

SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2022-2023

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. Student, staff and parent surveys will be carried out during 2022/23.

OUTCOMES OF OUR LAST IMPROVEMENT PLAN FROM

- Teachers have reported that they now place a greater emphasis on the use of Gaeilge neamhfhoirmiúil in the classroom.
- Staff-student corridor interactions through Irish are reported to be much more commonplace.
- Elements of PE and drama lessons have been taught through Irish
- Gaeilgeoiri na míosa is now a key element of our Monthly assemblies and has served as a motivator for students using Gaeilge during break and lunchtime.
- Fluency levels and casual use of Irish have improved among pupils in the target group and this will continue to be emphasised going forward.

THE FOCUS OF THIS EVALUATION

In line with the updated guidance on School Self Evaluation outlined in circular 56/2022 our focus for this evaluation period will be:

- To identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.

And

- To reflect on how we currently support wellbeing in our school and to identify a suitable strategy for the promotion of wellbeing within the school.

FINDINGS

THIS IS EFFECTIVE / VERY EFFECTIVE PRACTICE IN OUR SCHOOL

List the main strengths of the school in teaching and learning.

- Above average standardised test results that have been maintained over a number of years
- Effective use of differentiation throughout the school for high achievers and pupils with SEN
- Effective utilisation of in-class support to maximise learning experiences for pupils with the greatest need
- Highly effective teacher collaboration on whole school initiatives which are fed back into teacher's individual practice
- Highly effective teacher planning and engagement with all school initiatives.
- The development of targeted classroom support plans
- The continued and sustained implementation of Building Bridges, the seven step approach to writing, CUBES, the explicit teaching of the language associated with each maths strand, Stay Safe, Incredible Years etc,
- A high level of collaboration and communication between the SEN team and class teachers on learning outcomes.
- A high level of communication between the school, parents and the BOM in relation to school improvement and how this is being done.

THIS IS HOW WE KNOW

- Teacher's reflections in the cúntas míosúil
- Staff professional discussions on the quality of teaching and learning at each staff meeting.
- Pupil feedback & questionnaires
- Pupils' self-assessment folders
- Evidence of continuous improvement in teacher designed tasks and tests
- Class teachers' and Special Education Teacher's classroom observations of pupil learning.
- Meeting of targets in classroom support, school support and school support plus plans
- Parental feedback at P.T. meetings and questionnaires.
- Consistent above average standardised test results on a yearly basis.

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.

We will be examining the impact of Covid 19 on the following areas

Domain One: Learner Outcomes Standard	Statement of Effective Practice
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.	<p>Pupils enjoyment of learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.</p> <p>Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework.</p> <p>Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.</p>

Domain Two: Learner Experiences Standard:	Statement of Effective Practice
Pupils engage purposefully in meaningful learning activities	Pupils demonstrate high levels of interest and participation in learning
Domain Four: Teacher's collective and collaborative practice Teachers contribute to building whole staff capacity by sharing their expertise.	Teachers recognise the value of building whole staff capacity and are willing to share their expertise with the other teachers in the school.

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**

TARGETS	<ol style="list-style-type: none"> 1. To analyse the impact of the Covid 19 pandemic on student attainment, enjoyment of learning and overall educational experiences. 2. To identify the strengths and areas for improvement within the schools current Well-being provision. 3. Based on the above – to identify an area of focus for the next school improvement plan. 	
ACTIONS		WHO?
<ol style="list-style-type: none"> 1. Survey of parents and students to determine their perceived impact of the Covid 19 on learning experiences from 2020 – present. 2. Teachers to discuss and feedback on their experiences of teaching and learning during the pandemic, with particular focus on post lockdown return to school. (September 2020 and Term 3 2021) 3. Examination of trends in Standardised Testing scores pre and post pandemic, comparison of test scores on a whole school level pre and post and of individual students in each class group. 4. Reflect on current practice in supporting student well-being eg. Amber Flag, is it of benefit etc. 5. Identify areas for improvement / areas of strength within well-being provision. 6. Undertake review of Well-being policy. 		<ul style="list-style-type: none"> - Principal - All staff - Principal - All staff - All staff - All staff

MONITORING:		
1. Teacher reflections in CMs 2. Teacher observations throughout the school 3. Parental feedback 4. Student feedback		
EVALUATION APPROACH:	EVALUATION TOOLS:	
<ul style="list-style-type: none">Feedback from pupilsStudent attitudes surveyParent surveyWhole staff reflectionAnalysis of student standardised test scores	<ul style="list-style-type: none">Student SurveyParent SurveyDiscussion at Staff MeetingsTeacher ObservationsTeacher Reflections in monthly CMs	
NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:		
<ul style="list-style-type: none">		
TARGET	ACHIEVED:	

INCH NATIONAL SCHOOL



	Yes		No	
	Yes		No	
	Yes		No	