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Scoil Mhuire Gan Smál, Clondulane

Our Self-Evaluation Report and Improvement Plan 2023/24

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.

1.1 Outcomes of our last improvement plan from [September 22] to [June 23]

- Although it was a review year, we have begun the process of implementing our School Improvement Plan in the area of Wellbeing. We chose to focus on this area following on from the return post Covid 19. We felt that there were many issues presenting themselves in school that were more prevalent than pre Covid 19. Poor attendance, behavioral issues, school refusal and the word anxiety becoming more prevalent amongst pupils, parents and staff. As a staff, we decided to try to adopt a change in our school culture to help support and scaffold Wellbeing amongst the whole school community.
- This area is huge, takes a long time to implement and to see tangible changes and improvements.
- Various initiatives have started (Restorative Practice, Friends For Life, Student Council) but we are currently in the implementation phase and in fact, have chosen to gather more evidence to widen our understanding of the Wellbeing amongst the whole school community
- As the school year 23/24 is an SSE year we have chosen to continue with our focus on Wellbeing.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (1/9/22) to (28/6/23). We evaluated the following aspect(s) of teaching and learning:

- Wellbeing-School Culture

2. Findings

2.1 This is effective / very effective practice in our school

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

- All classes cover all elements of the curriculum
- We have a newly formed ISL team with clearly defined roles and responsibilities and a co-ordinator for Wellbeing.
- There is a strong staff buy in to our new approach to change develop our culture to be more cognisant of the importance of Wellbeing post Covid 19. This includes teacher CPD and we have enlisted the help of PDST in the area of SPHE and put a strong focus on physical wellbeing, getting outside and a healthy eating policy.

2.2. This is how we know

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

- Teacher CPD has included training in Restorative Practice (RP), Friends for Life and is also a feature of staff meetings. Following the Professional Learning Community Model, we share staff knowledge and expertise gained from CPD courses at our Croke Park meetings. This helps share and upskill staff in classroom management techniques (Dojo) and RP.
- Feedback from the newly formed Student Council has been positive, particularly around the upgrades in the areas of P.E and IT equipment in the school. There has been positive pupil feedback on our whole school approach to positive behaviour through Class Dojo and the Whole School GREAT Star Awards.
- The Parents Association has been revived which has given financial support for extracurricular activities for the pupils
- Monitoring and checking in at ISLT and staff meetings with regard to new initiatives and Team Coaching through the CSL
- Data gathered around attendance and pupil performance and oral feedback

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.

- Implement the steps involved in school self-evaluation and begin gathering evidence through pupil, teacher and parent surveys
- Continue to develop, implement and train on the Restorative Practice approach and introduce the pupils and wider school community to our approach
- Continue to focus on the positive behaviour (Class Dojo and GREAT Star Awards) approach to school culture.

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, **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from [September 2023] to [June 2024]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> As a staff, we will continue the training in Restorative Practice and aim to have it embedded in our practice before the end of the school year. 	Designate specific staff meetings/Croke Park hours to Restorative practice training	Wellbeing Co-ordinator- Ms.Leahy Principal Mr.O’Sullivan	-Training will be completed at staff meetings throughout this academic year 23/24 -All staff will implement practices learned -The whole school community will be made aware we are training in Restorative Practice School		
<ul style="list-style-type: none"> Complete, analyse and share school community surveys around wellbeing 	Design surveys and share with school stakeholders.	Wellbeing Co-ordinator- Ms.Leahy Principal Mr.O’Sullivan Student Council	All Pupils, Teachers, and Parents will complete survey		
<ul style="list-style-type: none"> Attendance will have improved by at least 5% on 2023 when reviewed in June 2024. 	-Engage with Tusla’s Attendance Campaign. -Promote the importance of attendance amongst the pupils -Follow up with parents who’s children have poor attendance	Principal Mr.O’Sullivan	Attendance will improve by 5%		