding of the code of behaviour/ self regulation) |
| **Learner experiences** | Grow as learners through respectful interactions and experiences that are challenging and supportive | Interactions among pupils and between pupils and teachers are respectful and positive, and conducive to wellbeing  Pupils’ experiences as learners reflect consistently well on how the code of behaviour is understood and implemented | Are interactions among pupils and between pupils and teachers respectful and positive, and conducive to wellbeing?  Are pupils’ experiences as learners reflecting consistently well on how the code of behaviour is understood and implemented? | Teacher questionnaire  Pupil questionnaire  (questions based on code of behaviour for children and how teachers also model behaviour conducive to wellbeing) |
| Pupils reflect on their progress as learners and develop a sense of ownership and responsibility for their learning | Pupils assess their progress and are aware of and can describe their strengths and areas for development as learners  They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection | Do pupils assess their progress and are they aware of and able to describe their strengths and areas for development as learners?  Do pupils reflect on their behaviour and attitude to learning, and are they able to set meaningful personal goals as a result of their reflection? | Pupil questionnaire  Teacher question on reflective practice for children and assessment |
| **Teachers’ collective/collaborative practice** | Teachers work together to devise learning opportunities for pupils across and beyond the curriculum | Teachers plan collaboratively for learning activities that enable pupils to make meaningful and progressively more challenging connections between learning in different subjects  Teachers use parent teacher meetings and other communication with parents very constructively to support parents’ meaningful involvement in their child’s education and development as learners | Do teachers plan collaboratively for learning activities that enable pupils to make meaningful and progressively more challenging connections between learning in different subjects?  Do teachers use parent teacher meetings and other communication with parents very constructively to support parents’ meaningful involvement in their child’s education and development as learners? | Teacher questionnaire- questions about planning  Teacher questionnaire  Parent questionnaire |

# 2. Findings

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

**Learner outcomes**

64% of pupils believe they are doing well at SPHE

Children from the focus group demonstrate an understanding of what anxiety means

The majority of children enjoy SPHE lessons

Pupils’ achievement in summative assessments is in line with or above realistic expectations

93% of children enjoy PE lessons

**Learner experiences**

Teachers and parents agree that SPHE is a priority learning area

90% of pupils engage well in SPHE lessons

90% of children feel they are treated fairly in our school

95% of parents surveyed are familiar with the code of Behaviour and feel it impacts positively on children’s wellbeing in the school

Several effective programmes in SPHE in place ( e.g. Weaving wellbeing, Friends for life, Stay Safe etc)

66% enjoy or really enjoy coming to school

75% enjoy or really enjoy yard time

83% are happy in school

**Teachers’ collective collaborative practices**

75% of teachers are following the school two year plan in SPHE

99% say collegial support is good/very good and that the school has an inclusive and collaborative staff

Teachers believe there is good communication and support between staff and 99% say collegial support is good/ very good

35% believe the code of behaviour impacts positively on the behaviour of children in the school

56% say parental support is good/very good

Teachers believe there is an inclusive and caring environment

**2.2. This is how we know**

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

* Pupils dispositions as perceived in responses from 4th class focus group
* Pupil surveys 2nd/4th and 6th classes
* Teacher individual surveys
* Teacher whole staff SCOT analysis
* Teacher year group focus groups with PDST advisor
* Parental surveys

**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.*

* To improve teacher’s collaborative practice devising learning opportunities within SPHE and across and beyond the curriculum
* To devise, support and ensure that whole-school approaches to teaching and learning which improves pupils’ experiences and outcomes are implemented
* To improve and support teachers’ engagement in professional development and collaboration
* To improve planning for learning activities that enable pupils make meaningful and progressively more challenging connections between learning in different subjects
* Develop respectful and positive interactions between and among pupils and staff which are conducive to wellbeing
* Ensure the pupil’s experiences as learners are reflected consistently in how the code of behaviour is understood and implemented
* Ensure that pupils reflect on their behaviour and attitude to learning and are able to set meaningful personal goals as a result of their reflection
* To empower pupils to assess their progress, be aware of and describe their strengths and areas for development as learners with particular reference to their own wellbeing and the wellbeing of others

**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 they are achieved**

# Our Improvement Plan Timeframe of this improvement plan is from June 2018 to June 2020

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| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Timeframe** | **Progress and adjustments** | **Targets achieved** |
| 1.To empower all teachers to effectively deliver and implement the SPHE curriculum to support the teaching, learning and wellbeing of all pupils | PDST advisor consultations  Establishment of the CSL( Centre for School Leadership) project linking with other schools and supported by Maynooth University  Review of the current SPHE policy and school plan  SSE committee and Staff familiarise themselves with the various programmes which compliment the SPHE curriculum ( list them)  Agree and guarantee the implementation of the two year plan  Staff familiarise with the revised ’making the links documents’ to effectively teach the strands  Link the collaboration of support teachers in the delivery of the SPHE curriculum- team teaching/ small group withdrawal where relevant etc  Members of staff attend the updated in-service training on RSE  Teachers attend any CPD relevant to delivery of SPHE programmes  To consider how to integrate SPHE into other aspects of the curriculum to maximise time devoted to teaching in addition to mandatory 30 mins per week  To include a column relating to SSE and wellbeing on the fortnight plans  Ensure the continuum of support is being effectively implemented with reference to children’s social and emotional needs as well as academic or intellectual  To plan for friendship week within the SPHE plan- e.g. thoughts about schools checklist for all from 3rd up at start of the year/ then as required for individuals throughout the year. | School self evaluation committee  Class teachers  Post holder responsible for establishing the school council, principal, deputy  SSE committee/ SPHE coordinator, Class teachers, BOM & PA  SSE and class teachers, SET teachers  SPHE coordinator, SSE committee and class teachers  SPHE coordinator, SSE committee, class and SETs  Class teachers and SPHE coordinator  SPHE and SSE committee in consultation with class teachers  Class teachers and SSE coordinator  Teaching staff and SNAs where relevant  SPHE coordinator, Post holders and class teachers  SETs and class teachers, SET and SPHE coordinator  SPHE coordinator, SSE committee and class teachers | Positive feedback from meetings  School capacity for leadership improved  New revised policies fully implemented  Teachers planning for SPHE in a clear, sequential and consistent manner  As above  Good collaborative practice in place re SPHE  Knowledge shared during planning and staff meetings  Better SPHE planning  Sharing knowledge and expertise regularly at staff meetings  Effective integration for SPHE as noted in long and short term plans  Handover and COS documentation which accounts for wellbeing as well as academic needs  Friendship week embedded in school life which promotes and fosters wellbeing in the school and establishing such practices thereafter in school life | November 2018  March 2019  Begin in February 2019 – to be in place for for September 2019  Ongoing  June 2019  Ongoing  February 2019 | Dec 2018 T attended RSE training |  |
| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Timeframe** | **Progress and adjustments** | **Targets achieved** |
| 2. To reduce the number and frequency of children involved in major and serious behaviours decreasing incidents requiring a sanction of step 4 or above on our COB | Consultation with NEPS and NCSE (Behaviour support service)- to build school capacity to managing challenging behaviour  Training on behaviour plans for all staff  Focussed committee groups and staff meeting time allocated to re-examining and becoming more familiar with different aspects of   1. Code of Behaviour 2. Anti- Bullying policy   CPD on circle time for challenging behaviour  Teachers attend training on the incredible years and familiarise staff with its content at staff meetings throughout the year  Adopt some whole school approaches which further compliment the existing COB- i.e. restorative practice  Adopt a plan of common language for teaching children and adults how to deal  with conflict  Friendship week  Regular and rotated assemblies between year and class groups and school leaders which positively promote specific aspects of the code of behaviour regularly- with class of the week, pupil of the week etc  Place more positive affirmations visibly around the school  Agree and decide alternative approaches to yard/ playtime spaces | NEPS, Principal and deputy principal, Post holders attending relevant CPD  SETs working with class teachers  Senior management, relevant special policy committees, class teachers in year group planning  SSE committee and then sharing new information with staff at staff meetings  Teachers attending training and who have attended training in the past to share info at staff meetings  SSE committee, SETs , Class teachers and SNAs  SSE committee and all teachers  Principal and deputy principal/SPHE coordinator, Post holder and senior class teachers  SSE committee/ pupils in classes | Reduction in step 4 and above on COB  Greater knowledge of pupils in relation to the rules and sanctions  Behaviour plans which factor in individualised rewards and consequences which are effectively reducing unwanted behaviours  Language of restorative practice evident in interactions between staff and pupils around the school  Positive feedback from Friendship week  Positive and regular assemblies embedded in school life | Ongoing  Term 2 2019  March 2019  Ongoing 2018/19 school year  Sept- Dec 2019  Have in place for Sept 2019  Regular assemblies established for Sept 2019 – plan for in May/June 2019  September/October 2019  Ongoing |  |  |

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| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Timeframe** | **Progress and adjustments** | **Targets achieved** |
| 3. To increase the positive climate in school for staff | PDST whole staff CPD on wellbeing  Something about the social committee and team building (yoga for staff, walking group etc????)  Improve the appearance of the staff room ( improve facilities- microwave/ coffee machine/ tea and coffee)  Decorate meeting room to create a relaxation calm space for adults in the school  Improve resources and accessibility to resources in the school with particular relevance to SPHE, PE and the Arts- linking with subject coordinators/ post-holders  Adopt common language around restorative practice for adults and children- displayed around the school  Maintain a warm and tidy school environment- collective responsibility with keeping shared areas tidy and aesthetically pleasant  CPD on resilience  CPD on dealing with conflict  Highlighting care call for staff and the number in the staff room  Establish an SSE and wellbeing notice board in the staff room  To establish ways of efficiently reducing teacher workload e.g. liaise with Digital schools committee | NEPS, PDST, Senior school management, SSE committee  Social committee linking with SSE committee  Senior management  SSE committee in conjunction with Principal, Senior management and BOM  SSE committee and post-holders  SSE committee in consultation with whole staff  Whole staff  Whole staff  Whole staff  SSE committee  SSE committee  SSE committee/ digital schools committee and whole staff | Less teacher absences  More teacher support in school- more collaboration between teachers | December 2018  Term 2/3 2019  Jan/ Feb 2019  Term 2 2020  Term 2 – 2020  Term 1 – 2020  Ongoing in conjunction with Digital school plan |  |  |

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| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Timeframe** | **Progress and adjustments** | **Targets achieved** |
| 4.To improve the level of well-being of all pupils through  a)respectful interactions  b)learning experiences that are both challenging and supportive | Introduce some common and regular class and whole school meditation practices throughout the school  A review of the PE policy  A review of healthy eating policy in the school  The establishment of a school council  Regular whole school assemblies  Introduce assessment of wellbeing to the pupils throughout the school  Explicitly teach the code of behaviour and anti- bullying policy in each classroom | Class teachers and all staff- SPHE coordinator  PE coordinator, SSE committee, BOM and PA  Principal, deputy principal and senior class teachers, children from 3rd class upwards  Principal and deputy principal/SPHE coordinator, Post holder and senior class teachers  Class teachers and SSE committee  Class teachers, Middle and Senior school management, Older classes support younger classes | Meditation viewed as essential and common practice among all  Revised PE and Healthy eating policies  More active school practices  Healthier eating habits by school pupils  Student council up and running meeting regularly and influencing policy positively in the school  Calendar with assemblies planned for throughout the year/ agreed and known by all as common practice  Establishment of SALF folders and reflection in practice becoming commonplace for both students and staff  Reduction in the number of incidents reported as bullying behaviour, greater understanding of COB by pupils | January 2020  Jan/Feb 2020  Begin May 2019 in preparation for Sept 2020  Term 1 2020  Up and running for Sept 2020  March 2020  September/October 2020 | *State an acceptable period of regularly reviewing what is going on* |  |