**RAHEEN NATIONAL SCHOOL**

**Raheen, Clonroche, Enniscorthy, Co. Wexford. Y21 E129**

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# Our Self-Evaluation Report and Improvement Plan

# 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 2018 to 2021
* A quantified improvement in Teanga Ó Bhéal in each class
* A whole-school plean Gaeilge put in place to support Teanga Ó Bhéal as well as other areas

**1.2** The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *2023-2024.* We evaluated the following aspect(s) of teaching and learning:

* Learner Outcomes
* Learner Experiences
* Teachers Individual practice
* Teachers' collective /collaborative practice

Following the review year 2022-23, where we undertook an evaluation of the impact of Covid-19 on the teaching and learning in our school, we had highlighted **Wellbeing** as a crucial area of focus for SSE.

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| **Domain** | **Standard** | **Questions: key things we are trying to improve** | **Methods to Gather Evidence** |
| Learner Outcomes | * Pupils enjoy their learning, are motivated to learn, and expect to achieve as learners. * Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships. | What impact did COVID-19 have on our pupils regarding their learning, wellbeing, and motivation? | Staff discussion  Staff questionnaire  Pupil questionnaire  Standardised test results |
| Learner Experiences | * Pupils engage purposefully in meaningful learning activities. * Pupils experience opportunities to develop skills and attitudes necessary for lifelong learning | * How to provide meaningful reading opportunities for pupils * What do we need to do now that we weren’t doing before COVID19 as a result of changes in our pupils? | Staff discussion  Staff questionnaire  Pupil questionnaire  Standardised test results |
| Teachers individual practice | * The teacher has the requisite subject knowledge, pedagogical knowledge, and classroom management skills. * Selects and uses planning, preparation, and assessment practices that | As teachers, what impact has COVID-19 had on our teaching and learning – positives and negatives? | * Staff feedback from whole school discussion * Sharing of expertise |
| Teachers’ collective / collaborative practice | Teachers:   * value and engage in professional development and professional collaboration. * contribute to building whole-staff capacity by sharing their expertise | Sharing of findings with whole school – common findings across the staff | * Staff feedback |

# 2. Findings of this evaluation

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| Learner Outcomes | * 100% of teachers were concerned about student wellbeing. Following Covid, there seemed to be **increased anxiety** and **decreased resilience** among students. * Children continue to achieve highly in areas of Numeracy and Literacy. According to 2023 Standardised tests in Reading, 90% of students had a Sten of 5 or higher. In the 2023 standardised tests in Numeracy, 95% of students scored a Sten of 5 or higher. * Most pupils appear happy, motivated and enthusiastic about their learning (teacher observation). |
| Learner Experiences | * Pupils are engaging in activities but with less motivation than before COVID-19 * Pupils’ independence has decreased, and teachers feel that they need to do more for pupils now than before. * Teachers are concerned about the resilience of children, but after surveying children, the majority of children seem to have a growth mindset towards their development and learning. Some children need confidence building in this area. * Rote learning, particularly of tables in numeracy, is of concern for 75% of teachers. * The children feel more engaged with work of a hands-on, active nature, or where digital technologies are used in teaching and learning. |
| Teachers Individual Practice | * Staff feel that more time is being spent on classroom management instead of actual teaching – a more stressful environment as a result. * Staff also feel that there is more time being spent dealing with anxiety-based issues among some of the students. * ICT skills of staff were also developed during the pandemic, and this has been very beneficial to teaching. * The increased emphasis on well-being has also been seen as a positive. |
| Teachers Collective/collaborative practice | * Teachers collectively agree and share approaches to teaching and learning to improve pupils’ experiences and outcomes based on the identified needs above. * Teachers recognise the value of building whole staff capacity and are willing to share their expertise with other teachers in the school. * Staff and management have noted the positives of seeking Oide support over the past two years in aiding collaborative practice. * Staff have worked closely to develop plans to support the needs of the school and the teaching and learning of the students. * Classroom management and discipline, particularly in the light of anxiety following numerous lockdowns, is of concern to staff. Staff have highlighted the benefits of introducing a whole-school approach to management of student behaviour. |

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

**2.2.** This is how we know (*List the evidence sources. Refer to pupils’ dispositions, attainment, knowledge and skills.)*

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

* Literacy attainment in Standardised test place 90% of the students at a sten of 5 or higher – *results from 2023*
* Numeracy attainment in Standardised test place 95% of the students at a sten of 5 or higher - *results from 2023*
* Teachers note a culture of adaption and reflection on practices for teaching, learning and assessment – *teacher feedback*
* There is a strong foundation towards well-being in place, with continued work towards retaining our Amber Flag – *ongoing work, attainment of Amber Flag*
* The school is a positive, happy, welcoming and productive place of work for students and staff – *pupil and staff disposition, informal feedback from parents and visitors to the school.*
* Parents are supportive of the work being completed in schools, and support their child’s learning *– staff experience and feedback*

***Please Note:***

*Initially, we chose to examine anxiety within the students coming to school and work towards building resilience amongst the school population. These concerns arose from the teacher surveys and teacher feedback and observations. However, after gathering evidence from the students on their outlook towards school and schoolwork, and analysing this evidence, we have concluded that most students were not outwardly affected by anxiety. It was therefore decided by the staff that we would focus on supporting the children who needed it through the school support team and differentiation within the classroom and to return to step one of the process: identifying focus.*

**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.)*

* **Restorative Practice:** Teachers will engage in CPD training to aid the implementation of a restorative practice approach within the school.
* **Restorative Practice:** RP will be adopted as the main practice in dealing with challenging behaviour within the school. It will be worked into the school’s code of discipline and the school’s anti-bullying policy.
* **Wellbeing Statement of effective practice for all:** There is a positive approach to discipline where issues are resolved with care, respect and consistency.

**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**

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| **SCHOOL IMPROVEMENT PLAN**  ***Raheen NS: Wellbeing***  **March 2024 to June 2025** | | | | | | | |
| **ACTION PLAN CO ORDINATOR:** | | **Ms S Browne** | | | | | |
| **TARGETS** | * To imbed the practice of Restorative Practice (RP) as a means of dealing with challenging behaviour throughout the school. * To ensure teachers are equipped with the skills, language, and strategies to support the implementation of RP in Raheen NS. * To imbed a positive approach to discipline where issues are resolved with care, respect and consistency. | | | | | | |
| **ACTIONS** | | | **PERSONS / GROUPS RESPONSIBLE** | | | | |
| * **Teachers will engage in CPD training in Restorative Practice.** | | | In-School Management Team | | | | |
| * **In September 2024, Restorative Practice will be piloted as part of our PIEW management focus strategy.** | | | Whole school staff; ISM team | | | | |
| * **Sep 2024, our anti-bullying policy will be amended to reflect the introduction of restorative practice as a means of dealing with challenging behaviour.** | | | Whole Staff; Board of Management | | | | |
| * **Sep 2024, information on RP will be made available to parents.** | | | ISM team; Secretary | | | | |
| * **September-October 2024, the school’s Code of Behaviour Policy will be amended to reflect the introduction of restorative practice as a means of dealing with challenging behaviour.** | | | Whole Staff; Board of Management | | | | |
| * **Termly staff meetings will be held to discuss the advantages and challenges of RP and its impact on our school community, and student wellbeing.** | | | Whole school staff; ISM team | | | | |
| * **By June 2025, a restorative practice policy will be created by the staff outlining the specific strategies and language to be imbedded in the school going forward.** | | | Whole Staff; Board of Management | | | | |
| **MONITORING STRATEGIES/APPROACHES**   * **Teacher observation and feedback (Termly meetings and informal discussions as they arise)** * **Quantified comparison of incidents of challenging behaviour. (Has this approach improved behaviour within the school?) *Summer Term 2024 v Summer Term 2025.*** * **Student feedback from focus group in September 2024 and June 2025 (for comparison).** | | | | | | | |
| **EVALUATION / CRITERIA FOR SUCCESS**  (Are we making progress? / How do we know?)   * **Are the number of challenging behaviour incidents in the school decreasing? *Tracking data*** * **Do teachers feel that RP has had a positive impact on their class and on overall wellbeing of both staff and students? How do we know? *Staff feedback*** * **Do students feel that there is a positive approach to discipline where issues are resolved with care, respect and consistency? How do we know? *Findings from focus group. Reflection by teachers following use of restorative practice. At termly meeting, look at positives and challenges we encountered during the term. Incidental discussions with our class.*** | | | | | | | |
| **NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS** | | | | | | | |
| **TARGETS** | | | | **ACHIEVED** | | | |
| * To imbed the practice of Restorative Practice (RP) as a means of dealing with challenging behaviour within the school. | | | | **Yes** |  | **No** |  |
| * To ensure teachers are equipped with the skills, language, and strategies to support the implementation of RP in Raheen NS. | | | | **Yes** |  | **No** |  |
| * To imbed a positive approach to discipline where issues are resolved with care, respect and consistency. | | | | **Yes** |  | **No** |  |