

Merlin Woods Primary School

Summary of Self-Evaluation Report and Improvement Plan

1. Introduction

This document records a summary of findings of this self-evaluation (please see school self-evaluation report) , and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2019 to June 2020*. We evaluated the following aspect of teaching and learning:

- **Social, Personal & Health Education (SPHE) including the area of Pupil Well-Being**

2. Findings

2.1 This is very effective practice in our school

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

- A conscientious, dedicated, innovative staff and leadership team, open to new ideas and initiatives and focussed on providing the best possible educational opportunities for its pupils.
- The school has a high profile in sports with numerous successes in a variety of codes.
- The provision of a school atmosphere that is supportive and encouraging, and that contributes to the happiness and well-being of the children.
- Positive and effective provision for diversity and inclusion (including the area of special educational needs.)
- Effective provision of an extensive range of SPHE-related learning experiences, including positive social experiences.
- A wide range of programmes and initiatives being run throughout the school

2.2. This is how we know

- ❖ 100% of pupils rate their school as being a friendly, welcoming place
- ❖ 100% of pupils consider the school a safe place to be
- ❖ 95% of staff rate SPHE as an important or extremely important subject
- ❖ 95% of parents agree that the school is the school is welcoming and accessible to all students
- ❖ 92% of teachers feel the teaching and assessment approaches are differentiated to provide opportunities for success for all students
- ❖ 76% of teachers feel pupils who have learning, social, emotional and behavioural difficulties are appropriately supported

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

- **The School Plan:**
 - Greater co-ordination of SPHE plan at whole-school level to ensure continuity across class levels and to maximise the opportunities for SPHE learning in the context of the overall demands of the various curricular areas.
 - Review of RSE Policy to include parent and pupil body
 - Review of Code of Behaviour to include parent and pupil body
- **Behaviour Management**

- The challenging behaviour of some pupils, (including pupils experiencing emotional and/or social difficulties.) Helping other pupils to understand these behaviours (in a general sense) and how these behaviours are managed.
- Targeted work around conflict resolution & management with an emphasis on restorative practice across the whole school community, which will be reflected in an updated Code of Behaviour
- **Parent and Pupil awareness**
 - Developing communication with parents and pupils on the work being done in the curriculum area of SPHE and also in the area of wellbeing, with a focus on further involvement of parents and pupils in the development of appropriate policies and plans.
- **Pupil Wellbeing and Mental Health**
 - Introduction of the Weaving Wellbeing programme from 2nd to 6th class in order to provide a structured mental health programme that can be taught hand in hand with the strands and strand units of the wider SPHE 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
- **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**

Our Improvement Plan

Timeframe of this improvement plan is from September 2020 to June 2022

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Target 1 The School Plan</p>	<p>In a survey of all teaching staff in February 2020, 60% of teachers report using the year1/year2 approach when planning while 25% of teachers find the school plan useful or very useful when planning, 60% of teachers rating it as an averagely useful plan. 90% of teachers cite time constraints as one of the main challenges when delivering the SPHE curriculum.</p> <p>In a parent focus group, March 2020, the area parents wished to receive more information about was Relationship and Sexual Education with 50% of parents present being unfamiliar with the schools RSE policy.</p>				
<p>Review and update whole school plan for SPHE.</p>	<p>All teaching staff to discuss and review policy. (September 2020)</p> <p>Policy to include a more detailed breakdown of strands and strand units and suggested lessons within the two year framework.</p> <p>Policy will be ratified by Board. (October 2020)</p> <p>Policy to be published on school website (November 2020)</p> <p><i>Note: This was ratified by BoM on 25th March 2021, delay due to Covid-19 closures.</i></p>	<p>All teachers Principal/Deputy Principal Board of Management SPHE team</p>	<p>New policy will be ratified by board and adopted by all teachers in planning for SPHE.</p> <p>Further Survey of teaching staff in September 2021 will show significant increase in teachers who utilise the school plan year1/year2 approach</p>		

<p>Review and update school RSE policy</p>	<p>1.All teaching staff to discuss and review RSE policy (Term 2, 2021) 2. Input of parental body to be received on updated RSE policy (Term 2, 2021) 3.Input of Student body to be received on updated RSE policy (Term 2 2021) Publishing of Updated RSE policy on school website (Term 3)</p>	<p>All teachers Principal/Deputy Principal Board of Management Parents Association Student Council Representatives</p>	<p>Updated policy will be ratified by board and adopted by all teachers in planning for SPHE Focus group of parents and pupils will show increased awareness of RSE policy September 2021</p>		
<p>Target 2 Behaviour Management</p>	<p>In a survey to parents, pupils and teachers in May 2020</p> <ul style="list-style-type: none"> ❖ Almost 40% of teachers report that children do not always respect the school building and equipment ❖ Almost 40% of pupils report that children do not always respect the school building and equipment ❖ 20% of teachers agree with the statement that children always talk to the teachers in a calm and respectful manner ❖ 32% of teachers agree that children interact with each other in a calm and respectful manner ❖ 58% of parents report that their child has spoken of the negative behaviour of others impacting their learning ❖ 88% of pupils report the negative behaviour of others as having an adverse effect on their learning 				

<p>Positive Behaviour Week</p>	<p>A week dedicated at the beginning of each term to revisiting positive behaviour management strategies eg: raffle tickets, restorative practice and reminding pupils of expectations within the school and classroom.</p>	<p>All Teachers Principal/Deputy Principal SPHE co-ordinator Student Council</p>	<p>A noted decrease in behaviour related incidents recorded in the yard book and in teachers own classroom notes (ongoing)</p> <p>Less time being spent by teachers addressing behaviour during class time (ongoing)</p> <p>Reduced reports by pupils that negative behaviour of others impacts their learning (survey June 2022)</p>		
<p>Restorative Practice</p>	<p>All staff will receive training on restorative practice and will utilise an agreed script and procedure when addressing issues of behaviour as soon as will be allowed in 2020/21 school year in view of Covid 19 restrictions</p>	<p>SPHE co-ordinator to organise training.</p> <p>All teachers</p> <p>Board of Management</p>	<p>Decrease in the time being spent on resolution of conflict both in the classroom and on the yard</p> <p>Teachers report an increase in children speaking respectfully to staff and other children</p> <p>Increase in pupils who feel they are spoken to in a respectful manner by teachers</p>		
<p>Update Code of Behaviour</p>	<p>Two Croke Park sessions to be set aside over course of 2020/21 school year to reflect and review restorative practice</p> <p>Code of behaviour to be updated to reflect further use of restorative practice</p>	<p>All staff</p> <p>Principal/Deputy Principal</p> <p>Parents Association</p> <p>Student Council</p> <p>Board of Management</p>	<p>Ratification of Policy by Board of Management (Ratified 25th March 2021)</p>		

	<p>with input of staff, parents and pupils.</p> <p>Term 3 2021</p> <p>Revised code to be shared with pupils, staff and parents on website and hard copy by June 2021</p>		<p>Positive feedback from all stakeholders on revised policy</p> <p>100% of current pupils and new intake sign the revised code of behaviour.</p>		
<p>Target 3 Parent and Pupil Awareness</p>	<p>Awareness around the curricular area of SPHE is low across the pupil body. In a show of hands survey in each class within the school no child chose SPHE in their top three favourite subjects. In 13 out of the 16 classes teachers were asked what SPHE was. In a parent focus group all parents expressed a wish to be more involved with school policy development and wished to receive more information on what was being covered over the course of the year within the SPHE programme.</p>				

<p>Increasing Parental Awareness and Involvement</p>	<p>Parents will receive an information leaflet at the beginning of the school year relating to SPHE</p> <p>All class September meetings will include one slide on SPHE programme at that class level.</p> <p>Parents will be invited to contribute to the revision of the following policies</p> <ul style="list-style-type: none"> • RSE Policy • Code of Behaviour 	<p>All staff</p> <p>SPHE Co-ordinator and SPHE team</p> <p>Principal/Deputy Principal</p> <p>Parents Association</p> <p>Student Council</p> <p>Board of Management</p>	<p>Increase in Parental Involvement in focus groups and general school activities</p> <p>Increase in SPHE awareness across the pupil body, repeat show of hands survey in Term 2 2022</p>		
<p>Increasing Pupil Awareness and involvement</p>	<p>Pupil input on the following policies</p> <ul style="list-style-type: none"> • RSE Policy • Code of Behaviour <p>SPHE notice board or area in each classroom</p> <p>Explicit reference to the strands and strand units of SPHE when using programmes and initiatives which deliver the curriculum Eg: In Dina School when Wally is completing the lesson on concentrating, teacher will explain that we are learning about ourselves,</p>				

	learning to make good decisions				
--	---------------------------------	--	--	--	--

<p>Target 4 Pupil Wellbeing and Mental Health.</p>	<p>The pupils' knowledge, skills and understanding, within the various elements of the SPHE curriculum, reflect the learning outcomes set out for each class level, however, survey results from all stakeholders indicate that not all pupils are developing the appropriate attitudes and dispositions as set out in our SPHE curriculum, for their class level.</p> <ul style="list-style-type: none"> ❖ 75% of parents report that their child has spoken to them about feeling anxious in relation to a school issue ❖ 46% of pupils report feeling anxiety in relation to a school issue ❖ When teachers were asked in an open ended question to list their main areas of concern in the area of SPHE, wellbeing of pupils and mental health of pupils were the greatest concern, with 55% of teachers mentioning these topics. 		
<p>Trial and Introduction of the Weaving Wellbeing Programme</p>	<p>Summer 2020 – Teacher resources to be purchased.</p> <p>September 2020 – Classes identified as trial classes to run the programme. Criteria for the success of the programme will be set out at this meeting.</p> <p>Term 2 2021 – 1 Croke Park hour to receive feedback from trial classes and to decide on adoption of the scheme for the following school year. Pupil and parental feedback will have been gathered in advance of the meeting.</p> <p>September 2021 – full embedding of the programme (should it have been successful)</p> <p>Two support teacher will run these initiatives one at 2nd and one at 3rd class level with targeted groups. This is double current practice</p>	<p>Principal Deputy Principal All Teachers SPHE Co-ordinator and SPHE team Parents Pupils Support Teacher 2nd Class Support Teacher 3rd Class</p>	<p>Success criteria as laid out in September Croke Park met.</p> <p>Programme adopted</p> <p>Positive feedback from teachers, parents, pupils</p> <p>Survey of children/parents/pupils in Term 3, 2022 should show a decreasing trend towards school related anxiety.</p>
<p>Fun Friends/Friends for Life</p>			