

St Daigh's N S

Self-Evaluation Report and Improvement Plan 2023 - 2026

School Context

St Daigh's N S is a National School under the patronage of the Catholic Bishop of Clogher for the education of children in the parish of Inniskeen.

The school is committed to the aims and principles of the Primary School Curriculum.

The school seeks to enhance the development of the child in all dimensions of his/her life including spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

The ethos is best exemplified through the quality of all relationships in the school, which are based on respect, dignity and inclusion for each person.

We also have a dedicated ASD and General Mild Disability Unit, Lonnradh, comprising of 5 classes, Sonas, Spraioi, Súgradh, Siamsa and Spleodar.

Adjacent to our school we have a creche, and a pre-school and after school service.

This has resulted in our enrolment numbers increasing.

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.

Outcomes of our last improvement plan from March 2018 to March 2022

1.2 The focus of the previous evaluation

We undertook self-evaluation of the teaching and learning of Oral Language during the period (*March 2018*) to (*March 2022*).

2. Findings

While good practice and improvement is happening in relation to the teaching of Oral Language we will continue to be more explicit in our teaching. The Covid 19 pandemic involving school closures interrupted the role out of the planned self-evaluation of the teaching and learning of Oral Language. Online tasks were assigned to pupils with a varied level of engagement.

2.1 This is effective/very effective practice in our school

Student Council

Meitheal System

Peer Reading

Buddy Reading

Monthly Assemblies

Physical Education incl. swimming, cycle training, dance, gymnastics, athletics, GAA Coaching,

Football/camogie/hurling inter school matches, etc

GAA Coaching

Couch To 5K Training & Run

KiVa Anti Bullying Programme, Kindness trees, Worry Boxes, Suggestion Boxes

School Completion Team

ISPPC: Theraplay & other programmes

Relax Kids Programme

Desty Programme

NEPS Pilate Programme in Monaghan/Cavan Area: Counselling with trained counsellors. Group of 2/3

SET involvement: Social groups, Lego groups etc

Staff Social Group

Implementation of Aistear programme in Junior & Senior Infants

2.2. This is how we know

We utilised wellbeing surveys from the Department of Education & Skills (DES) for all our children, parents/guardians/carers and school staff.

- *Children's surveys were done using the Wellbeing survey from the DES with 30 questions posed with a "Yes", "No" or "Sometimes" answer. The Student Council assisted in the delivery of the survey to all students.84 respondents*
- *Similarly, staff surveys were done online using the Wellbeing survey from the DES. (24 respondents)*
- *And again, Parent/Guardian/Carer Surveys were done online using the Wellbeing survey from the DES.(91 respondents)*

The results of surveys administered to 10 children from each class from Sixth Class to Junior Infants together with the St Daigh's Student Council and children from the ASD classes (3,) total children surveyed 84, and online wellbeing surveys for parents/guardians/carers (91 Respondents) and school staff (24 Respondents). Further results of the surveys of children, parents and staff can be found below as **Appendix A.**

99% of children surveyed said that they have friend at school.

98% of children surveyed said that the adults in our school praise and encourage us to work hard and try our best.

98% of children surveyed said that they know that the school has rules to keep them safe.

100% of parents/guardians/carers said that the school is welcoming and accessible to all pupils

100% of parents/guardians/carers said that the school is well kept and bright.

99% of the parents/guardians/carers said that the school is welcoming and accessible to parents/guardians/carers.

100% of staff agree that staff communicate with parents/guardians/carers when issues arise.

100% of staff agree that the school has an ethos of respect and an acceptance of difference, where all people are valued.

100% of staff agree that the school is proactive and effective in preventing and tackling bullying.

100% of staff agree that the school promotes positive relationships between pupils by supporting older pupils to lead in systems such as mentoring, buddy system, Meitheal etc.

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

The results of the surveys administered to all nominated students and online surveys for parents/guardians/carers (91 Respondents) and school staff (24 Respondents) identify a number of key areas requiring improvement as set out below:

- 45% of pupils feel that they are asked for their ideas when the school is deciding school policies.
- 63% of pupils feel that the adults in our school make learning interesting and fun
- 74% of pupils feel that the adults in school talk to their parents when they are doing well and also when there are problems or when they need help.

- 81% of parents/guardians/carers report that their child can take part in activities at school, like sport, art, dancing, drama, music etc.
- 87% of parents/guardians/carers report that they are encouraged to support and be involved in the school's activities.
- 88% of the parents/guardians/carers feel connected and part of the school community

- 42% of staff feel that space is provided to ensure opportunities for social interaction and quiet time.
- 42% of staff feel that the physical environment is modified to meet the needs of the children, including those with additional and/or complex needs e.g. sensory room/sensory gardens, lifting equipment, specialist technology, seating/buddy bench

- 42% of the staff consider and prioritise their own health and wellbeing
- 50% of the staff and management are aware of the teacher Employee Assistance Service, to support personal and professional wellbeing.
- 63% of the staff accept that indoor and outdoor space is provided to encourage informal physical activity and to promote full participation in the PE curriculum.

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

Staff with responsibility for implementing, monitoring and reviewing our improvement plan

How we will measure **progress** and check **outcomes** (criteria for success)

The **progress** made, and **adjustments** made, and **when**.

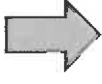
Achievement of targets (original and modified), and **when**.

School Improvement Plan

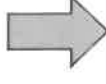
Wellbeing

September 2023 - 2026

The Wellbeing Framework for Practice



Key Area: Relationships and Partnerships



- **Indicator of Success:** Children and young people, their parents, guardians, carers, friends, school staff and external partnerships are actively involved in wellbeing promotion within the school community.
- **Indicator of Success:** All adults in the school 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. All adults in school have an increased awareness of their own health and wellbeing and are aware of internal or external pathways for support when needed including the Employee Assistance Service.
- **Wellbeing Statement of Effective Practice for All:** Relationships and partnerships are supported through a wide range of agreed formal and informal structures, such as St Daigh’s Student Council, Meitheal system, buddy systems, mentoring systems, monthly assemblies, newsletters, student journals, and through teaching and learning.
- **Wellbeing Statement of Effective Practice For Some and Few:** Relationship building for children and young people who are experiencing difficulties can be achieved through a variety of initiatives including having a “named staff member” allocated to the child/young person to act as “one good adult”.

Our Improvement Plan
Timeframe of this improvement plan is from 2023 to 2026

Targets	Actions	Persons / Groups responsible	Criteria for success	Progress and Adjustments & When/ Monitoring & Evaluative Approaches & Evaluation Tools	Targets achieved & date
<p>TARGET: Culture of respect is evident and embedded within the school community</p>	<ul style="list-style-type: none"> ➤ Action 1. At Staff meetings, Croke Park hours etc. Emphasis on the importance of teaching Wellbeing (SPHE & PE) & Updates on SSE process ➤ Action 2. Wellbeing displays/walls wellness wall, wellbeing table (include diffuser, calm box, teddy, books), OUTDOORS: buddy bench, outdoor tables/spools for games like chess, draughts etc. Sustainable fruit/vegetable growing raised beds, wild flower beds, tree planting, etc ➤ Action 3. Review School Mission Statement ➤ Action 4. Staff appreciation- teacher of the Month, staff care team, supporting staff, Listening Ears, Clear Communication policy... no emails/Aladdin messages after 4pm daily and on weekends....Awareness of the Employee Assistance Service etc ➤ Action 5 Further PDST/Oide support and guidance. ➤ Action 6 Celebrate Wellbeing at whole school assemblies ➤ Action 1. Weaving Wellbeing Resilience 4th Class Childline: Smart Moves Sixth Class: Emotional resilience for transition to secondary school. ➤ Action 2. Promoting the “one good adult” system through the provision of a safe space for children who have additional needs (social, emotional, academic) at different stages of their school lives. ➤ Action 3. Option of introduction of Friends for Life programme throughout school in place of Weaving Wellbeing 	<p><i>Leadership Team</i> Tomás Mac Giollaíochmáin, (P) Sandra Cumiskey (DP) Denise McMahon (AP) Seodhna Flanagan (AP) Geraldine Connor (AP)</p> <hr/> <p>All staff</p> <hr/> <p>Sandra Cumiskey with input from staff.</p> <hr/> <p>All teaching staff Principal, Deputy Principal <i>SEW team</i> Gráinne Madden Trudi Conlan, Leona McMahon Ciana Hughes</p> <hr/> <p>Tomás Mac Giollaíochmáin, Sandra Cumiskey</p> <hr/> <p>All teaching staff</p> <hr/> <p>All staff</p> <hr/> <p>All staff</p>	<p>PDST/Oide visit and advice/critique. Ongoing communication with PDST/Oide facilitator.</p> <hr/> <p>CPD training for all staff in the area of Wellbeing when available.</p> <hr/> <p>Teacher observation</p> <hr/> <p>Evidence of greater teacher collaboration e.g. attendance at SSE meetings, collaboration in pairs/level groups e.g. Junior Infants/Senior Infants, Fifth Class/Sixth Class etc.</p> <hr/> <p>Improvement in resilience, self-esteem and confidence throughout the school.</p>	<ul style="list-style-type: none"> ➤ ➤ ➤ ❖ Cúntas Miosiuil – SSE Self Reflection ❖ Assemblies ❖ Questionnaires ❖ Focus Groups ❖ Staff Meetings ❖ Observation ❖ Newsletter ❖ Noticeboard/Displays ❖ Provision of outdoor buddy bench, fruit/vegetable raised beds, 	<p>NOTE: T.2: Action 3</p> <p>**Option of introduction of Friends for Life programme throughout school in place of Weaving Wellbeing. A collective staff decision will be made at end of school year in June 2024**</p>
<p>TARGET: Promote development of resilience for life</p>					

v. A

Targets	PILOT September 2023 to June 2024	IMPLEMENT 2023/2025	EMBED 2024/2026		WAITLIST
T1- Action 1	<p>Monthly Assemblies At Staff meetings, Croke Park hours etc. Emphasis on the importance of teaching Wellbeing (SPHE & PE) & Updates on SSE process</p>	<p>Monthly Assemblies At Staff meetings, Croke Park hours etc. Emphasis on the importance of teaching Wellbeing (SPHE & PE) & Updates on SSE process</p>	<p>Monthly Assemblies At Staff meetings, Croke Park hours etc. Emphasis on the importance of teaching Wellbeing (SPHE & PE) & Updates on SSE process</p>		Restorative Practice Training for staff when available or via summer courses.
T1- Action 2	<p>Buddy Activities (monthly) Wellbeing displays/walls wellness wall, wellbeing table (include diffuser, calm box, teddy, books)</p> <p>Review School Mission Statement</p>	<p>Buddy Activities (monthly) Wellbeing displays/walls wellness wall, wellbeing table (include diffuser, calm box, teddy, books)</p> <p>Review School Mission Statement</p>	<p>Buddy Activities (monthly) Wellbeing displays/walls wellness wall, wellbeing table (include diffuser, calm box, teddy, books)</p> <p>Review School Mission Statement</p>		Restorative Practice to inform Code of Behaviour & Anti Bullying Policies
T1- Action 3	<p>Review School Mission Statement</p>	<p>Review School Mission Statement</p>	<p>Review School Mission Statement</p>		Peer mentoring in Yard/Meitheal/Special classes/Lonnradh pupils
T1- Action 4	<p>Staff appreciation-teacher of the Month, staff care team, supporting staff, Listening Ears, Clear Communication policy... no emails/Aladdin messages after 4pm daily and on weekends, Awareness of the Employee Assistance Service... etc</p>	<p>Staff appreciation-teacher of the Month, staff care team, supporting staff, Listening Ears, Clear Communication policy... no emails/Aladdin messages after 4pm daily and on weekends... etc</p>	<p>Staff appreciation-teacher of the Month, staff care team, supporting staff, Listening Ears, Clear Communication policy... no emails/Aladdin messages after 4pm daily and on weekends... etc</p>		
T1 - Action 5	<p>Further PDST/Oide support and guidance when available.</p>	<p>Further PDST/Oide support and guidance when available.</p>	<p>Further PDST/Oide support and guidance when available.</p>		
T1 – Action 6	<p>Celebrate Wellbeing at whole school assemblies</p>	<p>Celebrate Wellbeing at whole school assemblies</p>	<p>Celebrate Wellbeing at whole school assemblies</p>		

<p>T2- Action 1</p>	<p>Weaving Wellbeing Resilience 4th Class Childline: Smart Moves Sixth Class: Emotional resilience for transition to secondary school.</p>	<p>Weaving Wellbeing Resilience 4th Class Childline: Smart Moves Sixth Class: Emotional resilience for transition to secondary school.</p>	<p>Weaving Wellbeing Resilience 4th Class Childline: Smart Moves Sixth Class: Emotional resilience for transition to secondary school.</p>	<p>Circle Check ins</p>	
<p>T2- Action 2</p>	<p>One Good Adult System Promoting the “one good adult” system through the provision of a safe space for children who have additional needs (social, emotional, academic) at different stages of their school lives.</p>	<p>One Good Adult System Promoting the “one good adult” system through the provision of a safe space for children who have additional needs (social, emotional, academic) at different stages of their school lives.</p>	<p>One Good Adult System Promoting the “one good adult” system through the provision of a safe space for children who have additional needs (social, emotional, academic) at different stages of their school lives.</p>	<p>Continued CPD for all staff Implementation of other programmes/strategies as/when they become available.</p>	
<p>T2- Action 3</p>	<p>Buddy Activities (monthly) Walk on Wednesdays Reading Buddies **Option of introduction of Friends for Life programme throughout school in place of Weaving Wellbeing</p>	<p>Buddy Activities (monthly) Walk on Wednesdays Reading Buddies **Option of introduction of Friends for Life programme throughout school in place of Weaving Wellbeing</p>	<p>Buddy Activities (monthly) Walk on Wednesdays Reading Buddies **Option of introduction of Friends for Life programme throughout school in place of Weaving Wellbeing</p>	<p>**Option of introduction of Friends for Life programme throughout school in place of Weaving Wellbeing. A collective staff decision will be made at end of school year in June 2024**</p>	

This SSE/school improvement plan was presented to the Board of Management on the 10th November 2023 and was adopted at this meeting.

PP Margaret Conlon
Michael McArdle Chairperson St Daigh's N S BOM

Tomás Mac Giolla Chomáin
Tomás MacGiolla Chomáin, Principal, St Daigh's N S

10th November 2023
Date

Appendix A: Results of surveys of children, parents and staff.

95% of the children surveyed said that they try their best at school.

94% of the children surveyed agree that we have school rules about mobile phones and the internet safety

94% of the children surveyed said that they know who to speak to if they were sad or worried about themselves or a friend.

94% of the children surveyed said that they are calm and well mannered when they speak to adults in our school.

99% of parents/guardians/carers said that their child reports that school staff interact with him/her in a calm and respectful manner.

99% of parents/guardians/carers said that the school sees health and wellbeing as important

99% of parents/guardians/carers said the school promotes and encourages students/pupils to be physically active.

99% of parents/guardians/carers said that the school communicates respectfully with me when issues arise.

100% of staff agree that the school is welcoming and accessible to all parents/guardians/carers

100% of staff agree that staff understand the link between physical activity and wellbeing and provide opportunities for physical activity and movement breaks

100% of staff agree that staff show respect and care for pupils even when there are disagreements

100% of staff agree that staff communicate respectfully with parents/guardians/carers

100% of staff agree that teachers give constructive feedback to pupils on their work and their behaviour and provide strategies for improvement

100% of staff agree that the school policy promotes physical activity and opportunities for physical activity are provided.

100% of staff agree that staff collaborate with colleagues, parents, and external support services as required to support pupils with additional needs.

100% of staff agree that teachers collaborate with colleagues, parents and external support services as required to support pupils with additional needs

100% of staff agree that there are structures in the school which allows parents to have a voice eg Parents Association, parent meetings

100% of staff agree that staff offer some flexibility in appointment and meeting times to accommodate parent's work and family commitments